

Together

dla **4** klasy

Książka nauczyciela



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Together

dla **4** 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 stopniowe dostosowywanie poszczególnych poziomów kursu zarówno do stopnia opanowania języka przez uczniów, 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 (więcej szczegółów na s. 4). Na szczególną uwagę zasługuje przede wszystkim łagodne przejście od nauczania zintegrowanego do przedmiotowego, zastosowane w podręczniku *Together dla 4 klasy*.

Łagodne przejście z I. do 2. etapu edukacyjnego

Together dla 4 klasy został zaprojektowany w taki sposób, aby umożliwić uczniom płynne przejście z jednego etapu edukacyjnego do następnego. Polega ono na odpowiednim doborze ćwiczeń, takich jak zadania z elementami zabawy i ruchu, oraz zastosowaniu w pierwszej części podręcznika sylabusu gramatycznego, który opiera się głównie na strukturach znanych uczniom klas 1–3. Szata graficzna kursu również została zaprojektowana tak, aby odzwierciedlać cechy rozwojowe ucznia klasy czwartej. Dzięki takiemu podejściu uczeń zdobywa wiedzę w przyjazny dla niego sposób oraz otrzymuje solidną bazę do poznania i opanowania bardziej zaawansowanych struktur językowych.

Dodatkowo każdy poziom podręcznika zaczyna się krótkim rozdziałem powtórkowym (*Welcome unit*), co niewątpliwie pozwoli uczniowi łatwiej rozpocząć naukę języka w następnej klasie.

Rozwijanie samodzielności w uczeniu się

Kurs *Together* wspiera rozwój autonomii uczniów, wprowadza różnorodne strategie samodzielnej nauki. Dzięki systematycznemu stosowaniu metod i sposobów efektywnej nauki języka obcego uczniowie będą mogli stać się odpowiedzialnymi, świadomymi osobami, gotowymi do planowania i analizy własnego procesu uczenia się. W zintegrowanej z treścią lekcji sekcji *Learning zone* uczniowie znajdą praktyczne przykłady pokazujące, jak skutecznie zapamiętywać zarówno słownictwo, jak i struktury gramatyczne.

Elastyczność

Wychodząc naprzeciw konieczności indywidualizowania toku nauczania poprzez dostosowanie form pracy do różnych potrzeb i możliwości uczniów, w serii *Together* oznaczyliśmy wybrane zadania ikoną . Zadania te można wykonać na różnych poziomach trudności oraz na różne sposoby, w zależności od potrzeb klasy lub potrzeb poszczególnych dzieci. Dokładne wskazówki w tych kwestiach nauczyciel znajdzie w notatkach do lekcji w Księżce nauczyciela.

Co więcej, mając na uwadze to, że uczniowie wykonują zadania w różnym tempie, kurs *Together* oferuje: w sekcji *Fast finishers* ćwiczenia dla uczniów pracujących szybciej, ćwiczenia interaktywne w darmowej aplikacji AR – dostępnej na smartfony i tablety – oraz dodatkowe ćwiczenia do kopiowania, dostępne dla nauczyciela w *Teacher's App*. Ponadto 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.

Podstawowy materiał językowy zawarty w podręczniku jest przewidziany dla klas mających zajęcia z języka obcego w wymiarze 3 godzin lekcyjnych tygodniowo. Materiał może być również poszerzany, np. poprzez wykorzystanie lekcji *Vocabulary extention*, 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*, a po każdym dwóch rozdziałach następuje sekcja powtórzeniowa: *Revision Units 1–2*, *Revision Units 3–4*, *Revision Units 5–6*, *Revision Units 7–8*.

Sekcje *My words* i *My grammar* to dodatkowy element służący powtarzaniu materiału i przygotowywaniu się do testów i sprawdzianów – stanowią one swoiste kompendium wiedzy niezbędnej i jednocześnie wystarczającej do uzyskania pozytywnej oceny na sprawdzianie. Ponadto strony te zawierają propozycje prac projektowych oraz dodatkowe ćwiczenia pokazujące, jak utrwalać słownictwo.

Dodatkowo w Zeszycie ćwiczeń uczeń znajdzie powtórki w środku rozdziału – *Half Unit Review*.

W najwyższym poziomie serii (*Together dla 8 klasy*) znajdziemy także zadania, które służą do powtórzenia materiału językowego ze wszystkich poprzednich poziomów serii.

Zrównoważony sylabus leksykalno-gramatyczny

Sylabus został zaprojektowany dla całej serii zgodnie z zasadą spiralności, tak aby uczeń powtarzał poznany wcześniej materiał, a następnie poszerzał 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

Razem z dziesięciolatkiem

Klasa czwarta to początek drugiego etapu edukacyjnego i początek intensywnych zmian rozwojowych dzieci: fizycznych, intelektualnych i emocjonalnych. To również wyjątkowy wiek szkolny, czas szybkiego rozwoju procesów poznawczych: uwagi, spostrzegania, pamięci i myślenia. Okres dorastania jest pomostem między dzieciństwem a dorosłością. Nasi uczniowie w pierwszym semestrze klasy czwartej to jeszcze dzieci, ale już pod koniec roku szkolnego wyglądem i zachowaniem przypominają młodszych nastolatków, których musimy dobrze poznać, aby nasza wspólna praca przyniosła oczekiwany sukces językowy uczniowi i sukces zawodowy nauczycielowi.

Znając cechy rozwojowe dziesięciolatka można dokonać lepszego doboru form i metod pracy, ćwiczeń nie przerastających możliwości ucznia. Biorąc pod uwagę naturalne predyspozycje ucznia i równie naturalne ograniczenia, można lepiej zaplanować zajęcia, określić oczekiwania i wymagania, reagować na uczniowskie zachowanie, oceniać wysiłki i efekty pracy dziecka.

To, co dzieje się w głowie i ciele ucznia, musi współgrać z tym, co będzie lub może się dziać w klasie. Te dwa mechanizmy można porównać do pracy trybów zegarka. Usterki w pracy jednego z nich uniemożliwiają sprawne działanie całego zegarka.

Przygotowując jakiegokolwiek aktywności językowe, nie wystarczy jedynie trzymać się zasady wzrastającego stopnia trudności, ale należy równie bacznie prześledzić, czy takie, a nie inne zadania mają swoje uzasadnienie w psychologii rozwojowej ucznia. Innymi słowy, należy rozważyć, jakie typy zadań powinniśmy stosować w klasie czwartej, a jakich rodzajów zadań na danym etapie unikać, gdyż uczniowie najprawdopodobniej nie są jeszcze na nie rozwojowo gotowi.

Warto przy tym pamiętać, że dzieci w każdej grupie wiekowej rozwijają się w różnym tempie, więc tzw. właściwości rozwojowe, określane jako norma wiekowa, nie są jednolite i mieszczą się w dość szerokich przedziałach. Dzieci różnią się nie tylko poziomem dojrzałości organizmu, ale także zakresem podatności i wrażliwości na uczenie się.

Intensywny rozwój fizyczny w klasie czwartej niesie ze sobą ogromną potrzebę ruchu.

Konieczne okażą się krótkie przerwy, po których nasi uczniowie znów lepiej będą się mogli skoncentrować, a co za tym idzie, lepiej przyswajać prezentowany przez nauczyciela materiał. Dlatego w klasie czwartej nie powinniśmy rezygnować z zabawowej formy nauczania. Zabawa pozostaje często środkiem do odreagowania napięć związanych z koniecznością wykonywania wielu zadań, niejednokrotnie trudnych dla ucznia. Gry i zabawy pozwolą utrwalić poznane struktury w sposób przyjemny i przyjazny mózgowi. To właśnie w wieku 10 lat intensywnie rozwija się u dziecka układ nerwowy, a masa mózgu osiąga wagę około 1300 gramów. Dzięki temu procesy fizyczne i psychiczne ucznia stopniowo się doskonalą.

Wszystkie procesy poznawcze zależne są od jakości i poziomu dojrzałości układu nerwowego dziecka oraz od jakości funkcjonowania narządów zmysłowych. Poziom rozwoju ruchowego dziecka może ułatwić lub też utrudnić przebieg i jakość innych procesów.

Spójrzmy chociażby na rozwój grafomotoryki. Różnie przebiega on u dziewczynek i chłopców. Nie dziwny się, że uczniowie klasy czwartej mają jeszcze trudności w szybkim pisaniu bądź przepisywaniu długich notatek z tablicy, bowiem biegłość pisania osiągają oni dopiero pod koniec klasy piątej.

U chłopców ten proces przebiega wolniej niż u dziewczynek, ponieważ ich nadgarstki dojrzewają znacznie dłużej. Dlatego zdarza się, że chłopcy nie utrzymują tempa pisania na lekcjach, a w zeszytach (często dalekich od staranności) można znaleźć luki i braki. Tymczasem dziewczynki będą już wykazywały większą dbałość i dokładność w pisaniu. Ruchy rąk będą bardziej skoordynowane, pismo płynne, czytelne, tempo pisania stosunkowo szybkie.

Od 10–12 roku życia dziecka następuje nie tylko jego intensywny rozwój kinestetyczno-ruchowy, ale również poznawczy.

Wzrastająca szybkość spostrzegania wzrokowego w tym wieku przyczyni się do wzrostu tempa czytania. Będzie to miało duży wpływ na efektywność zapamiętywania wzrokowego oraz orientację w układzie materiału. Łatwiej będzie uczniom znaleźć odpowiednie słowo, fragment tekstu, sformułować odpowiedź, dzięki czemu lekcje będą przebiegać sprawnie i będą dla uczniów ciekawsze.

Wraz z wiekiem i rozwojem dziecka zmienia się również uwaga – z mimowolnej na dowolną. To dzięki uwadze dowolnej dzieci uczą się koncentracji, utrzymania myśli na tym samym obiekcie przez dłuższy czas, mimo innych obecnych w otoczeniu bodźców, są w stanie znieść większy wysiłek związany z nauką w szkole, dłuższe pisanie, siedzenie w ławce, a także dłuższe skupienie uwagi. Będą więcej

zapamiętywać, myśleć kategoriami abstrakcyjnymi, lepiej rozumieć swoje emocje i emocje innych.

Od skupienia uwagi jest uzależniony rozwój pamięci. Im lepsza uwaga, tym skuteczniejsze zapamiętywanie.

Dzięki rozwojowi mechanizmów pamięciowych dziecko może lepiej się uczyć. Nauka może bazować nie tylko na pamięci mechanicznej, kiedy to zapamiętywanie odbywało się bez zrozumienia przyswajanych treści, lecz także w coraz większym stopniu na pamięci logicznej. Nie powinniśmy przy tym zapominać o roli i wartości nauczania polisensorycznego: im więcej zmysłów zaangażowanych jest w zapamiętywanie, tym lepsze przyswajanie informacji i ich dłuższe przechowywanie.

Dzieci mogą różnić się stopniem koncentracji, szybkością zapamiętywania, gotowością pamięci czy jej trwałością. Przekłada się to na skuteczność uczenia się. Zaburzona gotowość pamięci skutkuje kłopotami z odtwarzaniem wiedzy w szybkim czasie, „na żądanie”. Zaburzona trwałość pamięci, określana często jako „pamięć zbyt krótka”, objawia się przy odtwarzaniu dużych partii materiału, między innymi przed sprawdzianami lub na lekcjach powtórzeniowych. Zaburzona szybkość albo wierność pamięci obniża tempo i jakość pracy w szkole, na przykład przy przepisywaniu z tablicy lub podręcznika, pisaniu ze słuchu czy z pamięci.

Dzieci ze złą pamięcią zdarzają się bardzo rzadko. Najczęściej to po prostu słabo rozwinięta umiejętność zapamiętywania.

Niełatwo jest uczniom klasy czwartej uczyć się języka obcego z tej prostej przyczyny, że uczniowie nie wiedzą, jak się uczyć. Byłoby dobrze, gdyby uczeń mógł znaleźć w podręczniku wskazówki i rady, jak się uczyć, np. słownictwa, gramatyki, czytania ze zrozumieniem. Mogą to zrobić, jak to ma miejsce w serii, lub o tym przypominać bohaterowie komiksowi, stworki, ludziki, roboty czy przyjazne zwierzaki. Z ich pomocą i wskazówkami nawet materiał abstrakcyjny przestanie być trudny do opanowania.

Wiedza o rozwoju psychofizycznym dziecka jest drogowskazem pokazującym, jak na lekcjach języka obcego dobierać materiał, ćwiczenia i wszelkie aktywności uczniowskie. Dzięki temu wiemy, jakie typy zadań powinniśmy stosować w klasie czwartej i kolejnych, a co najważniejsze, wiemy **dlaczego** je możemy zastosować i **dlaczego** niekiedy musimy jeszcze trochę poczekać, aż niektórzy uczniowie będą na nie rozwojowo gotowi.

Bycie RAZEM z naszym dziesięciolatkiem, czyli rozumienie jego potrzeb edukacyjnych, idących w zgodzie z jego rozwojem psychofizycznym, będzie gwarancją sukcesu.

Kompetencje językowe a rozwój psychofizyczny dziesięciolatka

Dobrze dobrane ćwiczenia, dostosowane do rozwoju psychofizycznego ucznia, pozwalają rozwijać wszystkie kompetencje językowe. Pozwalają na tworzenie, wypowiedzianie, odbieranie oraz rozumienie zdań w języku obcym.

W klasie czwartej uczniowie chętnie podejmują się **czytania** komiksu, bo rozumienie jest wspomagane ilustracjami. Działają one na wyobraźnię dziecka. Uczeń będzie wizualizował miejsce, osoby, sytuację, podczas czytania będzie dbał o właściwą intonację, będzie wzbogacał słownictwo. Chętnie przeczyta teksty z podziałem na role, określi w ćwiczeniu potekstowym, czy zdanie jest prawdziwe, czy fałszywe, połączy pytania z odpowiedziami, określi, kto to powiedział, lub uzupełni w zdaniach brakujące wyrazy.

W klasie czwartej dłuższe teksty narracyjne powinny być wprowadzane stopniowo, z uważnie dobranym słownictwem i odpowiednio wyważoną długością tekstu. Uczeń będzie rozumiał czytany tekst, jeśli minimum 90% słownictwa będzie dla niego zrozumiałe.

Uczniowie klas czwartych nie znają jeszcze zbyt wielu technik uczenia się **słownictwa**. Konieczne jest zasugerowanie kilku z nich, np. fiszek, map myśli, ilustracji, słowniczków obrazkowych lub tematycznych, kontekstu, skojarzeń, rymowanek itp. Ważne jest, aby słownictwo przeznaczone do opanowania w klasie czwartej nie wybiegało poza obszary bliskie życiowo uczniowi.

Opanowanie słownictwa to tylko połowa sukcesu. Druga połowa to **gramatyka**. Dotychczas dzieci uczyły się języka w sposób mimowolny – podczas powtarzania i wykonywania zadań językowych. Uczyły się struktur językowych jako gotowych fraz czy zdań.

W klasie czwartej, na lekcjach języka ojczystego, uczniowie opanowują coraz to nowe reguły językowe, operują terminami gramatycznymi, rozwijają świadomość językową. Nie powinniśmy jednak na lekcji języka obcego nadużywać tych terminów, szczególnie w języku obcym. Nie możemy oczekiwać od uczniów, aby znali więcej zasad dotyczących języka obcego, niż zasad języka ojczystego. Stawiając wymagania co do drugiego języka, musimy pamiętać, jaki poziom kompetencji językowej osiągnął uczeń w pierwszym języku. Zaczynając od ćwiczeń mocno sterowanych (wszystkie elementy nowej konstrukcji powinny być podane), poprzez ćwiczenia lekko sterowane, dojdziemy do zadań swobodnych, kiedy uczeń będzie mógł zastosować poznane zagadnienia gramatyczne w kontekście sytuacyjnym.

Niezbędne jest stosowanie spiralnego programu nauczania, w którym struktury są co jakiś czas powtarzane, utrwalane i poszerzane o nowe aspekty.

Nie wymagajmy od ucznia klasy czwartej samodzielnego wypowiadania się na piśmie, ponieważ ma on za mały zasób słownictwa, nie zna jeszcze wielu struktur gramatycznych i ma zbyt niski poziom świadomości językowej. Poradzi on sobie jedynie z ćwiczeniami typu reprodukcja.

Proces nauki **pisania** nauczyciel powinien zacząć od zadań kontrolowanych i sterowanych, stopniowo zwiększając swobodę uczniów w pisaniu. Bez odpowiedniego ukierunkowania uczeń może czuć się zagubiony, nie wiedząc, co i jak napisać. Wsparcie ze strony nauczyciela (*scaffolding*) będzie warunkiem poprawnego wykonania zadania, a pisanie na poziomie klasy czwartej powinno być bardziej odtwórcze niż twórcze. Kompozycja wypowiedzi pisemnej – początki, zakończenia, słowa, które mają być wplecione w tekst, punktory – nie powinny być zbyt ogólne, bo uczeń będzie miał z tym problemy już na etapie planowania wypowiedzi pisemnej.

Najbardziej odpowiednimi ćwiczeniami dla ucznia klasy czwartej będą: uzupełnianie tekstu brakującymi fragmentami zdań, kończenie rozpoczętych zdań, układanie zdań z wykorzystaniem podanych wyrazów, pisanie według podanego modelu, personalizowanie podanego schematu.

Tematy do ćwiczeń w pisaniu powinny być dobierane w ten sposób, by nie sprawiały uczniom ani problemu językowego, ani kognitywnego (uczniowie mogą nie dysponować odpowiednią wiedzą, by sprostać zadaniu).

Słuchanie to kolejna bardzo ciekawa z punktu widzenia rozwoju psychofizycznego sprawność receptywna. Łatwość rozumienia ze słuchu w dużej mierze zależy od rozwojowych możliwości ucznia. Mózgowy ośrodek słuchowy mowy dojrzewa u dzieci w wieku 10–11 lat. Uczniowie nie powinni mieć trudności z różnicowaniem dźwięków mowy, melodyką języka, rozumieniem słyszanych oraz wypowiadanych i czytanych treści. Mimo to słuchanie tekstów obcojęzycznych jest jedną z najtrudniejszych dla dziesięciolatka kompetencji. Teksty do słuchania nie powinny zawierać ważnych dla ich zrozumienia informacji na samym początku, ponieważ niektórzy uczniowie potrzebują około 50 sekund na skupienie uwagi, przyzwyczajenie aparatu słuchowego i wniknięcie w treść nagranych komunikatów.

Przeszkodą w rozumieniu ze słuchu może być nie tylko tempo słyszanej wypowiedzi, akcent lub niska koncentracja ucznia, ale również jego zbyt mocne nastawienie na rozumienie każdego słowa, w miejsce nastawienia się na rozumienie znaczenia zdań. Takie

podejście do słuchania tekstu wywołuje stres i niezrozumienie tekstu/treści. Dlatego też każde słuchanie powinno być odtwarzane dwukrotnie i poprzedzone ćwiczeniami wprowadzającymi. Pierwsze słuchanie wprowadza kontekst, myśl przewodnią, zaś w drugim słuchaniu koncentrujemy się na szczegółach – zgodnie z zasadą: od ogółu do szczegółu. Uczniowi łatwiej jest wybrać ze słuchanego tekstu konkretne słowo, zakreślić usłyszane informacje ze zbioru, dopasować je do obrazka niż wykonać zadanie, do rozwiązania którego wymagane jest zrozumienie całego tekstu. Wskazane jest oglądanie edukacyjnych filmów video, gdyż mają one dodatkową moc w postaci niewerbalnych bodźców wspomagających rozumienie ze słuchu.

Jak przejść wraz z naszym dziesięciolatkiem od odgrywania prostego dialogu do rozmowy w języku obcym? Jak pomóc mu przejść od reprodukcji do produkcji i przekazywania informacji? Nie ulega wątpliwości, że **speaking** – jako kompetencja językowa – jest ogromnym wyzwaniem dla ucznia.

Mowa nie jest umiejętnością wrodzoną, lecz nabytą. Uczymy się jej w kontaktach z osobami mówiącymi, a sam przebieg tego procesu przebiega powoli, stopniowo, u każdego dziecka w innym czasie. Dlatego nie należy go przyspieszać. Uczeń, wraz z nabywaniem nowych umiejętności językowych, będzie mówił dłuższymi i coraz bardziej poprawnymi gramatycznie zdaniami, będzie rozwijał domysł językowy, coraz łatwiej przekazywał informacje w formie mówionego przekazu, nie ucząc się już całych wypowiedzi na pamięć.

Ważne jest jednak językowe przygotowanie uczniów, zapewnienie materiału stymulującego (wzorcowy dialog, ilustracja, plakat, ulotka), angażowanie uczniów do pracy w grupach. Pamiętać należy, że im większa językowa aktywność uczniów, tym lepsze opanowanie języka.

Umiejętnie kształtowane kompetencje językowe będą się rozwijać i doskonalić RAZEM z rozwojem i dojrzewaniem naszego dziesięciolatka, a jeśli jeszcze będą wynikać z mocnego fundamentu, jakim jest wiedza o psychofizycznym rozwoju nastolatka, pozwolą osiągnąć sukces w nauce języka angielskiego, zwieńczony świetnym wynikiem na egzaminie ósmoklasisty.

Przewodnik po rozdziale

Lesson 1 Vocabulary 1

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

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

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 wprowadzane jest 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 i 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 .

Unikatowa sekcja **Learning zone** wpleciona w tok lekcji daje uczniom szansę wykorzystać techniki samodzielnej pracy nad językiem i dostosować je do indywidualnych możliwości i potrzeb ucznia. Pomocnik językowy, którym w klasie czwartej jest papuga Memory Mac, podaje przykłady i podpowiada, w jaki sposób najskuteczniej się uczyć.

W każdej lekcji **Vocabulary 1** 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.

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

Lesson 2 Grammar 1

Lekcja **Grammar 1** wprowadza gramatykę w kontekście **komiksu** o przygodach rodziny Brown, ich zabawnej kotki Lily, która ciągle wpada w tarapaty, i przyjacielskiego domowego robota Robbiego, który ratuje każdą sytuację.

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. Tutaj, dodatkowo w notatkach do lekcji, zawarliśmy pomysły, jak zmodyfikować ćwiczenie, aby było łatwiejsze lub trudniejsze. Wszystkie tego typu ćwiczenia oznaczyliśmy ikoną .

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

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. **Memory Mac** – językowy pomocnik w tym poziomie kursu – pomaga uczniom zrozumieć kontekst poprzez komiksowe scenki i przykłady. Więcej informacji i podsumowanie gramatyki z rozdziału uczniowie znajdą w sekcji **My grammar** na końcu rozdziału.

Podobnie jak w lekcji *Vocabulary 1*, **Memory Mac** podpowiada uczniom, jak mogą samodzielnie uczyć się gramatyki.

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.

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

Lesson 3 Vocabulary and listening

Lesson 4 Grammar 2

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

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

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

Zadania na słuchanie w lekcji drugiej na słownictwo dają **autentyczny kontekst** dla nowego materiału leksykalnego oraz kładą nacisk na rozwijanie **umiejętności rozumienia ze słuchu**.

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

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 scenką komiksową ilustrującą kontekst, w którym dana struktura gramatyczna jest stosowana.

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

Lesson 5 Speaking

Lesson 6 Reading and Culture

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

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

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

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.

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.

Lekcje **Reading** rozpoczynają się **krótkim filmem** z serii **Discover the world**, który wprowadza do tematu czytanki, a także wzbudzają ciekawość uczniów i motywują ich do dalszej nauki.

Ikona  wskazuje, że zadania na rozumienie tekstów pisanych można wykonać na różne sposoby, w zależności od poziomu językowego uczniów. W notatkach do lekcji zawarte są wskazówki, jak ułatwić zadanie dla wybranych uczniów/grup (**Support**) lub utrudnić je (**Challenge**). Dodatkowo, tutaj i w wielu innych lekcjach na czytanie, ikona **biretu**  oznacza, że zadanie oswoja uczniów z formatem zadań z **Egzaminu Ósmoklasisty**.

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

W ramach **Guess what?!** zawarte są ciekawostki dotyczące kultury, historii i geografii krajów wspomnianych w czytance.

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

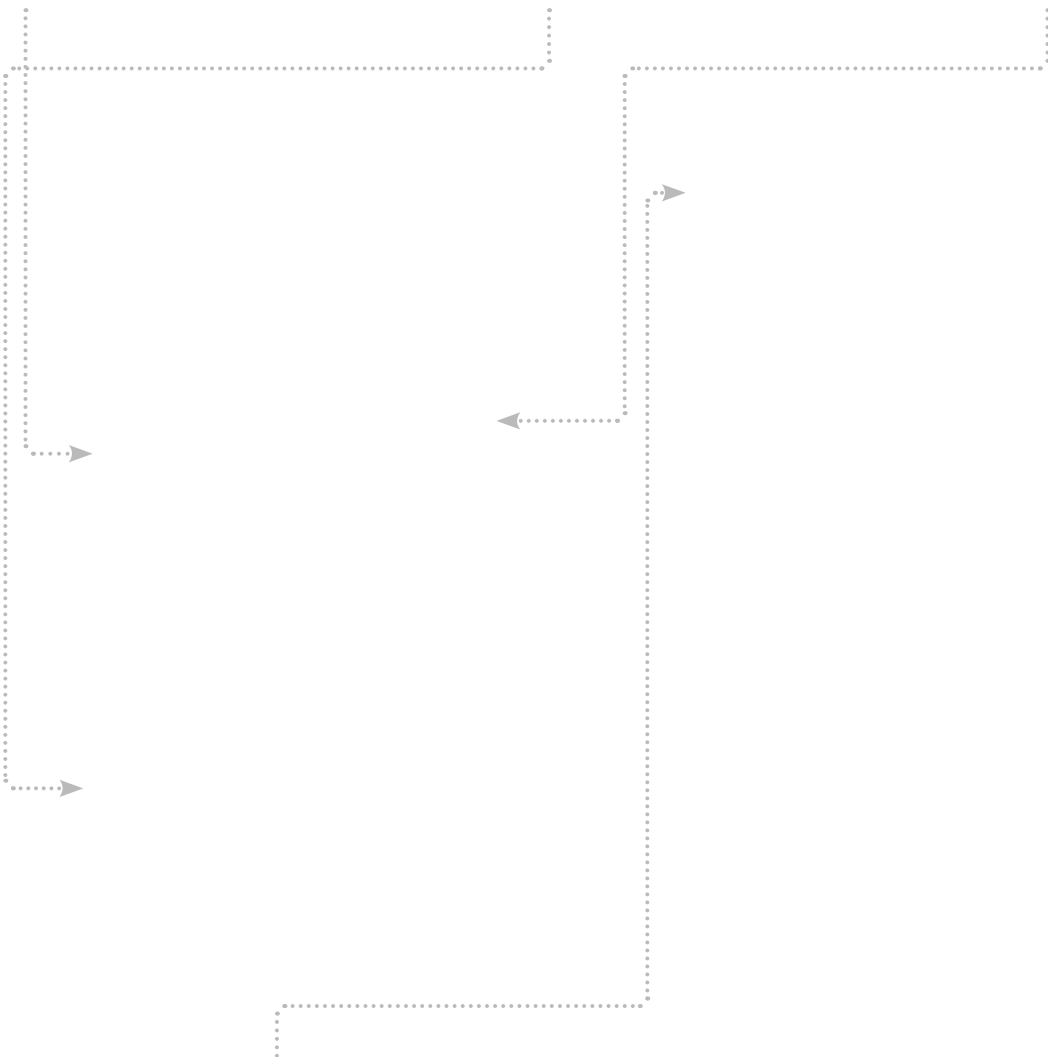
Lesson 7 Writing

Lesson 8 Revision

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.

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.



Powtórka słownictwa, gramatyki i funkcji językowych wprowadzonych w rozdziale.

Po wykonaniu wszystkich zadań uczniowie mogą **odstuchać prawidłowe odpowiedzi**, sprawdzić je i podliczyć punkty. Następnie, w zależności od swojego wyniku, uczniowie przechodzą do zagadki-nagrody w sekcji **Get your reward!** na s. 127 lub wykonują jeszcze raz ćwiczenia z rozdziału, aby nadrobić zaległości.

My words

My grammar

Kluczowe słowa i zwroty z lekcji:

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

W sekcji **Play and learn!** uczniowie grają w gry językowe oraz uczą się samodzielnej nauki słownictwa. W notatkach do tej lekcji dodaliśmy pomysły na gry i zabawy ułatwiające uczniom zapamiętanie nowego słownictwa.

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.

W każdej sekcji **My grammar** zawarto **pracę projektową** związaną z ogólnym tematem danego rozdziału.

Revision Units

Powtórka gramatyki i słownictwa **z dwóch 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 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.

Na końcu podręcznika można również znaleźć **cztery** lekcje dotyczące różnych **świąt** obchodzonych w krajach anglojęzycznych. Lekcje skupiają się na wprowadzeniu kluczowego słownictwa związanego z tymi świętami oraz porównanie tych świąt z polskimi tradycjami. W klasie czwartej uczniowie nauczą się rozumieć teksty i mówić o Święcie Dziękczynienia, Bożym Narodzeniu, Wielkanocy i Dniu Świętego Patryka.

Co dwa rozdziały uczniowie mogą wykonać w parach dodatkowe ćwiczenia na mówienie, oparte na luce informacyjnej (tzw. *information gap*). Ćwiczenia te pomagają utrwalić poznane funkcje językowe w praktyce. Strona 124 zawiera karty pracy dla ucznia A, a strona 125 – odwrócone karty pracy dla ucznia B.

Sekcja **Get your reward!** zawiera **osiem** motywujących zagadek lub łamigłówek, które są nagrodą za poprawne rozwiązanie zadań w lekcjach *Language revision* zamieszczonych na końcu każdego rozdziału. Rozwiązując zagadki, uczniowie zbierają hasła, które pomogą im uzupełnić wierszyk i rozszyfrować ukrytą wiadomość.

Materiały cyfrowe

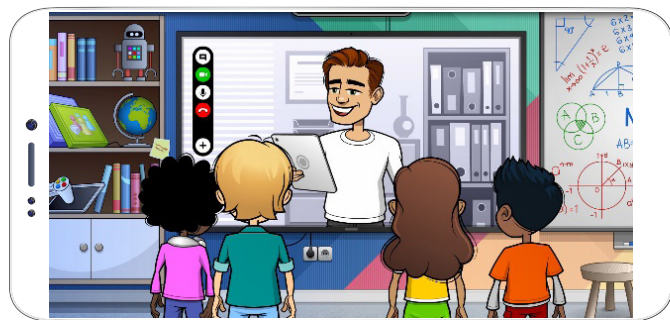
Obecni uczniowie to pokolenie dzieci, które od najmłodszych lat biegle posługują się urządzeniami takimi jak smartfon czy tablet. Technologia służy im nie tylko do zabawy, lecz także (coraz częściej) do zdobywania wiedzy.

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.
- **Student's App** 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. Więcej szczegółów na s. 16.
- **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.
- **Teacher's App** to wielofunkcyjne rozwiązanie na komputery wspomagające pracę nauczyciela, pozwalające m.in. na wyświetlanie na tablicy interaktywnej materiałów z Książki ucznia i Zeszytu ćwiczeń.

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 dają 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 ten sam 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.

Komponenty dla ucznia

Książka ucznia

Nagrania audio do Książki ucznia dostępne po zeskanowaniu zamieszczonego w niej kodu QR oraz w *Student's App* i na www.macmillan.pl/strefa-ucznia.



Zeszyt ćwiczeń

Zawiera kod QR do nagrań audio i wideo oraz kod do materiałów cyfrowych dla ucznia dostępnych na www.macmillaneducationeverywhere.com.

Zeszyt przedmiotowy

Zawiera wszystkie zadania do uzupełnienia z Książki ucznia, co pozwala zaoszczędzić czas. Umożliwia również samodzielne powtarzanie poznanego materiału w domu.

WOW!

Zadania w rozszerzonej rzeczywistości (AR)

Zadania wykorzystujące technologię AR są dostępne bezpłatnie dla uczniów w aplikacji, którą można pobrać na smartfon lub tablet.



Filmy wideo

Obudowa wideo obejmuje:

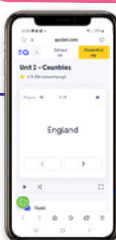
- 16 animacji gramatycznych,
- 8 filmów do sekcji Speaking,
- 8 filmów *Discover the world* do sekcji Reading and culture.

Aby obejrzeć materiały, wystarczy zeskanować kod QR umieszczony w Zeszycie ćwiczeń.



Aplikacja dla ucznia

Student's App to nowoczesne rozwiązanie na komputer, tablet i smartfon. Aplikacja umożliwia szybki dostęp do interaktywnej wersji Książki ucznia i Zeszytu ćwiczeń. Uczeń znajdzie w niej również Książkę ucznia do wyświetlania oraz *On-the-Go Practice*, czyli 64 dodatkowe, interaktywne zadania leksykalno-gramatyczne.



Quizlet

Aplikacja ułatwiająca powtórkę słownictwa z podręcznika.

Komponenty dla nauczyciela



Książka nauczyciela zawiera:

- pomniejszone strony z Książki ucznia z podanymi odpowiedziami do zadań,
- pomysły na dodatkowe ćwiczenia,
- praktyczne porady, jak pracować z uczniami ze Specjalnymi Potrzebami Edukacyjnymi (SPE),
- wskazówki, jak zrealizować dane zadanie na różnych poziomach trudności,
- płyty z nagraniami audio w formacie MP3,
- kod do materiałów cyfrowych dostępnych na www.macmillaneducationeverywhere.com.

Aplikacja dla nauczyciela

Teacher's App to wielofunkcyjne rozwiązanie na komputery 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.

Teacher's Resource File

to bank dodatkowych kart pracy i gier zawierający m.in.:

- Grammar and Vocabulary Activities,
- Extra Challenge Activities,
- Extra Support Activities,
- Revision Games worksheets,
- SEN worksheets,
- Discover the World video worksheets.

Testy

Gotowe testy pozwolą regularnie sprawdzać postępy uczniów. Wśród nich znajdują się:

- Diagnostic Test,
- 16 Grammar Short Tests,
- 16 Vocabulary Short Tests,
- 8 Speaking Short Tests,
- 8 Unit Tests na 3 poziomach: Support, Standard, Challenge,
- End-of-term Test oraz End-of-year Test na 3 poziomach: Support, Standard, Challenge.

Macmillan Online Staffroom

Bezpłatne komponenty w wersji online dostępne na www.staffroom.pl.

Kahoot!

Quizy, które umożliwiają uczniom utrwalenie słów i zwrotów w formie interaktywnej zabawy, a nauczycielom – przygotowywanie interaktywnych kartówek i prac domowych.

Welcome unit page 4	Vocabulary: classroom objects, stationery, the alphabet, everyday objects, basic colours, days of the week, numbers 1–20	
	Vocabulary	Grammar
Unit 1 People and places page 8	- countries and nationalities - places, numbers 20–100 Pronunciation /ɪ/ and /i:/	- verb <i>be</i> affirmative, personal pronouns <i>a, an</i> and zero article, nouns with adjectives
Unit 2 Me and my clothes page 20	- clothes, adjectives describing clothes - personality adjectives Pronunciation /ɔ:/	- verb <i>be</i> negative - verb <i>be</i> questions, short answers, <i>Wh-</i> questions and answers
Revision Units 1–2 pages 32–33		
Unit 3 Our things page 34	- possessions - household objects, prepositions of place Pronunciation /r/	- possessive adjectives, <i>whose</i>, possessive <i>'s</i> <i>this, that, these, those</i>
Unit 4 Family and friends page 46	- describing appearance: face and hair - family Pronunciation /h/ and /tʃ/	- verb <i>have got</i> affirmative and negative - verb <i>have got</i> questions and short answers, <i>Wh-</i> questions and answers
Revision Units 3–4 pages 58–59		
Unit 5 Me and my food page 60	- food and drink - fruit and vegetables Pronunciation /s/ and /ʃ/	<i>there is/are, some, a lot of</i>, countable and uncountable nouns <i>there isn't/aren't, any</i>
Unit 6 Out and about! page 72	- sports, hobbies - action verbs, word friends Pronunciation /eɪ/ and /æ/	- verb <i>can</i> affirmative and negative - verb <i>can</i> questions and short answers, <i>Wh-</i> questions and answers, adverbs with <i>can</i>
Revision Units 5–6 pages 84–85		
Unit 7 My week page 86	- everyday activities - free time activities Pronunciation /u:/ and /əʊ/	- present simple affirmative, negative, questions and short answers, <i>Wh-</i> questions and answers: <i>I, you, we</i> and <i>they</i> - present simple affirmative, negative, questions and short answers, <i>Wh-</i> questions and answers: <i>he, she, it</i>
Unit 8 Time out! page 98	- holiday activities - places in a town Pronunciation /ŋ/	- present continuous affirmative and negative - present continuous questions and short answers, <i>Wh-</i> questions and answers
Revision Units 7–8 pages 110–111		
Vocabulary extension pages 112–119 Festivals pages 120–123		

Grammar: possessive adjectives: *my* and *your*, imperative, regular and irregular plural nouns

Speaking: classroom instructions, spelling

Speaking	Reading and culture	Writing
asking for and giving personal information	Favourite parks	personal information form
telling the time, asking what time it is	Cosplay around the world	short message about myself
asking and answering about a price	Recycle to save the planet!	description of my bedroom
welcoming and introducing friends	Family photo competition	description of a family
ordering a takeaway pizza	School lunches around the world	blog post about my lunch
asking for and giving permission and information	Unusual national sports	text message
likes and dislikes	School in other countries	blog post about my weekend
asking for and giving directions	Arts festivals	holiday postcard

Communicative activities pages 124–125

Get your reward! pages 126–127

Welcome unit Extra resources

Workbook: pages 4–7

Lesson 1

Objectives and materials

Vocabulary: classroom language and objects, stationery

Listening: to find specific information

Speaking: to understand classroom language and use it, to name classroom objects and stationery

Optional materials: pictures/photos of classroom objects and stationery

Warm-up

Ask the students to show you their coursebook, workbook, notebook and pencil case. Give them some funny instructions, e.g. *Put your notebook on your head; Sit on your student's book*, etc. Use body language with your instructions to help the students understand them.

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

Extra idea

Write five verbs from exercise 2 on the board and ask the students to repeat them after you have said them. Then erase the last word and ask the students to read the words and add the one you have erased. Continue erasing words and repeating them until there are no words on the board.

- 3 Students do exercise 3.

- 4  1.1 (00:38) Students do exercise 4.

Extra idea

Ask the students to draw the classroom objects and write the names of the objects in their notebooks.

- 5  1.2 (00:29) Students do exercise 5.

- 6  1.3 (00:56) Students do exercise 6.

Extra idea

Students work in pairs. Student A mimes using one of the objects from exercise 6, Student B guesses the name of it. Then the students swap roles.

- 7 Students do exercise 7.

Wrap-up

Prepare some small pictures of classroom objects and stationery. Each student picks one picture and says what they can see.

Lesson 2

Objectives and materials

Grammar: possessive adjectives (*my, your*) and possessive 's; imperative forms (affirmative and negative)

Vocabulary: the alphabet and spelling, classroom instructions

Listening: to find specific information

Optional materials: a few sets of cards with the letters of the alphabet on them (each letter on a separate card), some pieces of paper

Warm-up

Students work in groups of four. Give each group a set of alphabet letters and ask the students to put them in the correct order. If the students struggle, sing/play a popular alphabet song for help.

- 1  1.4 (00:51) Students do exercise 1.
- 2 Students do exercise 2.
- 3  1.5 (00:52) Students do exercise 3.

Extra idea

Spell the names of your students. The students who hear their names spelt, stand up or raise their hands. If there's more than one student with the same name, spell their surname, too.

Grammar 1

Read the content of the grammar box. The students listen and repeat the questions and the answers in the box. Ask the students to practise the expressions in pairs. Then come up to different students and ask them the questions from the box.

- 4 Students do exercise 4.

Grammar 2

Read the instructions from the grammar table and mime the actions. Then say the instructions again and ask the students to do the actions. Ask a few students to give these instructions to the rest of the class.

- 5 Students do exercise 5.
- 6 Students do exercise 6.

Wrap-up

Students choose one instruction and write it on a piece of paper. Collect the pieces of paper that contain the instructions and put them in a bag or box. Then hand out the instructions. Ask a student to give the student sitting next to him/her the instruction. Continue this process until all the students have given their instructions and followed them.

Lesson 3

Objectives and materials

Vocabulary: everyday objects, basic colours

Grammar: plural nouns

Listening: to find specific information

Speaking: to describe everyday objects

Optional materials: the pictures of everyday objects from exercise 1

Warm-up

Spell *EVERYDAY OBJECTS* and ask the students to write the spelling down in their notebooks. Ask for volunteers to write the (every day) words on the board. Spell the words again and check that the students understand the meaning of each word. Then show students your phone, notebook, pen, sandwich, etc., and ask them about what the term *EVERYDAY OBJECTS* means.

1 Students do exercise 1.

2  1.6 (00:20) Students do exercise 2.

3  1.7 (00:56) Students do exercise 3.

4  1.8 (00:28) Students do exercise 4.

Extra idea

Play the recording again. The students find something of a particular colour on their desk or in the classroom.

5 Students do exercise 5.

Grammar 3

Read the content of the grammar table and ask the students to repeat the plural noun forms after you. Ask a student to choose a singular noun from the table and to say it for the rest of the class who respond with the plural form. Repeat this process with other students taking the leading role.

6 Students do exercise 6.

Extra idea

Dictate a few singular and plural nouns from this lesson for the students to write down. Write the words on the board for the students to check their answers.

7 Students do exercise 7.

Wrap-up

Stand next to the door and ask the students as they leave the classroom, to name the colours of their clothes.

Lesson 4

Objectives and materials

Vocabulary: numbers 1–20, days of the week

Listening: to find specific information

Speaking: to describe a picture

Optional materials: cards with the names of the days of the week on them, some pieces of paper, cards with the tasks from exercise 7

Warm-up

Show the students the everyday objects from Lesson 3. Ask them to name the objects and to say what colour they are. Model the answers, e.g. *a pink flower*.

1  (00:50) Students do exercise 1.

Extra idea

Ask the students to count some different classroom objects or people. Model the answers, e.g. *ten girls*, *one board*, *six flowers*, etc.

2 Students do exercise 2.

Extra idea

Ask students to add and/or subtract different numbers so that they get the number twelve. Ask a few students to write their answers on the board and to read them out loud.

3 Students do exercise 3.

4 Students do exercise 4.

5  (00:20) Students do exercise 5.

6 Students do exercise 6.

7 Extra idea

Divide the students into two groups. Put the cards with the tasks in a box or bag. A student from each group comes to the front of the class and draws out a task. Each student reads his/her task out loud and the other students complete it. For each correct completion of a task a group gets one point. Continue the process until everyone had a turn at drawing out a task. Students do exercise 7.

Wrap-up

Ask the students to stand on one leg as they answer your questions. Ask questions to revise the vocabulary and grammar, e.g. *What's your favourite day of the week?*; $5 + 6 = ?$; *How do you spell fish?*, etc. When a student answers a question correctly, he/she can sit down. When the students don't answer the questions correctly, they get another question.

Unit 1 Extra resources

Workbook: pages 8–17

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *What's your name?* (Lesson 5)
- Culture video: *Water parks and theme parks* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, 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: countries and nationalities

Listening: to find specific information

Speaking: to ask and answer questions

Optional materials: post-it notes or small cards (5–7 per student)

Culture note

The famous buildings in the photos are:

b: the Eiffel Tower in Paris,
c: the Statue of Liberty and One World Trade Centre in New York,
d: the Palace of Culture and Science in Warsaw,
e: the Great Wall of China,
f: the Houses of Parliament and Big Ben in London,
g: the Blue Mosque in Istanbul, *h:* the Christ the Redeemer Statue in Rio de Janeiro.

Warm-up

Ask the students the following question:
Can you name some countries in English?

1 Students do exercise 1.

Answers

Player 1 – thirteen

Player 2 – five

Player 3 – twelve

2 Students do exercise 2.

Answers

b France

c the USA

d Poland

e China

f the UK

g Turkey

h Brazil

Argentina, Spain – not in the photos

Extra idea

Ask the students to study the photos carefully. Then give some instructions, e.g. *Find/Touch something red. Find/Touch a tree.*

3  (00:41) Students do exercise 3.

Answers

Argentinian – Argentina	Chinese – China
Australian – Australia	French – France
Brazilian – Brazil	Polish – Poland
British – the UK	Spanish – Spain
	Turkish – Turkey

Extra idea

To help the students see some regular patterns of spelling, ask them to highlight the endings of the names of nationalities with different colours.

4  (00:56) Students do exercise 4.

Answers

- 2 Spain (country)
- 3 American (nationality)
- 4 Poland (country)
- 5 Turkey (country)
- 6 Brazilian (nationality)
- 7 France (country)
- 8 Argentinian (nationality)
- 9 British (nationality)
- 10 Australia (country)

5 Students do exercise 5.

6  (00:16) Students do exercise 6.

Extra idea

Read the poem aloud to model the pronunciation. Ask the students to repeat the poem line by line.

7 Students do exercise 7.

Learning zone

Tell the students that Memory Mac gives tips on how to study more effectively. Ask the students about how they study at home or how they prepare for tests. Hand out the post-it notes, 5–7 per student. Students do tasks 1–2. If the class need more time, the task can be done as homework.

8 Students do exercise 8.

SEN tip

To make any students who may be sensitive to noise feel more comfortable, try to keep the noise down during pair work and group work.

 Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (**the toucan**), they can scan it and do the activity which appears on their smartphones.

Wrap-up

Ask the students to write the names of three countries that they can remember from this lesson.

Lesson 2

Objectives and materials

Grammar: the verb *be* (affirmative)

Listening and reading: to find specific information

Optional materials: small pieces of paper containing personal pronouns

Warm-up

Introduce the characters who are in the story. Write the following names on the board: *Mickey, Lily, Robbie, Ana*. Ask the students to guess who they are before reading the text.

- 1  (01:09) Students do exercise 1.

Extra idea

Ask the students to read the text, giving the various roles (*Mickey, Lily, Robbie, Mum, Dad, Ana*) to different students.

- 2  (01:09) Students do exercise 2.

 **SUPPORT:** Allow the students to listen to the recording three times.

 **CHALLENGE:** Get the students to cover the comic story and do the exercise as a listening comprehension task.

- 3  (00:17) Students do exercise 3.

Extra idea

Lip read the phrases in the Real English box. Ask students to guess what you say.

Grammar

Read the content of the table out loud. Ask the students to repeat what you say.

Grammar 1 video

Play the animation video for this lesson and stop it before the grammar presentation. Write the following gapped sentences on the board and ask the students to complete each of them with one word.

- 1 It's a s e l f i e challenge today.
- 2 The children are f o o t b a l l fans.
- 3 The boy in the b l u e T-shirt is Donaldo.

Play the whole video and ask the students to do the quiz at the end.

7 Extra idea

To model the task, say (or write on the board) two sentences about yourself, one true and one false. Ask the students to guess which one is false. Have a class vote to see who guessed correctly. Students do exercise 7.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (the school bag), they can scan it and do the activity which appears on their smartphones. 

Wrap-up

Write two jumbled sentences on the board and ask the students to put the words in the correct order:

is / sister / my / she

we / good / students / are.

Answers

She is my sister.

We are good students.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Tell the students to write two gapped sentences of their own on a separate piece of paper. Then get them to give the piece of paper to a friend to complete.

6 Students do exercise 6.

Learning zone

To model the activity, choose a family member or friend of yours and say three sentences about him/her. Students do the tasks 1–2.

Put the slips of paper with the pronouns on into a container. Ask the students to get a piece of paper from the box and to make a sentence beginning with the pronoun that is on their piece of paper.

Lesson 3

Objectives and materials

Vocabulary: names of places, numbers 20–100

Listening: to find specific information, to define the context

Optional materials: one dice and enough counters for each pair/group of students

Warm-up

Revise the numbers 1–19. Write the numbers on the board and ask the students to say them out loud or to repeat them after you. With more advanced students you can write just some of the numbers in random order.

1 Students do exercise 1.

2  (00:26) Students do exercise 2.

Answers

at a café – h
at a party – c
at a summer camp – a
at home – g
at school – d
in the garden – b
in the park – e
on holiday – f

SEN tip

Encourage the students to write the words in the air before writing them in their notebooks.

3 Students do exercise 3.

Extra idea

Show the students the photos of people in various places. Ask the students to say where the people are, e.g. *She is in the park. He is at school. They are at home*, etc.

4  (00:44) Students do exercise 4.

 **SUPPORT:** Provide the students with options to choose from: *at school / in the garden / at a café*.

 **CHALLENGE:** Ask the students to look at the board game and to point to the four places mentioned in the recording. (b, c, d, e).

5  (00:37) Students do exercise 5.

6 Students do exercise 6.

7 Students do exercise 7.

Wrap-up

Dictate 2–3 sentences to students, e.g. *My sister is twenty-one. She is on holiday*. Ask the students to write the sentences in their notebooks and then to swap the latter with their friends to compare and check each other's work.

Grammar

Read the content of the table out loud. Ask the students to repeat what you say.

Grammar 2 video

Play the animation video for this lesson and stop it before the grammar presentation. Ask the students to list the objects that they can see in the video (e.g. *a bracelet, a castle, a smartphone*, etc.). Play the whole video and ask the students to do the quiz at the end.

4  1.20 (00:44) Students do exercise 4.

5 Students do exercise 5.

Answers

2 They're green backpacks.

3 It's a very nice park.

4 They're very old computers.

6 Students do exercise 6.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (*pencils*), they can scan it and do the activity which appears on their smartphones.



Lesson 4

Objectives and materials

Grammar: articles: *a, an, the*; nouns with adjectives

Listening: to define the main idea

Speaking: to describe objects

Warm-up

Ask the students to act out the following adjectives with gestures: *big, small, happy*.

1 Students do exercise 1.

2  1.19 (01:03) **Extra idea**

Before the students listen to the recording, ask them to name the objects in the picture (*a watch, b a pen, c pencils, d an apple*). Students do exercise 2.

3 Students do exercise 3.

Wrap-up

Tell the students that you are going to say some adjective + noun phrases out loud and that their task is to sit down when *a* is missing before the phrase, and to stand up when *an* is missing before it, e.g. say out loud: *big apple, old book, yellow pencils, new student*, etc.

Lesson 5

Objectives and materials

Speaking: to introduce yourself and other people, to ask questions about personal information

Vocabulary: the alphabet

Optional materials: post-it notes

Warm-up

Ask several students to spell their names out loud.

- 1  (01:09) Students do exercise 1.

Speaking video

You can use the video *What's your name?* instead of the audio recording from exercise 1. Turn the subtitles on if needed. Get the students to mark the following sentences as true or false as they watch the video: *Lena and Harry are at school* (False, they're at a café); *Lena and Harry are ten* (True); *Ms Colins is French* (False, Emile is French).

SEN tip

Try to make sure that any students with hearing difficulties are seated near the loudspeaker.

- 2  (01:09) Students do exercise 2.

Answers

- 2 What's your name?
My name's Lena.
- 3 How old are you, Harry?
I'm ten.
- 4 What's your nationality?
I'm French.
- 5 Where are you from?
I'm from Poland.

- 3 Students do exercise 3.

Extra idea

Tell the students that they are going to take on a new identity. Hand out the post-it notes. Ask the students to repeat the dialogues, using the new information.

- 4 Students do exercise 4.

Answers

- 1 Where are you from? I'm from the USA.
- 2 What's your name? My name's Noah Schnapp. How do you spell that?
N-O-A-H S-C-H-N-A-P-P
- 3 What's your name? My name's Ana. How old are you? I'm 10.
- 4 What's your name? My name's Ed Sheeran. What's your nationality? I'm British.

Wrap-up

Spell some names, countries and nationalities. Tell the students to write down the words.

Lesson 6

Objectives and materials

Reading: to define the main idea of the text, to find specific information

Speaking: to express opinions and to express preferences

Vocabulary: words for describing different parks

Optional materials: Teacher's Resource File – Video worksheet Unit 1

Culture note

Białowieża Park – a national park and forest on the border of Belarus and Poland.

Alton Towers – a theme park (water park) in Staffordshire, central England
Illucity – a VR (virtual reality) adventure park in France.

Central Park – a public park in Manhattan, New York City.

Warm-up

Ask the students to name some parks in their town/ city or in their country.

1 Students do exercise 1.

Culture video

Play the video *Water parks and theme parks*. Ask the students to say what parks appear in the video. Write the following list of parks on the board and get the students to choose the correct answers: *water park, national park, theme park, virtual reality park, public park*. You can use the video worksheet for this video.

2  (01:24) Students do exercise 2.

Answers

Białowieża National Park,
Central Park in New York

3  (01:24) Students do exercise 3.

 **SUPPORT:** Tell the students which questions match the different paragraphs.

 **CHALLENGE:** The students write an extra sentence containing two words to choose from. Then they read the sentences for the rest of class to answer.

4 Students do exercise 4.

Extra idea

Ask the students to say which parks they like in their own country, using the expressions in the box.

Wrap-up

The students write two true or false questions concerning the information in the text. Then they swap their questions in pairs and mark their partner's questions *T* (for true) and *F* (for false).

Lesson 7

Objectives and materials

Writing: to introduce yourself, to give personal information

Vocabulary: personal information form templates

Warm-up

Write the following words on the board and ask about which letters are missing:

AGE

COUNTRY

NAME

NATIONALITY

1 Students do exercise 1.

2 Extra idea

To model the activity, ask several students the questions for them to answer out loud. Students do exercise 2.

3 Extra idea

To make sure the students pronounce the questions correctly, model the pronunciation and get the class to repeat the questions out loud. Students do exercise 3.

4 Students do exercise 4.

The students can draw their avatar instead of using a real photograph.

 **SUPPORT:** Give out templates of the form to any students who have trouble writing.

 **CHALLENGE:** The students add more information to the form, e.g. about their favourite place, favourite object, etc.

5 Students do exercise 5.

Wrap-up

Ask the students to stand up. Say the following instructions and ask the students to follow them until all the students are seated, e.g.
Sit down if your name starts with M.
Sit down if your surname starts with M.
Sit down if your age is 10/11.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise Lessons 1–7

Optional materials: some pieces of paper with the names of places on (*at a café, at school, at a party, on holiday, in the park, at home, etc.*)

Warm-up

Ask the students to name: two countries, two nationalities and four numbers from between 20 and 100.

1 Students do exercise 1.

Extra idea

Give the name of a country and ask the students to say what the corresponding nationality is.

2 Students do exercise 2.

Extra idea

Ask the students to draw the following items: *three flags, two big books, seven small oranges, eleven pencils.*

3 Students do exercise 3.

Extra idea

Ask the students to pick up a piece of paper with the name of a place on it. Some volunteers come to the front of the class to mime their place for the rest of the class to guess what it is.

4 Students do exercise 4.

Extra idea

Write the following sentences on the board. The students try to work out the words that are missing in the sentences.

- 1 *It's big apple. (a)*
- 2 *They amazing parks. (are)*
- 3 *are new books. (They)*
- 4 *It's orange workbook. (an)*

5 Students do exercise 5.

6 Students do exercise 6.

Check your score!



(01:39) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English (make sure they know what they need to do here).

Wrap-up

Put the students into groups. Ask each group to draw a flag of the USA, Australia and the UK, without looking at their book. The first group to finish with the correct pictures is the winner of the game.

My words

Game

Students play a spelling game in pairs. One student keeps the book open and says the words for the other student to spell. For every correct answer the student gets a point. After five words, the students swap roles.

Countries



Nationalities



Places



Numbers 20–100



Real English



Giving and asking for personal information



Project

- Tell the students that they're going to prepare a short video or presentation about themselves. If students aren't allowed to use smartphones at school, ask them to do it at home and share the video in a way that is allowed in their school.
- If the students do a presentation, explain that they can use a computer programme or prepare a spoken presentation. The students can show some photos of their friends or their favourite places in their presentations.
- Encourage the students to use the model text in the book to help them. To provide more support, you can prepare a video or presentation about yourself and show it to the students in class.
- When the students have prepared their projects, you can watch all the films and presentations in class. Praise the students for their creativity and for completing the task on time.
- After all the students have shared their videos or presentations, ask them to talk about which videos/presentations gave them new information about a topic.

Unit 2 Extra resources

Workbook: pages 18–27

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *What time is it now?* (Lesson 5)
- Culture video: *Me and my clothes* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, 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: clothes

Listening: to find specific information

Speaking: to ask and answer questions about clothes

Optional materials: some A4 sheets of paper with days numbered 1–7 (day 1, day 2, etc.) and incomplete words with gaps for missing letters for the students to complete to make the correct words (Learning Zone)

Warm-up

Get the students to point to and name one item of clothing that they are wearing today.

1 Students do exercise 1.

2  (01:14) Students do exercise 2.

Extra idea

Write the names of different kinds of clothes on the board, in random order, and get the students to study the list. Then tell the students to close their eyes and wipe out one word from the list. After this, the students open their eyes and say which word is missing. Repeat the procedure several times so that the students have a good opportunity to recall as many target words as possible.

SEN tip

For any students who may need extra support to memorise the new vocabulary, introduce a clapping learning technique. For this, the students repeat the words, clapping once for each syllable of a word, e.g. *hoo-die*, *ja-cket* (two claps), *cap*, *shorts* (one clap).

3 Students do exercise 3.

Learning zone

Ask the students the following questions:
How many words can you easily learn every day?
How long can you study for in a day? Do you study English every day?
The students do task 1.
If necessary, hand out templates containing the numbered days and the incomplete words with gaps for the missing letters. After this, read out the instructions for tasks 2–3 and make sure the students know what to do at home.

8 Students do exercise 8.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (**the present**), they can scan it and do the activity which appears on their smartphones.



4  1.31 (00:26) Students do exercise 4.

Extra idea

To practise the various collocations in exercise 4, ask the class to stand up. Then say: *Sit down if you have comfortable trousers / sporty shoes / warm clothes / sporty clothes / a comfortable jumper, etc.*

5 Students do exercise 5.

Extra idea

Add more places to the list, e.g. *at home, in the garden, at a summer club*, etc. and ask the students to choose suitable clothes for wearing at these places.

6  1.32 (00:10) Students do exercise 6.

7 Students do exercise 7.

Wrap-up

Write the following lists of words on the board and ask a student to choose the odd one out:

shoes, jeans, socks, trainers
(**jeans – you put all the other things on your feet**); *shirt, jacket, skirt, hoodie* (**skirt – it's the only item that covers a person from the waist downwards**).
Encourage the students to write their own odd-one-out list.

Lesson 2

Objectives and materials

Grammar: the verb *be* (negative)

Listening and reading: to find specific information

Warm-up

Find out if the students remember the names of the characters. Ask:
What are the names of the children? (Ana, Mickey);
What's the name of the cat/robot? (Lily/Robbie); *What are the names of the parents?* (Caroline Brown, Alex Brown / Mr and Mrs Brown).

1  (01:33) Students do exercise 1.

2  (01:33) Students do exercise 2.

 **SUPPORT:** Point to the pictures that the students should look at to find the correct information (sentence 2: picture 2, sentence 3: picture 3, sentence 4: picture 5).

 **CHALLENGE:** The students write one more true sentence about the story.

3  (00:13) Students do exercise 3.

Extra idea

Tell the students to close their books. Read out the incomplete phrases from the *Real English* exercise and ask the whole class or individual students to finish them.

Here y o u a r e.
Just a m i n u t e!
I'm not r e a d y!

Grammar

Read the content of the table out loud. Get the students to repeat what they hear. Ask the students about which forms of *be* are used for more than one person and for which persons they are used.

Answers

is/'s – for *he, she, it*; *are/'re* – for *we, you, they*

Grammar 1 video

Play the animation video for this lesson and stop it before the grammar presentation. Write the following sentences on the board and ask the students to decide which are true and which false.

1 *The challenge is a football game.*

(False – The challenge is a quiz game.)

2 *The children aren't bored.* (True)

3 *Will is the winner.* (False – Jay is the winner.)

Play the whole video and get the students to do the quiz at the end.

Learning zone

First, read all the instructions to students, asking them to only listen and not do any tasks yet. Then divide the practice into four steps, each with a clear time limit given to the students. You can also tell the students to do the *Learning zone* tasks at home.

7 Students do exercise 7.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (*the jumper*), they can scan it and do the activity which appears on their smartphones.



Wrap-up

Say three sentences that are not true and tell the students to change them into the negative form, e.g. *It's Friday. We are actors. Class 4B are on holiday today.*

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Write the following sentences on the board: *Lily is a robot. I'm 78 years old. We're in the park.* Ask the students to change all the wrong sentences into negative forms (*Lily isn't a robot. I'm not 78 years old. We aren't in the park.*).

SEN tip

Any students who struggle with writing by hand can do activities 4–6 through speaking, without having to write them in their notebooks.

6 Students do exercise 6.

Answers

It isn't my jacket; They aren't my socks; It isn't my shirt; It isn't my hoodie; They aren't my jeans; They aren't my shorts; It isn't my cap.

Lesson 3

Objectives and materials

Vocabulary: personality adjectives

Listening: to find specific information

Speaking: to describe people

Warm-up

Tell the students to close their books. Write 11 short gaps on the board (one gap per letter for the word *personality*). Ask the students, one by one, to guess one letter. If a student guesses a letter correctly, complete the gaps and let the student guess a letter again or the word itself. Continue this process until all the letters have been completed or someone guesses the word correctly.

1 Students do exercise 1.

2  1.35 (00:23) Students do exercise 2.

Extra idea

Get the students to play charades in pairs. Student A chooses an adjective and then draws or mimes it for Student B to guess what it is. Then the students swap roles.

3  1.36 (00:54) **Extra idea**

Ask the students to count how many orange, green, blue and white things there are in the picture at the top of page 24 in the Student's book (orange – 8, green – 4, blue – 6, white – 3).

Students do exercise 3.

4  1.36 (00:54) Students do exercise 4.

 **SUPPORT:** Limit the number of objects that the students need to pay attention to, e.g. Dialogue 1 – *Look at the hoodie and trainers*; Dialogue 2 – *Look at the jacket*.

 **CHALLENGE:** After completing the task, the students explain why they chose the particular pictures.

5 Students do exercise 5.

Wrap-up

Dictate the following sentences for the students to write in their notebooks. When they have finished writing, ask the students to change the sentences into negative forms if the sentences are not true for them.

I am sporty.

My favourite colour is green.

My best friend is quiet.

Lesson 4

Objectives and materials

Grammar: the verb *be* (questions)

Listening: to find specific information

Speaking: to describe people

Warm-up

Revise the affirmative and negative forms of the verb *be*. Write the following sentences on the board for the students

to complete, e.g. My T-shirt i s n' t black, it i s blue. We a r e n' t in grade 6, we a r e in grade 4.

- 1 Students do exercise 1.
- 2  1.37 (00:53) Students do exercise 2.
- 3 Students do exercise 3.

Grammar

Draw the students' attention to the grammar table.

Ask: *What colour are the questions / positive answers / negative answers?* (blue and orange / green / red). Get the students to look at the questions and ask in their native language where we put the verb *be* (at the beginning of the question).

Grammar 2 video

Play the animation video for this lesson and stop it before the grammar presentation. Get the students to answer the following questions with short answers: *Is James British?* (No, he isn't); *Is Mia from London?* (Yes, she is); *Are Olivia and her sister at the sports camp?* (No, they aren't); *Are Ada's brothers sporty?* (Yes, they are). Play the whole video and ask the students to do the quiz at the end.

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.

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (the film star), they can scan it and do the activity which appears on their smartphones.



Wrap-up

Ask the students to write two Yes/No questions and one *Wh-* question about their partner. They ask and answer in pairs.

Lesson 5

Objectives and materials

Speaking: to ask about and tell the time

Warm-up

Dictate some numbers for the students to write down. Then tell the students to compare their answers in pairs.

- 1  (00:26) Students do exercise 1.

Extra idea

Ask the students to come to the board to write the times using numbers, e.g. 1.15, 1.30, 1.20, 1.40. Then tell the students to close their books to read the times on the board out loud.

SEN tip

Help any dyslexic students to associate the preposition *past* with the right side and the preposition *to* with the left side of the clock. Read out several clock times and ask the students to raise their left hand for *to* times and right hand for *past* times.

- 2  (00:25) Students do exercise 2.
- 3 Students do exercise 3.

Answers

- 2 It's quarter past two in New York. What time is it in Madrid? It's quarter past eight.
- 3 It's quarter to eleven in Warsaw. What time is it in Rio de Janeiro? It's quarter to six.
- 4 It's four o'clock in Madrid. What time is it in Sydney? It's one o'clock.

- 4  (00:26) Students do exercise 4.

Speaking video

You can use the video *What time is it now?* instead of the audio for exercise 4. Turn the subtitles on if necessary. When the students have watched the video, ask them the following question: *Where are Alice and her dad?* (They're at home.)

- 5 Students do exercise 5.

 **SUPPORT:** Point to the phrases in the dialogue that need to be replaced with new information.

 **CHALLENGE:** Get the students to cover the model dialogue in exercise 4.

Wrap-up

Ask the students about their own weekly schedules, e.g. *What time is English on Wednesday?* *What time is Polish on Monday?* *What time is lunch?*

Lesson 6

Objectives and materials

Vocabulary: clothes

Listening and reading: to find specific information

Optional materials: Teacher's Resource File – Video worksheet Unit 2

Culture note

Cosplay (costume + play) – dressing up as a character from a comic book, video game, anime cartoon, or TV series or film.

Warm-up

Show the students several photos of film characters and superheroes and ask them about what clothes they can see (e.g. Superman – red trousers, red shoes, Harry Potter – white shirt, Fred Flintstone – orange dress).

1 Students do exercise 1.

Culture video

Play the video *Me and my clothes*. When the students have finished watching the video, ask them about the names of clothes that they can remember from the video (e.g. a uniform, a shirt, trousers, a dress, a skirt, shorts, socks, a T-shirt, trainers, shoes, a jumper, a jacket, a hoodie, jeans).

You can use the video worksheet with this video.

2  1.41 (01:48) Students do exercise 2.

3  1.41 (01:48) Students do exercise 3.

4 Students do exercise 4.

 **SUPPORT:** Tell the students to pay attention to *is/are* and to singular/plural nouns – this will help narrow down the answer options.

 **CHALLENGE:** Ask the students to find the adjectives in the text that describe clothes.

Wrap-up

Play a game of *Chinese whispers*. Whisper a word or short sentence from this lesson to a student who then quietly passes it on to another student. The last student to hear the word/sentence says it out loud.

Lesson 7

Objectives and materials

Writing: to write a short message, to describe a person

Vocabulary: personal information, clothes, adjectives, hobbies

Optional materials: a photo taken by the teacher during leisure time showing a hobby, pieces of paper to write the questions for exercise 4

Warm-up

Show the students your photo. Say a few sentences about it, e.g. *This is me and my friend, Kate. She is 34. My jacket is black and her jacket is red. Our hobby is skiing.* Then allow the students to ask you some questions about your clothes and your hobby.

1 Extra idea

Draw the students' attention to the photo and ask the following questions: *How old are the people in the picture? What is their hobby? What colour are their T-shirts?* The students guess the answers and then read the text to check them. Students do exercise 1.

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

Answers

Are you sporty?

What is your hobby?

Suggested answers

What is your favourite colour?

Where are you from? Are you funny/shy? What is your nationality?

- 5 Students do exercise 5.



SUPPORT: Brainstorm vocabulary that students may want to use in their texts (e.g. the names of clothes, adjectives, names of hobbies). Write the words on the board.



CHALLENGE: The students add more information to the text, e.g., mentioning their favourite place, object, or colour.

Wrap-up

Say some true and false sentences about students in the class, e.g. *Mike's hobby is football. Maria's T-shirt isn't pink. Tom and Lukas are 12.* If the sentence is true, the students clap their hands.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise Lessons 1–7

Warm-up

Write the following gapped sentence on the board: *My _____ is _____.* Then tell the students to use this model sentence structure to write 2–3 sentences about their clothes using appropriate vocabulary, giving the names of the clothes and adjectives (e.g. about the colour of the clothes).

1 Students do exercise 1.

Extra idea

The students give one piece of information about their clothes. They use colours and adjectives that they learnt in this unit to describe their clothes.

2 Students do exercise 2.

3 Students do exercise 3.

Extra idea

Say various adjectives out loud. The students decide if the adjective is used for describing people or clothes. They raise their right hand for the clothes adjectives and the left hand for the people adjectives.

4 Students do exercise 4.

Extra idea

The students write more sentences about Lara in the first person voice. Ask the students to make up facts about her regarding, e.g. her nationality, personality, and favourite objects, places and hobbies.

5 Students do exercise 5.

6 Students do exercise 6.

Check your score!

 1.42 (01:43) 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

Write the following riddle on the board: *I start with the letter J and I make you warm on a cold day. What am I? (a jacket/jumper)*

My words

Game 1

The students study the vocabulary lists and choose four words which are:

- 1 difficult to remember,
- 2 difficult for students to pronounce,
- 3 used to describe a friend.

The students then write these words in their notebooks and do the following activities:

- 1 Draw the objects that represent the words or make sentences with the words.
- 2 Listen to the recording of the wordlist and repeat any difficult words.
- 3 Write sentences to describe a friend.

Game 2

The students work in pairs and quiz each other about the vocabulary. Each student says three words in English (for the other student to say them in their native language) and then three words in their native language (to elicit the English words from the other student). Then the students swap roles.

Game 3

The students make gapped sentences using expressions from the *Real English* and *Asking and telling the time* boxes, e.g. *I'm not r e a d y!*, *What t i m e is the film?* They write the gapped sentences on separate pieces of paper. Then, they swap the gapped sentences with their partners who have to complete them with the missing words.

Clothes



Adjectives



Personality adjectives



Real English



Asking and telling the time



Project

- Tell the students that they're going to design an ideal school uniform or outfit. They can draw the clothes or cut them out from newspapers or magazines. Get the students to prepare their designs on A4 sheets of paper.
- Ask the students to write a short description of the clothes they have designed.
- Encourage the students to use the model text in the book to help them. To provide more support, you can prepare a description of your ideal clothes for work and display it on the board or let the students look at it on their desks.
- You can put all the student work on display in the classroom and ask the students to vote for their favourite piece of work. Praise the students for their creativity and for completing the task on time.

Objectives and materials

Vocabulary, grammar and speaking: to revise Units 1–2

Listening: to find specific information, to define the general context of a recording

Reading: to find specific information

Writing: an e-mail to introduce yourself to somebody

Warm-up

Write the following words on the board: *shirt, clever, comfortable, Argentina, at a summer camp, trousers, warm, shy, Polish, at home*. Ask the students to put words in groups using the following categories: *clothes (shirt, trousers), personality adjectives (clever, shy), adjectives for describing clothes (comfortable, warm), countries (Argentina), nationalities (Polish), places (at a summer camp, at home)*. When they have finished, ask the students to add two more words to each category.

1 Students do exercise 1.

Extra idea

As you check the answers, get the students to spell the words in the crossword.

2 Students do exercise 2.

3 Students do exercise 3.

Extra idea

Ask the students to think of one extra sequence of numbers. Then look for volunteers to come to the board to write the sequence of numbers for the rest of the class to guess what the next number is.

4 Students do exercise 4.

5 Extra idea

To provide extra support, tell the students which letters come first in the words. Students do exercise 5.

6 Students do exercise 6.

7 Extra idea

Do the first question together as a class to model the activity. Then give the students some time to do the task individually. Students do exercise 7.

8 Students do exercise 8.

9 Students do exercise 9.

14 Extra idea

Read the text out loud for the students to follow. Then ask the students to read the text again and to note down any words they don't understand. Don't explain the meaning of the words before they do the reading task. Students do exercise 14.

15 Students do exercise 15.

Extra idea

Ask the students to change the details in the personal information form and to write the text again using the new information.

Wrap-up

Ask the students to make a list of the exercises or topics that they found easy and difficult. Help them to find the lessons/pages in Units 1–2 to revise the chosen topics.

10 Students do exercise 10.

Extra idea

Ask the students to make some more questions starting with *Who*, *Where* or *What*.

11 Students do exercise 11.

12 Students do exercise 12.

13 1.48 (02:15) Extra idea

Ask the students to describe the pictures before they listen to the recording. Students do exercise 13.

Unit 3 Extra resources

Workbook: pages 30–39

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *How much is it?* (Lesson 5)
- Culture video: *How to be a recycling superhero!* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, 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: personal possessions

Listening: to find specific information

Reading: to define the main idea in a text

Optional materials: photos of various personal possessions, sticky notes (3–4 for each student), exit tickets (a piece of paper for each student)

Warm-up

Play a guessing game. Display fragments of photos on the whiteboard and ask students to guess the possessions.

1 Students do exercise 1.

Extra idea

Tell the students to raise their hand if, e.g. their school bag is big, they have got earphones in their school bag, they have got more than three books in their school bag, etc.

2  (00:49) Students do exercise 2.

3  (00:56) Students do exercise 3.

Learning zone

Tell the students to read tasks 1–2 and ask them if they have ever tried to learn new words this way before. Then hand out the sticky notes and ask the students to mark 3–4 possessions in their school bag. Students do task 3 as homework.

9 Students do exercise 9.

SEN tip

Some students may feel uncomfortable with telling others what they have in their school bags. Do not force them to work in pairs with other students. Do the activity with them and, if necessary, ask the students to name the objects in the photos instead of talking about their own possessions.

10 Students do exercise 10.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (**the laptop**), they can scan it and do the activity which appears on their smartphones.



4  1.51 (00:30) Students do exercise 4.

Answers

Martin: charger (black) – 11, sketchbook (brown and white) – 7, sunglasses (orange) – 13
Jill: water bottle (purple) – 14, tablet (white) – 9, hairbrush (blue) – 12
The smartwatch (red and black) – 10 and helmet (yellow and black) – 8 aren't in their bags.

5  1.52 (00:47) Students do exercise 5.

Extra idea

Get the students to study the illustration on page 34 for 30 seconds to remember the words together with the numbers. Then tell the students to close their books. Ask them the following questions: *What is number 8? What is number 13?*, etc.

6 Students do exercise 6.

7  1.53 (00:14) Students do exercise 7.

8  1.53 (00:14) Students do exercise 8.

Wrap-up

The students complete their exit tickets that begin: *Four words to learn today: _____*. They return the tickets to the teacher before leaving the classroom.

Lesson 2

Objectives and materials

Grammar: possessive adjectives and possessive 's

Listening and reading: to find specific information

Optional materials: the exit tickets from the previous lesson

Warm-up

Hand out the exit tickets that you collected in the previous lesson (they now become entry tickets for the new lesson). Tell the students to add four more new words to the list on the ticket.

1  (02:00) Students do exercise 1.

2  (02:00) Students do exercise 2.

Extra idea

Ask the students the following questions: *Can you say 'The things in the box are happy'?* *Can you say 'The phone case isn't sorry'?* Tell the students to use such clues while doing the activity.

3  (00:17) Students do exercise 3.

Grammar

Read the content of the table out loud. Write some personal pronouns on the board. Ask the students to match the possessive adjectives from the grammar table with the correct personal pronouns on the board.

Grammar 1 video

Play the animation video for this lesson and stop it before the grammar presentation. Write the following items in two columns and ask the students to match people with the correct objects. There is one extra person who doesn't match any object.

skateboard	Will
games console	Ada
guitar	Olivia
book	Jay
	Mr Gramson

Play the whole video and ask the students to do the quiz at the end of it.

SEN tip

Pair any students who may need extra support with other students who can help them.

Learning zone

Read out the poem first, clapping when you say the possessive adjectives. Students do tasks 1–2. When they write their own poems, ask individual students to read them out loud and to clap when they say a possessive adjective.

7 Students do exercise 7.



Fast finishers

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



Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (*the girl with a toothbrush*), they can scan it and do the activity which appears on their smartphones.

4 Students do exercise 4.

5 Students do exercise 5.

 **SUPPORT:** Help the students to translate the sentences into their native language before they complete the gaps.

 **CHALLENGE:** Books closed. Read out the gapped sentences and ask students to say which possessive adjective is missing.

6 Extra idea

Before the students begin the activity, make sure they remember the names of the objects. You can ask the students some yes/no questions: *Is there a skateboard?* (*Yes, there is*); *Is there a water bottle?* (*No, there isn't*); *Is there a cat?* (*Yes, there is*), etc. Continue asking the questions until the students can name all of the items. Students do exercise 6.

Wrap-up

Tell the students to close their eyes. Then walk around the classroom collecting some of the students' possessions that are on their desks. Then show the items to everyone and ask the students whose they are.

Lesson 3

Objectives and materials

Vocabulary: household objects, prepositions of place

Listening: to find specific information

Optional materials: a box

Warm-up

Draw a few household objects on the board or show some photos of them, e.g. a bed, a desk, a lamp, etc. Elicit the words from the students. Ask the students to guess the subject of the lesson.

1  1.56 (00:17) Students do exercise 1.

2  1.57 (01:07) Students do exercise 2.

3  1.58 (01:14) Students do exercise 3.

4 Extra idea

To model the activity, put the pictures of objects on the board and name them incorrectly. Ask the more advanced students to correct you through using the examples in the book. Students do exercise 4.

5  1.59 (00:24) Students do exercise 5.

Extra idea

Encourage the students to say 2–3 sentences about their bedrooms, e.g. *In my bedroom, the lamp is next to the bed.* You can change the activity into a guessing game – where the students say a sentence for their classmates to guess if it's true or not.

6  1.60 (00:48) Students do exercise 6.

 **SUPPORT:** Limit the number of options by telling students which two items they need to choose from.

 **CHALLENGE:** The students write down one extra piece of information that they can remember from the dialogue.

7 Students do exercise 7.

Wrap-up

Put a box on a desk for everyone to see. Collect some of the students' possessions and put them in different places (e.g. behind the box, next to the box, etc). Invite one student to come to the desk. Choose another student to give instructions to the student at the desk, e.g. *Put the pencil case in the box.* When a student puts the object in the correct position, he/she gives the next instruction to another student.

Lesson 4

Objectives and materials

Grammar: *this, that, these* and *those*

Listening: to find specific information

Speaking: to describe places

Warm-up

To revise the names of household objects and personal possessions vocabulary, silently mouth the words and ask the students to read your lips.

1 Students do exercise 1.

2  1.61 (00:34) Students do exercise 2.

3  1.62 (00:27) Students do exercise 3.

Grammar

Draw the students' attention to the grammar table.

Encourage them to guess why two of the words are pink and two are purple.

Grammar 2 video

Play the animation video for this lesson and stop it before the grammar presentation. Ask the students about who says the following sentences in the video: *That is my helmet!* (Will); *This is my water bottle!* (Ada); *These are my sketchbooks!* (Jay); *Those are my favourite sunglasses!* (Olivia).

Play the whole video and ask the students to do the quiz at the end of it.

4  1.63 (00:26) 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.

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (the cat and mouse), they can scan it and do the activity which appears on their smartphones. 

Wrap-up

Walk around the classroom. Point at different objects saying true and false statements about them: *This/That is __, These/Those are __.* Ask the students to shout *No!* if a statement is false.

Lesson 5

Objectives and materials

Speaking: to talk about the prices of things

Vocabulary: shopping

Optional materials:

pieces of paper with the phrases for the buyer and the seller for exercise 5

Culture note

A garage sale is when a person sells second-hand household objects and personal possessions in his/her own backyard.

Warm-up

Write *GARAGE SALE* on the board and make sure the students know what it is. Tell students: *Imagine there is a garage sale. What can you sell there?* Elicit the names of personal possessions and household objects.

1 Students do exercise 1.

2  (00:51) Students do exercise 2.

Speaking video

You can use the video *How much is it?* instead of the audio from exercise 2. Put the subtitles on if needed.

When the students have watched the video, ask them about what Alice bought (**The skateboard and helmet**).

3 Extra idea

Model the pronunciation of the prices in exercise 3. Then write a few more prices on the board for the students to read out loud. Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

 **SUPPORT:** Write the phrases for the buyer and the seller on separate pieces of paper and give them to the students according to their roles.

 **CHALLENGE:** Ask the students to give and ask for extra information about the objects, e.g. *It's really cool. Is it comfortable?*

Wrap-up

Walk around the class asking students (in random order) to say a phrase, sentence or question that they have learnt during this lesson. Tell the students that they cannot repeat any of the sentences given by the two students who have spoken before them.

Lesson 6

Objectives and materials

Reading: to define the main idea of the text, to find specific information

Vocabulary: personal possessions, recycling

Optional materials: some photos of the objects in the box from exercise 2, board magnets

Optional materials: Teacher's Resource File – Video worksheet Unit 3

Warm-up

Write *RECYCLING SUPERHEROES* on the board. Ask the students about what superheroes do. Read the following actions out loud and tell the students to say YES or NO: *pick up litter, put plastic and paper in the same bin, give old phones and laptops to charity, cut down plants and trees.*

1 Students do exercise 1.

Culture video

Play the video *How to be a recycling superhero!* When the students have finished watching the video, ask them when Earth Day is for the recycling superheroes (*every day*). You can use the video worksheet for this video.

2 Students do exercise 2.

3  1.65 (01:20) Students do exercise 3.

4  1.65 (01:20) Students do exercise 4.

 **SUPPORT:** Write the sentences 1–6 on the board and underline the key words to help the students find the answers (*1 notebooks, 2 animals, 3 machine, 4 zoos, 5 recycle a lot, 6 trees*). Tell the students to find the words above or similar words in the text.

 **CHALLENGE:** Before the students read the text again, ask them to cover the text and to try to do the task based on what they can remember. Then they read the text again to check or complete the task.

5 Students do exercise 5.

Wrap-up

Say a few words from the text in the students' native language and ask the students to say the corresponding words in English. If you have a strong class, you can say some whole phrases, e.g. *to recycle plastic bottles.*

Lesson 7

Objectives and materials

Writing: to write a description of a bedroom

Vocabulary: prepositions of place, household objects

Optional materials: three photos of teenagers' bedrooms

Warm-up

Show the students the three photos of different bedrooms. Say some sentences about the bedrooms and ask the students to reply if the information is about photo 1, 2 or 3.

1 Extra idea

Draw the students' attention to the photo and elicit as many names of household objects and personal possessions as possible. Students do exercise 1.

2 Students do exercise 2.

Extra idea

Say a few collocations in the students' native language to elicit some useful phrases for describing a bedroom, e.g. *my sister's desk*, *a messy bed*, *a small bookshelf*, *my brother's skateboard*.

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

To elicit some useful language, ask the students the questions in the *Think* section. The questions and answers should be in English.

 **SUPPORT:** Create a language template for the students to complete with details about their room.

 **CHALLENGE:** The students write a description of their parents' bedroom or one of their sibling's bedrooms.

Wrap-up

The students play a memory game. One student begins the game: *In my bedroom, there is a bed*. The next student repeats the first student's sentence and adds another object: *In my bedroom, there is a bed and a desk*. The students continue the game until everyone has added a word to the sentence.

2 Students do exercise 2.

Extra idea

Ask the students about which items from exercises 1–2 they can recycle.

3 Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

6 Students do exercise 6.

Extra idea

Tell the students to close their books. Read the questions/sentences 1–4 and ask the students to give the correct answers from a–d.

Check your score!



(01:29) 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 they know what they need to do.

Wrap-up

Students make a crossword puzzle for their classmates using the words they have learnt from Unit 3.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise Lessons 1–7

Warm-up

Elicit as many words as possible from Unit 3, including grammar words and prepositions of place. Write all the words on the board. Ask the students to group the words according to different categories with the latter being suggested by the students.

1 Students do exercise 1.

My words

Game 1

Change the *Play and learn!* activity into a charades game. Write the words on separate pieces of paper. Divide the class into two groups. The students take turns to choose their words and then show, give clues by speaking, or draw the vocabulary items for their own group to guess what they are. Each group gets a point each time they guess a vocabulary item correctly.

Game 2

The students work in groups of four. Give each student five small pieces of paper or post-it notes. Everyone in the group chooses five words from the vocabulary lists on this page and makes quiz questions for the other members of the group. On the pieces of paper, the students write the first and last letters of the words and put gaps in the space of the other letters (e.g., a _ _ _ _ _ r). They then put their quiz questions into a bag or box, and all the questions are mixed up. Then the students take turns to pick a question and guess the words. When a student picks his/her own quiz question, he/she puts it back in the box. When a student guesses the word correctly, he/she can pick another question. The student who guesses most words correctly wins the game.

Possessions 1



Possessions 2



Household objects



Prepositions of place



Real English



Asking and answering about a price



Project

- Give the students various options for this project in case they don't have smartphones or don't know how to fully use them. Instead of doing the vlog they can draw a picture of their bedroom and prepare a poster.
- If the students don't have their own bedroom or don't want to show it, they can prepare a vlog or poster of their dream bedroom (or of a picture of a bedroom that they find on the internet or in a magazine).
- Encourage the students to use the model text in the book to help them do the task. To provide more support, you can make a vlog or show a photo of your own bedroom (or a photo of any bedroom) and describe it to the students.
- The students watch the vlogs and/or look at the posters together in class. Praise the students for their creativity and for completing the task on time.

Unit 4 Extra resources

Workbook: pages 40–49

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *Welcome to my party!* (Lesson 5)
- Culture video: *Family activities* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, 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

Lesson 1

Objectives and materials

Vocabulary: describing people's faces and hair

Listening and reading: to find specific information

Optional materials: pieces of paper (for every student)

Warm-up

On the board, draw as many gaps as needed for the letters in *FACE AND HAIR*. The students guess the letters to discover the words. Explain the meaning of the words by pointing to your hair and face.

1 Students do exercise 1.

2  1.73 (00:22) Students do exercise 2.

3  1.74 (00:55) Students do exercise 3.

Extra idea

Say the words silently for the students to guess from the movement of your lips.

4 Students do exercise 4.

Extra idea

The students work in pairs. Student A mimes the different types of hair. Student B uses the adjectives in the table to say what types of hair are being mimed. The students then swap roles.

Extra idea

Tell the students to go over Units 1–3 of the Student's Book to find more examples of words with *ch* and *h*. Ask them to say these words and correct pronunciation if needed.

Learning zone

Get the students to say these words with correct pronunciation. Tell the students to choose a word which is difficult for them to remember, e.g. with a difficult spelling or pronunciation. Then ask them to do tasks 1–3 in class or at home.

9 Students do exercise 9.



Fast finishers

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



Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (**the boy winking**), they can scan it and do the activity which appears on their smartphones.

5  1.75 (00:12) Students do exercise 5.

Extra idea

To help the students develop their listening skills, stop the recording a few times and ask them about the last word they heard. You can focus on the target vocabulary with average groups or any other words in the recording with stronger groups.

6 Students do exercise 6.

7 Students do exercise 7.

SEN tip

If there are any more advanced students in class, ask them to describe some of their classmates in greater detail, for other students to guess who they are talking about.

8  1.76 (00:11) Students do exercise 8.

Wrap-up

The students prepare their exit tickets. They invent and draw their avatars on separate pieces of paper. Collect the avatars at the end of the lesson.

Lesson 2

Objectives and materials

Grammar: *have got* (affirmative and negative)

Listening and reading: to find specific information

Optional materials: exit tickets from Lesson 1 containing the avatars, some cards with the names of people and possessions (similar to exercise 5)

Warm-up

Start the lesson with the avatars that the students drew at the end of Lesson 1. Hand out the avatars at random and get the students to describe them. Any students who recognise their avatars from their classmates' descriptions, raise their hands.

- 1  (01:35) Students do exercise 1.

Extra idea

Ask the students to describe the hair of all the characters in the story (Mrs Brown: wavy, curly, brown, black; Mickey: short, brown, black, curly; Ana: long, brown, straight, red; Robbie: long, straight, green).

- 2  (01:35) Students do exercise 2.

 **SUPPORT:** Write all the words that the students need to use to complete the sentences that are in random order on the board.

 **CHALLENGE:** Ask the students to finish the sentence: *The story is about ...* (Robbie's birthday and his present from the family).

- 3  (00:10) Students do exercise 3.

Extra idea

Tell the students to close their books. Get them to say 10 *Real English* phrases from the previous units without looking at their coursebooks. Write the phrases on the board. Then let the students check the phrases in their coursebooks to correct any mistakes and complete any unfinished phrases.

Grammar

Ask the students to read the sentences in the grammar table on page 49. Draw the students' attention to the boxes with different shades of green and red and ask them about the grammar rules (for *he, she and it*, we use a different form of *have got* – *has got* and *hasn't got*). The students answer in their native language.

Learning zone

To make sure the students focus on grammar and don't spend too much time searching for vocabulary, write some prompts on the board, e.g. *blonde hair, straight hair, green eyes, dark eyes*. Say the phrase from the table (e.g. *It has got green eyes*) and point to one of the prompts. The students say the sentence according to the information on the prompt (e.g. *It has got dark eyes*).

7 Students do exercise 7.

8 Students do exercise 8.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (*the three-eyed monster*), they can scan it and do the activity which appears on their smartphones.



Wrap-up

The students write down two numbers (1–20), without showing them to anyone. Ask one person: *Have you got (15)*? He/She answers: *Yes, I have* or *No, I haven't* and asks a similar question to another student.

Grammar 1 video

Write the following sentence prompts on the board: 1 *Jay hasn't got ...* 2 *Will has got ...* Then play the animation video for this lesson and stop it before the grammar presentation. Ask the students to complete the sentences (*1 glasses, 2 a big black hat*). Play the whole video and ask the students to do the quiz at the end.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Hand out the cards with prompts (similar to exercise 5). The students make affirmative and negative sentences with *have got*.

6 Students do exercise 6.

Lesson 3

Objectives and materials

Vocabulary: family words

Listening: to find specific information

Optional materials: some photos of members of your family or some pictures of different members of a family from a popular cartoon (e.g. *The Flintstones*, *The Simpsons*, etc.)

Warm-up

Show the students some photos of members of your family (or the members of a family from a cartoon) and get them to guess who the members are (your father, mother, brother, etc.).

1 Students do exercise 1.

2  (00:44) Students do exercise 2.

Extra idea

A student says the name of a family member and the rest of the class guess who the person is, e.g. Student: *Mary*. Class: *She's your grandmother/granny*.

3  (00:37) Students do exercise 3.

4  (00:37) Students do exercise 4.

 **SUPPORT:** Stop the recording a few times to give the students time to write down their answers.

 **CHALLENGE:** Ask some additional questions: *What's the colour of Mara's parents' hair?* (*blonde*); *Who's got a cool T-shirt?* (*Rosie*).

5 Students do exercise 5.

6  (02:06) Students do exercise 6.

Extra idea

Write three titles (*personality adjectives*, *numbers* and *animals*) on the board. Get the students to look at the items 1–3 in exercise 6 and to find words that match the three titles. Ask for some volunteers to come to the board to write the words under the correct headings. Then get the students to give some more examples of words for each heading.

7 Students do exercise 7.

Wrap-up

The students draw a family tree. They say two sentences about each member of their family, e.g. *This is my dad. He has got blonde hair*.

- 2  (00:44) Students do exercise 2.

Grammar

Ask the students about the colour of the questions (**blue**), positive answers (**green**) and negative answers (**red**).

Grammar 2 video

Play the animation video and stop it before the grammar presentation. Ask the students the following questions: *Who has got a scooter?* (**Will**); *Who has got a guitar?* (**Jay's cousin**). Play the whole video and ask the students to do the quiz at the end.

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

Answers

- 1 Have you got a hobby?
- 2 Have your parents got a blog?
- 3 Have you got a good computer game?
- 4 Have your grandparents got a favourite celebrity?
- 5 Has your teacher got a Harry Potter book?
- 6 Students' own answers

- 5 Students do exercise 5.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (**the hats**), they can scan it and do the activity which appears on their smartphones.



Lesson 4

Objectives and materials

Grammar: *have got* (questions and short answers), *Wh-* questions

Listening: to find specific information

Speaking: to talk about your family, possessions and appearance

Optional materials: exit tickets from Lesson 1

Warm-up

Play a memory game. One student begins the game by saying a sentence about a classmate, e.g. *Sonia has got long hair*. The next student repeats the sentence and adds more information to it (e.g. *Sonia has got long hair and blue eyes*). The students continue the game in the same way.

- 1 Students do exercise 1.

Wrap-up

The students complete their exit tickets by writing about the most surprising fact they have learnt about one of their classmates in the survey.

Lesson 5

Objectives and materials

Speaking: to welcome friends to your home and introduce them to your family

Vocabulary: family words

Optional materials: a few sets of a template containing the dialogues for exercise 4 (with the beginnings of the lines for students to finish)

Warm-up

The students keep their books closed. Write *W _ _ _ _ E* on the board. Tell the students that the mystery word is something that you say to people who come to visit your house. Ask the students what the word is (*WELCOME*). If the students don't know it, get them to find the word on page 52.

- 1  (00:32) Students do exercise 1.

Speaking video

You can use the video *Welcome to my party!* instead of the audio in exercise 1. Turn the subtitles on if necessary. Divide the class into three groups. Stop the video after each utterance and ask the students to mime the actions of the characters.

- 2 Students do exercise 2.
- 3  (00:23) Students do exercise 3.
- 4 Students do exercise 4.

 **SUPPORT:** Hand out the templates of the dialogues which contain the beginnings of the sentences for the students to finish them off.

 **CHALLENGE:** The students add two more lines to each dialogue.

- 5 Students do exercise 5.
- 6 Students do exercise 6.

SEN tip

Some students don't like performing in front of the whole class so don't force them to do it. Ask the students to act out the dialogue with you instead.

Wrap-up

Walk around the class, shake the students' hands, and introduce yourself several times. Ask the students to introduce their classmates.

1 Students do exercise 1.

Culture video

Play the video *Family activities*. Ask the students to remember five places that are mentioned in the video (**home, park, beach, garden, cinema**). You can use the video worksheet for this video.

2  1.85 (01:30) Students do exercise 2.

3  1.85 (01:30) Students do exercise 3.

 **SUPPORT:** Translate the questions into the students' native language.

 **CHALLENGE:** The students write one more question about the text which they can give other students to answer.

Extra idea

The students could do a mini-project after this lesson. Ask them to find a picture of their family doing their favourite activity (or to draw it). The students write a few sentences about the photo (or drawing). Write a few questions for the students to put in their notebooks: *Who is in the picture? What are their names? Where are they? What have they got?*

Lesson 6

Objectives and materials

Reading: to define the main idea of the text, to find specific information

Vocabulary: family words, hobbies

Optional materials: photos of Sydney Opera House, the White House in Washington DC, a city landscape of Canberra in Australia, and a West End Theatre in London

Optional materials: Teacher's Resource File – Video worksheet Unit 4

Warm-up

Show the photos to the students. Write the names of four cities on the board: *Sydney, London, Canberra, and Washington DC*. Ask students to match the photos with the cities.

Wrap-up

The students work in pairs. One student says a true/false sentence, based on the text and photos on page 53 of the coursebook. His/Her partner keeps the coursebook closed, and has to say whether the sentence is true or not. Then the students swap roles.

Lesson 7

Objectives and materials

Writing: to write a description of a family

Vocabulary: family words, appearance

Optional materials:

a photo/picture of a popular superhero

Warm-up

Show a photo/picture of a superhero and ask the students to describe him/her using *have got*, e.g. *He has got red hair. He hasn't got blue eyes*, etc.

1 Students do exercise 1.

Extra idea

The students describe what features their favourite superhero has got and the rest of the class guesses his/her name.

2 Students do exercise 2.

Answers

Nela – the girl with blonde hair

Neo – the boy with red hair

Nova – the woman with blue hair

Nick – the man with green hair

3 Students do exercise 3.

4 Students do exercise 4.

5 Extra idea

Ask individual students to model the sentences before writing.

Students do exercise 5.

Suggested answers

2 His father is 36. He's tall and he's got short dark hair. He's clever.

3 His brother Matt is six. He's got short blonde hair.

4 I'm Jasper and I'm ten. I've got wavy brown hair and I'm happy.

6 Students do exercise 6.



SUPPORT: Tell the students exactly how many sentences they need to write (1–2 sentences about each member of their family).



CHALLENGE: The students give additional information about one personal possession of each family member that they describe.

Wrap-up

Ask the students to find the family logo in the picture of the superhero family (the letter N). Then the students create their own family logo – a symbol that can identify and unify their members of family. They can add the logo to their descriptions in exercise 6.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise
Lessons 1–7

Warm-up

Get the students to write two words beginning with the letter *E*, two words used for describing people's hair, and the name of an object that they haven't got in their pencil case.

1 Extra idea

Write all the words that the students need for the task on the board, including two distractors. Get the students to do a matching activity.
Students do exercise 1.

2 Students do exercise 2.

Extra idea

In pairs, the students create a word snake for their classmates. Then they swap their snakes with another pair of students.

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

Ask the students to swap their notebooks and to check each other's answers. Then check the answers as a class.

5 Students do exercise 5.

Extra idea

Read the first line of the dialogues and ask students to read out the responses as a class.

Check your score!



(01:33) Give the students enough time to check their answers and count their points. Then ask them to say their score in English and make sure that they know what they need to do.

Wrap-up

Students create an acronym for the word *FAMILY* (e.g. *Face, Aunt, Mother, It, Long, Young*).

My words

Game 1

The students work in pairs. They ask questions about each other's members of family, using *have/has got* and the wordlist, e.g. *Has your cousin got blonde hair?* / *Have your parents got blue eyes?*

Game 2

Play the *Hot Seats* game. Divide the class into two groups. A student from Group 1 sits on a chair with the board behind him/her. A student from Group 2 writes a word from the wordlist on the board that the student on the hot seat cannot see. The rest of his/her group have to give him/her clues (both verbal and non-verbal, like doing gestures and miming) about the word. If the hot seat person guesses the word correctly, his/her group gets a point.

Face



Hair



Family



Real English



Welcoming and introducing people



Project

- Ask the students to bring in extra supplies of creative things to make their artwork more interesting (e.g. coloured paper, newspaper cut-outs, etc.).
- When the students are busy creating their robots, walk around the classroom asking questions, e.g. *What's his/her name? What has he/she got? What is this?* (pointing to various features of the robot).
- If necessary, divide the project into two tasks, making the artwork and writing the description, one of which can be done at home. For example, the students can create the robots at home and then describe them during the next lesson.
- Encourage the students to use the model text in the book to help them. To provide more support, you can show your own robot and describe it to the students.
- Put the students' projects on class display. Praise the students for their creativity and for completing the task on time.

Objectives and materials

Vocabulary, grammar and speaking: to revise Units 3–4

Listening and reading: to find specific information

Writing: a description of a person

Warm-up

Ask the students to name 10 objects in the classroom. Ask them to write a list of the objects in their notebooks or look for volunteers to say the names of the objects.

1 Students do exercise 1.

Extra idea

To provide extra support, write the following abbreviations on the board: *BG, GC, SG, SW, SB, HB*.

2 Students do exercise 2.

3 Students do exercise 3.

Extra idea

For an extra challenge, ask the students to add two more words to each vocabulary group.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Get the students to change the sentences so that they match the possessive adjectives in bold.

6 Students do exercise 6.

7 Extra idea

To make sure that students understand the meaning of the blue and yellow arrows, model the activity by writing two examples on the board. Students do exercise 7.

8 Students do exercise 8.

SEN tip

Give the students enough time to read the text and to complete the task, so that they do not feel discouraged by any time pressure.

13 Students do exercise 13.

Extra idea

Ask the students to write a text about their favourite person in the class.

Wrap-up

Ask the students to make a list of exercises or topics that they found easy and difficult. Help them to find the lessons/pages in Units 3–4 to revise the chosen topics.

9 Students do exercise 9.

10 Students do exercise 10.

11 (02:11) Extra idea

Before you play the recording, get the class to say what they can see in the pictures, and read all the options and numbers out loud. This will prepare the students for the listening activity. Students do exercise 11.

12 Students do exercise 12.

Answers

- 1** hair, eye colour and face
- 2** they've both got long, straight black hair and they wear glasses
- 3** clothes
- 4** speak a special language (when they're together)

Unit 5 Extra resources

Workbook: pages 52–61

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *I'd like a large pizza, please.* (Lesson 5)
- Culture video: *Junk food and healthy food* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, 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: food and drink

Listening: to find specific information

Reading: to define the main idea of the text

Speaking: to describe a daily menu

Warm-up

Draw some food products on the board and ask the students to predict the topic of the lesson.

1 Students do exercise 1.

2  (01:36) Students do exercise 2.

Answers

Breakfast: cereal (1), milk (3), strawberries (2), (strawberry) smoothie (5). Lunch: salad (6), rice (4). Snack: (chocolate) biscuits (12), toast (9). Dinner: pasta (13).

3  (01:09) Students do exercise 3.

Extra idea

Ask the students questions about different food products, e.g. *What is brown? What is green? What is yellow?*, etc.

SEN tip

Some students may have problems recognising the written forms of the target words quickly, even if they can say the words. Stop the recording after each word in the vocabulary box or first play all the vocabulary items and then read them aloud, one by one. Get the students to repeat the words.

4  (01:36) Students do exercise 4.

Learning zone

To model the learning strategy presented by Memory Mac, ask the students to take out their lunchboxes and to either take photos of the food they have in them or draw this food in their notebooks. Then get the students to name and rate their food with stars. When they have finished the task, elicit some answers from a few students.

Only encourage the students to take photos if they are allowed to use their mobile phones at school.

8 Students do exercise 8.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (**the blender and fruit**), they can scan it and do the activity which appears on their smartphones.



5 Students do exercise 5.

6 Students do exercise 6.

Extra idea

The students underline the words in the texts which helped them choose to the correct heading.

Extra idea

Elicit more examples of words with the /s/ and /ʃ/ sounds. If necessary, allow the students to look for words with these sounds on the *My words* pages in Units 1–4.

7  1.95 (00:11) Students do exercise 7.

Wrap-up

Say the names of some meals and ask the students to raise both hands if they like them, e.g. *egg on toast*, *cheese sandwiches*, *banana smoothie*, *chicken sandwiches*. Then ask the students to complete their lesson exit tickets with *I really like ...* and *I really don't like ...* Encourage the students to use similar phrases to yours, not just single words.

Lesson 2

Objectives and materials

Grammar: *there is / there are* with *some / a lot of*

Listening and reading: to find specific information

Optional materials: sets of pieces of paper (cut out into separate words) for the jumbled word tasks 1–4 of exercise 6

Warm-up

Ask the students to find food products in the comic strip and to name them

(biscuits, bread, apple(s), ice cream, fish, cheese, orange/fruit juice, chicken, sandwiches, salad(s), smoothie).

1  (02:02) Students do exercise 1.

2  (02:02) Students do exercise 2.

 **SUPPORT:** For questions 2–4, give the students some answer options to choose from, e.g. 2 *mum's idea / dad's idea*, 3 *egg and cheese / fish and ice cream*, 4 *smoothies / salads*.

 **CHALLENGE:** Get the students to write two sentences about what happens in the story. They should start with: *In this episode ...*

3  (00:17) Students do exercise 3.

Extra idea

Ask the students about who says the *Real English* phrases in the story (Ana, Ana, Robbie, Mum).

Grammar

Introduce the concept of countable and uncountable nouns. Explain that countable nouns usually have plural forms with an *s* ending and ask the students about which kinds of food in the Grammar table they can count (biscuits, eggs). Point out any differences between the specific nouns being countable or uncountable in English and the students' native language.

Extra idea

Write the words for questions 1–4 (in exercise 6) on separate pieces of paper for the students to arrange correctly on the desk.

Learning zone

Model the tasks by asking the students to present their knowledge of English to their friends. In pairs, the students say what food products can be seen in the photos on page 60 using *there is / there are*. Ask the students to use: a specific number, *some*, or *a lot of*.

7 Students do exercise 7.

Extra idea

In pairs, the students draw a picnic basket. Then they show it to another pair of students and compare the food they have.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (**the grapes**), they can scan it and do the activity which appears on their smartphones.



Grammar 1 video

Play the animation video for this lesson and stop it before the grammar presentation. Ask the students about the food products that the characters have to guess in the blind taste test (**pasta, tomato, sauce, mushrooms, cheese, salt, onion, garlic, chicken, red pepper**). Play the whole video and ask the students to do the quiz at the end.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Say the names of various food products. Tell the students to stand up whenever they hear an uncountable noun.

6 Students do exercise 6.

Wrap-up

Tell the students to imagine that they want to prepare their favourite food at home. Get them to make a shopping list. Walk around the class asking individual students to say what products are on their list.

Lesson 3

Objectives and materials

Vocabulary: fruit and vegetables

Listening: to find specific information

Warm-up

Start the lesson with a riddle:

It's food from Italy. It's round. It's red, white and green. It's delicious. What is it? (Pizza).

1 Students do exercise 1.

2  2.2 (01:40) Students do exercise 2.

3  2.3 (01:09) Students do exercise 3.

Extra idea

The students write the names of fruit and vegetables in their notebooks, dividing them into two categories of their choice, e.g. *fruit and vegetables* or *good pizza toppings / bad pizza toppings*.

4  2.4 (00:31) Students do exercise 4.

Extra idea

The students read the rap in pairs. They can read different lines or the whole rap together. Give the students a few minutes to practise the rap and then ask for volunteers to recite it to the rest of the class.

5  2.5 (02:11) Students do exercise 5.

 **SUPPORT:** Write five optional answers in random order on the board: three correct answers and two distractors, for the students to choose from.

 **CHALLENGE:** Add two more questions for the students to complete: 1 'Pizza Place' has got ... *different pizza toppings (fifteen)*; 2 The lamps in 'Pizzas for You' are ... *(blue)*.

6 Students do exercise 6.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it *(the pizza)*, they can scan it and do the activity which appears on their smartphone. 

Wrap-up

The students complete their lesson exit tickets through writing down three words that they can remember from this lesson.

Lesson 4

Objectives and materials

Grammar: *there isn't / there aren't* with *any*

Listening: to find specific information

Optional materials: photos of various food products

Warm-up

Write the names of 8–10 food products on the board. Get the students to work in pairs to put the words in alphabetical order.

1 Students do exercise 1.

Suggested answers

There are some carrots. There is some broccoli.
There is some bread. There is some cheese.

2  **2.6** (00:58) Students do exercise 2.

Grammar

Draw the students' attention to the grammar table.

Encourage the students to come up with the rule for using *a/an/any*. Use the students' native language if necessary.

Grammar 2 video

Play the animation video for this lesson and stop it before the grammar presentation.

Write this sentence on the board: *There aren't any CHIPS / SALADS / SANDWICHES in the menu.* Ask the students to choose the correct word (**CHIPS**).

Play the whole video and ask the students to do the quiz at the end of it.

3  **2.6** (00:58) Students do exercise 3.

4  **2.7** (00:30) Students do exercise 4.

5 Students do exercise 5.

Extra idea

Ask for a few volunteers to come to the front of the class to take the role of the RoboChef. The students ask for the different meals or food products and RoboChef answers using *there isn't / there aren't*.

6 Students do exercise 6.

Wrap-up

The students take out their lunchboxes and name two products that aren't in them.

Lesson 5

Objectives and materials

Speaking: to order some takeaway food

Vocabulary: food and drink

Warm-up

Write as many gaps as there are letters in the word *TAKEAWAY* on the board.

The students guess the letters to find out what the word is. Check/Explain the meaning of the word to the class.

1 Students do exercise 1.

2  2.8 (00:47) Students do exercise 2.

Answers

Asking for information: *What can I get you? Would you like some sides? Anything to drink? Is that everything? Is that eat in or takeaway?*

Giving information: *I'd like ... A tomato salad, please. Yes, sparkling water, please. Yes, it is. Takeaway, please.*

Speaking video

You can use the video *I'd like a large pizza, please* instead of the audio in exercise 2. Turn the subtitles on if necessary.

Tell the students to keep their books closed. Ask the students the following question: *What is Lena's order?* (a large cheese, chicken and mushroom pizza, a tomato salad, and sparkling water)

3 Students do exercise 3.

4 Students do exercise 4.

 **SUPPORT:** Ask the students to use the menu in the book.

 **CHALLENGE:** The students add more food/drink categories to the menu, e.g. *desserts, hot drinks*.

SEN tip

Some students may feel uncomfortable about asking others for their orders. In such cases, allow the students to ask you or a person they know well, e.g. a student sitting next to them.

Wrap-up

Tell the students to close their books. Write some gapped sentences on the board. Use the questions and sentences from the dialogue, e.g. ... *to drink?*, *Takeaway*, ... The students say the missing letters to complete the words.

Lesson 6

Objectives and materials

Reading: to find specific information

Vocabulary: food and drink

Speaking: to talk about healthy and unhealthy food

Optional materials: Teacher's Resource File – Video worksheet Unit 5

Warm-up

Prompt a class discussion about school lunches. Ask some questions, e.g. *What time is lunch? Is the lunch at school good? Is there any junk food in the school cafeteria? Have you got a lunchbox or lunch bag?*, etc.

1 Students do exercise 1.

Culture video

Play the video *Junk food and healthy food*. Ask the students to write down two examples of any healthy food they can see in the video (red peppers, pineapple, onions, fruit and vegetables, smoothie, grapes).

You can use the video worksheet for this video.

2 Students do exercise 2.

SEN tip

Some students may read more slowly than others. If so, give them some extra reading time or shorten the text they need to look at by telling them to read, e.g. paragraphs 2–3 rather than the full text.

3  2.9 (01:34) Students do exercise 3.

4  2.9 (01:34) Students do exercise 4.

 **SUPPORT:** Before the students start completing the sentences, help them to translate them into their native language.

 **CHALLENGE:** The students can do the task without looking at the text, as a listening task.

5 Students do exercise 5.

Wrap-up

Tell the students to close their books. Spell the words from the Glossary and ask the students to say the words out loud. Ask the students what the words mean.

Lesson 7

Objectives and materials

Writing: to write a blog post about lunch

Vocabulary: food and drink

Warm-up

Say some different names of food products. Ask the students to respond *Yummy!* if it's healthy or *Yuk!* if it's junk food.

- 1 Students do exercise 1.
- 2 Students do exercise 2.
- 3 Students do exercise 3.

Answers

and: There's an apple, some broccoli, a lot of grapes, some oranges and a banana.

or: There aren't any sweets, biscuits or crisps.

Extra idea

Write the following sentences on the board for the students to add *and* or *or*: *There isn't any juice ... milk (or); There are some bananas ... apples (and); There is a water bottle ... a banana (and); There isn't a chocolate bar ... any ice cream (or).*

- 4 Students do exercise 4.

Answers

2 There isn't any ice cream or chocolate.

3 I haven't got a sandwich or a banana.

4 I've got some grapes and a water bottle.

Extra idea

Tell the students that it's possible to combine various words together to describe food, e.g. *an apple and banana smoothie, a chocolate ice cream*, etc.

Then write the following table with two columns on the board and ask the students to make common food phrases.

chicken	ice cream
cheese and tomato	sandwich
pineapple and strawberry	juice
apple and orange	
egg and cucumber	

(chicken / cheese and tomato / egg and cucumber sandwich, pineapple and strawberry ice cream / juice, apple and orange juice)

- 5 Students do exercise 5.

- 6 Students do exercise 6.

 **SUPPORT:** Get the students to do the *Think* tasks in pairs.

 **CHALLENGE:** The students write what their favourite lunchbox food is.

Wrap-up

Ask the students to come up with an unusual meal for their lunch, e.g. *banana and chocolate sandwich, spinach ice cream*, etc.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise Lessons 1–7

Optional materials: various food products (a banana, grapes, an orange, an onion, a carrot, some mushrooms – all products with recognisable shapes), a piece of material to use as a blindfold

Warm-up

Ask for individual students to come to the front of the class. Put a blindfold on their eyes. Then give the individual students one food product to touch and smell, and to say what it is.

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

Extra idea

The students work in pairs and create a similar task for their friends. They write down 4–5 words with some letters missing in each word. Then they swap their gapped words with another pair of students.

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

Ask the students to make three sentences using *There is / There are / There isn't / There aren't* about their classroom, pencil case, and desk.

5 Students do exercise 5.

Answers

- 1 a lot of cucumbers
- 2 any cereal
- 3 some smoothies
- 4 some bread

Extra idea

The students draw their perfect birthday meal and then describe it using *there is/are*.

6 Students do exercise 6.

Check your score!



(01:34) Give the students enough time to check their answers and count their points. Then ask them to say their score in English and make sure they know what they need to do.

Wrap-up

The students work in pairs. Student A opens the book on a random page anywhere between Units 1–5, chooses a photograph and says what is in the photo. Student B guesses the number of the Unit that the photo appears in.

My words

Game 1

The students recall various words from the Unit in alphabetical order. They take turns saying the words beginning with *A, B, C, D*, etc.

Game 2

The students go over the *Real English* boxes in Units 1–5 and make 2–3 short dialogues with the phrases.

Game 3

Tell the students to close their books. Get them to draw a mind map with four different categories in their notebooks: *FOOD, DRINK, FRUIT*, and *VEGETABLES*. Then, ask them to swap their notebooks in pairs and to add 1–2 more words to each category in their classmate's mind map.

Food and drink



(00:57)

Fruit and vegetables



(00:55)

Real English



(00:26)

Ordering a takeaway pizza



(01:10)

Project

- Get the students to make their posters in A4 format or a bit bigger so that they are clearly visible when displayed for other students to read them.
- If necessary, the students can create the menu at home and then bring it to school to show to the rest of the class.
- With stronger classes, encourage the students to add some extra meals.
- If necessary, the students may use the menu in the coursebook as a template/model. Any less advanced students can use the ideas on the menu in the coursebook.

Unit 6 Extra resources

Workbook: pages 62–71

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *Can I go to the party?* (Lesson 5)
- Culture video: *Sport for all* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, 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: sports and hobbies

Listening: to find specific information

Reading: to find specific information

Speaking: to talk about sports and hobbies, to express preferences

Warm-up

Tell the students to close their books. Elicit the words in exercise 1 through using gestures. Act out the various sports and hobbies for the students to guess what they are.

1 Students do exercise 1.

2  (00:52) Students do exercise 2.

Answers

basketball – 1, hockey – 4, volleyball – 5, cycling – 8, judo – 3, chess – 11, singing – 13, playing the piano – 15

Extra idea

Ask the students the following question: *Which two types of sports are mentioned in the dialogue?* (team sports and individual sports). Play the dialogue again if necessary.

3  (01:24) Students do exercise 3.

SEN tip

Some students may not feel comfortable repeating the words out loud, especially individually. So make sure the students are allowed to repeat the words as a class or in small groups.

- 4  2.17 (01:03) Students do exercise 4.
5 Students do exercise 5.

Extra idea

Get the students to find the sentences in the text which helped them to find the answers to the questions.

- 6  2.18 (00:14) Students do exercise 6.

Learning zone

To model the task, play the game of *Hot Seats*. Divide the students into two teams. A student from Team 1 sits facing the class, with his/her back to the board. Write a target word from this lesson on the board for the rest of his/her teammates to mime. The student in the hot seat tries to guess the word. If he/she does this successfully, the team scores a point. Teams 1 and 2 take turns in the *Hot Seat*.

7 Extra idea

Read the adjectives in the box out loud and ask the students to repeat them after you. To help the students remember the adjectives, say a few sentences with them, e.g. *Hockey is cool. Running is easy. Basketball is difficult* and ask the students to stand up if they agree with the opinion. Students do exercise 7.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (any of the pictures around the crossword), they can scan it and do the activity which appears on their smartphones.



Wrap-up

The students look at the photos on page 72. Say the names of the different sports or numbers from this page. As quickly as they can, the students respond with either the number or name of the sport or hobby.

Lesson 2

Objectives and materials

Grammar: *can* for expressing ability (affirmative and negative)

Listening and reading: to find specific information

Speaking: to talk about different abilities

Warm-up

Ask the students to think of three activities for having a fun day at school. Elicit the ideas and write them on the board. Then have a class vote and choose the top three activities for the occasion.

- 1  (01:47) Students do exercise 1.

Extra idea

The students do the activity with their books closed, only listening to the story. Additionally, you can ask the following questions: *Which sports or hobbies from the last lesson are there in the story?* (football, basketball, riding a bike / cycling, judo, drawing, playing the piano)

- 2  (01:47) Students do exercise 2.

 **SUPPORT:** Tell the students where to look for the answers and who says the important things. Question 2: *Look at what Robbie says.* Question 3: *Look at what Mickey and Mrs Brown say.* Question 4: *Look at what mum and dad say.*

 **CHALLENGE:** Students correct the false sentence.

- 3  (00:19) Students do exercise 3.

Extra idea

Read out some of the phrases from this and other stories. Ask the students to stand up if the phrase comes from the story on page 74.

Grammar

First, read the content of the table on page 75 for the students to repeat. Try to give the reading some rhythm to make the repetition work more fun. Then read some sentences from the table in random order and ask the students to raise their left hand if the sentence is positive and their right hand if it's negative.

Learning zone

Write 5–6 sentences with *can* and *can't* on the board. Model how to pronounce them through first whispering, then say them very loud and very fast. Ask for volunteers to read the sentences the same way.

7 Students do exercise 7.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (the octopus), they can scan it and do the activity which appears on their smartphones.



Wrap-up

Play a variation of *Simon Says ...* game. The students follow three instructions: *Simon says you can ...* – the students act out the activity. *Simon says you can't ...* – the students stop moving. *You can / You can't ...* – the students sit down.

Grammar 1 video

Write the following sentences on the board:

1 Jay can play football / darts. 2 Ada can't play tennis / darts. 3 Olivia can climb / ride a bike. 4 Will can't play tennis / golf.

Play the animation video and stop it before the grammar presentation. Get the students to choose the correct words in questions 1–4. Play the whole video and get the students to do the quiz at the end.

4 Students do exercise 4.

5 Students do exercise 5.

6 Extra idea

Before the students do exercise 6, help them to recognise and understand the collocations.

Ask them the following questions: *What do people draw? What do people play? What do people read?*

Students do exercise 6.

Lesson 3

Objectives and materials

Vocabulary: action verbs

Listening: to find specific information

Optional materials:

pieces of paper for all the students, a box

Warm-up

Write the following gapped sentence on the board:

I can ..., but I can't Ask

the students to write

the sentence on a separate

piece of paper and to put

it in the box. Take out one

piece of paper after another

from the box, reading each

sentence out loud for the

students to guess who

wrote it.

1 Students do exercise 1.

2  (01:05) Students do exercise 2.

Extra idea

Stop the recording several times and ask the students to repeat the last word they heard.

3  (00:51) Students do exercise 3.

4 Students do exercise 4.

Extra idea

The students make sentences with *I can* and *I can't* and the action verbs from exercise 4.

5  (00:42) Students do exercise 5.

 **SUPPORT:** Before you play the recording, get the students to predict some words that may appear in the recording (*ride, bike, helmet, swim, water, etc.*).

 **CHALLENGE:** Ask the students to write down all the things that each person in the recording can do (a: *The boy can ride a horse, The girl can ride a bike*; b: *The boy can swim, dive, and jump into the water*).

6 Students do exercise 6.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (*the bird*), they can scan it and do the activity which appears on their smartphones. 

Wrap-up

In pairs, the students make a crossword for the word: *DANCE*.

Lesson 4

Objectives and materials

Grammar: *can* for ability (questions and short answers), *Wh-* questions, adverbs

Listening: to find specific information

Speaking: to ask and answer questions about the ability to do things

Optional materials: a piece of paper for each student

Warm-up

Get the students to draw a stick man on a separate piece of paper. Then tell them what the stick man can do (e.g. *He can draw. He can play football. He can ride a bike. He can fly,* etc.). The students' task is to add any accessories, objects, or body parts that illustrate the stickman's abilities. The students compare their drawings in pairs or groups.

1 Students do exercise 1.

2  (00:48) **Extra idea**

Before you play the recording, elicit the names of the activities in the pictures. Students do exercise 2.

3  (00:48) Students do exercise 3.

Grammar

Draw the students' attention to the grammar table.

Ask: *Can you dive?* and show the thumb up sign.

Ask the students to give the short answer form.

Repeat the procedure with a few similar questions while showing either thumbs up or down signs.

Explain the meaning of *fast*, *high* and *well* using gestures or drawings.

Grammar 2 video

Play the animation video for this lesson and stop it before the grammar presentation.

Ask the students the following question: *What can the characters eat?* (*They can eat the whole watermelon*).

Play the whole video and ask the students to do the quiz at the end.

4 Students do exercise 4.

5 Students do exercise 5.

Wrap-up

Ask the students to write two questions using *can* with appropriate adverbs on their lesson exit tickets. Collect the tickets.

Lesson 5

Objectives and materials

Speaking: to ask for and give permission

Vocabulary: free time activities

Optional materials: the exit tickets from Lesson 4

Warm-up

Hand out the exit tickets from the previous lesson. In pairs, the students ask and answer the four questions they have been given.

- 1  (00:46) Students do exercise 1.

Speaking video

You can use the video *Can I go to the party?* instead of the audio in exercise 1. Turn the subtitles on if necessary. Tell the students to keep their books closed. Ask the students the following question: *Can Alice go to the party?* (Yes, she can).

- 2  (00:46) Students do exercise 2.

Answers

- 1 Dad, can I ask you something? Can I go to Rosie's birthday party on Saturday?
- 2 Sure, what's up? That sounds OK. Yes, you can go.
- 3 Where is the party? What time is the party? And what time does it end?
- 4 It's at her house. It's at four o'clock. About seven o'clock.

- 3 Students do exercise 3.

- 4 Students do exercise 4.

Answers

- 2 What time is the picnic?
 - 3 Can I ask you something?
 - 4 What time does the picnic end?
 - 5 Can I go to the class picnic?
- Students' own answers

- 5 Students do exercise 5.

 **SUPPORT:** The students use the dialogue from exercise 3 as a model to help them. Write the dialogue on the board and underline the words that need to be replaced with the students' own ideas.

 **CHALLENGE:** Get the students to add more details about the event.

Wrap-up

Ask the students some target questions from the lesson, e.g. *Where is the party?*, etc.

Lesson 6

Objectives and materials

Reading: to find specific information, to define the main idea of the text

Vocabulary: sports

Speaking: to talk about national sports

Optional materials: sounds of people doing different sports (e.g. parts of YouTube videos can be used); Teacher's Resource File – Video worksheet Unit 6

Culture note

The word Gaelic /ˈɡæɪlɪk/ relates to the group of Celtic languages spoken in some parts of Scotland, the Republic of Ireland, the Isle of Man, Canada and others. It also relates to the distinct culture of the speakers of this group of languages.

Warm-up

Play the sounds of various sports being played (e.g. volleyball, football, basketball, etc.) and ask the students to guess what the sports are.

1 Students do exercise 1.

Culture video

Play the video *Sport for all*. Ask the students to note down the most popular sport in the world (football) and one unusual sport (zorbing). You can use the video worksheet for this video.

2 Students do exercise 2.

3 Students do exercise 3.

4  (01:14) Students do exercise 4.

5 Students do exercise 5.

 **SUPPORT:** Limit the answers to two options.

 **CHALLENGE:** Tell the students to close their books. Write the gapped sentences 1–4 on the board (without the answer options). Play the recording again and ask the students to complete the sentences.

6 Students do exercise 6.

Wrap-up

Mime some of the words from the text, e.g. *kick*, *hit*, *dangerous*, *round*, *goal*. Students guess what the words are.

Lesson 7

Objectives and materials

Writing: to write a text message

Vocabulary: sports, free time activities

Optional materials:
a piece of paper for each student

Warm-up

Write the following abbreviations on the board and ask the students what they mean: *LOL*, *RUOK?*, *Thx*, *2morro*, *CU L8r* (Laughing out loud, Are you okay?, Thanks, tomorrow, See you later).

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

Answers

- 1 Let's play basketball together! She can play with us.
- 2 I've got a new ball. It's fantastic.
- 3 Can she come, too? Sure, bring Anna.
- 4 She's great at basketball. She's in a school team.

Extra idea

Elicit more words or phrases for each question in this exercise.

- 3 Students do exercise 3.

Extra idea

Ask the students to rewrite the message replacing the following words: *Julie*, *Saturday*, *cupcake*, *cupcakes*.

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



SUPPORT: Help the students to think of vocabulary for using the questions in the *Think* section. You can also limit the exercise to only writing one message.



CHALLENGE: Ask the students to respond to messages from two classmates.

Wrap-up

As a lesson exit ticket, the students write a short message to the teacher. Collect the tickets and respond to each message.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise Lessons 1–7

Optional materials: written responses to the students' exit ticket messages from Lesson 7

Warm-up

Hand out your responses to the students' exit ticket messages from Lesson 7. Give the students a minute to read them.

1 Students do exercise 1.

Extra idea

The students say what they think the people in the photos can do, e.g.
1 *I think he can jump high,*
2 *I think she can ski well and maybe run fast,*
3 *I think she can hit really hard,* etc.

2 Students do exercise 2.

3 Extra idea

Before the students write down the sentences, ask a few volunteers to model the task by saying 2–3 sentences that the rest of the students need to write down.
Students do exercise 3.

4 Students do exercise 4.

Extra idea

The students write three more questions beginning with *Can you ...?* Get a volunteer to read a question and another to answer it. Continue the procedure with the rest of the class.

5 Students do exercise 5.

Extra idea

To check the answers, read the questions 1–4 and ask the students to read out the responses as a class. Then swap roles.

Check your score!



(01:37) Give the students enough time to check their answers and count their points. Then ask them to say their score in English and make sure they know what they need to do.

Wrap-up

The students work in pairs. Student A chooses a word from Unit 6 and spells it, and Student B writes the word down. Then they swap roles.

My words

Game 1

Write the following lists of words on the board:

1 *hockey, volleyball, cycling*

2 *chess, reading, judo*

3 *dance, catch, horse.*

Get the students to choose the odd word out and to explain their choice

(1 *cycling* – there's no ball involved, 2 *judo* – it's the only sport, 3 *horse* – it's not a verb). Then ask the students to write two 'odd one out' questions for their classmates.

Game 2

The students work in groups of four. Get them to create three categories for a mind map, e.g. things that you can do at home, team sports, things that birds can do. Then the students swap their mind maps with another group and complete them with at least three words for each category.

Game 3

Write the following sets of information on the board:

1 *Rock concert, Thursday, 6.30–8.00, Culture Centre*

2 *Peter's birthday party, Sunday, 2.00–6.00, Rosie's Pizzeria.*

The students work in pairs making dialogues to ask for and receive permission to go to these events. They swap roles for each dialogue.

Sports

 2.28 (00:40)

Hobbies

 2.29 (00:38)

Action verbs

 2.30 (00:44)

Word friends

 2.31 (00:22)

Real English

 2.32 (00:28)

Asking for permission and information

 2.33 (01:07)

Project

- Encourage the students to make an A4 poster (or a bit bigger) so that it can be displayed for other students to easily read.
- If necessary, the students can create the poster at home and bring it to the next lesson for a display on the classroom walls.
- With stronger classes, get the students to add some extra information.
- Encourage the students to use the model text in the coursebook to help them. To provide more support, you can show the students examples of similar posters from the internet.
- Put the students' projects on class display. Praise the students for their creativity and for completing the task on time.

Objectives and materials

**Vocabulary, grammar
and speaking:** to revise
Units 5–6

Listening and reading:
to find specific
information

Writing: a message
to a friend

Warm-up

Ask the students about their
breakfast and lunch today.
The students name the food
and meals they have had
or they are going to have
today.

1 Students do exercise 1.

2 Students do exercise 2.

Extra idea

Ask the students to spell
the answers in pairs.

3 Students do exercise 3.

Extra idea

Ask the students to say
which activities and sports
they like and don't like.

4 Students do exercise 4.

5 Students do exercise 5.

6 Extra idea

Before completing
the gaps, the students
cover the text and describe
the picture in their own
words.

Students do exercise 6.

7 Students do exercise 7.

8 Students do exercise 8.

13 Extra idea

Get the students to write the messages in pairs. This will help them to brainstorm ideas together and to learn from each other. Students do exercise 13.

Suggested answer:

Hi, Lena! Have you got any plans for Saturday afternoon? It's my birthday on Saturday. Let's have a picnic in the park. I can bring some sandwiches and a salad. We've got a lot of fruit, so I can bring some apples and bananas, too. Can you bring something to drink? Let me know!

Wrap-up

Ask the students to make a list of exercises or topics that they found easy and difficult. Help them to find the lessons/pages in Units 5–6 to revise the chosen topics.

9 Extra idea

Ask for volunteers to say a question or sentence that they could hear in a restaurant when someone is ordering takeaway food. If they struggle with the task, get them to find the appropriate phrases on page 66. Students do exercise 9.

10 Students do exercise 10.

11  2.34 (02:39) Students do exercise 11.

12 Extra idea

Before the students do the comprehension task, make sure they read the whole text. Ask the students to read the text to find two healthy products mentioned in it which they don't like. Students do exercise 12.

Unit 7 Extra resources

Workbook: pages 74–83

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *Do you like sports?* (Lesson 5)
- Culture video: *What is your school like?* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, 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: everyday activities, time expressions

Listening: to find specific information

Optional materials:
the templates of a daily or weekly planner

Warm-up

Write the following jumbled phrases on the board:
YEVREADY EITACTISVI / YM
EEKW and get the students to work in pairs to work out what they are (**EVERYDAY ACTIVITIES / MY WEEK**). Ask the students not to say them out loud. Then tell the class to open their books on page 86 to check their ideas.

1 Students do exercise 1.

2  (00:45) Students do exercise 2.

Answers

Tim: have a lesson (Picture 5); get up (Picture 1);
have a shower (Picture 2); brush my teeth
(Picture 3); get dressed (Picture 4)
Charlotte: tidy (your/my) room (Picture 7);
do exercise (Picture 8)

3  (00:55) Students do exercise 3.

Extra idea

Ask for a volunteer to come to the front of the class. Tell the student the name of an everyday activity secretly. The student mimes it for the rest of the class to guess what it is. Continue the procedure with more volunteers.

4 Students do exercise 4.

8 Students do exercise 8.

Learning zone

If the students do not have their own phones, hand out the templates of the daily or weekly planners for them to fill in with the names of the activities. As a follow-up task, the students can add their family activities to the planner.

9 Students do exercise 9.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (the owl), they can scan it and do the activity which appears on their smartphones.



Wrap-up

Walk around the class asking the students to say, as quickly as possible, three things they do in the morning; three things they do after school; three things they only do at the weekend; and three things they have for breakfast. To make the task engaging, keep the pace fast.

5 Extra idea

Write the following words on the board: *Monday – Sunday, Monday – Friday, Saturday – Sunday, My day – Monday.* Draw the sun rising, midday sun, and the moon and stars. Ask the students to match the phrases in the box in exercise 5 with the drawings on the board. Students do exercise 5.

6  2.37 (00:51) Students do exercise 6.

 **SUPPORT:** Tell the students to write down the exact times they hear in the recording. You can help them by providing the verbs in the Activity column (3 *have*, 4 *help*, 6 *play*).

 **CHALLENGE:** After the students have done the task, ask additional questions: *Has Charlotte got time to play chess at all? (Yes, she has.) What time can she play chess? (At eleven o'clock.).*

7  2.38 (00:19) Students do exercise 7.

Lesson 2

Objectives and materials

Grammar: present simple (affirmative, negative, questions and short answers) with *I*, *you*, *we* and *they*

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

Speaking: to talk about everyday activities

Optional materials: sets of cut out sentences in present simple (positive, negative and questions)

Warm-up

Ask the students a few questions about the story, e.g. *Who is your favourite character? What is the cat's name?* (Lily); *Who is Ana?* (Mickey's friend).

1 (01:50) Extra idea

Before the students read and listen, they study the pictures in the comic story. Say the following phrases and ask the students if they fit the story: *in the morning*, *tidy the room* (doesn't fit), *on schooldays*, *go home*, *get dressed* (doesn't fit). Students do exercise 1.

2 (01:50) Students do exercise 2.

 **SUPPORT:** Read the sentences out loud and check that the students understand them. Ask the students about which options from the box fit the gaps grammatically and logically.

 **CHALLENGE:** The students cover the box that contains the answer options.

3 (00:17) Students do exercise 3.

Grammar

Ask the students to study the table on page 89. Then write these gapped sentences on the board and ask the students what words are missing: *I ... TV at weekends. I ... watch TV every day. ... you watch TV? Yes, I ... (watch, don't, Do, do).*

Learning zone

If the students do not have their own phones, they can write the conversation on a big piece of paper to be displayed as a poster later on.

6 Students do exercise 6.

Answers

- 2 Do you have homework every day?
 - 3 Do you watch TV in the evening?
 - 4 Do you meet your friends at the weekend?
 - 5 What time do you go to bed?
- Students' own answers

Extra idea

Ask the students a few more questions but only ones that have a negative answer, e.g. *Do you go to school on Sundays?*
Do we speak Chinese in the English lessons?
Do I teach you Polish?

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (the question marks), they can scan it and do the activity which appears on their smartphones.



Grammar 1 video

Write the following question on the board and ask the students to watch the video to answer the question: *What does Mr Gramson do on Saturday?* Play the animation video for this lesson and stop it before the grammar presentation (He plays the drums). Play the whole video and ask the students to do the quiz at the end of it.

SEN tip

To help all the students understand all the rules of present simple, hand out sets of cut out present simple sentences (positive, negative and questions forms) and ask the students to put the words in the correct order. You can use the same colour coding as in the grammar table on page 89.

4 Students do exercise 4.

5 Students do exercise 5.

Wrap-up

Read the story to the class, changing some of the lines, e.g. *Hello, Mickey. Mickey, it's only half past ten ... Mickey, it's Sunday! You don't go to school!*, etc. Ask the students to follow the text while you're reading. When they spot a changed line, they shout *Wrong!*

Lesson 3

Objectives and materials

Vocabulary: free time activities

Listening: to find specific information, to define the main idea of a text

Warm-up

Write the following phrases on the board and ask the students what words are missing: ... *my teeth*, ... *dressed*, ... *my room*, ... *to bed* (*brush, get, tidy, go*). Then get the students to say when they do these activities.

1 Students do exercise 1.

2  (00:46) Students do exercise 2.

3  (00:47) Students do exercise 3.

Extra idea

The students work in pairs. Student A says a verb from exercise 3, student B has his/her book closed and answers with the rest of the phrase. Then they swap roles.

4 Students do exercise 4.

5  (02:32) Students do exercise 5.

 **SUPPORT:** For the second listening task, put the audioscript on the whiteboard and allow the students to read it and to listen at the same time.

 **CHALLENGE:** After the students have done the task, ask them to match the following words to the speakers: *games* (3), *posters* (2), *lunchtime* (1), *pictures* (2), *teams* (3), *earphones* (1).

6 Students do exercise 6.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (*the scooter*), they can scan it and do the activity which appears on their smartphones.



Wrap-up

The students work in pairs. One student draws the symbol of an activity (e.g. an object that is used to do it) and the other student says the name of the activity. Then they swap roles.

Lesson 4

Objectives and materials

Grammar: present simple (affirmative, negative, questions and short answers) with *he, she, it*

Listening: to find specific information

Speaking: to talk about everyday and free time activities

Optional materials: some photos of free time activities

Warm-up

Show the photos of the free time activities and ask for some volunteers to name the activities.

1 Students do exercise 1.

Answers

2 Do you use social media?

3 Do you brush your teeth in the evening?

4 Do you get up early on Saturdays?

Students' own answers

2  (01:29) Students do exercise 2.

Grammar

Get the students to look at the grammar table and to say how the verb forms here are different from the verb forms on page 89.

Grammar 2 video

Write the following sentence on the board: *Ada, Jay, Olivia and Will all enjoy ...* . Play the animation video for this lesson and stop it before the grammar presentation. Ask the students to complete the sentence (*shopping*). Play the whole video and get the students to do the quiz at the end.

3 Students do exercise 3.

4  (00:29) Students do exercise 4.

SEN tip

Some students may lack the confidence to give the answers individually. Ask the students to answer the questions as a class.

5 Students do exercise 5.

 **SUPPORT:** Write some gapped questions for the students to complete, e.g. ... *your best friend tidy his room?*

 **CHALLENGE:** Students ask questions about different people (e.g. their friends and family).

Wrap-up

In their notebooks, the students finish the sentence about someone from their family: *At the weekend, my ...*

Lesson 5

Objectives and materials

Speaking: to talk about likes and dislikes

Vocabulary: free time activities, sports

Warm-up

The students look through the book and find photos of things they like and don't like.

1 Students do exercise 1.

2  (00:45) Students do exercise 2.

Speaking video

You can use the video *Do you like sports?* instead of the audio in exercise 2. Put the subtitles on if necessary. Tell the students to keep their books closed. Ask the students the following questions: *What sports does Lena like?* (tennis, football); *What sports does Emile like?* (handball, football).

3  (00:45) Students do exercise 3.

Answers

- 1 Do you like sports? What's your favourite sport? What sports do you like, Lena? Do you like football?
- 2 Yes, I love sports. I really like handball. I like tennis. It's my favourite sport. I like football, too.
- 3 I don't really like tennis that much.

4  (00:28) Students do exercise 4.

5 Students do exercise 5.

6 Students do exercise 6.

 **SUPPORT:** Ask the whole class to make questions about the topics in the box. Write the questions on the board for the students to refer to when they work in pairs. They choose one topic from the box for their dialogue.

 **CHALLENGE:** The students make dialogues about more than one topic from the box.

Wrap-up

Ask the question *Who likes ...?* about different things. Any students who like the thing you ask about, stand up. Continue the procedure until everyone stands up.

Warm-up

Ask the students to finish the following sentences:
In my school, I like ..., In my school, I don't like ...

1 Students do exercise 1.

Culture video

Play the video *What is your school like?* Ask the students to remember one piece of information about a modern school and one about a traditional school.
You can use the video worksheet for this video.

2  (01:49) Students do exercise 2.

3  (01:49) Students do exercise 3.

 **SUPPORT:** Complete the table about Finland together with the students.

 **CHALLENGE:** The students say which school they like giving reasons why.

4 Students do exercise 4.

Wrap-up

Ask the students the following question:
Is our school modern or traditional? Have a class vote to decide the issue.

Lesson 6

Objectives and materials

Reading: to find specific information

Vocabulary: school life

Speaking: to talk about school

Optional materials: Teacher's Resource File – Video worksheet Unit 7

Culture note

The Finnish educational system is based on the idea of providing equal opportunities for all students. Finnish schools have a strong focus on student well-being and individualised learning, with an emphasis on creativity and critical thinking. The teachers are well trained and respected professionals who have a significant amount of autonomy in their classrooms.

Lesson 7

Objectives and materials

Writing: to write a blog post about your weekend

Vocabulary: everyday and free time activities

Optional materials: photos of different hobbies and free time activities

Warm-up

Show the students some photos of various activities and hobbies. Get them to describe the photos and to answer a few questions, e.g. *Do you do this in the evening? Does your brother or sister do it? Does your best friend like it?*, etc.

1 Extra idea

Tell the students to close their books. Read out the model text and ask the students what it is about. Encourage them to suggest a title for the text (*My perfect weekend / The best weekend / My typical weekend*).

Students do exercise 1.

2 Students do exercise 2.

Answers

- 1 I tidy my room and do my homework. I listen to music. I ride my scooter.
- 2 I spend time with friends. We play board games or make videos. I chat with my friends on my phone.
- 3 I do puzzles with my little brother. I watch series with my family.

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

Write *On Saturday* and *On Sunday* on the board and ask the students to make notes about the activities that they usually do on these days.

5 Students do exercise 5.

 **SUPPORT:** Tell the students that they can write about two activities. Make sure they pay attention to the *Think* stage of the *Writing project* and make a list of useful phrases for each of the three questions.

 **CHALLENGE:** The students include Friday afternoons in their descriptions.

Wrap-up

The students name 2–3 good activities for having a perfect Saturday.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise
Lessons 1–7

Warm-up

The students work in groups of 4–5. One student chooses a word/phrase from Unit 7 and the rest of the group have a race to find which page it is on.

The student who wins the race chooses the next word or phrase for the others to find.

1 Students do exercise 1.

Extra idea

The students add two afternoon activities to Daniel's planner.

2 Students do exercise 2.

3 Students do exercise 3.

Extra idea

Get the students to make sentences with time expressions.

4 Extra idea

Revise the rules for present simple. Refer the students to pages 89 and 91 and ask them to translate some sentences and questions from English to the students' first language. Students do exercise 4.

5 Students do exercise 5.

6 Students do exercise 6.

Extra idea

The students work in pairs. Get them to choose a topic and to write a similar dialogue.

Check your score!



(01:18) 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 they know what they need to do.

Wrap-up

Say a present simple sentence, e.g. *I get up early on Sunday*. Ask for a volunteer to change your sentence into the negative form and to add some extra information, e.g. *I don't get up early on Sunday but I go to bed late on Sunday*. The volunteer then finds another volunteer to change his/her positive sentence into the negative form and to add extra information. The students continue with the procedure until there are no volunteers left.

My words

Game 1

The students work in groups of three. Student A chooses an activity from the *Everyday activities* box and mimes it. Student B has to name the activity mimed by Student A, mime it again, and then mime another activity. Student C mimes and names all the previous activities and then mimes his/her own activity. The students continue with the procedure until someone makes a mistake.

Game 2

The students work in pairs. They order the *Free time activities*, individually, from the one they like most to the one they like the least. Then they compare their lists.

Game 3

The students work in pairs. On separate pieces of paper, they write gapped sentences from the *Real English* and *Likes and dislikes* boxes for their classmates to complete, e.g. *I'm ... out!* Collect the sentences, mix them up and hand them out at random for the students to complete.

Everyday activities



Free time activities



Real English



Likes and dislikes



Project

- If the students can't use their phones, they can prepare spoken presentations instead of the videos.
- As preparation for the video making (or spoken presentation), ask the students to prepare the script in class so that they can check it with you or ask other students for help.
- Encourage the students to use the model text in the book to help them. To provide more support, you can make a similar video or presentation about yourself and present it in front of the class.
- Watch the videos (and/or presentations) in class. Praise the students for their creativity and for completing the task on time. Encourage the students to give a round of applause to all their classmates after they do the task.

Unit 8 Extra resources

Workbook: pages 84–93

Videos:

- Grammar Animations (Lesson 2 and 4)
- Speaking video: *I'm looking for the cinema* (Lesson 5)
- Culture video: *The summer holidays* (Lesson 6)

Tests:

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

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: holiday activities

Listening: to find specific information

Speaking: to talk about holiday activities

Optional materials:

Blu-Tack, cards containing the names of holiday activities

Culture note

The summer holidays in the UK typically last about six weeks but this may differ from school to school, and district to district. The holidays usually begin in late July.

Warm-up

Write *SMMURE CSAPM* on the board.

Ask the students to rearrange the letters to make two correct words (**SUMMER CAMPS**). Then brainstorm some popular summer camp activities. Help the students with any vocabulary problems.

1 Students do exercise 1.

2  2.54 (01:04) Students do exercise 2.

3  2.55 (00:38) Students do exercise 3.

Extra idea

The students listen to the recording again and stand up every time they hear an activity that they like to do on holiday.

4 Students do exercise 4.

Extra idea

Ask the students to say the rhyme three times. Half of the class starts saying the rhyme and after the first two lines, ask the other half to start saying it. It is a great challenge for the students to follow their own lines without being distracted by the other group.

Learning zone

Tell the students that personalising new language is one of the best ways to remember any new phrases or words. Encourage the students to bring a few photos, postcards or souvenirs to the next lesson.

9 Students do exercise 9.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (**the cat**), they can scan it and do the activity which appears on their smartphones.



5 (00:49) Extra idea

Get the students to guess what holiday activity Amelia and Antoni are going to choose to do. The students make their predictions and focus on the task. Students do exercise 5.

6 Students do exercise 6.

7 Students do exercise 7.

SEN tip

Some students may be sensitive to noise. If any students are so, tell them that they do not have to repeat the rhyme in exercise 8 out loud and can do it silently instead. If the classroom contains special noise cancelling headphones, hand them out to any students who need them.

8  (00:13) Students do exercise 8.

Wrap-up

Put the names of holiday activities in different places in the classroom (you can use Blu-Tack and stick them to the walls). Then get the students to go and stand next to the activity that they would like to do next summer or next to the activity that they want to do at least next summer.

Lesson 2

Objectives and materials

Grammar: present continuous (affirmative and negative)

Listening and reading: to define the general context, to find specific information

Optional materials: the photos and magazine cut-outs with people doing holiday activities from Lesson 1, cards containing mixed-up words (to make affirmative and negative sentences using present continuous)

Warm-up

Write the names of the main characters on the board (Mickey, Ana, Robbie, Lily, Mrs Brown/Mum, Mr Brown/Dad). Ask the students what they remember about each character. Elicit information from the previous stories.

- 1  (01:20) Students do exercise 1.
- 2  (01:20) Students do exercise 2.

Extra idea

Get the students to read the text, giving the various character roles to different students. Ask the students to practise reading the text in pairs, girls vs boys, long vs short haired students, etc. You can also encourage the students to stand up and mime the whole story.

- 3  (00:17) Students do exercise 3.

Extra idea

Say the sentences below and get the students to respond to them with

the correct phrases from the *Real English* box: OK, bye! (See you later!); Amy's computer isn't working! (Poor girl!); What's the problem? (It isn't working!); Where is Tom? (There he is!).

Grammar

Get the students to listen and repeat the grammar forms. Then hand out the cards with the mixed-up words and get the students to make affirmative and negative sentences.

Grammar 1 video

Play the animation video for this lesson and stop it before the grammar presentation.

Ask the students to finish the following sentence: *At the end of the film, the friends are running because ... (it's raining).*

Play the whole video and ask the students to do the quiz at the end.

Learning zone

To model the task show the students 2–3 photos or magazine cut-outs and say a sentence about each photo/picture.

The students work in pairs. Hand out the most interesting photos (e.g. from a magazine) and ask the pairs of students to write sentences about them in their notebooks and to then share their sentences with another pair of students.

7 Extra activity

To model the activity, say a few sentences about the members of your family. You can also ask students to guess what your family members are doing at the moment. Then model the answers. Students do exercise 7.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (*the suitcase*), they can scan it and do the activity which appears on their smartphones.



4 Students do exercise 4.

Extra idea

Tell the students to check their answers in pairs. Then they check them with another pair of students.

5 Students do exercise 5.



SUPPORT: For the answers, give the students some options to choose from *is/are/isn't/aren't listening*, etc.



CHALLENGE: Ask the students to come up with ideas of the different activities that Robbie, Ana and Lily are doing.



6 (01:15) Students do exercise 6.

Wrap-up

Mime two activities and ask the students to write down sentences about what you are doing, e.g. *She is jumping. She is cooking.*

Lesson 3

Objectives and materials

Vocabulary: places in town

Listening: to find specific information, to define the general context

Optional materials: pictures or photos of places in a town

Warm-up

Ask the students about important places near their homes. Say out loud:
There's a supermarket near my house. What places are near your house?

1 Students do exercise 1.

Extra idea

Instead of counting the number of places (which might be difficult in some cities or small villages) ask the students what they can do in those places.

2  (00:56) Students do exercise 2.

Answers

sports centre, (football) stadium, shopping centre, street market, swimming pool, aqua park, library

SEN tip

To help any students who have reading difficulties, stick the pictures of the places in a town on the board. Write the names of the places under the pictures. This way, the students can associate the place in the picture with the written form.

3  (00:58) Students do exercise 3.

4  (03:05) Students do exercise 4.

 **SUPPORT:** Provide the students with any vocabulary they may need in order to understand the conversations. Name the places in the pictures so that the students know what they are listening for. Let the students listen to the dialogues three times.

 **CHALLENGE:** Ask some additional questions about the wrong options, e.g. *How much is the book?* (£20); *Where can you buy this water bottle for twelve pounds?* (in the shopping centre); *What are the children buying?* (the water bottle).

5 Students do exercise 5.

Extra idea

Exercise 5 can be done as a mini project. The students design their own towns doing drawings or using magazine cut-outs to illustrate the buildings, streets, and parks.

Wrap-up

Ask the students to finish two sentences about different places in their towns, e.g. *My favourite restaurant is ...*, *My favourite cinema is ...*

Lesson 4

Objectives and materials

Grammar: present continuous (questions, short answers, *Wh*-questions)

Listening: to define the main idea of a recording

Optional materials: photos of the different people doing activities in Lesson 1

Warm-up

Show the students the photos of the people doing different activities in Lesson 1. Say some false sentences about the people's actions for the students to correct, e.g. *She's swimming* (*She isn't swimming. She's jumping*).

1 Students do exercise 1.

2  (00:42) Students do exercise 2.

 **SUPPORT:** The students read the audioscript and listen.

 **CHALLENGE:** Ask some specific questions for the more advanced students to answer, e.g. *What food are the people talking about?* (*Chicken and chips*).

3  (00:42) Students do exercise 3.

Grammar

Read the questions and short answers. Emphasise *Yes/No* answers with the thumbs up or down action. Ask the students what *Wh*-question words they remember.

Grammar 2 video

Play the animation video for this lesson and stop it before the grammar presentation.

Ask the students the following question: *Where are the friends going at the end of the video?* (*They are going into space*).

Play the whole video and ask the students to do the quiz at the end of it.

4 Students do exercise 4.

Fast finishers

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

Any students who finish this task, can look for the picture to scan with their smartphones. When they find it (*the colourful words*), they can scan it and do the activity which appears on their smartphones.

Wrap-up

The students write one *Wh*-question using present continuous before they leave the classroom.

Lesson 5

Objectives and materials

Speaking: to ask for and give directions

Vocabulary: for giving directions, places in a town

Warm-up

Choose some names of places in a town and, on the board, write as many gaps as there are letters for these words. The students guess the letters to find out the names of the places.

- 1  (00:37) Students do exercise 1.
- 2  (00:25) Students do exercise 2.
- 3  (00:43) Students do exercise 3.

Speaking video

You can use the video *I'm looking for the cinema* instead of the audio in exercise 3. Turn the subtitles on if necessary. When the students have watched the video, ask them to remember the directions to the cinema.

SEN tip

To help the students follow the directions, keep stopping the recording and let the students draw (or write down) the route after they hear each piece of information about the directions.

- 4  (00:43) Students do exercise 4.

Answers

- 1 Can you help me? I'm looking for the cinema. Is it far?
- 2 Go straight on. Then turn left. Then go past the park and it's on the right. No, it's about five minutes from here.
- 3 Thanks very much. You're welcome.

- 5 Students do exercise 5.

 **SUPPORT:** Tell the students to work in groups of four. Put any students who need more support with more advanced students.

 **CHALLENGE:** Ask the more advanced students to say or write down the directions from school to their home.

Wrap-up

Write the names of places at your school on the board, e.g. *Room 17B, the toilets, the gym*. Give the students the directions to one of these places, but don't tell them the name of the place. The students guess what the place is and draw it in their notebooks.

Lesson 6

Objectives and materials

Reading: to find specific information

Vocabulary: art, holiday activities

Speaking: to express opinions and preferences

Optional materials: Teacher's Resource File – Video worksheet Unit 8

Culture note

The musical instrument in the picture for exercise 1 comes from Japan. It is called a *shamisen*. It's got three strings and you play it by strumming the strings with an object called a *nacho*. It is similar to playing a guitar or banjo.

Warm-up

Write the word *ART* in the middle of the board. Brainstorm the students for ideas about Art. If the students say the names of any art subjects like *drawing*, *painting*, *film*, or *theatre*, ask the students if they like them.

1 Students do exercise 1.

Culture video

Write the following words on the board and ask the students to put them in the order that they appear in the video: *pottery* (5), *cooking* (6), *concerts* (1), *cinema* (3), *community garden* (7), *making furniture* (8), *singing* (2), *painting* (4). You can use the video worksheet for this video.

2 Students do exercise 2.

3  2.68 (01:16) Students do exercise 3.

 **SUPPORT:** Provide printouts of the reading text. Ask the students to underline the key words in items 1–6: *culture*, *music* and *dancing*, *listen to stories*, *play a musical instrument*, *sporty people*, *cook*. Get the students to find information about key words/phrases in the text.

 **CHALLENGE:** The students listen to the text to do exercise 3.

4 Students do exercise 4.

Wrap-up

Write the names of 4–5 different kinds of festivals on the board (e.g. *music festival*, *film festival*, *theatre festival*). Ask students which of the festivals they would like to go to and why.

Lesson 7

Objectives and materials

Writing: to write a holiday postcard

Vocabulary: holiday activities

Optional materials: some photos of popular holiday places in your country, the text of a holiday postcard cut out into single sentences

Warm-up

Display the photos of popular holiday places in your country on the board. The students vote for their favourite holiday destination.

1 Students do exercise 1.

SEN tip

Ask the students who have finished reading the text before others to put a pen on their head and balance it. This will help the other students to read at their own pace while any fast finishers (or students who struggle with concentration) will have a funny challenge to keep them occupied.

2 Students do exercise 2.

Answers

- 1 Hi, Lena! Greetings from the Lake District!
- 2 We're camping. I'm hiking with my dad. My brother, Noah, is hiking, too. She's going to an arts festival with my sister. They're canoeing. I'm taking a lot of photos.
- 3 We're having a great time. I love it here!
- 4 I hope you're enjoying your holiday. See you soon!

3 Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

 **SUPPORT:** Hand out the cut out sentences of a holiday postcard for the students to put in the correct order and then rewrite in their notebooks.

 **CHALLENGE:** Ask the students to describe in detail what all their family members are doing now and ask them to give their opinion about the place and the activities.

Wrap-up

Play a game. Divide the students into groups of three. Student A says a holiday activity (e.g. *sunbathing*). Student B mimes it. Student C says a sentence using present continuous about this activity (e.g. *My sister is sunbathing now*). The students continue the game until all of them have done all three tasks.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise Lessons 1–7

Optional materials: some photos or pictures of places in a town

Warm-up

Ask the students to write as many words from Unit 8 as they can remember in one minute. The students count their words. Ask a few students to read out their lists of words. When other students have got the same words on their lists, they shout out: *I've got it!*

1 Students do exercise 1.

Extra idea

Say the name of a holiday activity. The students who like the activity stand up / clap their hands, etc. Those who don't like the activity stamp their feet / sit on the floor, etc.

2 Students do exercise 2.

Extra idea

Show the students the photos or pictures of places in a town and say a false sentence, e.g. show a market and say *It's an aqua park*. The students correct you saying full sentences.

3 Extra idea

Write two options for each sentence item on the board and ask the students to choose the correct answer, e.g. *1 is sitting / are sitting*. Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea

Students practise the dialogue in pairs, then a few pairs read out the dialogue for the rest of the class to listen to.

Check your score!



(01:53) 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 they know what they need to do.

Wrap-up

Write the word *PLACES* vertically on the board and ask the students to find words from Unit 8 to make a crossword.

My words

Game 1

Hand out small pieces of paper to all the students. Ask them to write a person's name or personal pronoun (*he, she, we, my parents, Ana, Robbie, my cat, etc.*) and to draw an object or place that they associate with one of the words in the *Holiday activities* box. Then collect the cards from the students and mix them up in a bag or box. The students pick up one card each and say a sentence mentioning the person (or personal pronoun) on the card and the holiday activity that the drawing represents. Ask the person who prepared the card if the other student guessed the holiday activity correctly.

Game 2

Divide the students into two teams: A and B. Each team prepares 5–6 objects to hide in the classroom. Students play the game. Team A hides one object somewhere in the classroom while a representative of Team B is blindfolded or turns his/her back to the rest of the class. Once the object is hidden, the students from Team B give directions for their representative to find it. Each member of Team B can say only one direction. If their representative finds the object, they get a point. If he/she fails to find it, Team A get a point and Team B have to look for another object hidden by Team A.

Holiday activities



Places in a town



Real English



Asking for and giving directions



Project

- Get the students to brainstorm the names of places in their town to put on a map. Encourage them to use (ordinary or online) dictionaries to translate any words they may need. Write down all the names of the places in English on the board for general reference.
- Tell the students that they can use cut-outs from magazines or photos of the places instead of drawing them.
- Encourage the students to be creative and to make their maps look original.
- Get the students to use the model map in the book as a guide to help them.
- Put the maps on display in the classroom (on the walls). Praise the students for their creativity and for completing the task on time. Ask the students to read out the comments that their classmates have included on the maps.

Objectives and materials

Vocabulary, grammar and speaking: to revise Units 7–8

Listening: to find specific information

Reading: to find specific information, to define the main idea of a text

Writing: a holiday email

Warm-up

Ask the students to go through Units 7–8 in the book. Give them two minutes and tell them to pay attention to the details. Then say some sentences and ask the students to decide if they are true or false.

Unit 7 starts with mobile phones. (T)

There is a picture

of a messy room. (T)

Mickey is late for school. (T)

Robbie meets a famous astronaut. (F – singer)

There is a text about schools in Poland and England. (F – Finland and England)

Unit 8 is about a trip to London. (F – about summer activities)

1 Students do exercise 1.

2 Extra idea

Tell the students to close their books.

Ask the students to add a noun or phrase to the verbs that you say. Read out the verbs 1–6. Students do exercise 2.

3 Students do exercise 3.

Extra idea

Ask the students to choose four holiday activities that they like the most.

4 Students do exercise 4.

Answers

- 1 aqua park, swimming pool
- 2 stadium
- 3 train station
- 4 post office
- 5 market, shopping centre
- 6 police station

Extra idea

Give the students some words to write the definitions, e.g. *market, library, zoo*.

5 Students do exercise 5.

6 Students do exercise 6.

7 Students do exercise 7.

Answers

- 1 Marek isn't doing his homework. He's writing a blog.
- 2 Eda isn't listening to music. She's playing the piano.
- 3 Kai and Lily aren't sitting on the sofa. They're having lunch.
- 4 I'm not helping my parents. I'm reading a book.

8 Students do exercise 8.

13 Extra idea

Write a model text for the students to complete on the board:

Dear Tom,

It is the first day of my summer holidays! On weekdays, I usually ..., ... and I sometimes ... and

But today is different.

Today, I am ..., ... and

My mum is ... and

My sister/brother is

And what about you? How do you ...? Let me know.

Take care!

XYZ

Students do exercise 13.

Suggested answer

Hi! Today is the first day of the school holidays! On school days, I get up at 7 am and have lessons all day. In the evening, I do homework. But now, I'm at home. I'm sitting in my room and writing to you. My parents are working, and my brother is playing a video game. What about you? Are you spending time with friends?

Let me know.

Take care!

XYZ

Wrap-up

Get the students to make a list of exercises and topics that they found easy and difficult. Help them to find the lessons/pages in Units 7–8 to revise the chosen topics.

9 (00:52) Extra idea

Ask the students to create questions that sentences a–e can be the answers for. Students do exercise 9.

10 Students do exercise 10.

11  (02:23) Students do exercise 11.

12 Extra idea

Tell the students to close their books. Read out the texts in task 1. Ask the students what the texts are about. Students do exercise 12.

Objectives and materials

Vocabulary: school trips, places

Listening and reading: to find specific information

Speaking: to talk about the students' favourite places for a school trip

Optional materials: six photos of the trip destinations taught in the lesson

Warm-up

Write as many gaps as there are letters in *SCHOOL TRIPS* on the board. The students guess the letters to find out what the expression is. When they have finished, check that they understand the meaning of the expression.

- 1  (00:37) Students do exercise 1.

- 2  (01:06) **Extra idea**

Put the six photos of the trip destinations on display in different parts of the classroom. Play the audio. The students go to the photo of the place that they think the sounds might come from. Students do exercise 2.

- 3 Students do exercise 3.

Extra idea

Get the students to work in pairs to write their own text messages. Ask for some volunteers to read out the messages.

4 Extra idea

Write the following model sentences on the board: *My favourite trip is to ... , ... is a good/bad idea., ... isn't a good idea.* Ask the students to write down their opinions (using the model sentences) in their notebooks before they talk in pairs. Students do exercise 4.

Wrap-up

The students vote for their favourite place to go to for the next school trip.

1 2.78 (01:02) **Extra idea**

Ask the students to cover the texts and to describe the pictures in pairs. Then the students listen to the recording only to put the pictures in the correct order.

Students do exercise 1.

2 2.79 (00:40) Students do exercise 2.

3 Extra idea

Elicit the names of the clothes that the students describe with the adjectives in the box. Model the possible answers:

My trainers are comfortable.
My socks are cool.

My beanie is warm., etc.

Students do exercise 3.

4 Students do exercise 4.

Extra idea

Hand out the photos of people taken from magazines. Get the students to describe the people's clothes in pairs.

Wrap-up

Say an adjective, e.g. *smart*. Point to one of your clothes that matches this adjective and say, e.g. *My jacket is smart*. Throw a soft ball to a student, say an adjective from the lesson, and ask the student to use it in a sentence about their clothes. Continue the procedure until all the students have said a sentence.

Objectives and materials

Vocabulary: clothes

Reading and listening: to find specific information

Speaking: to describe clothes

Optional materials: photos of people from magazines, a soft ball

Warm-up

Write the word *CLOTHES* on the board and get the students to write down as many names of clothes as they can in one minute. Ask the student(s) with the longest list of words to read it aloud. Write the list of words on the board. The students add to the list of clothes on the board if any of their names of clothes were not included.

Objectives and materials

Vocabulary: materials, everyday objects

Listening: to find specific information

Speaking: to describe objects

Writing: an advert to sell an object

Optional materials: different everyday objects made from different kinds of material for using in this lesson, some pieces of paper with the names of different everyday objects for each student

Warm-up

Show a few objects made from different materials, (e.g. a carton box, glass, mug, plastic bottle, etc.). Ask the students if they know the materials that these objects are made of.

1 2.80 (01:13) **Extra idea**

Before the students listen to the recording, ask them to name and to describe the objects in the photos. Students do exercise 1.

2 2.81 (00:39) Students do exercise 2.

Extra idea

Play the recording again. Stop it after each word, ask the students to repeat the words (a material) and to find an object in class that is made from the material.

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

The students work in pairs. Give each pair an object to sell (e.g. a pair of sunglasses, a marker pen, a mobile phone, a box). The students write an advert to sell their objects.

5 Students do exercise 5.

Wrap-up

Hand out the pieces of paper containing the names of different objects. Ask the students to name each object and the material that it is made of. Model the answer, e.g. *pencil – a wooden pencil*.

- 1  2.82 (00:50) Students do exercise 1.

Extra idea

Read out the following description and ask the students to draw a face in their notebooks according to what they hear. Then get the students to compare their pictures in pairs. The description is as follows: *This person is a man. He's got big blue eyes, a long grey beard and a moustache. He hasn't got any hair. He's got some dimples and many freckles on his nose. He's got glasses.*

- 2 Students do exercise 2.

Extra idea

Give the students the following instructions: *Walk around the classroom if your mum has got freckles. Sit on the desk if your dad has got a beard. Jump five times if your grandad has got a moustache. Smile if you have dimples. Clap your hands three times if someone in your family has got wrinkles.*

- 3 Students do exercise 3.

- 4  2.83 (00:27) Students do exercise 4.

- 5 Students do exercise 5.

Wrap-up

The students can draw pictures on the pieces of paper with the definitions of the words from exercise 1. They read the definitions for themselves and say the correct words. If they make a mistake or can't say a word, get them to read out the definitions and to ask others for help.

Objectives and materials

Vocabulary: parts of the face

Listening: to find specific information

Speaking: to describe faces

Optional materials: 3–4 big photos of famous people, e.g. a sportsman, politician, pop singer, actor (to be displayed on the board or shown on the interactive whiteboard), some pieces of paper with the definitions of the words from exercise 1 for all the students

Warm-up

Show the students the photos of the famous people. Ask the students if they know the famous people and provide names if necessary. Then describe the people and get the students to match the photos to your descriptions.

Objectives and materials

Vocabulary: tastes of food

Listening: to find specific information

Speaking: to describe food

Optional materials: a soft ball

Warm-up

Have a game of food bingo. Ask the students to draw a grid (3x3 squares) in their notebooks and to write the names of different kinds of food that they have learnt in Unit 5 in each box in the grid. Read out the food words introduced in this unit. Students cross out the words in their grids as they hear them. The first student who crosses out all the words shouts out *Bingo!* and wins the game.

- 1  (00:28) Students do exercise 1.

Extra idea

Play the recording again. Stop it after each word, get the students to repeat the words and ask them questions about the different kinds of food, e.g. *Are apples spicy? Is ice cream bitter?*, etc.

- 2 Students do exercise 2.

- 3  (01:39) Students do exercise 3.

Extra idea

Ask the students to listen to the recording again and to note down all the different types of fruit mentioned in the quiz (bananas, lemons, kiwi fruit, oranges, grapefruit, strawberries).

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

Wrap-up

Ask the students to stand in a circle.

Throw the soft ball to a student and say: *Sweet food*. The student gives an example of sweet food, e.g. *ice cream*. Then he/she says another type of food using adjectives from the lesson and throws the ball to someone else.

- 1  (01:35) Students do exercise 1.
- 2 Students do exercise 2.
- 3 Students do exercise 3.

Extra idea

Throw the soft ball to a student. Say the name of a place (e.g. *a skatepark*) and ask him/her to repeat it with the correct preposition (e.g. *at a skatepark*). The student then throws the ball to someone else and says the name of a place. The students continue with the same procedure until everybody has received the ball and task.

4 (04:51) Extra idea

Tell the students to close their books. Ask the students to listen to the recording and to note down all the names of sports and places to do sports that they can hear. Students do exercise 4.

- 5 Students do exercise 5.

Wrap-up

The students work in groups of 3–4. Hand out the A4 paper and ask the students to write about their ideal PE lesson and ideal place(s) to have a PE lesson. Encourage them to be creative. Provide the following model sentences on the board: *In our ideal PE lesson, we can ... and ... Our PE lesson is at/in/on ...* When the students have finished, ask for volunteers to talk about their ideal PE lesson to the rest of the class.

Objectives and materials

Vocabulary: sports, places to do sports

Listening: to find specific information, to define the context of a recording

Speaking: to talk about different sports and the places where people do them

Optional materials: a soft ball, some photos of sports equipment (used to revise the sports vocabulary taught in this unit), A4 paper

Warm-up

Show the photos of the different sports equipment and get the students to name the sports that it is used for. Then ask the students about their favourite sports or sports clubs that they attend.

Objectives and materials

Vocabulary: places at school

Speaking: to talk about places at school

Optional materials: some A4 paper, marker pens

Warm-up

Before the lesson, find out about the exact number of classrooms, students, and teachers working in the school. Ask the students to guess these numbers. Then write the numbers on the board and see whose answers were the closest to the correct number.

- 1  (00:36) Students do exercise 1.

Extra idea

Play the recording again and stop it after each word. Get the students to repeat the words and ask them additional questions, e.g. *What can you buy at the tuck shop? How many students can sit down in chairs in this classroom?*, etc.

- 2 Students do exercise 2.

Extra idea

Get the students to work in pairs. Ask them to write similar definitions about places at their school, e.g. *There are a lot of pictures in this classroom. You can buy some delicious sandwiches at this place. There are some comfortable armchairs in this room*, etc. Each pair of students swaps the definitions with another pair and guesses the places that are described.

- 3 Students do exercise 3.

- 4 Students do exercise 4.

- 5 Students do exercise 5.

Extra idea

The students work in groups of 3–4. Give each group a sheet of A4 paper and marker pens and ask the students to draw their ideal school and to name the places in it.

Wrap-up

Get the students to write down their lesson timetable for today and to name the places where they have their lessons.

2  (00:45) Students do exercise 2.

3 Students do exercise 3.

Extra idea

Write the following sentences on the board:
1 *This person has got two sisters.* 2 *This person sleeps in the forest.* 3 *This person is staying at a hotel.* 4 *This person is staying close to the seaside.* Ask the students to say who these sentences refer to (1 Amy, 2 Betty, 3 Amy, 4 Hugh).

4 Students do exercise 4.

Extra idea

Hand out the A4 paper. Ask the students to draw a holiday activity and to write a postcard from their favourite holiday place in this lesson. Get them to write about where they are and what they are doing. The students put the postcards on display in the classroom.

Wrap-up

Write *HOLIDAY RESORT* on the board. Ask the students to create a crossword from the compound noun through using words they have learnt in Unit 8.

Objectives and materials

Vocabulary: holiday destinations and places to stay while on holiday

Listening: to define the general context of a recording

Reading: to find specific information

Speaking: to talk about holiday places and activities

Optional materials: a sheet of A4 paper for each student

Warm-up

Ask the students to write down as many holiday activities as they can in one minute. The student with the longest list reads out the names of the activities.

1  (01:23) Students do exercise 1.

Extra idea

Play the recording again and stop it after each word. Ask the students to repeat the words and to spell them.

Objectives and materials

Vocabulary: Thanksgiving food and traditions

Reading and listening: to find specific information

Speaking: to talk about things that you're grateful for having

Culture note

Thanksgiving is an American festival that originates from the Pilgrims who arrived on the Mayflower ship from Great Britain in 1620. Facing scarcity and deaths, the Pilgrims were helped by the First Nations people who taught them to grow crops like pumpkins and corn. After the first harvest, the Pilgrims thanked the First Nations with a feast. Today, Americans celebrate Thanksgiving Day on the fourth Thursday of November as a way of showing gratitude. They have a special family dinner of turkey, cranberry sauce, corn, and pumpkin pie.

Warm-up

Write as many gaps as there are letters in the word *THANKSGIVING*. Get students to guess the letters to make the name of the holiday.

1 Students do exercise 1.

2 Extra idea

Before students read the text, get them to describe the meals in exercise 1. Students do exercise 2.

3 Students do exercise 3.

Extra idea

The students match the following definitions with the words from the Glossary: 1 *an orange-coloured dessert*; 2 *the month before December*; 3 *red, blue, yellow, pink, and brown*; 4 *you can see a lot of them at a parade*; 5 *you use a special red fruit to make it*; 6 *wanting to say thank you*; 7 *I'm going*. (1 pumpkin pie 2 November 3 colourful 4 floats 5 cranberry sauce 6 grateful for 7 I'm off).

4  (00:34) Students do exercise 4.

5 Students do exercise 5.

Wrap-up

Ask students to create a crossword from the word *THANKSGIVING* through using words from this lesson.

Objectives and materials

Vocabulary: Christmas food, traditions and decorations

Reading and listening: to find specific information

Speaking: to talk about Christmas traditions

Optional materials: colourful marker pens or pieces of chalk (for writing on the board), a piece of paper (with a sentence describing a Christmas tree) for each student

Culture note

Boxing Day probably originates from an old British tradition of rich people and the aristocracy giving presents to servants and poor people on December 26th. On Boxing Day, the servants did not work, so they could leave their employers and visit their families. From their rich employers, they would receive boxes of food and other useful items.

Warm-up

Write the word *Christmas* on the board. Ask the students to write as many Christmas words as they can in one minute.

1 Students do exercise 1.

Extra idea

Ask the students to write down the words in bold from the text in their notebooks and to draw a smiley icon or a picture next to each word.

2 Students do exercise 2.

3 Students do exercise 3.

4  2.92 (01:06) Students do exercise 4.

Extra idea

Write the following questions on the board and play the recording again: 1 *What is Philip's Christmas present?* 2 *What is for Christmas dinner in Kate's family?* Ask for volunteers to answer the questions (1 *a skateboard*; 2 *roast turkey, Christmas pudding, and mince pies*).

5 Students do exercise 5.

Wrap-up

Draw a big Christmas tree shape on the board. Hand out pieces of paper containing some simple sentences, e.g. *The Christmas tree is green. There is a star at the top of the Christmas tree. The baubles on the Christmas tree are red*, etc. Invite some students to come up to the board to complete the drawing according to the information in their sentences.

Objectives and materials

Vocabulary: Easter food and traditions

Reading and listening: to find specific information

Culture note

The Easter egg hunt is a special fun tradition where children look for hidden eggs in the garden. The most popular Easter egg hunt takes place in Washington DC, where the President of the United States invites some children to his garden in the White House.

Egg rolling is another popular Easter tradition. Families take some eggs and climb up a hill and each member of the family rolls an egg down the hill. Whoever rolls the egg the furthest wins the game.

Hot cross bun is a popular snack on Good Friday in England. These are small, sweet buns with raisins inside. At the top of the buns there is a cross. These are usually served hot.

Warm-up

Ask the students what they like about spring the most. Let them use their dictionaries or the internet if they need to check the meaning of any words they don't know. Write their ideas on the board.

- 1  (00:35) Students do exercise 1.
- 2 Students do exercise 2.
- 3 Students do exercise 3.

4 (00:45) Extra idea

Tell the students to close their books. Play the recording and ask the students about which two days Oscar mentions in his message (*Good Friday, Easter Sunday*). Students do exercise 4.

- 5 Students do exercise 5.

Wrap-up

Say a word or expression from this lesson (e.g. *Easter eggs*). Ask a student to repeat and add a new word or expression (e.g. *Easter eggs, Holy Saturday*). Ask the student to choose someone else to repeat the two words/expressions and to add another one. The students continue the procedure until someone makes a mistake, then they start the whole game again.

Objectives and materials

Vocabulary: Saint Patrick's Day traditions

Reading and listening: to find specific information

Culture note

Saint Patrick's Day, celebrated on 17 March, is a cultural and religious holiday that originates from Ireland, but is now observed all over the world. This day is marked by parades, people wearing green, and traditional Irish food and drink, such as corned beef and cabbage, or Irish soda bread. The holiday honours St Patrick, the patron saint of Ireland, and celebrates the arrival of Christianity in Ireland.

Warm-up

Show the students a picture of rainbow. Ask them about the colours and when and where we can see it. Then tell students that there is a legend about a fictional Irish character and a pot of gold at the end of the rainbow. Give them a set of letters from the word *Leprechaun* (e.g. LNUEPAHREC) and ask to guess the name of the fictional character. It's okay if students come up with some funny ideas, of course. Praise the students for their creativity and good humour.

1  2.95 (00:29) Students do exercise 1.

2 Students do exercise 2.

Extra idea

Get students to actively engage in reading practice. Read the text sentence by sentence and ask students to repeat each sentence as a class. Then the students read the text in pairs: Student A reads the first sentence, Student B the second sentence and so on until the text is finished.

3  2.96 (01:14) **Extra idea**

Tell the students to close their books. The students listen to the recording and note down two cities and countries mentioned in the interviews (Dublin, Ireland, Chicago, the USA). Students do exercise 3.

4 Students do exercise 4.

Wrap-up

Ask each student to say three words that they can remember from this lesson.

Before the students start working in pairs, explain that one of them (Student A) uses page 124, and the other (Student B) – page 125. Make sure that each Student B turns the book upside down.

Units 1–2

Before the students start asking questions and giving answers, write a personal information form with made-up information on the board and model the activity. Write the key questions and answer structures on the board for any less advanced students to use as a model.

What's your name?

My name is ...

What's your surname?

My surname is ...

How old are you?

I'm ... years old.

What's your nationality?

I'm ...

Where are you from?

I'm from ...

You can also refer the students to page 14 for further help.

Units 3–4

Before the students start working in pairs, play a game with them by asking for the prices of various objects. Put big visible price tags on such objects as the board, computer, window, desk, your pencil case, etc. Practise asking questions and giving answers.

It may also be a good idea to revise price vocabulary with the students.

Tell the students to write down the various prices before they decide to buy anything.

You can also refer the students to page 40 for further help.

Units 5–6

Before the students start working in pairs, make sure that they know how to read the menu and how to add and subtract prices.

Remind the students of the key phrases:

What can I get you?

I'd like ...

Would you like ...?

You can also refer the students to page 66 for further help.

Units 7–8

Ask the students to read the questions and check if they understand them. You can refer the students to the *My words* pages in Units 7 and 8 for further help. Encourage the students to answer with full sentences and to give as much information as they can.

Unit 1

Tell the students that the numbers of the pictures and the numbers of the sentences don't match because they are mixed up. Get the students to write the numbers of the photos in their notebooks and then to write where the children in the pictures are and whether they are boys or girls. After this, ask them to read the sentences and to note down the countries:

1 summer camp, boy, Spain

2 park, girl, Argentina

3 school, girl, China

4 party, boy, Poland.

Unit 2

Tell the students that they can write the names of the clothes and their colours in their notebooks and can cross out or put a tick next to them when they look for the same clothes on page 29. This will help the students to exclude answer options more quickly.

Unit 3

Tell the students that one of the names of the objects may consist of two words (18 – electric toothbrush), and that they need to use the full name of the object, otherwise they won't be able to solve the puzzle.

(The other objects included in the picture: 12 guitars, 16 laptops, 16 game consoles and 19 lamps.)

Unit 4

Encourage the students to describe each person in the photo first: their clothes, faces, and hair. This will help them to solve the puzzle more quickly.

Unit 8

You can suggest that the students write the text correctly in their notebooks to make it easier for them to understand.

Final task

Tell the students that they can use one of the words from the the solutions for the puzzles in Units 1–7 more than once (*she*). You can also suggest that some of the last words in the lines of the poem rhyme (alone – smartphone, banana – Anna).

Unit 5

Encourage the students to make notes during their calculations and to try to find out which numbers the fruit stand for:

a banana = 2

a pineapple = 3

a strawberry = 1

$2+2+3=7$

$3+1+1=5$

$1+2=3$

$3-1=2$

Unit 6

Here are some suggestions concerning how the puzzle should be solved:

Dive + ~~p~~iano + **c**hess

d+an+ce = **DANCE**

Unit 7

Tell the students that the answer rhymes with the word *alone*.

Workbook Answer key

Welcome unit

Lesson 1

ex. 1 (page 4)

1 say, 2 repeat, 3 listen, 4 write, 5 read

ex. 2 (page 4)

1 computer, 2 bin, 3 board, 4 poster, 5 chair, 6 clock, 7 desk

ex. 3 (page 4)

1 d, 2 a, 3 e, 4 c, 5 b

ex. 4 (page 4)

1 pen, 2 book, 3 rubber, 4 ruler, 5 pencil case

ex. 5 (page 4)

Activities: listen, say, repeat, write

Stationery: notebook, pencil, rubber, school bag

Classroom objects: board, chair, desk, computer

Lesson 2

ex. 1 (page 5)

1 D, 2 P, 3 M, 4 S, 5 G, 6 Z

ex. 2 (page 5)

1 repeat, 2 chair, 3 board, 4 listen, 5 rubber, 6 sticker

ex. 3 (page 5)

1 your, 2 My, 3 do, 4 spell

ex. 4 (page 5)

1 What's your, 2 My name's, 3 How do you spell

ex. 5 (page 5)

1 d, 2 e, 3 b, 4 a, 5 c

ex. 6 (page 5)

1 Don't sit down! 2 Don't put your hand up!
3 Don't close your book! 4 Don't draw a picture!
5 Don't stand up!

Lesson 3

ex. 1 (page 6)

1 bike, 2 football, 3 flower, 4 sandwich,
5 phone, 6 watch, 7 apple

ex. 2 (page 6)

1 pink, 2 green, 3 grey, 4 orange, 5 purple

ex. 3 (page 6)

1 yellow, white / white, yellow, 2 green,
3 brown, 4 red, 5 black, white / white, black

ex. 4 (page 6)

1 f, 2 a, 3 b, 4 c, 5 e, 6 d

ex. 5 (page 6)

1 pens, 2 apples, 3 watches, 4 flowers, 5 mice,
6 umbrellas, 7 fish, 8 children

Lesson 4

ex. 1 (page 7)

1 fifteen, 2 seven, 3 two, 4 eleven, 5 eight

ex. 2 (page 7)

1 12, 2 4, 3 16, 4 3, 5 9

ex. 3 (page 7)

1 a, 2 b, 3 b, 4 a, 5 a

ex. 4 (page 7)

1 Tuesday, 2 Saturday, 3 Wednesday, 4 Sunday,
5 Thursday, 6 Monday, 7 Friday

ex. 5 (page 7)

M	O	T	U	R
D	N	A	A	D
A	Y	S	Y	S
Y	A	D	N	U
T	U	I	D	A
S	E	R	F	Y
D	E	S	Y	A
A	N	D	S	D
Y	D	A	R	U
W	E	Y	T	H

ex. 6 (page 7)

1 blue, 2 Friday, 3 black, 4 twenty, 5 green,
6 Wednesday, 7 Saturday, 8 fifteen,
9–11 Students' own answers

ex. 7 (page 7)

Students' own answers

Unit 1

Lesson 1 Vocabulary 1

ex. 1 (page 8)

1 N, 2 C, 3 C, 4 N, 5 C, 6 N

ex. 2 (page 8)

1 Australia, 2 the USA, 3 France, 4 the UK,
5 Argentina, 6 China

ex. 3 (page 8)

1 Turkish, 2 Spain, 3 French, 4 Chinese, 5 Brazil,
6 Argentinian

ex. 4 (page 8)

2 Australia, 3 Poland, 4 China, 5 Brazil, 6 the UK

ex. 5 (page 8)

1 sheep, 2 seat, 3 cheese, 4 big, 5 eat

Lesson 2 Grammar 1

ex. 1 (page 9)

1 's, 2 's, 3 're, 4 're, 5 'm, 6 're

ex. 2 (page 9)

1 are, 2 are, 3 is, 4 is, 5 am, 6 are

ex. 3 (page 9)

1 f, 2 a, 3 e, 4 c, 5 d, 6 b

ex. 4 (page 9)

1 is, 2 is, 3 is, 4 am, 5 are, 6 are

ex. 5 (page 9)

2 You're amazing! 3 I am eleven.
4 She is my mum. 5 Don't worry.
6 It's OK. 7 What about me?

Lesson 3 Vocabulary and listening

ex. 1 (page 10)

1 c, 2 d, 3 a, 4 b

ex. 2 (page 10)

a 4, b 5, c 6, d 2, e 1, f 3

ex. 3 (page 10)

1 at, 2 in, 3 in, 4 at, 5 at, 6 on

ex. 4 (page 10)

2 fifty-three, 3 eighty-one,
4 twenty-two, 5 sixty, 6 seventy-nine

ex. 5 (page 10)

1 a summer camp, 2 home, 3 a party, 4 a café,
5 school

ex. 6 (page 10)

1 46, 2 58, 3 25, 4 79, 5 99

Lesson 4 Grammar 2

ex. 1 (page 11)

1 –, 2 a, 3 an, 4 –, 5 –, 6 a

ex. 2 (page 11)

1 a, 2 a, 3 an, 4 a, 5 a, 6 a

ex. 3 (page 11)

1 e, 2 b, 3 c, 4 d, 5 a

ex. 4 (page 11)

1 is a robot, 2 is a cat, 3 is Brazilian, 4 are
friends, 5 are from the UK

ex. 5 (page 11)

1 –, 2 a, 3 –, 4 –, 5 an, 6 a

ex. 6 (page 11)

2 big watches, 3 a small cat, 4 an amazing
computer, 5 new rubbers, 6 interesting books

Half-unit revision

ex. 1 (page 12)

1 café, 2 home, 3 summer camp, 4 party,
5 holiday, 6 school, 7 park, 8 garden
Teddy is American.

ex. 2 (page 12)

2 French N, 3 Turkey C, 4 Poland C, 5 Chinese
N, 6 Spanish N, 7* twenty-two, ninety-nine,
seventy-one, eighty-three, forty-six, twenty-two,
twenty, thirty-six, twenty-two

ex. 3 (page 12)

It is an orange book. He is an amazing friend.
She is a new student. They are old pencils.
It is a black cat.

Lesson 5 Speaking

ex. 1 (page 13)

1 b, 2 a

ex. 2 (page 13)

1 American, 2 ten, 3 Turkey

ex. 3 (page 13)

1 c, 2 e, 3 d, 4 b, 5 a

ex. 4 (page 13)

1 name's, 2 I'm, 3 spell, 4 old, 5 from,
6 nationality

ex. 5 (page 13)

Hi, Mark, my name's Bianca.
B-I-A-N-C-A
I'm ten.
I'm Spanish.

Lesson 6 Reading and culture

ex. 1 (page 14)

1 b, 2 c, 3 a

ex. 2 (page 14)

a 1, b 3, c 2

ex. 3 (page 14)

1 T, 2 F, 3 T, 4 F

ex. 4 (page 14)

1 The Great Wall of China, 2 Windsor Castle,
3 Tierra del Fuego

Lesson 7 Writing

ex. 1 (page 15)

1 Card C, 2 Card B, 3 Card A

ex. 2 (page 15)

1 Marcia, 2 ten, 3 Australian, 4 Australia

ex. 3 (page 15)

1 Adam, 2 Thompson, 3 twelve, 4 British,
5 from the UK

ex. 4 (page 15)

1 Adam, 2 Thompson, 3 12, 4 British, 5 the UK

ex. 5 (page 15)

Students' own answers

Lesson 8 Language revision**ex. 1 (page 16)**

1 Spanish, 2 Turkey, 3 China, 4 Australian, 5 Brazil, 6 British

ex. 2 (page 16)

1 at a café, 2 in the garden, 3 on holiday, 4 at a party, 5 in the park, 6 at a summer camp, 7 at home, 8 at school

ex. 3 (page 16)

1 sixty-four, 2 seventy-five, 3 twenty-one, 4 thirty-two, 5 ninety-nine, 6 fifty-six

ex. 4 (page 16)

2 They are pink rubbers. 3 It is a big dog. 4 Rachel and Steph are friends. 5 I am from the USA. 6 We are on holiday.

ex. 5 (page 16)

1 Hello, I'm Kasia. What's your name? 2 My name's Louis. 3 That's a nice name. What's your nationality? 4 I'm French. Where are you from? 5 I'm from Poland. How old are you, Louis? 6 I'm nine. 7 Really? Me too!

Catch-up and Extra Challenge**ex. 1 (page 17)**

1 a Where are you from? 2 b What's your name? 3 b How old are you? 4 b What's your nationality?

ex. 2 (page 17)

numbers: eighty-two, fifty, thirty-one
places: garden, park, school
countries: Argentina, Australia, China

ex. 3 (page 17)

1 a, 2 -, 3 a, 4 an

ex. 4 (page 17)

Suggested answers: My name's Leanne. I'm Leanne. My first name is Leanne. My surname is Goldman. I'm ten. I'm American. I'm from the USA.

ex. 5 (page 17)

1 It is a green rubber. 2 We are from Brazil. 3 They are old books. 4 I am at a party. 5 She is an interesting friend. 6 Greta is in the park.

Unit 2**Lesson 1 Vocabulary 1****ex. 1 (page 18)**

1 cap, 2 T-shirt, 3 trousers, 4 shoes

ex. 2 (page 18)

1 T-shirt, 2 jumper, 3 jeans, 4 skirt, 5 socks, 6 trainers

ex. 3 (page 18)

1 jacket, 2 dress, 3 socks, 4 shorts, 5 shirt, 6 trousers

ex. 4 (page 18)

1 b, 2 d, 3 a, 4 c

ex. 5 (page 18)

Students' own answers

ex. 6 (page 18)

Four, George, Laura, Paul, shorts, sporty, small

Lesson 2 Grammar 1**ex. 1 (page 19)**

1 isn't, 2 aren't, 3 aren't, 4 'm not, 5 aren't 6 isn't

ex. 2 (page 19)

1 isn't, 2 aren't, 3 isn't, 4 isn't, 5 'm not, 6 aren't

ex. 3 (page 19)

1 are not, 2 is not, 3 am not, 4 are not, 5 are not, 6 is not

ex. 4 (page 19)

1 here, 2 ready, 3 aren't, 4 shorts, 5 you, 6 isn't

ex. 5 (page 19)

Example answers:

My jeans aren't smart. My jeans aren't comfortable. My shoes aren't smart. My shoes aren't comfortable.

My dress isn't smart. My dress isn't comfortable. My hoodie isn't smart. My hoodie isn't comfortable.

Lesson 3 Vocabulary and listening**ex. 1 (page 20)**

1 jumper, 2 trainers, 3 jacket, 4 trousers

ex. 2 (page 20)

1 funny, 2 sporty, 3 quiet, 4 friendly, 5 shy, 6 helpful

ex. 3 (page 20)

1 shy, 2 kind, 3 friendly, 4 quiet

ex. 4 (page 20)

1 kind, 2 clever, 3 sporty

ex. 5 (page 20)

1 F, 2 T, 3 F, 4 T, 5 F, 6 T

ex. 6 (page 20)

Will: 11/eleven, the USA, blue
Sarah: 12/twelve, Australia, red

Lesson 4 Grammar 2**ex. 1 (page 21)**

1 Are, am, 2 Is, isn't, 3 Are, are, 4 Are, aren't

ex. 2 (page 21)

1 Are, 2 not, 3 you, 4 am, 5 Is, 6 isn't

ex. 3 (page 21)

1 Are, aren't, 2 Is, isn't, 3 Are, aren't, 4 Are, am, 5 Is, is

ex. 4 (page 21)

1 f, 2 a, 3 e, 4 b, 5 d, 6 c

ex. 5 (page 21)

1 Is she a student? 2 Are they at the party? 3 What colour is your hoodie? 4 Am I sporty? 5 What is / What's your nationality? 6 Who is he?

ex. 6 (page 21)

1 a, 2 b, 3 b, 4 a, 5 b, 6 b

Half-unit revision**ex. 1 (page 22)**

Spy 2

ex. 2 (page 22)

1 clever, 2 funny, 3 helpful, 4 kind, 5 quiet, 6 sporty

ex. 3 (page 22)

	Favourite colour	Age
Dan	green	10
Sam	red	12
Jim	orange	11
Tom	black	9
Rick	blue	13

1 green, 2 10, 3 red, 4 11, 5 9, 6 blue

ex. 4 (page 22)

Are the students in the park?

Is your bag new?

What colour is your book?

Lesson 5 Speaking**ex. 1 (page 23)**

1 d, 2 c, 3 e, 4 a, 5 b

ex. 2 (page 23)

1 a, 2 a

ex. 3 (page 23)

1 Look, Hugo. The film *Sing 2* is on today!

2 What time is the film? 3 It's at quarter to six.

4 And what time is it now? 5 It's twenty past five.

6 OK, let's go. 7 Great!

ex. 4 (page 23)

It's at half past six.

It's at twenty-five past seven.

It's at quarter past five.

ex. 5 (page 23)

Students' own answers

Lesson 6 Reading and culture**ex. 1 (page 24)**

1 c, 2 b, 3 a

ex. 2 (page 24)

1 surfboard, 2 umbrella, 3 football

ex. 3 (page 24)

1 c, 2 a, 3 e, 4 b, 5 d

ex. 4 (page 24)

1 Adele, 2 Liam, 3 Liam, Gabriel, 4 Gabriel

Lesson 7 Writing**ex. 1 (page 25)**

2

ex. 2 (page 25)

Amelia is on the left. Girl a.

ex. 3 (page 25)

1 the USA / San Francisco, 2 12/twelve, 3 kind, 4 Harper, 5 art

ex. 4 (page 25)

1 Oskar, 2 11/eleven, 3 Poland/Gdańsk, 4 friendly, 5 Max, 6 Swimming

ex. 5 (page 25)

Students' own answers

Lesson 8 Language revision**ex. 1 (page 26)**

1 dress, 2 jumper, 3 cap, 4 socks, 5 jeans, 6 skirt

ex. 2 (page 26)

1 P, 2 C, 3 P, 4 P, 5 B, 6 C

ex. 3 (page 26)

2 She isn't in the park. 3 They aren't happy. 4 My friend isn't twelve. 5 We aren't ready. 6 You aren't from Australia. 7 The cat isn't small.

ex. 4 (page 26)

1 Are you a student? Yes, I am. / Yes, you are. 2 Are the trainers comfortable? No, they aren't. 3 Am I in the right room? Yes, you are. / Yes, I am. 4 Is Mrs Brown an actor? Yes, she is. 5 Are the trousers smart? No, they aren't.

ex. 5 (page 26)

1 c, 2 f, 3 e, 4 a, 5 d, 6 b

Catch-up and Extra Challenge**ex. 1 (page 27)**

1 a, 2 b, 3 b, 4 a

ex. 2 (page 27)

1 Are, 2 am, 3 Who, 4 What, 5 Is, 6 isn't

ex. 3 (page 27)

1 'm not, 2 isn't, 3 aren't, 4 aren't, 5 isn't, aren't

ex. 4 (page 27)

1 's your name, 2 are you from, 3 I'm from Argentina, 4 are your, 5 (blue) jeans, 6 (warm) hoodie, 7 What are you, 8 funny, 9 friendly

ex. 5 (page 27)

1 Is she friendly? Yes, she is. 2 My friends aren't in the garden. 3 We aren't at home. 4 Is your dog clever? No, he/she/it isn't. 5 I'm not funny. 6 My hoodie isn't brown.

Revision Units 1–2**ex. 1 (page 28)**

1 Polish, 2 American, 3 Chinese, 4 British

ex. 2 (page 28)

1 skirt, 2 jeans, 3 hoodie, 4 trainers

ex. 3 (page 28)

1 school, 2 park, 3 party, 4 summer camp

ex. 4 (page 28)

1 seventeen, 2 thirty-four, 3 ninety-nine,
4 sixty-eight

ex. 5 (page 28)

1 sporty, 2 clever, 3 friendly, 4 funny

ex. 6 (page 28)

1 's, 2 'm, 3 're, 4 's, 5 are

ex. 7 (page 28)

2 I'm not in the garden. 3 You aren't Spanish.
4 My dog isn't very friendly. 5 The students
aren't at school.

ex. 8 (page 28)

1 a, an, 2 -, 3 -, 4 an

ex. 9 (page 28)

1 Who is your teacher? 2 Are you in the garden?
3 Where are my socks?

ex. 10 (page 28)

1 Where, 2 Are, 3 am, 4 What, 5 Is, 6 No

ex. 11 (page 29)

1 your, 2 old, 3 too, 4 time, 5 quarter, 6 now,
7 past

ex. 12 (page 29)

1 amazing, 2 OK, 3 mess, 4 are

ex. 13 (page 29)

1 b, 2 a

ex. 14 (page 29)

C

ex. 15 (page 29)

1 park, 2 old, 3 blue, 4 sporty

Unit 3**Lesson 1 Vocabulary 1****ex. 1 (page 30)**

1 b, 2 d, 3 a, 4 c

ex. 2 (page 30)

1 electric toothbrush, 2 board game, 3 tablet,
4 games console, 5 charger, 6 sunglasses

ex. 3 (page 30)

1 skateboard, 2 guitar, 3 water bottle, 4 board
game, 5 helmet, 6 sketchbook

ex. 4 (page 30)

Students' own answers

ex. 5 (page 30)

1 K, 2 M, 3 M, 4 M, 5 K, 6 K, 7 M, 8 M

ex. 6 (page 30)

a – 4 times (in words "brown", "are" and
"grey" x2)

Lesson 2 Grammar 1**ex. 1 (page 31)**

1 Whose, 2 your, 3 our, 4 her, 5 Their

ex. 2 (page 31)

1 b, 2 d, 3 a, 4 c

ex. 3 (page 31)

2 Whose laptop is it? It's Mr Clark's. 3 Whose
hairbrush is it? It's Sam's. 4 Whose guitar is it? It's
Ms White's. 5 Whose helmet is it? It's Grace's.
6 Whose sunglasses are they? They're Dan's.

ex. 4 (page 31)

1 Whose, 2 my, 3 your, 4 Adam's, 5 his,
6 happening, 7 fault, 8 Our

ex. 5 (page 31)

2 It's Diana's games console. 3 It's Paolo's
charger. 4 They're Will's sunglasses. 5 It's
Marta's sketchbook.

Lesson 3 Vocabulary and listening**ex. 1 (page 32)**

board game, games console, electric
toothbrush, water bottle

ex. 2 (page 32)

1 b, 2 a, 3 a, 4 a, 5 b, 6 b

ex. 3 (page 32)

1 bed, 2 armchair, 3 poster, 4 rug, 5 plant,
6 shelf

ex. 4 (page 32)

1 on, 2 under, 3 behind, 4 in front of, 5 next to,
6 in

ex. 5 (page 32)

1 on, sofa, 2 behind, armchair, 3 next to, lamp,
4 in front of, mirror

Lesson 4 Grammar 2**ex. 1 (page 33)**

1 are, 2 are, 3 is, 4 's/is

ex. 2 (page 33)

1 This, 2 Those, 3 That, 4 These, 5 That, 6 This

ex. 3 (page 33)

1 This, 2 Those, 3 That, 4 This, 5 That, 6 These

ex. 4 (page 33)

1 This, 2 These, 3 That, 4 those, 5 That, 6 this

ex. 5 (page 33)

2 That's / That is Jacob's games console.
3 These are Jacob's posters.
4 That is / That's Jacob's shelf.
5 This is Jacob's water bottle.

ex. 6 (page 33)

1 d, 2 c, 3 b, 4 a

Half-unit revision**ex. 1 (page 34)**

Horizontally: rug, bed, table, helmet, sunglasses,
box, plant
Vertically: sofa, guitar, laptop

ex. 2 (page 34)

hairbrush

ex. 3 (page 34)

1 my, 2 her, 3 his, 4 their, 5 our, 6 your
My skateboard is yellow.

Lesson 5 Speaking**ex. 1 (page 35)**

1 £2, 2 £4.50, 3 £10

ex. 2 (page 35)

1 much, 2 It's, 3 have, 4 Here's, 5 change,
6 Anything

ex. 3 (page 35)

1 d, 2 e, 3 a, 4 b, 5 c

ex. 4 (page 35)

1 How much is that, 2 It's £5.50, 3 How about
this, 4 It's £3.50, 5 Can I have, 6 Sure,
7 change, 8 Anything else

ex. 5 (page 35)

It's £3.

It's £6.

Sure. That's £9.

Thank you. That's £1 change. Here you are.

Anything else?

See you!

Lesson 6 Reading and culture**ex. 1 (page 36)**

1 artist, 2 sculpture

ex. 2 (page 36)

2

ex. 3 (page 36)

1 Robert Bradford, HA Schult, Khalil Chishtee
2 Robert Bradford 3 HA Schult 4 Guerra de
la Paz 5 Robert Bradford

ex. 4 (page 36)

1 b, 2 c, 3 d, 4 a

Lesson 7 Writing**ex. 1 (page 37)**

Students' own answers

ex. 2 (page 37)

bed, desk, poster, plant, shelf

ex. 3 (page 37)

1 c, 2 a, 3 d, 4 e, 5 b

ex. 4 (page 37)

Students' own answers

ex. 5 (page 37)

Students' own answers

Lesson 8 Language revision**ex. 1 (page 38)**

1 sunglasses, sofa, 2 helmet, plant,
3 skateboard, lamp, 4 smartwatch, bed

ex. 2 (page 38)

1 d, 2 c, 3 e, 4 f, 5 b, 6 a

ex. 3 (page 38)

2 That is my book. 3 Those are your earphones.
4 These are their plants. 5 This is her games
console.

ex. 4 (page 38)

1 Those, 2 this, 3 That, 4 those, 5 These, 6 this

ex. 5 (page 38)

1 How much, 2 Can I have, 3 Sure, 4 change,
5 Anything else, 6 See you

Catch-up and Extra Challenge**ex. 1 (page 39)**

1 a, 2 c, 3 c, 4 b, 5 a

ex. 2 (page 39)

2 our, 3 his, 4 my, 5 their, 6 your, 7 her

ex. 3 (page 39)

1 That, 2 These, 3 Those, 4 This

ex. 4 (page 39)

Example answers:

Her guitar is in the wardrobe. Her table is next
to the bed. Her lamp is on the table. Her games
console is under the table. Her lamp is next
to the bed.

ex. 5 (page 39)

1 This, 2 very, 3 their, 4 his, 5 your, 6 Whose

Unit 4**Lesson 1 Vocabulary 1****ex. 1 (page 40)**

1 ear, 2 mouth, 3 nose, 4 eye, 5 teeth

ex. 2 (page 40)

1 T, 2 L, 3 T, 4 C, 5 C, 6 L

ex. 3 (page 40)

1 long, 2 straight, 3 dark

ex. 4 (page 40)

1 eyes, 2 ears, 3 short, 4 spiky, 5 nose, 6 teeth,
7 long, 8 straight

ex. 5 (page 40)

1 short, 2 wavy, 3 nose, 4 ears, 5 dark, 6 curly,
7 nose, 8 eyes

ex. 6 (page 40)

1 chocolates, 2 hoodie, 3 chair, 4 charger,
5 hairbrush, 6 hair

Lesson 2 Grammar 1**ex. 1 (page 41)**

1 a, 2 b, 3 a, 4 b, 5 a, 6 a

ex. 2 (page 41)

1 has, 2 have, 3 have, 4 have, 5 has, 6 has

ex. 3 (page 41)

2 Mickey hasn't got blonde hair. 3 We haven't got a new teacher. 4 Ana hasn't got wavy hair. 5 Robbie hasn't got pink shoes. 6 You haven't got a poster in your room.

ex. 4 (page 41)

1 wrong, 2 haven't, 3 got, 4 hasn't, 5 way, 6 've

ex. 5 (page 41)

2 have got a laptop., 've got a cat., haven't got a guitar., haven't got a water bottle. 3 has got a guitar., 's got a cat., hasn't got a laptop., hasn't got a water bottle.

Lesson 3 Vocabulary and listening**ex. 1 (page 42)**

1 curly, 2 blonde, 3 straight, 4 wavy, 5 short

ex. 2 (page 42)

Female: aunt, mum, sister
Male: brother, dad, uncle
Both: cousin, parents

ex. 3 (page 42)

1 f, 2 a, 3 e, 4 b, 5 d, 6 c

ex. 4 (page 42)

1 cousin, 2 dad/father, 3 aunt, 4 grandfather/grandad, 5 uncle

ex. 5 (page 42)

1 uncle, 2 aunt, 3 cousin, 4 brother, 5 grandmother

ex. 6 (page 42)

1 F, 2 F, 3 T, 4 F, 5 F

Lesson 4 Grammar 2**ex. 1 (page 43)**

1 Have, Yes, 2 got, they, 3 Has, hasn't, 4 you, haven't

ex. 2 (page 43)

1 b, 2 c, 3 d, 4 a

ex. 3 (page 43)

1 Have, have, 2 Has, hasn't, 3 Have, have, 4 Has, hasn't, 5 Have, have, 6 Have, haven't

ex. 4 (page 43)

1 Have, 2 have, 3 Have, 4 haven't, 5 Has, 6 hasn't

ex. 5 (page 43)

Example questions and answers:
Has she got a dog? No, she hasn't.
Has she got a fish? Yes, she has.
Has she got dark hair? No, she hasn't.
Has she got short hair? Yes, she has.
Has she got long hair? No, she hasn't.
Have they got straight hair? No, they haven't.
Have they got curly hair? Yes, they have.
Have they got blonde hair? No, they haven't.
Have they got dark hair? Yes, they have.
Have they got a dog? No, they haven't.

Half-unit revision**ex. 1 (page 44)**

1 dad, 2 aunt, 3 granny, 4 nose, 5 ear, 6 mouth, 7 uncle, 8 eye
My mum's hair is curly.

ex. 2 (page 44)

1 Rick, 2 Ralf, 3 Rob, 4 Rudi

ex. 3 (page 44)

I've got a skateboard.
Has he got three brothers?
She hasn't got dark hair.
Have you got a games console?

ex. 4 (page 44)

1 e, 2 c, 3 a, 4 d, 5 b

Lesson 5 Speaking**ex. 1 (page 45)**

1 friend, 2 uncle

ex. 2 (page 45)

1 Welcome, 2 Thanks, 3 nice, 4 too, 5 Come, 6 good

ex. 3 (page 45)

1 Welcome to, 2 Thanks for inviting me, Beth. 3 this is the Art Club teacher, 4 It's nice to meet you, 5 Come and meet, 6 OK, that sounds good.

ex. 4 (page 45)

Students' own answers

ex. 5 (page 45)

Students' own answers

Lesson 6 Reading and culture**ex. 1 (page 46)**

1 big, 2 three or four, 3 eight or nine

ex. 2 (page 46)

1 c, 2 a

ex. 3 (page 46)

1 F, 2 T, 3 F, 4 T

ex. 4 (page 46)

1 aunts, 2 at school, 3 dog, 4 small

Lesson 7 Writing**ex. 1 (page 47)**

1 b, 2 c, 3 d, 4 a

ex. 2 (page 47)

1 kind, clever, 2 tall, sporty, 3 quiet, shy, 4 funny, friendly

ex. 3 (page 47)

1 long, 2 helpful, 3 grandad, 4 quiet, 5 short, 6 uncle

ex. 4 (page 47)

Example answer: We are the Bailey family. My dad is Steve. He's got green eyes and he's quiet and kind. My mum's name is Annabel. She's got long, dark hair. She's also quiet and she's shy. And I'm Theo. I'm clever and sporty, and I've got blue eyes.

ex. 5 (page 47)

Students' own answers

Lesson 8 Language revision**ex. 1 (page 48)**

1 e, 2 c, 3 a, 4 f, 5 d, 6 b

ex. 2 (page 48)

1 sister, 2 grandad, 3 cousins, 4 only child, 5 dad, 6 uncle

ex. 3 (page 48)

1 have, 2 haven't, 3 Has, 4 hasn't, 5 Have, 6 have

ex. 4 (page 48)

1 My aunt's got red hair. 2 Have you got a guitar? 3 We haven't got a big house. 4 Tania hasn't got a smartwatch. 5 Has your brother got brown eyes? 6 Liam and Lara have got six cousins.

ex. 5 (page 48)

1 Welcome, 2 inviting, 3 this, 4 meet, 5 Come, 6 sounds

Catch-up and Extra Challenge**ex.1 (page 49)**

1 b, 2 d, 3 a, 4 c

ex. 2 (page 49)

1 long, 2 eyes, 3 wavy, 4 dark, 5 mouth, 6 teeth

ex. 3 (page 49)

1 have, 2 hasn't, 3 haven't, 4 has, 5 Have, haven't, 6 Has, has, 7 Have, have, 8 Has, hasn't

ex. 4 (page 49)

Suggested answers: Julie hasn't got dark hair. She's got sunglasses. She's got curly hair. She hasn't got a games console.

ex. 5 (page 49)

Example answers:

This is a photo of my aunt and her family. My aunt is called Gloria. She is sporty and helpful. She's got long, dark hair. My uncle's name is Miguel. He is clever and tall. He's got short dark hair. My grandparents are Alicia and Tony. They're kind and quiet. They've got short white hair. Ben and Sophie are my cousins. They're funny and clever. They've got curly hair.

Revision Units 3–4**ex. 1 (page 50)**

1 guitar, 2 skateboard, 3 water bottle, 4 laptop, 5 charger, 6 helmet

ex. 2 (page 50)

1 on, rug, 2 behind, sofa, 3 in front of, mirror, 4 next to, bed

ex. 3 (page 50)

1 brother, 2 cousin, 3 grandad, 4 aunt

ex. 4 (page 50)

1 hair, small, 2 eyes, 3 nose, 4 hair

ex. 5 (page 50)

1 my, 2 their, 3 his, 4 our

ex. 6 (page 50)

1 Whose, 2 my, 3 Julia's, 4 his

ex. 7 (page 50)

2 Tim's got a guitar. He hasn't got a tablet. Have you got a guitar? 3 Ella and Anna haven't got a sketchbook. They have got a bike. Have you got a bike?

ex. 8 (page 51)

1 these, Those, 2 that, This

ex. 9 (page 51)

1 much, 2 It's, 3 Can, 4 That's, 5 Here, 6 Welcome, 7 for, 8 this, 9 nice

ex. 10 (page 51)

1 d, 2 a, 3 c, 4 b

ex. 11 (page 51)

1 two, 2 behind, 3 cupboard, 4 skateboard

ex. 12 (page 51)

1 F, 2 T, 3 T, 4 F

ex. 13 (page 51)

Students' own answers

Unit 5**Lesson 1 Vocabulary 1****ex. 1 (page 52)**

1 biscuit, 2 cheese, 3 smoothie, 4 bread

ex. 2 (page 52)

1 milk, 2 toast, 3 cereal, 4 salad

ex. 3 (page 52)

1 d, 2 a, 3 c, 4 b

ex. 4 (page 52)

1 socks (other clothes are all tops)
2 strawberry (other foods are all green)
3 uncle (other family members are all female)
Students' own answers

ex. 5 (page 52)

1 eggs, 2 cheese, 3 strawberries, 4 milk, 5 rice

ex. 6 (page 52)

Look at my sister, what a mess!
She's got fish on her gocks and Cereal on her dress!
She's got cheese on her shoes and rice in her hair.
Her pasta's on the floor, and her chips are on the chair!

Lesson 2 Grammar 1

ex. 1 (page 53)

1 tomato sauce, 2 mushrooms, 3 salt, 4 tickets

ex. 2 (page 53)

Countable nouns: biscuit, egg, strawberry

Uncountable nouns: bread, pasta, rice

ex. 3 (page 53)

1 There's, 2 There are, 3 There's, 4 There are

ex. 4 (page 53)

1 lovely, 2 some, 3 sandwiches, 4 lot, 5 weird, 6 dear

ex. 5 (page 53)

There is an apple. There is some juice. There are a lot of chips. There is a biscuit. There is a lot of cheese.

Lesson 3 Vocabulary and listening

ex. 1 (page 54)

1 cereal, 2 smoothie, 3 strawberry, 4 biscuit

ex. 2 (page 54)

Horizontally: spinach, grape (grapes), cucumber, potato

Vertically: broccoli, bean, red pepper, carrot, onion

ex. 3 (page 54)

1 pineapple, 2 mushroom, 3 kiwi fruit, 4 Broccoli, 5 grape

ex. 4 (page 54)

Tom's Pizza: tomatoes/tomato, pineapple, broccoli, mushrooms

Bella's Pizza: tomatoes/tomato, spinach, red pepper, onion

ex. 5 (page 54)

1 b, 2 b, 3 b, 4 a

Lesson 4 Grammar 2

ex. 1 (page 55)

1 aren't, 2 aren't, 3 aren't, 4 isn't, 5 isn't, 6 isn't

ex. 2 (page 55)

1 isn't, 2 aren't, 3 isn't, 4 isn't, 5 aren't, 6 isn't

ex. 3 (page 55)

1 grapes, 2 carrot, 3 spinach, 4 egg

ex. 4 (page 55)

2 There isn't any pasta. 3 There aren't any strawberries. 4 There isn't a biscuit. 5 There isn't any cheese. 6 There aren't any beans.

ex. 5 (page 55)

Will c, Kate b, Ali a

ex. 6 (page 55)

1 a, 2 isn't, 3 any, 4 any, 5 aren't, 6 any, 7 isn't
My favourite food is SPINACH.

Half-unit revision

ex. 1 (page 56)

1 grapes, 2 spinach, 3 beans, 4 bread, 5 salad, 6 pasta, 7 chips, 8 milk, 9 eggs
a – pineapple

ex. 2 (page 56)

Example answers:

my favourite food: Students' own answers

red food: red pepper, strawberry

drinks: milk, juice, smoothie

green food: broccoli, spinach, kiwi fruit, cucumber

ex. 3 (page 56)

1 There is an egg 2 There are some beans
3 There are some mushrooms 4 There isn't a grape 5 There isn't any fish 6 There aren't any carrots

ex. 4 (page 56)

1 There isn't a biscuit. There aren't any onions.
2 There isn't any rice. There are some chips.
3 There are a lot of eggs. There is a potato.

Lesson 5 Speaking

ex. 1 (page 57)

1 x cheese & spinach pizza

Small

Side: cucumber

Drink: strawberry smoothie

£: 15.75

ex. 2 (page 57)

1 get, 2 large, 3 everything, 4 eat in, 5 problem

ex. 3 (page 57)

1 What can I get you? 2 a medium chicken and pineapple pizza, please 3 Would you like some sides 4 a green pepper and tomato salad, 5 Anything to drink 6 (an/some) apple juice, 7 Is that everything, 8 £18.50, 9 eat in or takeaway

ex. 4 (page 57)

I'd like a (Students' own answers) and (Students' own answers) pizza, please.

Oh yes. A (Students' own answers), please.

Yes, (Students' own answers), please.

Yes, it is.

Takeaway, please.

Thank you.

Lesson 6 Reading and culture

ex. 1 (page 58)

1 c, 2 a, 3 d, 4 b

ex. 2 (page 58)

1 b, 2 c, 3 a

ex. 3 (page 58)

1 FM, 2 NL, 3 GP, FM, 4 NL, 5 GP, NL, 6 GP

ex. 4 (page 58)

1 hot, 2 fish, 3 eggs, 4 red pepper

Lesson 7 Writing

ex. 1 (page 59)

1 a, 2 d, 3 b, 4 c

ex. 2 (page 59)

1 F, 2 T, 3 T, 4 F

ex. 3 (page 59)

1 or, 2 or, 3 and

ex. 4 (page 59)

1 because drinks are important. 2 because that's my favourite colour. 3 because it's the weekend.

ex. 5 (page 59)

1 cool, 2 tomatoes, 3 salad, 4 strawberries, 5 important, 6 sweets

ex. 6 (page 59)

Students' own answers

Lesson 8 Language revision

ex. 1 (page 60)

1 c, 2 a, 3 e, 4 f, 5 d, 6 b

ex. 2 (page 60)

1 F, 2 F, 3 T, 4 T, 5 F, 6 T

ex. 3 (page 60)

1 There is some fish. 2 There aren't any potatoes. 3 There isn't any pasta. 4 There are some beans. 5 There are some eggs. 6 There aren't any biscuits.

ex. 4 (page 60)

1 There isn't an onion. 2 There aren't any carrots. 3 There isn't any pineapple. 4 There aren't any chips.

ex. 5 (page 60)

1 Hello. What can I get you? 2 I'd like a small cheese and tomato pizza, please. 3 Would you like some sides? 4 Oh yes. A pepper and pineapple salad, please. 5 OK. Is that everything? 6 Yes, it is. 7 That's £10.75.

Catch-up and Extra Challenge

ex. 1 (page 61)

1 c, 2 d, 3 a, 4 f, 5 b, 6 e

ex. 2 (page 61)

1 U, 2 C, 3 C, 4 U, 5 U, 6 C

ex. 3 (page 61)

1 isn't, 2 is, 3 is, 4 aren't, 5 is, 6 are

ex. 4 (page 61)

Suggested answers:

There is some fish. There is some broccoli.

There is some rice.

There aren't any beans/chips/mushrooms/red peppers (etc).

There isn't any pasta/bread/cheese/spinach (etc).

ex. 5 (page 61)

Example answer:

I've got some healthy food in my lunchbox today.

There's a cheese sandwich. It's delicious! There

are some healthy snacks, too. There's some

cucumber and there are some mushrooms.

Cucumbers are my favourite snack. There isn't

any chocolate or crisps because they aren't

good for me.

Unit 6

Lesson 1 Vocabulary 1

ex. 1 (page 62)

1 H, 2 H, 3 H, 4 S

ex. 2 (page 62)

a 3, b 6, c 1, d 2, e 4, f 5

ex. 3 (page 62)

1 chess, 2 Reading, 3 Playing the piano, 4 playing online games

ex. 4 (page 62)

Students' own answers

ex. 5 (page 62)

1 cycling, 2 judo, 3 writing a blog, 4 reading

ex. 6 (page 62)

My favourite game is chess.

My favourite c@p is bl@ck.

My favourite day is S@turday.

And grapes are my favourite sn@ck.

Lesson 2 Grammar 1

ex. 1 (page 63)

1 can't play, 2 can play, 3 can run, 4 can ride, 5 can't climb

ex. 2 (page 63)

1 can dance. 2 can't ski. 3 can't roller-skate. 4 can play volleyball.

ex. 3 (page 63)

1 matter, 2 terrible, 3 can't, 4 alright, 5 can, 6 piano

ex. 4 (page 63)

Example answers:

Kirsten/She can ride a bike.

Kirsten/She can draw (amazing pictures).

Kirsten/She can't sing.

Ruben/He can't roller-skate.

Ruben/He can play basketball.

Ruben/He can't sing.

Kirsten and Ruben / They can't sing.

Lesson 3 Vocabulary and listening

ex. 1 (page 64)

1 volleyball, 2 chess, 3 judo, 4 drawing

ex. 2 (page 64)

1 b, 2 d, 3 e, 4 a, 5 c

ex. 3 (page 64)

1 can catch, 2 can dive, 3 can jump, 4 can dance, 5 can walk, 6 can fly, 7 can climb, 8 can swim

ex. 4 (page 64)

1 ride, 2 make, 3 play, 4 play, 5 ride

ex. 5 (page 64)

1 c, 2 b

ex. 6 (page 64)

1 F, 2 T, 3 F, 4 T

Lesson 4 Grammar 2**ex. 1 (page 65)**

1 Can, can't, can, 2 Can, can, 3 Can, can, 4 Can, can't

ex. 2 (page 65)

2 Can your mum and dad play chess? Yes, they can. 3 Can Sylvie jump high? Yes, she can. 4 Can your parrot fly? No, it/he/she can't. 5 Can we speak Spanish? Yes, we can.

ex. 3 (page 65)

2 Can he dance well? No, he can't. 3 Can Jodie and Rose make delicious cakes? No, they can't. 4 Can they dance well? Yes, they can.

ex. 4 (page 65)

Can your brother jump high? No, he can't. What sports can you play? I can play volleyball.

Half-unit revision**ex. 1 (page 66)**

Ivy
sport: judo; hobby: playing the piano
Poppy
sport: volleyball; hobby: reading
Lottie
sport: hockey; hobby: singing

ex. 2 (page 66)

climb, jump, swim, dance, dive, catch
The hobby is: reading.

ex. 3 (page 66)

1 e, 2 a, 3 f, 4 d, 5 c, 6 b

ex. 4 (page 66)

2 My brother and I can run very fast. 3 They can't dive or swim. 4 Can your friend jump high?

ex. 5 (page 66)

1 I can swim, 2 Joe can ride a horse, 3 I can catch a ball, 4 My dad can speak Chinese

Lesson 5 Speaking**ex. 1 (page 67)**

1 football, 2 park, 3 half past two / 2.30, 4 half past four / 4.30, 5 (his friend) Ben

ex. 2 (page 67)

1 b, 2 c, 3 a, 4 d

ex. 3 (page 67)

1 can I ask, 2 Can I go, 3 Where, 4 What time is, 5 does it end, 6 you can go

ex. 4 (page 67)

Example answers:

Leila: Mum, can I ask you something?

Mum: Sure, what's up?

Leila: Can I go to the dance class on Sunday?

Mum: Where is the class?

Leila: It's at the Village Hall.

Mum: What time is the class?

Leila: It's at half past nine.

Mum: And what time does it end?

Leila: At half past ten.

Mum: That sounds OK. Yes, you can go.

Leila: Thanks, Mum.

ex. 5 (page 67)

Example answers:

Dad, can I ask you something?

Can I go to the judo club on Friday?

It's at the school gym.

It's at half past four.

At half past five.

Thanks, Dad.

Lesson 6 Reading and culture**ex. 1 (page 68)**

1 b, 2 a

ex. 2 (page 68)

1 c, 2 a, 3 b

ex. 3 (page 68)

1 F, 2 T, 3 T

ex. 4 (page 68)

1 comic, 2 noses, 3 trainers, 4 park

Lesson 7 Writing**ex. 1 (page 69)**

a 3, b 6, c 1, d 5, e 2, f 4

ex. 2 (page 69)

1 Carrie, 2 Nora, 3 Chris, 4 Chris

ex. 3 (page 69)

1 great, 2 What, 3 plans, 4 Let's, 5 later

ex. 4 (page 69)

1 He's good at drawing. 2 She's got an amazing board game. 3 What's his name?

ex. 5 (page 69)

Students' own answers

Lesson 8 Language revision**ex. 1 (page 70)**

1 d, 2 f, 3 a, 4 c, 5 b, 6 e

ex. 2 (page 70)

1 at a party, 2 a ball, 3 great pictures, 4 high, 5 a cake, 6 a bike

ex. 3 (page 70)

1 can't ride, 2 can play, 3 can't sing, 4 can draw, 5 can run, can't fly

ex. 4 (page 70)

1 Can you dive? Yes, I can. 2 Can your teacher speak French? No, he/she can't. 3 Can horses fly? No, they can't.

ex. 5 (page 70)

1 Claire: Mum, can I ask you something?
Mum: Sure, what's up?
2 Claire: Can I go to the school fair on Saturday afternoon?
Mum: Where is the fair?
3 Claire: It's at school.
Mum: What time is the fair?
4 Claire: It's at three o'clock.
Mum: What time does it end?
5 Claire: At five o'clock.
Mum: That sounds OK. Yes, you can go.
6 Claire: Thanks, Mum.

Catch-up and Extra Challenge**ex. 1 (page 71)**

1 fly, 2 climb, 3 jump, 4 dive, 5 catch

ex. 2 (page 71)

1 I can speak German. 2 They can't swim fast. 3 Can Rick make delicious cakes? 4 We can't dance very well. 5 Can my friend ride a horse?

ex. 3 (page 71)

1 Can, 2 can, 3 can't, 4 well, 5 swimming

ex. 4 (page 71)

1 cycling, 2 drawing, 3 football, 4 chess, 5 swimming, 6 hockey

ex. 5 (page 71)

Example answers: Tim can sing well. Tim/He can't ski. Tim/He can play basketball. Liz can sing well. Liz/She can't ride a horse. Liz/She can't play chess. Tim and Liz / They can sing well.

ex. 6 (page 71)

1 Can, 2 can't, 3 terrible/bad, 4 great/good, 5 well, 6 high

Revision Units 5–6**ex. 1 (page 72)**

1 bread, 2 egg, 3 salad, 4 chips

ex. 2 (page 72)

1 d, 2 b, 3 a, 4 c

ex. 3 (page 72)

1 hockey S, 2 cycling S, 3 chess H, 4 drawing H

ex. 4 (page 72)

1 fly, 2 dive, 3 Catch, 4 ride

ex. 5 (page 72)

1 There's/There is, 2 there are, 3 there isn't, 4 there aren't

ex. 6 (page 72)

1 some, 2 a lot of, 3 any, 4 any, 5 a

ex. 7 (page 72)

2 can ride, 3 can't play, 4 can't make

ex. 8 (page 72)

2 Can Erica ride a horse? Yes, she can. 3 Can my parents and I play chess very well? No, we can't. 4 Can my friends make a cake? No, they can't.

ex. 9 (page 73)

1 get, 2 like, 3 Anything, 4 I ask you, 5 what's, 6 at

ex. 10 (page 73)

1 d, 2 a, 3 b, 4 c

ex. 11 (page 73)

1 b, 2 a, 3 c

ex. 12 (page 73)

1 12.30, 2 3.00, 3 10.00, 4 1.30

ex. 13 (page 73)

Example answer:

Hi, Toby, What a great idea! I can ride a bike and I can jump high, but I can't roller-skate. My friend, Jim, is here.

Can he come, too? He's very good at sport.

Carlos

Unit 7**Lesson 1 Vocabulary 1****ex. 1 (page 74)**

1 meet, 2 help, 3 go, 4 brush

ex. 2 (page 74)

1 get dressed, 2 tidy my room, 3 watch TV, 4 get up

ex. 3 (page 74)

go: home, to school
have: a shower, lessons
get: dressed, up
do: exercise, homework

ex. 4 (page 74)

play board games: b
go cycling: a
have piano lesson: b
do homework: a

ex. 5 (page 74)

I d@ my homework in the morning,
Then I roller-skate to sch@l.
I go home and help my parents
at tw@ in the aftern@n.

Lesson 2 Grammar 1**ex. 1 (page 75)**

1 they, No, 2 don't, 3 you, Yes, 4 walk

ex. 2 (page 75)

1 brush, 2 don't do, 3 don't have, 4 do, 5 don't watch

ex. 3 (page 75)

2 Do your parents get up early at the weekend?, don't 3 Do you help your parents in the morning?, don't 4 Do we go to bed late on Saturdays?, do 5 Do I have homework today?, don't

ex. 4 (page 75)

1 late, 2 have, 3 don't, 4 stressed, 5 you, 6 do

ex. 5 (page 75)

1 get up, 2 have a shower, 3 get dressed,
4 have breakfast, 5 don't go to school, 6 don't
do (my/any) homework, 7 meet my friends,
8 play football

Lesson 3 Vocabulary and listening**ex. 1 (page 76)**

1 c, 2 d, 3 a, 4 e, 5 b

ex. 2 (page 76)

1 videos – b, 2 puzzles – f, 3 sports – e,
4 social media – a, 5 scooter – c, 6 music – d

ex. 3 (page 76)

1 time, 2 games, 3 clips, 4 paint, 5 watch,
6 chat

ex. 4 (page 76)

1 Rick, 2 Emma, 3 Emma and Rick, 4 Rick,
5 Emma, 6 Rick, 7 Emma, 8 Rick

ex. 5 (page 76)

1 T, 2 T, 3 F, 4 T, 5 F

Lesson 4 Grammar 2**ex. 1 (page 77)**

1 doesn't ride, takes, 2 Does Sam make, does,
3 doesn't chat, spends, 4 Does Mia listen,
doesn't,

ex. 2 (page 77)

1 plays, 2 doesn't, 3 Do, 4 does

ex. 3 (page 77)

1 doesn't eat, has, 2 play, don't watch,
3 doesn't go, meets, 4 do you do, watch

ex. 4 (page 77)

1 c, 2 a, 3 e, 4 b, 5 d

ex. 5 (page 77)

1 Does, 2 doesn't, 3 does, 4 watches, 5 Do,
6 do, 7 play, 8 goes

ex. 6 (page 77)

Do they have lessons on Saturdays? No, they
don't. What does he do at the weekend?
He watches video clips.

Half-unit revision**ex. 1 (page 78)**

1 spend, 2 parents, 3 videos, 4 listen, 5 watch,
6 social, 7 brush

Josh's favourite possession is his scooter.

ex. 2 (page 78)

Chat on the phone: Amelie, Dan

Listen to music: Cathay, Amelie

Paint: Dan, Bob

Play board games: Cathay, Bob

ex. 3 (page 78)

My sister does puzzles every day.

We don't play board games.

Do you spend time with your friends?

Does Teddy have a shower in the morning?

ex. 4 (page 78)

1 Do you listen to music in the morning?

2 George doesn't paint at the weekend.

3 My sister and I do exercise in the afternoon.

4 Does your teacher ride a scooter to school?

5 I don't have a shower in the evening.

Lesson 5 Speaking**ex. 1 (page 79)**

1 Rosie goes skateboarding on Friday
afternoons, 2 Yes. / Yes, he does. 3 No. / No,
she doesn't. 4 Toby's favourite sport is judo.

ex. 2 (page 79)

1 love, 2 favourite, 3 really, 4 don't, 5 much,
6 too

ex. 3 (page 79)

1 c, 2 a, 3 d, 4 b

ex. 4 (page 79)

Yes, I love pizza!

I like spinach, red peppers and mushrooms.

I don't like pineapple that much.

I really like mushrooms.

ex. 5 (page 79)

Example answer:

Olivia: What's your favourite free time activity?

Ferdi: I (really) like volleyball. I (usually) play
volleyball at the weekend.

Olivia: That sounds cool.

Ferdi: What free time activities do you like,
Olivia?

Olivia: I like chess.

Ferdi: I don't really like chess that much. Do you
like playing online games?

Olivia: It's my favourite free time activity!

Lesson 6 Reading and culture**ex. 1 (page 80)**

1 rain, 2 bus, 3 boats

ex. 2 (page 80)

1 Rafi, 2 Lucia, 3 Lucia, 4 Rafi

ex. 3 (page 80)

1 F, 2 T, 3 F, 4 F

ex. 4 (page 80)

1 mum/mother, dad/father, 2 nine, four, 3 boat,
4 afternoon

Lesson 7 Writing**ex. 1 (page 81)**

1 afternoon, 2 afternoon, 3 morning, 4 evening

ex. 2 (page 81)

1 love, 2 busy, 3 chat, 4 afternoon, 5 help,
6 bed

ex. 3 (page 81)

1 a, 2 a

ex. 4 (page 81)

Example answer:

Hi guys! Are you busy at the weekend?

I'm not busy on Saturday. In the morning, I do
my homework and go to the judo club. I love
judo! In the afternoon, I tidy my room.

I'm very busy on Sunday. In the morning, I have
a piano lesson and I help my parents.

In the afternoon, I meet my friends and we go
cycling. That's really good fun! Write about your
weekend!

Lesson 8 Language revision**ex. 1 (page 82)**

1 e, 2 d, 3 a, 4 c, 5 b

ex. 2 (page 82)

1 every, 2 at, 3 on, 4 on, 5 in

ex. 3 (page 82)

1 Do you get up, 2 do, 3 doesn't watch, 4 uses,
5 don't like

ex. 4 (page 82)

1 Yes, she does. 2 Does Sarah watch video clips
at the weekend? No, she doesn't. 3 No, they
don't. 4 Do Felix and Sid spend time with
friends /watch video clips at the weekend? Yes,
they do.

ex. 5 (page 82)

1 Amy: Tom! Do you like sport?

2 Tom: Yes, I love sport!

Amy: What's your favourite sport?

3 Tom: I really like volleyball. I usually play
volleyball at the weekend.

Amy: That sounds fun.

Tom: What sport do you like, Amy?

4 Amy: I like hockey.

5 Tom: I don't really like hockey that much.

Do you like cycling?

Amy: It's my favourite sport!

6 Tom: That's cool. I like cycling, too.

Catch-up and Extra Challenge**ex. 1 (page 83)**

1 exercise, 2 video clips, 3 bed, 4 music,
5 board games, 6 homework

ex. 2 (page 83)

1 go, 2 Do, do, 3 tidies, 4 don't, 5 Does,
doesn't, 6 doesn't

ex. 3 (page 83)

Suggested answers:

1 Kevin gets up at seven o'clock in the morning.

2 He has a shower at half past seven (in the
morning). 3 He plays basketball at half past two
(in the afternoon). 4 He watches TV at eight
o'clock (in the evening).

5 He goes to bed at ten o'clock (in the evening).

ex. 4 (page 83)

2 Does he have a shower in the morning? Yes,
he does. 3 Does he play basketball in the
evening? No, he doesn't. 4 Does he watch TV
in the evening? Yes, he does.

ex. 5 (page 83)

Students' own answers

Unit 8**Lesson 1 Vocabulary 1****ex. 1 (page 84)**

1 a, 2 a, 3 b, 4 a

ex. 2 (page 84)

1 going to arts festivals, 2 hiking, 3 sightseeing,
4 coding

ex. 3 (page 84)

Students' own answers

ex. 4 (page 84)

climbing C, hiking CS, sightseeing C, taking
photos S, camping CS

ex. 5 (page 84)

1 sightseeing, 2 swimming, 3 singing,
4 canoeing, 5 cycling, 6 hiking

Lesson 2 Grammar 1**ex. 1 (page 85)**

1 putting, 2 not, 3 'm, 4 is, 5 aren't

ex. 2 (page 85)

1 is, 2 aren't, 3 are, 4 isn't, 5 am

ex. 3 (page 85)

2 I'm not talking to my cousin. 3 They aren't
taking photos of the arts festival. 4 Henry isn't
reading a magazine. 5 My sister and I aren't
jumping on the trampoline.

ex. 4 (page 85)

1 isn't doing, 2 's listening, 3 's doing,
4 're sitting, 5 listening, 6 'm sitting, 7 'm not
listening, 8 isn't working, 9 'm reading

ex. 5 (page 85)

2 Simon isn't playing the guitar. He's doing
a puzzle. 3 Kayla isn't doing a puzzle. She's
playing the guitar. 4 Kyle and Ethan are
swimming. They aren't having a shower.

Lesson 3 Vocabulary and listening**ex. 1 (page 86)**

1 c, 2 e, 3 a, 4 b, 5 d

ex. 2 (page 86)

1 train station, 2 swimming pool, 3 stadium,
4 police station, 5 market, 6 bus stop

ex. 3 (page 86)

1 library, 2 shopping centre, 3 aqua park,
4 sports centre, 5 post office

ex. 4 (page 86)

1 market, 2 stadium, 3 sports centre,
4 shopping centre, 5 bus stop

ex. 5 (page 86)

1 b, 2 c, 3 d, 4 a

ex. 6 (page 86)

1 b, 2 b, 3 a, 4 b

Lesson 4 Grammar 2**ex. 1 (page 87)**

1 What's, 2 Is, is, 3 Are, 'm, 4 Are, are

ex. 2 (page 87)

1 c, 2 e, 3 a, 4 b, 5 d

ex. 3 (page 87)

2 Is your brother walking, 3 Are you and your
friend speaking, 4 Is the cat sleeping, 5 are you
watching

ex. 4 (page 87)

1 Yes, I am. / Yes, you are. 2 Yes, he is.
3 No, we aren't. 4 No, it/she/he isn't.

ex. 5 (page 87)

1 What is Fluffy doing? He/She is sleeping
under the table. 2 Is Tim doing his homework?
No, he isn't. 3 Are Tim and his sister playing
board games? Yes, they are. 4 What is Tim's dad
doing? He's making some cakes.

ex. 6 (page 87)

Example questions and answers:

Are you reading a magazine / taking a photo /
singing a song?

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

Are my friends reading a magazine / taking
a photo / singing a song?

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

Is my teacher reading a magazine / taking
a photo / singing a song?

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

Half-unit revision**ex. 1 (page 88)**

1 stadium, 2 aqua park, 3 sports centre,
4 market, 5 beach, 6 zoo, 7 post office,
8 train station

Jacob's favourite activity is climbing.

ex. 2 (page 88)

1 We're coding in the library. 2 Bob is taking
photos at the stadium. 3 I'm sunbathing
at the aqua park. 4 My friends are trampolining
at the sports centre.

ex. 3 (page 88)

Is he listening to music? Yes, he is. What are you
making? I'm making sandwiches for lunch. Are
you playing football? Yes, we are. Are they
dancing? No, they aren't. Is the bus coming? Yes,
it is. Hurrah!

ex. 4 (page 88)

I'm not sunbathing in the garden. My sister and
I aren't visiting the zoo. They're waiting
at the post office.

Lesson 5 Speaking**ex. 1 (page 89)**

1 f, 2 d, 3 a, 4 c, 5 b, 6 e

ex. 2 (page 89)

B

ex. 3 (page 89)

1 right, 2 straight on, 3 left, 4 right, 5 Thank,
6 You're

ex. 4 (page 89)

Suggested answer:

Kevin: Excuse me. Can you help me? I'm looking
for the train station.

Woman: The train station? That's easy. Turn right,
then go straight on.

Kevin: OK.

Woman: Then turn left. Go straight on. Go past
the post office. And the train station is on
the right.

Kevin: Is it far?

Woman: No, it's two minutes from here.

Kevin: Great. Thank you very much.

Woman: You're welcome.

ex. 5 (page 89)

Suggested answers:

Woman: Excuse me. Can you help me?

I'm looking for the shopping centre.

Student: The shopping centre? That's easy. Turn
right and go straight on. Then turn right again.

Woman: OK.

Student: Go past the castle. / Go straight on. /

Go past the police station. The shopping
centre is on the left.

Woman: Is it far?

Student: No, it's about two/three/five minutes
from here.

Woman: Thank you very much.

Lesson 6 Reading and culture**ex. 1 (page 90)**

1 DJ, 2 street performer, 3 fireworks

ex. 2 (page 90)

1 b, 2 c, 3 a

ex. 3 (page 90)

1 T, 2 F, 3 F

ex. 4 (page 90)

1 H, 2 A, 3 H, 4 E, 5 H, 6 A

Lesson 7 Writing**ex. 1 (page 91)**

1 visiting the zoo, 2 canoeing, 3 sightseeing,
4 going to an arts festival

ex. 2 (page 91)

1 Adam, 2 Wales, 3 lake, 4 Cardiff

ex. 3 (page 91)

1 having, 2 with, 3 for, 4 are, 5 This, 6 Look,
7 here, 8 See

ex. 4 (page 91)

Example answer:

Hi, Ella,

Greetings from Ireland! / How are you? /

How are things? / Hope you are well.

We're having a great time/holiday. Today I'm
visiting the aqua park. My brother is going
to the beach – he loves sunbathing! My mum
and my sister don't like sunbathing/going
to the beach so they're going on a trip
to Dublin. My dad is taking photos. Look at this
photo of me and my brother. We're hiking!
I hope you're enjoying your holiday.

See you soon! / Take care! / All the best! / Give
my love to your family!

Lesson 8 Language revision**ex. 1 (page 92)**

1 c, 2 e, 3 a, 4 f, 5 b, 6 d

ex. 2 (page 92)

1 police station, 2 aqua park, 3 shopping centre,
4 sports centre, 5 stadium, 6 swimming pool

ex. 3 (page 92)

1 are you doing, 2 'm making, 3 Is your brother
helping, 4 Are they playing, 5 they aren't,
6 're swimming

ex. 4 (page 92)

1 Are you tidying your room? 2 The students
are listening to their teacher. 3 I am talking
to my friend. 4 Joe is dancing in the kitchen.
5 What are you reading?

ex. 5 (page 92)

1 Abi: Excuse me. Can you help me? I'm looking
for the zoo.

2 Ben: The zoo? That's easy. Turn right. Then go
straight on.

3 Abi: Turn right. Then go straight on.

Ben: Yes. Then go past the police station and
it's on the left.

4 Abi: Is it far?

5 Ben: No, it's about ten minutes from here.

6 Abi: Thanks very much.

7 Ben: You're welcome.

Catch-up and Extra Challenge**ex. 1 (page 93)**

1 trampolining, 2 taking photos, 3 canoeing,
4 camping, 5 visiting the zoo, 6 coding

ex. 2 (page 93)

1 are, 2 'm not, 3 am, 4 isn't,
5 Are, 'm not, 6 is, 7 are, 8 aren't

ex. 3 (page 93)

Two girls are trampolining. A woman is taking
photos. A man is canoeing. Two boys are
climbing (a tree).

ex. 4 (page 93)

Example answers: Turn right and go straight on.

Then turn left. Go straight on. Go past
the swimming pool / cinema / sports centre.

Then turn left. Go past the train station.

The shopping centre is on the left.

Revision Units 7–8**ex. 1 (page 94)**

1 get up, 2 have a shower, 3 get dressed,
4 meet my friends, 5 do my homework,
6 go to bed

ex. 2 (page 94)

1 listen, 2 make, 3 watch, 4 play, 5 ride

ex. 3 (page 94)

1 sightseeing, 2 sunbathing, 3 trampolining,
4 canoeing

ex. 4 (page 94)

1 swimming pool, 2 library, 3 bus stop,
4 train station

ex. 5 (page 94)

1 play, 2 watches, 3 doesn't, 4 don't, 5 make,
6 don't

ex. 6 (page 94)

1 Do you spend, 2 I/we do, 3 do, 4 watch,
5 do you do, 6 make, 7 Does your cousin use,
8 he doesn't

ex. 7 (page 94)

2 Are my grandparents listening to music?
3 Adele is brushing her teeth. 4 Alex and Emma
aren't watching TV. 5 Is your friend playing
online games?

ex. 8 (page 95)

1 Do you like, 2 What music do you like,
3 Can you help me, 4 Is it far

ex. 9 (page 95)

a 2, b 4, c 1, d 3

ex. 10 (page 95)

1 a, 2 b, 3 b

ex. 11 (page 95)

1 friendly, 2 Thursday(s), 3 doesn't go,
4 climbing, working

ex. 12 (page 95)

Students' own answers

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Countries

Argentina – Argentyna
Australia – Australia
Brazil – Brazylia
China – Chiny
France – Francja
Poland – Polska
Spain – Hiszpania
The UK – Zjednoczone Królestwo Wielkiej Brytanii i Irlandii Północnej
The USA – Stany Zjednoczone Ameryki Północnej
Turkey – Turcja



Nationalities

American – Amerykanin/Amerykanka
Argentinian – Argentyńczyk/Argentyanka
Australian – Australijczyk/Australijka
Brazilian – Brazylijczyk/Brazylijka
British – Brytyjczyk/Brytyjka
Chinese – Chińczyk/Chinka
French – Francuz/Francuzka
Polish – Polak/Polka
Spanish – Hiszpan/Hiszpanka
Turkish – Turek/Turczynka



Places

at a café – w kawiarni
at a party – na imprezie
at a summer camp – na letnim obozie
at home – w domu
at school – w szkole
in the garden – w ogrodzie
in the park – w parku
on holiday – na wakacjach



Numbers 20–100

twenty – dwadzieścia
thirty – trzydzieści
forty – czterdzieści
fifty – pięćdziesiąt
sixty – sześćdziesiąt
seventy – siedemdziesiąt
eighty – osiemdziesiąt
ninety – dziewięćdziesiąt
one hundred – sto



Real English

What a mess! – Jaki bałagan!
Don't worry. It's OK. – Nie martw się. Wszystko w porządku.
You're amazing! – Jesteś wspaniały!



Giving and asking for personal information

What's your name? – Jak się nazywasz?
My name's (Lena). – Nazywam się (Lena).
How do you spell (Martin)? – Jak przeliterujesz (Martin)?
Where are you from? – Skąd pochodzisz?
I'm from (Poland). – Jestem z (Polski).
What's your nationality? – Jaka jest Twoja narodowość?
I'm (Polish). – Jestem (Polakiem/Polką).
How old are you? – Ile masz lat?
I'm (ten). – Mam (dziesięć) lat.

Unit 2



1 T-shirt 2 jeans 3 jumper 4 dress 5 trousers
6 shirt 7 trainers 8 hoodie 9 cap 10 shoes
11 skirt 12 socks 13 jacket 14 shorts



1 a warm jumper 2 smart clothes 3 comfortable shoes 4 sporty trousers



Your four sporty jackets are very small George!



Lily: Mickey and Ana aren't at school today.

Robbie: It isn't a school day. It's Saturday!

Ana: Hi, everyone!

Mickey: Mum, the taxi is outside.

Mrs Brown: Oh no, I'm not ready! Mickey, get my big bag with clothes for the film, please.

Man: Good morning, Mrs Brown. The new actor from the USA is with you, right?

Ana: Mickey, you aren't from the USA!

Mrs Brown: Mickey isn't an actor!

Mickey: This is my mum! We aren't at school today. We're here to watch!

Mickey: Here's your bag, Mum.

Mrs Brown: Oh no! It isn't my bag! They aren't my clothes for the film!

Mickey: I'm sorry, Mum ...

Robbie: Don't worry, Mrs Brown. Just a minute!

Ana: Robbie's back!

Robbie: Here you are, Mrs Brown.

Mrs Brown: Thank you, Robbie!

Ana: Mickey, your mum's a very good actor!

Robbie: She's amazing!



I'm not ready!

Just a minute.

Here you are.



clever friendly funny helpful kind quiet shy sporty



Dialogue 1

Aylin: This quiz is interesting. What are your favourite clothes, Carlos?

Carlos: I'm in my favourite clothes today! Look at my hoodie!

Aylin: Orange is a cool colour! It means you're funny! Your green trainers are cool, too.

Carlos: Green means I'm helpful. And look at my new red cap.

Aylin: Red means you're sporty!

Dialogue 2

Aylin: I'm in my favourite clothes today, too. I love my white jacket!

Carlos: Your white jacket is cool. It means you're shy.

Aylin: Thanks, but I'm not shy.

Carlos: I agree. I think you're very friendly.

Aylin: Orange means friendly, but it's not my favourite colour ...



Leonor: Hi, Anna.

Anna: Hi, Leonor. Look at the boy with the teacher. Is he in your class?

Leonor: No, he isn't.

Anna: Who is he?

Leonor: He's a new student. It's his first day in our school. He's in class 5B, your class.

Anna: What's he like?

Leonor: He's really nice. He's funny.

Anna: Hi! Are you a new student?

Michel: Yes, I am. I'm Michel. What's your name?

Anna: I'm Anna.

Michel: Are you in my class?

Anna: Yes, I am.

Leonor: What are they?

Michel: They're French chocolates. I'm from France. They're for you and Anna!

Leonor: Thanks, Michel!



1 Quarter past one. 2 Half past one. 3 Twenty past one. 4 Twenty to two.



1 Quarter past five. 2 Ten o'clock. 3 Half past eight. 4 Ten to three.



Alice: Look, Dad. *Ice Age* is on today!

Mr Green: What time is the film?

Alice: It's at ten past six.

Mr Green: And what time is it now?

Alice: It's quarter to six.

Mr Green: Let's go now!

Alice: Great!



Cosplay around the world

What is cosplay? Look at the people in the pictures. They look like characters from a film, a TV show, a comic book or a video game. That's cosplay, and people like it all around the world! In the USA, street parades are great for cosplay. Look at the friendly man in blue jeans and a yellow shirt. Who is he? He's Woody from *Toy Story*. Look at the man in a blue jacket with a star on it. He's a superhero! He's Captain America. He's cool!

The UK is a good country for cosplay, too. Look at the photo from a big cosplay event – *Comic Con* in London. It is for everyone, young and old. The men are Luigi and Mario, the characters from the computer game *Super Mario Bros*. They're funny!

In Japan, comic books inspire young people to make interesting clothes. Look at this girl. She's amazing! Her dress is orange and her umbrella is green. What colours are her hair and her socks? In all countries, cosplay is fun!

GUESS WHAT?!

Manga is the name of some comic books from Japan. They are usually black and white!

Comic Cons are amazing events for the fans of comic books, films and TV shows.



Check your score!

Exercise 1

1 skirt 2 jeans 3 T-shirt 4 jumper 5 trainers

Exercise 2

1 smart 2 sporty 3 warm

Exercise 3

1 helpful 2 kind 3 quiet 4 funny

Exercise 4

1 My shoes aren't red. 2 My dress isn't yellow.

3 I'm not twelve.

Exercise 5

1 What are they? They're my trainers.

2 Who is he? He's my friend.

3 What is she like? She's friendly.

4 Is he clever? Yes, he is.

5 Is she shy? No, she isn't.

Exercise 6

1 at 2 time 3 o'clock 4 what 5 quarter



Clothes

cap – czapka (z daszkiem)

dress – sukienka

hoodie – bluza z kapturem

jacket – kurtka, marynarka

jeans – džinsy

jumper – sweter

shirt – koszula

shoes – buty

shorts – szorty, krótkie spodenki

skirt – spódnica

socks – skarpetki
trainers – trampki
trousers – spodnie
T-shirt – koszulka



Adjectives
comfortable – wygodny
smart – elegancki
sporty – sportowy
warm – ciepły



Personality adjectives
clever – bystry, inteligentny
friendly – przyjazny, sympatyczny
funny – zabawny
helpful – pomocny, uczynny
kind – miły, uprzejmy
quiet – cichy, skromny
shy – nieśmiały
sporty – wysportowany



Real English
I'm not ready! – Nie jestem gotowy/gotowa!
Just a minute. – Chwileczkę.
Here you are. – Bardzo proszę.



Asking and telling the time
Quarter past (one). – Kwadrans po (pierwszej).
Half past (one). – W pół do (drugiej).
(Twenty) past (one). – (Dwadzieścia) po (pierwszej).
(Twenty) to (two). – (Dwadzieścia) do (drugiej).
What time is the (film)? – O której godzinie jest (film)?
It's at (one o'clock). – Jest o (pierwszej).
What time is it (now)? – Która jest (teraz) godzina?
It's (one o'clock). – Jest (pierwsza).

Revision Units 1–2



1
Boy 1: Hi, Toni! It's two o'clock. Where are you?
Boy 2: I'm at home. Why? Where are you?
Boy 1: I'm in the park. The football match is today. At half past two.
Boy 2: Oh no! I'm not ready. Just a minute!
Boy 1: And where's Leo? Is he with you?
Boy 2: No, he's at a summer camp this week.
Boy 1: Oh, yes!

2

Girl 1: Hey, Lucy. Look at this photo. This is my friend Azra. She's with her friends.
Girl 2: Oh, right. What's she like?
Girl 1: She's very funny, and kind.
Girl 2: Is she at school here?
Girl 1: Yes, these are her school clothes – grey trousers, a white shirt and a green jacket.
Girl 2: She's very smart.
Girl 1: Yes, her friends wear the same, but some girls wear grey skirts.

Unit 3



board game	guitar
electric toothbrush	laptop
games console	skateboard



Jill: Hi, my name's Jill.
Martin: And I'm Martin!
Jill: Today's VLOG is about our things!
Martin: What are your favourite things, Jill?

Jill: My pink toothbrush and my laptop. They're amazing! Oh, and my new board game.
It's very interesting.

Martin: What about your guitar?

Jill: It's cool, but it isn't my favourite.

Martin: My favourite things are my guitar, my skateboard and my games console.



Jill: What's in your school bag today, Martin?

Martin: My black phone charger, my new brown sketchbook and my amazing orange sunglasses.
And you, Jill? What's in your school bag today?

Jill: My purple water bottle, my tablet, and my blue hairbrush.



7 sketchbook 8 helmet 9 tablet 10 smartwatch
11 charger 12 hairbrush 13 sunglasses 14 water bottle



My skateboard, hairbrush and guitar are green,
My smartwatch is orange and so is my ice cream!



Robbie: Whose guitar is it?

Mr Brown: It's Mrs Brown's. It's very old!

Robbie: Are they her sunglasses, too?

Mr Brown: No, they aren't. They're my sunglasses. What a mess! Robbie, help me please. Let's put the things in ... Oh no, it's my phone! You start, Robbie!

Lily: Robbie, it isn't a very good idea!

Mrs Brown: Oh no! It's your dad's old tablet!

Mickey: And your old water bottle, Ana!

Oh, and look at my old charger!

Ana: Whose phone is it? It's really old! Its case isn't very cool!

Mrs Brown: It's my phone, Ana!

Mr Brown: What's happening?

Mrs Brown: Thomas, the children are sad.

Look at their things!

Robbie: I'm really sorry. It's my fault.

Mr Brown: I love your cupboard! Thank you, Robbie!

Mrs Brown: What a great idea!

Mickey: Let's put our things in it!



Help me, please.	It's my fault.
What's happening?	What a great idea!



Hanna: We're in a big room! It's amazing!

Leo: Wow! Look! A small desk and a red chair.

Hanna: Oh yes. And some blue books!



Hanna: Let's choose objects for the room.
You start, Leo!

Leo: So, number three, the big armchair. A bed isn't a good idea in a TV room, so number five is a 'no'. Number seven, the bookcase, number six, the small brown box, and number nine, the white cupboard are all OK.

Hanna: What about number thirteen, the lamp, and number eight, the mirror?

Leo: Yes, great!

Hanna: And number ten, the plant. Number four, the poster, isn't a good idea. It isn't Mum's favourite picture. Number two, the yellow and green rug, is OK.

Leo: Let's choose number eleven, too. We can put books on the shelf.

Hanna: Yes, and number one, the purple sofa.

Leo: What about number twelve, the table?

Hanna: Yes, number twelve is fine, but number fourteen the wardrobe, isn't a good idea.



1 sofa 2 rug 3 armchair 4 poster 5 bed 6 box
7 bookcase 8 mirror 9 cupboard 10 plant
11 shelf 12 table 13 lamp 14 wardrobe



behind	in front of	on
in	next to	under



Hanna: I love this game.

Leo: Let's put the plant on the desk.

Hanna: I'm not sure. It's very big!

Leo: OK, now the plant is next to the desk!

Hanna: What about the bookcase?

Leo: Behind the TV?

Hanna: It isn't a good idea, Leo.

Leo: OK, so let's put it behind the sofa.

Hanna: OK, so now the bookcase is behind the sofa. [pause] What about the rug?

Leo: At home, my red and blue rug is in front of my favourite armchair. It looks nice. So let's put the rug in front of the armchair.

Hanna: Yes, OK. My rug at home is in front of the TV.



Hi, everyone! This is my bedroom. Look at my things! They're so cool. This is my tablet next to me on my bed and these are my hairbrushes. Yes, three! Now look over there behind the plant. That's my new guitar! And those are my board games on the shelf next to my desk.



1 This is my tablet. 2 These are my hairbrushes.
3 That's my new guitar. 4 Those are my board games.



1 That's my new helmet. 2 These are my sunglasses. 3 This is my sketchbook. 4 Those are my books.



Jack: Hi! Welcome to my garage sale!

Alice: Hi! It's so cool. How much is this skateboard?

Jack: It's £6.50.

Alice: How about that red and black helmet? How much is it?

Jack: It's £3.

Alice: Great. Can I have the skateboard and the helmet, please?

Jack: Sure. That's £9.50.

Alice: Here's £10.

Jack: Thank you. That's 50p change. Here you are. Anything else?

Alice: No, thank you. Bye!

Jack: See you!



Recycle to save the Planet!

What happens to old phones?

In the USA, a lot of zoos have recycling bins for old phones. Why zoos? A metal called *coltan* is in many phones. This metal is from Africa, the home of the gorilla. When people recycle their phones, it's good for the gorillas' natural habitat. Notebooks?

Many students in India give their old notebooks to *Youth for Seva*, a charity. They use the empty pages to make new notebooks and give them to other children. In this way, they save a lot of trees.

And plastic bottles?

In Norway, people use a machine to recycle plastic bottles. They put a bottle in and get a voucher in return. With this voucher, they save

money when they buy their next drink.
In Norway, people recycle 97% of plastic bottles.



Check your score!

Exercise 1

1 water bottle 2 skateboard 3 sunglasses

4 hairbrush

Exercise 2

1 wardrobe 2 armchair 3 cupboard 4 shelf

Exercise 3

1 under 2 behind 3 in front of 4 next to 5 on

Exercise 4

1 that 2 This 3 those 4 John's

Exercise 5

1 his 2 their 3 our 4 Its

Exercise 6

1 c 2 b 3 a 4 d



Possessions 1

board game – gra planszowa

electric toothbrush – elektryczna szczoteczka do zębów

games console – konsola do gier

guitar – gitara

laptop – laptop

skateboard – deskorolka



Possessions 2

charger – ładowarka

hairbrush – szczotka do włosów

helmet – kask

sketchbook – szkicownik

smartwatch – smartwatch

sunglasses – okulary przeciwsłoneczne

tablet – tablet

water bottle – butelka na wodę



Household objects

armchair – fotel

bed – łóżko

bookcase – regał na książki

box – pudełko

cupboard – szafka

lamp – lampa

mirror – lustro

plant – roślina

poster – plakat

rug – chodnik

shelf – półka

sofa – sofa

table – stół

wardrobe – garderoba, szafa na ubrania



Prepositions of place

behind – za

in – w

in front of – przed

next to – obok

on – na

under – pod



Real English

Help me, please. – Pomóż mi, proszę.

What's happening? – Co się dzieje?

It's my fault. – To moja wina.

What a great idea! – Cóż za świetny pomysł!



Asking and answering about a price

How much is (this skateboard)? – Ile kosztuje (ta deskorolka)?

How much is it? – Ile to kosztuje?

It's (£6.50). – To kosztuje (6 funtów i 50 pensów).

Can I have (the skateboard and the helmet), please? – Poproszę (deskorolkę i kask).

That's (£9.50). – To będzie (razem) (9 funtów i 50 pensów).

Here's (£10). – Proszę, (10 funtów).

That's (50p) change. – Proszę, (50 pensów) reszty.

Anything else? – Czy coś jeszcze?

No, thank you! – Nie, dziękuję!

Unit 4



Boy: You're very funny, Alex. Your nose is small and red!

Girl 1: Pat, you've got flowers in your hair!

Girl 2: Joe, your rabbit's ears are ... amazing!

Boy: And look at my long, white teeth!



Face: ears, eyes, mouth, nose, teeth

Hair: blonde, curly, dark, long, red, short, spiky, straight, wavy



Boy: Alex, is it really you?

Girl 1: Yes, why?

Girl 2: Your eyes aren't purple. They're blue!



Chat to a friend, touch your hair,

Draw a house, sit on your chair!



Mickey: Hi, Mum. Wow! These are fantastic!

Mrs Brown: They're for my new film.

Mickey: Now I've got curly hair ... and you've got red hair, Ana!

Ana: And Robbie's got long green hair!

Mickey: Come on! We've got lots of homework.

Mrs Brown: Robbie, you look sad. What's wrong?

Robbie: It's my birthday and I haven't got a present.

Ana: Poor Robbie!

Mickey: Oh no! We haven't got a present for Robbie!

Ana: I know! He hasn't got a phone.

Mickey: Yes, he has. But he hasn't got a skateboard.

Ana: That's a great idea!

Mrs Brown: I've got an idea, too.

Mickey, Ana and Mrs Brown: Happy birthday, Robbie!

Mickey: This is for you!

Robbie: A skateboard! Thank you!

Mrs Brown: And you are the new actor in my film!

Robbie: No way!



What's wrong?

No way!



aunt

mother/mum

brother

only child

cousin

parents

father/dad

sister

grandfather/grandad

uncle

grandmother/granny



Mara: Jack, look at the poster! It's my family!

Jack: It's a good picture, Mara! Your mum and dad and your brother Toby have all got blonde hair like you.

Mara: Look at granny Jill and grandad Joe. They love music!

Jack: That girl has got a cool T-shirt.

Mara: She's Rosie, my cousin. She's an only child. Her parents, uncle Ted and aunt Grace aren't in the poster.

Jack: Where are you?

Mara: I'm not in it. It's my photo!



Boy: Your grandparents have got nice faces. What are they like?

Girl: Grandad's very funny and clever. Granny's funny, too. They aren't quiet and shy!

Boy: How old are they?

Girl: Granny's sixty-five and grandad's sixty-eight.

Boy: My granny's seventy-two. I'm not sure about grandad. They're funny. Oh! Granny's very sporty! She's got a bike!

Girl: Cool! My grandparents aren't sporty. They love animals. They've got eleven cats.

Boy: Eleven cats. Wow!

Girl: Five are very small. They're only two months old. And I've got a parrot. Her name's Bella.

Boy: I haven't got a parrot, but I've got two fish. Their names are Goldie and Angel. Angel is white and Goldie is yellow!



Jen: Hi, Anna.

Anna: Hi!

Jen: Have you got an avatar?

Anna: Yes, I have! It's a black cat.

Jen: That's nice. Damian, what about you?

Damian: No, I haven't. I haven't got a mobile phone.

Jen: Have you got a mobile phone, Anna?

Anna: Yes, I have.

Jen: My last question is about robots!

Anna and Damian: Robots?!

Jen: Who's got one at home?

Anna: I have! It's a kitchen robot!

Damian: I have too. My robot cleans the house.

Jen: Really? That sounds great!

Damian: Yes! It's very clever.



Alice: Hi, Harry. Welcome to my party.

Harry: Thanks for inviting me, Alice.

Alice: Harry, this is my dad.

Harry: Hello, Mr Green. It's nice to meet you.

Mr Green: Hello, Harry. It's nice to meet you, too.

Alice: Come and meet my brother.

Harry: OK, that sounds good.



Charlie: Hi, Mia. Welcome to my party.

Mia: Thanks for inviting me, Charlie.

Charlie: Mia, this is my mother.

Mia: Hello, Ms White. It's nice to meet you.

Ms White: Hello, Mia. It's nice to meet you, too.

Charlie: Come and meet my sister.

Mia: OK, that sounds good.



Family photo competition

Send a photo of your family with a description to get free tickets to the cinema.

Hi there! I'm from Washington D.C. – the capital of the USA. I've got two brothers, and a sister. We've all got blonde hair and we are fans of comic books!

Hello from Sydney, Australia! This is me with Dad and Grandpa on the beach. Rugby is a popular sport here. My grandfather is from Poland and he's an opera singer!

Meet my family! We're at our home in London – the capital of the UK. My parents have got a dance school and they're in many music videos. Look at us! We dance all the time! GUESS WHAT?!

The Sydney Opera House in Australia is by the water. The capital of Australia isn't Sydney. It's Canberra!

The White House is the house of the President of the USA. It's in Washington D.C.

London is famous for its musicals. London's West End has got 39 theatres!



Check your score!

Exercise 1

1 ears **2** curly **3** blonde **4** spiky **5** teeth **6** wavy

Exercise 2

1 sister **2** uncle **3** father **4** granny

Extra word: cousin

Exercise 3

1 has got **2** haven't got **3** have got **4** hasn't got

5 have got

Exercise 4

1 Has your English teacher got a skateboard?

No, he hasn't. **2** Have you got a favourite book?

Yes, I have. **3** Have your friends got any pets?

No, they haven't.

Exercise 5

1 This is ..., nice to meet **2** Welcome to ..., for inviting



Face

ears – uszy

eyes – oczy

mouth – usta

nose – nos

teeth – zęby



Hair

blonde – blond

curly – kręcone

dark – ciemne

long – długie

red – rude

short – krótkie

spiky – sterczące

straight – proste

wavy – falowane



Family

aunt – ciocia

brother – brat

cousin – kuzyn, kuzynka

father/dad – ojciec

grandfather/grandad – dziadek

grandmother/granny – babcia

mother/mum – matka

only child – jedynak

parents – rodzice

sister – siostra

uncle – wujek



Real English

What's wrong? – Co się stało?

No way! – No coś ty!



Welcoming and introducing people

Welcome to my party! – Witaj na mojej imprezie!

Thanks for inviting me. – Dziękuję za zaproszenie.

This is my ... – To mój...

It's nice to meet you. – Miło Cię poznać.

It's nice to meet you, too. – Ciebie również miło poznać.

Come and meet ... – Chodź poznać...

OK, that sounds good. – Dobrze, brzmi świetnie.

Revision Units 3–4



Dialogue 1

Girl 1: Come in. This is my bedroom.

Girl 2: Wow! It's a big room!

Girl 1: Yes, but it's my sister's room, too. This is my

bed, next to the wardrobe.

Girl 2: Is this your desk?

Girl 1: No, that's my sister's. She's a student. That's her laptop. I haven't got a laptop, but I've got a tablet.

Girl 2: Are those her books on the shelves?

Girl 1: No, they're my books.

Dialogue 2

Girl 1: Is this a picture of your brother?

Girl 2: No, it's my cousin.

Girl 1: But this boy's got straight blonde hair, like you.

Girl 2: I know, but my aunt's got blonde hair, and my mum, too. They're sisters.

Girl 1: What about your brother then?

Girl 2: He's got dark curly hair, like my dad.

Girl 1: How old is your brother?

Girl 2: He's eleven, and my cousin's thirteen.

Unit 5



Hi everyone! It's Saturday today. It's nine o'clock and it's breakfast time! My breakfast today is my favourite cereal with milk and, of course, my favourite fruit, strawberries. One, two, three, ... four! And my strawberry smoothie. Yum!

Now it's one o'clock. Look at my lunch! It's my favourite green salad and brown rice. Brown rice is really good for you!

Hey, it's four o'clock. Time for a snack! Chocolate biscuits or toast? Or chocolate biscuits and toast! Mmmmm!

It's seven o'clock. It's my favourite dinner today.

Pasta! It isn't easy to eat!

Hi again! It's Sunday today. I'm sleepy!

My breakfast is ...



1 cereal **2** strawberry **3** milk **4** rice **5** smoothie
6 salad **7** chips **8** egg **9** toast **10** bread
11 cheese **12** biscuits **13** pasta



Cereal with salad and fish is nice,
But Sheila's favourite food is Spanish rice!



Narrator: Mickey and Ana aren't at school today.
It's the weekend.

Ana: What a lovely day!

Mrs Brown: Let's have a picnic in the park!

Mickey: There's a lot of food. There are a lot of biscuits and there are some apples!

Mr Brown: There's some bread, some chicken and a lot of fruit juice.

Mr Brown: Robbie, please put some sandwiches in the green bag.

Robbie: OK!

Robbie: Lily, what sandwiches are good for picnics?

Mr Brown: Oh. Um, there are a lot of ... fish and ice cream sandwiches.

Ana: Fish and ice cream sandwiches? ... That's weird!

Mrs Brown: And the fish isn't cooked ...

Robbie: Oh dear. My picnic food isn't very good.

Mickey: Don't worry, Robbie. I've got an idea!

Mickey: What fantastic salads!

Mr Brown: Wait here, children. Robbie, please help me.

Ana: Mickey, let's help your dad, too!

Mickey: Mum, we're back!

Robbie: We've got a lot of healthy sandwiches!

Ana: And vegetable smoothies!

Mrs Brown: Thank you, everyone. What a fantastic picnic. This looks delicious.

Robbie: Oh, Lily ...



What a lovely day!

That's weird!

Oh dear!

This looks delicious!



Magda: Hi, everyone! We love pizzas with fruit and vegetables!

Adam: Fruit and vegetables with different colours are very good for you!

Magda: These are two of our favourite healthy pizzas. Listen!

Magda: A lot of brown mushrooms, some cool green cucumber,
There's a lot of green broccoli and some red pepper!

Small orange carrots, small white beans,
A lot of kiwi fruit, more kiwi fruit, please!

Adam: Cool, Magda. But cucumber and kiwi fruit on a pizza? That's weird!

Magda: No, it isn't, Adam!

Adam: OK. Now, listen to me!

Adam: There's a lot of onion, yellow pineapple and cheese,

There are some white potatoes, more potatoes, please!

Six small green grapes and a lot of green spinach,

I love fruit and vegetables, more grapes and spinach, please!

Magda: That's great, Adam! But are potatoes, grapes and spinach a good idea together?

Adam: They're delicious!



1 mushroom **2** cucumber **3** broccoli **4** carrot
5 bean **6** pineapple **7** kiwi fruit **8** grape

9 spinach **10** potato **11** red pepper **12** onion



A lot of brown mushrooms, some cool green cucumber,

There's a lot of green broccoli and some red pepper!

Small orange carrots, small white beans,
A lot of kiwi fruit, more kiwi fruit, please!



Magda: Adam, is the pizza in your rap your favourite?

Adam: It's one of my favourites. Spinach and grapes are very good for you, and I just love pineapple! But my favourite topping is potatoes. With a lot of cheese of course.

Magda: I'm not sure about potatoes on a pizza. There's a pizza restaurant next to our house, 'Pizza Place'. It's got fifteen toppings, but it hasn't got potatoes.

Adam: You can choose from twenty toppings at 'Pizzas for You', my favourite pizza restaurant.

Magda: Are you sure? Not twelve?

Adam: No, twenty! And it has got some really comfortable blue sofas!

Magda: Oh, yes, I know this place. But the sofas aren't blue. They're red.

Adam: You're right, the lamps are blue.

Magda: I'm hungry! Let's go to 'Pizzas for You'.

Adam: Great idea!



Child: Dad, what's for dinner?

Dad: What about chicken and chips?

Child: Great!

Dad: RoboChef, chicken and chips, please.

RoboChef: I'm sorry. There isn't any chicken and there aren't any potatoes so there aren't any chips.

Child: RoboChef, how about pasta and broccoli?

RoboChef: I'm sorry. There isn't any pasta.

Dad: Um, rice with broccoli?

RoboChef: Yes, that's fine. Please wait fifteen minutes.

Child: Oh, and an apple, please.

Dad: And a banana!

RoboChef: I'm sorry. There isn't an apple and there isn't a banana! And there aren't any grapes, there isn't any fruit juice and ...



- 1 I'm sorry. There aren't any potatoes.
 2 I'm sorry. There isn't a banana.
 3 I'm sorry. There isn't any pasta.
 4 I'm sorry. There isn't an apple.



Man: Hello. What can I get you?
Girl: I'd like a large cheese, chicken and mushroom pizza, please.
Man: Would you like some sides?
Girl: Oh, yes. A tomato salad, please.
Man: Anything to drink?
Girl: Yes, sparkling water, please.
Man: OK. Is that everything?
Girl: Yes, it is.
Man: That's £12.50. Is that eat in or takeaway?
Girl: Takeaway, please.
Man: OK, no problem.
Girl: Thank you!



School lunches around the world
 Lunch is an important meal of the day. Let's look at what kids eat in different countries.
 In France, students have a four-course meal. There's salad to start, and then meat or fish with vegetables. There's bread and cheese, and some fruit or a sweet to finish. Students drink water with their lunch.
 Students in Japan help to cook and serve lunch, so they learn about healthy eating. There's soup or salad, then rice and vegetables, and they eat a lot of fish. For dessert, there's fruit and the drink is milk. There isn't any fast food.
 Lunch is different in different parts of the USA. In some places, students have soup and a cheese sandwich, with an apple or cake for dessert. In other places, there's chicken, potatoes and peas, with a biscuit or fruit.
 The favourite drink is chocolate milk.
 GUESS WHAT?!
 In Finland, all schoolchildren from 6 to 16 years old have a free school lunch.



Check your score!
 Exercise 1
 1 carrot 2 bean 3 pasta 4 egg
 Exercise 2
 1 mushroom 2 potato 3 broccoli 4 spinach
 Exercise 3
 1 milk 2 cheese 3 water 4 juice
 Exercise 4
 1 There isn't 2 There are 3 There aren't
 4 There is
 Exercise 5
 1 a lot of cucumbers 2 any cereal 3 some smoothies 4 some bread
 Exercise 6
 1 What 2 I'd like 3 sides 4 drink 5 eat in



Food and drink
 biscuits – herbatniki
 bread – chleb
 cereal – płatki zbożowe
 cheese – ser
 chips – frytki
 egg – jajko
 milk – mleko
 pasta – makaron
 rice – ryż
 salad – sałatka
 smoothie – koktajl
 strawberry – truskawka
 toast – tost



Fruit and vegetables
 bean – fasola
 broccoli – brokuł
 carrot – marchew
 cucumber – ogórek
 grape – winogrono
 kiwi fruit – kiwi
 mushroom – grzyb
 onion – cebula
 pineapple – ananas
 potato – ziemniak
 red pepper – czerwona papryka
 spinach – szpinak



Real English
 What a lovely day! – Jaki piękny dzień!
 That's weird! – To jest dziwne!
 Oh dear! – Ojej!
 This looks delicious! – To wygląda pysznie!



Ordering a takeaway pizza
 What can I get you? – Co dla Ciebie/Pana/Pani?
 I'd like (a large chicken and mushroom pizza), please. – Poproszę dużą pizzę z kurczakiem i grzybami).
 Would you like some sides? – Czy chciałbyś/chciałabyś/chciałby Pan/Pani jakieś przystawki?
 A tomato salad, please. – Tak, poproszę sałatkę z pomidorów.
 Anything to drink? – Coś do picia?
 Yes, (sparkling/still water), please. – Tak, poproszę (wodę gazowaną/niegazowaną).
 Is that everything? – Czy to wszystko?
 Yes, it is. – Tak.
 Is that eat in or takeaway? – Na miejscu, czy na wynos?
 Takeaway, please. – Na wynos, poproszę.

Unit 6



Boy: Look at these photos of sports and hobbies!
Girl: Team sports are my favourite. You know, like basketball in picture one. And hockey's fun.
Boy: Hockey's difficult. Look at photo four. The ball's very small!
Girl: Volleyball is cool, too. It's in picture five.
Boy: It's OK, but I'm really a fan of individual sports like cycling. I love my bike! And judo. White judo clothes are so cool.
Girl: There are some hobbies here. Chess is a great board game. I love music, but singing isn't for me and playing the piano is difficult!



Sports: 1 basketball 2 running 3 judo 4 hockey 5 volleyball 6 roller skating 7 skiing 8 cycling
 Hobbies: 9 playing online games 10 writing my blog 11 chess 12 reading 13 singing 14 drawing 15 playing the piano



1
PE teacher: Ready, steady, go!
Child: Three kilometres!
 2
Child: Mum, where's my sketchbook?
Mum: On the table with your new pencils.
 3
Child: Yes, ... yes! I'm the winner!
Child: Well done.
 4
Child: I'm here, I'm here!
Child: OK!

5

Music teacher: Good! Again!



Saturday is for roller skating with Ana and Jack, Sunday is for playing online games with Mum and Dad.



It's school sports day for the children, their parents and teachers. Everyone's excited!
Mickey: Dad, look. We can play football!
Ana: Robbie, are you alright?
Robbie: I can't play football.
Ana: Mrs Brown, look! Mickey can play basketball!
Mickey: Ana, you can't play basketball, but you can ride a bike!
Mrs Brown: Look! I can do judo! ... Robbie, what's the matter?
Robbie: I can't play basketball, I can't ride a bike and I can't do judo ...
Robbie: I'm terrible at sports!
Mickey: But you can do a lot of other things. You can play the piano!
Robbie: Yes ...
Lily: And you can draw.
Mickey: Mum, what shall we do now?
Mrs Brown: Let's draw!
Mickey: Look at this! I can't draw!
Ana: And Lily can't use a pencil!
Mrs Brown: Look at Robbie's picture, everyone! Robbie, you can draw amazing pictures!
Robbie: Yes, I can!



Are you alright? I'm terrible at sports!
 What's the matter? What shall we do now?



Alexa: Peter, take a card. Look at the picture, but don't show me. Now, act!
Peter: Oh, right. Um, music please! What's the word?
Alexa: Dance!
Peter: Yes! Now it's your turn, Alexa.
Alexa: So, watch me. I'm with my family in the park.
Peter: Walk!
Alexa: Yes! Here's your card.
Peter: Oh, right ... Look.
Alexa: Fly?
Peter: No, I'm not a bird! I'm in a swimming pool!
Alexa: Ah! I see. Dive?
Peter: No, it isn't dive. I can't dive.
Alexa: Swim?
Peter: Yes!



1 swim 2 fly 3 catch 4 dance 5 walk 6 jump 7 dive 8 climb 9 ride



1
Girl: I like this picture of the horse. I love animals.
Boy: Me too. I can ride a horse! My aunt's got one!
Girl: I can't, but I can ride a bike.
Boy: I've got a bike, but I can't ride it!
 2
Boy: I like this picture. I love the water. Swimming's fun.
Girl: I can't swim.
Boy: Really? I can swim, dive, and I can jump into the water! My mum is my teacher.



Zac: Hi, Mia! You're our school chess champion, right?
Mia: Well, yes, I am!
Zac: You can play chess very well. But what other things can you do?
Mia: Um, well, I can make cupcakes!

Zac: Great! Can you make pizzas? I love Italian food!
Mia: No, I can't. Just cupcakes!
Zac: What about sport? What sports can you do?
Mia: I'm good at running. I can run very fast!
Zac: Can you jump high?
Mia: Yes, I can!
Zac: Can you play basketball?
Mia: No, I can't. We can't all be good at everything!

2.25

Girl: Dad, can I ask you something?
Man: Sure, what's up?
Girl: Can I go to Rosie's birthday party on Saturday?
Man: Hmm. Where is the party?
Girl: It's at her house. All my friends can go ...
 Lorna and Anna and Tom ...
Man: What time is the party?
Girl: It's at four o'clock.
Man: And what time does it end?
Girl: About seven o'clock. I can walk home with Lorna. She lives down the road at number 26.
Man: That sounds OK. Yes, you can go.
Girl: Thanks, Dad.

2.26

Unusual National Sports
1 Lacrosse is an Olympic sport, and it's a thousand years old. There are ten players in each team. The players use sticks to run with the ball and score goals. It's a fast game, and sometimes dangerous, so players wear helmets.
2 Sepak Takraw is a very popular sport in Asia. It's like volleyball, but players use their feet or their heads to hit the ball, not their hands. There are two, three or four players in each team. It isn't an easy sport!
3 In Gaelic Games, there are six sports. One of them is Gaelic football. In this game, the ball is round, and players kick the ball. They can use their hands, too. There are fifteen players in each team. There are three points for a goal.

2.27

Check your score!
 Exercise 1
1 basketball **2** skiing **3** judo **4** chess **5** playing the piano
 Exercise 2
1 make **2** catch **3** ride **4** play **5** dive
 Exercise 3
1 Polly can climb. **2** Mark can't dance very well.
3 Polly can't run fast. **4** Mark can sing well.
5 Polly can dance very well. **6** Mark can't climb.
 Exercise 4
1 Can this bird fly? No, it can't. **2** What can we cook? **3** Can Martha ride a bike fast? Yes, she can. **4** Can you jump high? No, I can't. **5** Where can they have lunch?
 Exercise 5
1 b **2** c **3** d **4** a

2.28

Sports
 basketball – koszykówka
 cycling – kolarstwo, jazda na rowerze
 hockey – hokej
 judo – džudo
 roller skating – jazda na wrotkach
 running – bieganie
 skiing – narciarstwo
 volleyball – siatkówka

2.29

Hobbies
 chess – szachy
 drawing – rysowanie

playing online games – granie w gry przez Internet
 playing the piano – granie na fortepianie
 reading – czytanie
 singing – śpiewanie
 writing my blog – pisanie bloga

2.30

Action verbs
 catch – łapać
 climb – wspinać się
 dance – tańczyć
 dive – nurkować
 fly – latać
 jump – skakać
 ride – jeździć
 swim – pływać
 walk – chodzić, spacerować

2.31

Word friends
 make a cake – zrobić ciasto
 play football – grać w piłkę nożną
 ride a horse – jeździć konno

2.32

Real English
 Are you alright? – Wszystko w porządku?
 What's the matter? – Co się stało?
 I'm terrible at sports! – Kiepsko radzę sobie w sportach!
 What shall we do now? – Co robimy teraz?

2.33

Asking for permission and information
 Can I ask you something? – Czy mogę Cię o coś spytać?
 Sure, what's up? – Pewnie, co tam?
 Can I (go to a party)? – Czy mogę (iść na przyjęcie)?
 Where's (the party)? – Gdzie jest (przyjęcie)?
 It's (at her house). – Jest (w jej domu).
 What time is (the party)? – O której godzinie jest (przyjęcie)?
 It's at (four o'clock). – O (czwartej).
 And what time does it end? – O której godzinie się kończy?
 About (seven o'clock). – Około (siódmej).
 That sounds OK. – Brzmi w porządku.
 Yes, you can go. – Tak, możesz iść.

Revision Units 5–6

2.34

Interviewer: Jack, you're 13 years old, and you're good at chess. Is it an easy game?
Jack: Well, it's easy to learn, but it's difficult to be good at it. I play for two hours every day. I go to a chess club, and I play games online. And I read books about chess, too.
Interviewer: Is it important to eat healthy food?
Jack: Yes, it is. When I play in a competition, I sleep for eight hours. And I eat a good breakfast with milk, cereal, and fruit to help me relax.
Interviewer: For you, is chess a game or a sport?
Jack: I think it's a sport, like running or cycling.
Interviewer: And what is your dream for the future?
Jack: I want to be number one in the world. Everything's possible, right?

Unit 7

2.35

Boy: Hurry up! We have a lesson at nine o'clock!
 It's English!
Girl: Are you sure?
Boy: Yes! Look at my new app!

Girl: It's great! Wow! You get up at seven o'clock!
 That's early!
Boy: It's OK. I have a shower at 7.15. Then I brush my teeth and get dressed.
Girl: My app's good, too. Look!
Boy: Wow! You tidy your room every day!
Girl: And look at Saturday. 'Do exercise!' I'm in the football team!

2.36

brush my teeth	go to school
do exercise	have a shower
do homework	have lessons
get dressed	help my parents
get up	meet my friends
go home	tidy my room
go to bed	watch TV

2.37

Tim: Charlotte, have you got time to play chess this week?
Charlotte: Nice idea ... but I'm very busy ...
Tim: How about on Tuesday at three o'clock?
Charlotte: I'm sorry, but I do my homework in the afternoon on Tuesdays.
Tim: I know! You can come to my house for dinner on Wednesday. Then we can play chess!
Charlotte: I have dinner with my grandparents in the evening on Wednesdays.
Tim: So what about Friday afternoon? We go home at half past two.
Charlotte: I help my parents on Fridays, but we can play chess at the weekend. Can you play on Sunday at eleven o'clock?
Tim: Yes, I can!

2.38

I drink a smoothie and I go to school,
 But there's no time to tidy my room!
 I do my homework in the afternoon,
 But there's still no time to tidy my room!

2.39

Mickey: Hi, Robbie.
Robbie: Hello, Mickey. Mickey, it's only half past eight ...
Mickey: Thanks. Yes, I know. I'm late! I have lessons at half past eight!
Robbie: Mickey, it's Saturday! You don't go to school!
Mickey: Dad, I'm stressed out.
Mr Brown: OK, let's talk about it.
Mickey: We have homework every day.
Mr Brown: Why every day?
Mickey: To help us with our tests. I understand, but it's too much!
Narrator: Mickey and Ana speak to their class teacher, Mr Flynn.
Mickey: We're all very tired.
Mr Flynn: Why? Do you get up early on school days?

Ana: Yes, we do.
Mr Flynn: What time do you go to bed?
Mickey: Very late. Our friends go to bed late, too. It's because of our homework!
Ana: Mr Flynn is very nice.
Mrs Brown: Do you have homework every day now?
Mickey: No, we don't! Just on Monday and Friday!
Robbie: It's important to talk about problems.

2.40

I'm late!	Let's talk about it.
I'm stressed out!	It's too much!

2.41

Bob: So Daria, chat on your phone or listen to music?
Daria: That's a difficult one. I do both!

Bob: For me, it's chat on my phone. Friends are important!

Daria: I guess you're right.

Bob: What about ride a scooter or watch sports on TV?

Daria: I haven't got a scooter ... so watch sports, but not on TV! I watch sports on my computer.

Bob: For me it's ride a scooter. I love my scooter!

Daria: And play board games or do puzzles?

Bob: I'm good at board games. So play board games! Monopoly is my favourite.

Daria: It's do puzzles for me.

2.42

chat on my phone
do puzzles
listen to music
make videos
paint
play board games
ride a scooter

spend time with friends
use social media
watch series
watch sports
watch video clips

2.43

Speaker 1

My earphones and my phone go everywhere with me. I listen to my favourite songs in the breaks and at lunchtime on school days. All my favourite music is on my phone! I do my homework in the evening with my earphones on, too!

Speaker 2

My friends have got posters on their bedroom walls, but I haven't. I've got a lot of pictures and I'm the artist! I use a lot of colours like red, yellow and blue. My dad is an artist, too. It's a great hobby for the weekends.

Speaker 3

I'm not very good at football, but I'm a big fan of our town's team. I go to games with my mum and dad on Saturdays in the afternoon. The games are really exciting! Everyone sings and claps! We watch our favourite teams on TV, too.

2.44

Amy: Hi, Clara!

Clara: Hi!

Amy: We've got some questions for you about your best friend Alek.

Clara: OK!

Amy: We've got Alek's answers to the questions, so, let's see how well you know him! Question 1. Does Alek get up early on Saturdays?

Clara: No, he doesn't.

Amy: I'm sorry. That's not right! He gets up early to go swimming!

Clara: Ah! Yes, I forgot!

Amy: Question 2. What does he have for breakfast?

Clara: He has cereal.

Amy: Yes, correct! Question 3. Does he tidy his room every day?

Clara: No, he doesn't. He only tidies his room at the weekends!

Amy: That's right! You know Alek very well! Question 4. Does he make video clips in the evenings?

Clara: Yes, he does. We make video clips together!

Amy: Well done, Clara! You know your best friend very well!

2.45

1 Does Alek get up early on Saturdays? **2** Does he have cereal for breakfast? **3** Does he tidy his room every day? **4** Does he make video clips in the evenings?

2.46

Lena: Emile! Do you like sports?

Emile: Yes, I love sports!

Lena: What's your favourite sport?

Emile: I really like handball. I usually play handball on Saturdays.

Lena: That sounds fun.

Emile: What sports do you like, Lena?

Lena: I like tennis.

Emile: I don't really like tennis that much. Do you like football?

Lena: It's my favourite sport!

Emile: That's so cool. I like football, too.

Lena: I've got an idea. You can join our school football team!

Emile: Wow! Thanks!

2.47

1 What's your favourite food? **2** Do you like pineapple on your pizza? **3** What drinks do you like? **4** Do you like cucumbers?

2.48

School in other countries

Schools aren't the same everywhere. Let's look at two different countries.

Finland

Students in Finland spend less time at school than in other countries. They start school at the age of seven, and the typical day is from 8.00 or 9.00 to two o'clock in the afternoon. There are long breaks when students can do sports or spend time with their friends. They don't do a lot of homework, and there is only one important exam when they're sixteen.

In class, students work in groups, and there is no school uniform.

England, UK

In England, children go to school at four years old. Most students wear a uniform – a skirt for girls and trousers for boys. Their school day starts at 8.45 and finishes at about 3.30 in the afternoon, but some schools start at 10.00 because they say students learn better then. In the evening, there is homework – reading, maths, and grammar. There are important tests at the ages of seven and eleven, and exams at sixteen.

GUESS WHAT?!

England is part of the UK, together with Scotland, Wales and Northern Ireland. Each country has a different flag, and a different capital city (London, Edinburgh, Cardiff and Belfast).

2.49

Check your score!

Exercise 1

1 get **2** do **3** tidy **4** meet

Exercise 2

ride a scooter, make videos, listen to music, chat on my phone

Exercise 3

1 in **2** on **3** at

Exercise 4

1 helps **2** don't go **3** doesn't use

4 paint

Exercise 5

1 Does, doesn't **2** Do, do **3** do

Exercise 6

1 series **2** love **3** favourite **4** really **5** much

2.50

Everyday activities

brush my teeth – szczotkować zęby

do exercise – ćwiczyć

do homework – odrabiać pracę domową

get dressed – ubierać się

get up – wstawać

go home – iść do domu

go to bed – kłaść się do łóżka

go to school – iść do szkoły

have a shower – brać prysznic

have lessons – mieć lekcje

help my parents – pomagać rodzicom

meet my friends – spotkać się z moimi przyjaciółmi

tidy my room – posprzątać mój pokój

watch TV – oglądać telewizję

2.51

Free time activities

chat on my phone – rozmawiać przez telefon

do puzzles – układać puzzle

listen to music – słuchać muzyki

make videos – tworzyć krótkie filmy

paint – malować

play board games – grać w gry planszowe

ride a scooter – jeździć na hulajnodze

spend time with friends – spędzać czas z przyjaciółmi

use social media – korzystać z mediów społecznościowych

watch series – oglądać seriale

watch sports – oglądać sport

watch video clips – oglądać filmiki

2.52

Real English

I'm late! – Jestem spóźniony/spóźniona!

I'm stressed out! – Jestem zestresowany/zestresowana!

Let's talk about it. – Porozmawiajmy o tym.

It's too much! – To za dużo!

2.53

Likes and dislikes

Do you like sports? – Czy lubisz sport?

Yes, I love sports! – Tak, kocham sport!

What's your favourite sport? – Jaki jest Twój ulubiony sport?

I really like (handball). – Naprawdę lubię (piłkę ręczną).

What sports do you like? – Jakie sporty lubisz?

I like (football), (too). – Ja (też) lubię (piłkę nożną).

I don't like (tennis) that much. – Nie za bardzo lubię (tenisa).

It's my favourite sport! – To mój ulubiony sport!

Unit 8

2.54

Boy: Look! *Sports for You* has got a lot of holiday activities.

Girl: There's a cool climbing wall!

Boy: Climbing is amazing!

Girl: Trampolining is great, too. I can jump really high! Hey, they've got hiking!

Boy: I love hiking. I walk for hours and hours with my mum and dad!

Girl: *Summer Fun* has got some good activities.

You can have lessons in coding and learn how to write an app!

Boy: I think visiting a zoo is more interesting! I love animals.

Girl: You can go on trips, too. Look! There's a day trip to London!

Boy: And you can go to an arts festival! Arts festivals are fun! There's dancing and music and there are a lot of other things to see.

2.55

camping

canoeing

climbing

coding

going to an arts festival

going on a trip

hiking

sightseeing

sunbathing

taking photos

trampolining

visiting the zoo



2.56

Boy: We can't do all the activities. Let's choose one for me, one for you and one to do together.

Girl: Good idea. So, it's trampolining for me!

Boy: Are you sure? You can trampoline at home.

Girl: True! Canoeing then! What about you?

Boy: I'm not sure. They're all interesting!

Girl: Can I choose for you?

Boy: Sure! ... Go on!

Girl: Coding! You can have lessons!

Boy: Yes, you're right. It's good to learn new skills.

Girl: And we can go camping together!

Boy: Fantastic! We can take a lot of photos, too!

Girl: Let's speak to our parents.



2.57

Reading is interesting, speaking English is cool. Mornings are amazing at our summer school!



2.58

Mickey: Hi, Mum!

Ana: We're dancing!

Mickey: Listen! A girl is singing very well!

Mr Brown: We're all having fun!

Mrs Brown: And I'm working! I'm making a fantastic film! See you later!

Mr Brown: It's raining! Where's my big umbrella?

Mickey: Poor girl! Look at her microphone. It isn't working!

Ana: The people aren't listening. They're going home!

Mickey: Dad, where's Robbie? He isn't sitting with Lily now.

Ana: There he is! He isn't walking. He's running!

Mickey: He's helping the girl!

Mr Brown: And he's got our big umbrella!

Mrs Brown: Hello, everyone. I'm here!

Mickey: Mum, this is our new friend, Jacqui.

Ana: Jacqui is a famous singer.

Robbie: I'm taking photos! Stand over there, please!



2.59

See you later!
Poor girl!

It isn't working!
There he is!



2.60

1 [sound of jumping on a trampoline] **2** Look at me. Smile! ... No, that's no good. Look at me ...
3 [sound of brushing teeth] **4** [sound of cooking]
5 [sound of playing the piano] **6** [sound of riding a bike]



2.61

Ana: Can I see your new city, Milo?

Milo: Sure! Let's start with the sports centre! You can do twenty sports there!

Ana: Wow! And what's that?

Milo: It's the football stadium. It's next to a big shopping centre.

Ana: I see. I can go shopping after the game! And what's this?

Milo: Some people don't like big shopping centres. You can buy clothes and food at the street market, too!

Ana: And is that a swimming pool? I love swimming!

Milo: Yes, it is! It's in the aqua park! We swim and have fun there. My city is good for students, too. There's a library with a lot of books and computers. We can read and study there.



2.62

1 swimming pool **2** aqua park **3** bus stop
4 sports centre **5** stadium **6** shopping centre
7 train station **8** market **9** post office **10** library
11 police station



2.63

1
Girl: This book is really interesting. It's all about the zoo.

Boy: It's a good birthday present for Dad. I love this market!

Girl: Oh. It costs twenty pounds ...

Boy: This water bottle is only ten pounds.

It's twelve pounds in the shopping centre!

Girl: It's a great present! Let's buy it!

2

Julie: Hi, Dad! I'm with Mum. We're waiting for you outside the library!

Dad: I'm sorry but I'm late! I'm in the post office. There are a lot of people today!

Julie: I know! Let's meet at the bus stop. It's next to the post office.

Dad: Good idea, Julie. See you in 15 minutes!

3

Boy: Look, Mum. A lot of people are taking photos of the castle.

Woman: I think sightseeing is really interesting!

Boy: Where shall we go now?

Woman: Let's look at the park. It's a good place for sunbathing!

Boy: Hey, there's an ice cream shop! Mum, can I have an ice cream?



2.64

Kate: Hi, Adam! What are you doing today?

Adam: Hi, Kate. I'm playing online games at home. Where are you?

Kate: We're at the aqua park!

Adam: Are you swimming?

Kate: Yes, we are! What's that noise? Are you cooking?

Adam: No, I'm not! That's Dad's cooking!

Kate: What's he making?

Adam: Chicken and chips! Hey, are your sisters watching the football? It's a big game today.

Kate: Yes, they are. They're watching on their phones.

Adam: Have fun!



2.65

1 Go straight on. **2** Turn left. **3** Turn right. **4** Go past (the park). **5** It's on the left. **6** It's on the right.



2.66

1 Go straight on. Turn left. Go past the park. It's on the left. **2** Go straight on. Turn left. Go past the restaurant. Turn right. It's on your right.



2.67

Emile: Excuse me. Oh, hi, Ms Collins. Can you help me? I'm looking for the cinema.

Ms Collins: Hi, Emile! The cinema? That's easy. Go straight on. Then turn left.

Emile: Go straight on and then turn left.

Ms Collins: Yes. Then go past the park and it's on the right.

Emile: Is it far?

Ms Collins: No, it's about five minutes from here.

Emile: Thanks very much.

Ms Collins: You're welcome. Have a nice weekend.

Emile: You too! See you on Monday.

Ms Collins: Bye!



2.68

Arts Festivals

Are you looking for something to do this summer? Then why not go to an arts festival? WOMAD – (World Of Music, Arts and Dance), is a festival in England, and in many other countries. For four days every July, you can listen to music from all over the world. There's painting and storytelling, and you can learn to play a musical instrument from Africa or dance

a Brazilian dance. Don't forget to visit Taste the World, where you can eat dishes from different countries and learn to cook them, too. The BARUNGA festival is a small, but beautiful festival in Australia. Every year, in July or August, visitors come here to learn about the culture of the First Nations people. There's music and dancing, and you can make and play a didgeridoo. There are also sports competitions, like basketball, and rugby. Local people teach you how to make bread, and about the food they use in cooking and how they make medicines.



2.69

Check your score!

Exercise 1

1 camping **2** canoeing **3** arts festival **4** visiting the zoo **5** Sunbathing

Exercise 2

1 bus stop **2** post office **3** train station **4** market **5** aqua park

Exercise 3

1 is sitting **2** am not going **3** are taking **4** aren't having **5** isn't visiting

Exercise 4

1 Are you going to the train station? Yes, I am.

2 Is she hiking with her dad? Yes, she is.

3 Are your cousins trampolining in the garden?

No, they aren't. **4** Is Peter coding now?

No, he isn't. **5** Where are you hiking?

Exercise 5

1 Can you help me? I'm looking for the stadium.

2 Sure. Turn left and go past the supermarket.

Then go straight on and it's on the left. **3** Is it far?

4 Yes, it's about twenty minutes from here.

5 OK. Thank you!



2.70

Holiday activities

camping – biwakowanie

canoeing – kajakarstwo

climbing – wspinaczka

coding – kodowanie, programowanie

going to an arts festival – pójście na festiwal sztuk

going on a trip – wyjazd na wycieczkę

hiking – wędrowanie

sightseeing – zwiedzanie

sunbathing – opalanie się

taking photos – robienie zdjęć

trampolining – skakanie na trampolinie

visiting the zoo – wizyta w zoo



2.71

Places in a town

aqua park – park wodny

bus stop – przystanek autobusowy

library – biblioteka

market – rynek

police station – posterunek policji

post office – poczta

shopping centre – centrum handlowe

sports centre – centrum sportowe

stadium – stadion

swimming pool – basen

train station – dworzec kolejowy



2.72

Real English

See you later! – Do zobaczenia później!

Poor girl! – Biedna dziewczyna!

It isn't working! – To nie działa!

There he is! – Oto jest!



2.73

Asking for and giving directions

Can you help me? – Czy mógłby mi Pan /
mogłaby mi Pani pomóc?

I'm looking for the (cinema). – Szukam (kina).
Go straight on. – Idź prosto.
(Then) turn left/right. – (Następnie) skreć
w lewo/prawo.
Go past the (park). – Miń (park).
Is it far? – Czy to jest daleko?
It's on the left/right. – To jest po lewej/prawej
stronie.
It's about (five minutes) from here. – To jest
około (pięciu minut) stąd.
Thanks very much. – Dziękuję bardzo.
You're welcome. – Nie ma za co.

Revision Units 7–8



1 Do you like sports? **2** Can you help me?
I'm looking for the post office. **3** What's your
favourite sport? **4** Is it far?



Speaker 1

Every year, we go camping near the beach.
I love swimming in the sea and playing
volleyball with my friends. But perhaps the thing
I love most of all is lying in the sun and reading
a good book. It's so relaxing!

Speaker 2

I love visiting new places. My family and I go
to a different city every year. We walk around
the streets and see all the interesting sights.
I take a lot of photos on my phone and write
a blog while I'm there.

Speaker 3

When I go on holiday, I want to be close
to nature. I usually go camping with my friends.
I like doing exercise, so I love walking in the
mountains. It's my favourite thing! I like seeing
the wildlife, and the scenery is amazing!

Vocabulary extension



1 in the mountains **2** by the lake **3** by the sea
4 by the river **5** on a hill **6** in a forest



1 sound of wind and sea **2** sound of forest
3 sound of rocks falling in the mountains
4 sound of water, splashing water in the pool



1 Hello. My jacket is very warm and the jeans are
comfortable. My favourite scarf is yellow and my
cool gloves are red. **2** Hi. My skirt and jacket are
warm and smart. My wellies are yellow. They're
great! **3** Hi. My trainers are sporty. The jumper
isn't sporty, but it's very comfortable. The black
dungarees and the blue beanie are really
fantastic! **4** Hello. My favourite boots are brown
and my favourite coat is green. The trousers are
cool, too.



1 wellies **2** gloves **3** scarf **4** dungarees
5 beanie **6** boots **7** coat



1
Boy: Hi! What a cool leather jacket! How much
is it?
Girl: It's £25. It's my Dad's and it's very old.
Boy: How about these rubber shoes?
Girl: These are new and they're £4.50.
Boy: New? Good. Can I have them? Here's
the money.
Girl: Here you are.
Boy: Thank you. Bye.

2

Girl: What are these in the cardboard box?

Boy: These? They are glass balls. They're really
beautiful.

Girl: Yes, they are. How much are they?

Boy: One ball is 50p and all three balls are £1.20.

Girl: And how much is that wooden lamp?

Boy: It's only £3.

Girl: OK. Can I have that lamp and the three balls
... in the cardboard box?

Boy: Of course. That's £4.20. Here you are.

Girl: Thank you.



1 cardboard **2** leather **3** plastic **4** rubber
5 wooden **6** glass **7** metal



1 moustache – c – some men have got one
under their noses **2** beard – d – some men
have one under their mouth **3** dimples
– a – they are on some people's faces when
they smile **4** freckles – b – little brown dots
on people's faces **5** wrinkles – e – they are
on your grandparents' faces



Charlotte: Guys, it's my turn now. Look at these
three photos and guess the person.

Agnes: Has this person got long hair?

Charlotte: Yes!

Harry: Has this person got a moustache?

Charlotte: No moustache!

Agnes: Has this person got freckles?

Charlotte: Yes!

Agnes: It's Ms Pinkerton!

Charlotte: That's right. One point for Agnes!



1 sour **2** bitter **3** sweet **4** salty **5** spicy



Interviewer: Welcome to the Food Quiz
podcast again. You know the rules. There are
people in the studio. They have something
to eat and they guess what food it is.
Remember, eat the food, but don't look at it.
Today Olivia and Josh are with us. Hello!

Olivia: Hello.

Josh: Hi.

Interviewer: Are you ready to start?

Josh: Yes, we are.

Olivia: Umm, there are different kinds of fruit
here.

Josh: It's soft and sweet – is it a banana?

Olivia: And something a bit sour, but it's not
a lemon. Oh, it's a kiwi fruit, for sure.

Josh: And some orange. Oh wait, it's sweet and
bitter, so it's something different.

Olivia: Grapefruit?

Josh: Yes, grapefruit!

Interviewer: Is that all?

Josh: Yes, it is.

Olivia: No, it isn't. There's something more. It's
sweet and sour. Strawberries – there are some
strawberries here!

Interviewer: Yes, you're absolutely right. There
are strawberries, bananas, kiwi fruit and
grapefruit in the salad.



1 at the swimming pool **2** on the ice rink
3 in a cycle lane **4** on the pitch **5** on a court
6 at a skatepark **7** on a track



1
Interviewer: Hi, there! Can you stop for
a moment?

Ella: Yes, sure.

Interviewer: Hello, I'm Josh from the *Be Sporty*
podcast.

Ella: Hi, Josh. My name's Ella.

Interviewer: What a fantastic bike!

Ella: Thanks.

Interviewer: Is cycling your favourite sport?

Ella: Yes, it is. Running and swimming are cool,
but cycling is my favourite. I can do it every
day because there are a lot of cycle lanes
in our town.

Interviewer: Sounds great. Nice talking to you.
Bye!

Ella: Bye.

2

Interviewer: Hello. I'm Josh from the *Be Sporty*
podcast.

Oliver: Hi, I'm Oliver.

Interviewer: You've got a nice basketball court
here.

Oliver: Yes, we have. It's a great place.

Interviewer: Can you play basketball here all
day?

Oliver: No, we can't. We can play basketball
here in the afternoon and in the evening.
In the morning there are school classes.

Interviewer: Oh, that's right, it's a school court.
Good luck with your game.

Oliver: Thanks.

3

Josh: Hello. My name's Josh and I'm from
the *Be Sporty* podcast.

Rose: Hi, I'm Rose.

Abigail: Hello. My name's Abigail.

Josh: Is football your favourite sport?

Rose: No, it isn't. Football is cool, but swimming
is our favourite sport.

Abigail: Volleyball is fun, too.

Rose: Yes, that's true. But the swimming pool isn't
open today so we're here on the pitch with
our friends.

Josh: Can you play football here every day?

Rose: No, we can't. There are matches
at the weekend and we can't come and play
on this pitch then.

Josh: Oh, alright. Thank you. Bye.

Abigail: No problem. Bye.

Rose: Bye.



1 school canteen **2** tuck shop **3** staffroom
4 playground **5** library **6** classroom



1 S-E-A-S-I-D-E. seaside. **2** T-R-O-P-I-C-A-L
I-S-L-A-N-D. tropical island. **3** H-O-S-T-E-L.
hostel. **4** C-A-M-P-S-I-T-E. campsite.
5 H-O-L-I-D-A-Y R-E-S-O-R-T. holiday resort.
6 C-O-U-N-T-R-Y-S-I-D-E. countryside.



1
Girl: Look at the swimming pool! It's so big.

Boy: Yes, it is. The hotel and the playground are
fantastic, too!

2

Girl: I love hot places with tropical fruit.

Boy: Me too! I love sunbathing on the beach.

3

Boy: Mum! Dad! It's really cold in my tent. I can't
sleep.

Woman: Here, take my warm hoodie.

Boy: Thanks, it's great!

Festivals



Hi Emma – it's Josh. Are you at the parade?
Where are you? I love it here! Families are
together and the floats are amazing this year.
There's a Spiderman balloon and a big colourful

turkey. I'm so grateful for this holiday! By the way, are you hungry? Guess what?! I've got some pumpkin pie in my bag. Let's meet in Central Park!



Tom: Hi, Kate. The dinner is over. Can you talk now?

Kate: Yes, I can. Are you happy with your presents?

Tom: Oh yes, I am. I've got a new skateboard! How do you celebrate Christmas in the UK?

Kate: First of all, we have a big Christmas dinner on Christmas Day, not Christmas Eve. The food is great – roast turkey, Christmas pudding, mince pies ...

Tom: And the presents?

Kate: We find them in Christmas stockings in the morning. You know, Santa Claus visits our homes at night.

Tom: Because in the evening, he's in Poland.

Kate: That's right. We also pull Christmas crackers.

Tom: Oh, and what's inside them? Chocolate?

Kate: No. A paper hat, a small present and a joke.

Tom: Sounds like fun. I hope you have a good day tomorrow.

Kate: You too. Bye.

Tom: Bye.



1 Easter eggs **2** Easter basket **3** hot cross buns
4 lamb **5** Easter bunny **6** catkins



Hi, Zosia! I'm sorry, I haven't got time to write so here is a quick message about Easter in the UK. Two days before Easter, on Good Friday, people have hot cross buns. They are a type of sweet bread with fruit. People also make Easter eggs like in Poland. On Easter Sunday, children look for Easter eggs or chocolate eggs in the garden. They also get small presents from the Easter Bunny! I hope that helps. Happy Easter!



1 leprechaun **2** shamrock **3** pot of gold **4** hat
5 horseshoe



Interviewer: Hello! Today is 17th March. It's Saint Patrick's Day! It's a big Irish holiday, but it's so much fun that people around the world celebrate it, too. Let's talk to our reporters who are in two different countries to find out more about this holiday. Grace, where are you?

Grace: Hi. I'm in Dublin in Ireland. There's a parade in my city and there are a lot of people in green clothes and hats. You can dance traditional Irish dances and drink green lemonade!

Interviewer: Thanks, Grace. Now it's time for Liam, who is in Chicago in the USA. How are you, Liam?

Liam: I'm fine, thank you. It's a bit cold today, but there are a lot of people at this parade. There are three parades today! And the Chicago River is all green! It looks fantastic!

Interviewer: Thank you, Liam. Happy Saint Patrick's Day to everyone!

Workbook Audioscript

Welcome Unit



1 C 2 O 3 L 4 R 5 F 6 Y



1 R-E-P-E-A-T
2 C-H-A-I-R
3 B-O-A-R-D
4 L-I-S-T-E-N
5 R-U-B-B-E-R
6 S-T-I-C-K-E-R



a red umbrella
a green football
a pink ice cream
a purple bike
yellow earphones
an orange watch



1 three rubbers
2 nine apples
3 six flowers
4 two fish
5 five books



Alice: My name's Alice. My favourite colour's blue. My favourite day is Friday. My favourite number is twelve.
Ben: My name's Ben. My favourite colour's black. My favourite day is Tuesday. My favourite number is twenty.
Isobel: My name's Isobel. My favourite colour's green. My favourite day is Wednesday. My favourite number is nine.
Simon: My name's Simon. My favourite colour's purple. My favourite day is Saturday. My favourite number is fifteen.

Unit 1



1 She's Sylvie. She's French.
2 He's Brad. He's Australian.
3 She's Anna. She's Polish.
4 He's Feng. He's Chinese.
5 She's Rosa. She's Brazilian.
6 He's George. He's British.



Look!
It's a sheep on a seat!
It's a cheese pizza!
It's a big chip!
Yum! Let's eat!



1 My name's Saskia. I'm at a summer camp. My favourite number is forty-six.
2 Hi! I'm Sam. I'm at home. My favourite number is fifty-eight.
3 Hello. I'm Amy ... and I'm Lola. We're at a party. Our favourite number is twenty-five.
4 My name's Tom. I'm at a café. My favourite number is seventy-nine.
5 Hello, I'm Greg. I'm at school. My favourite number is ninety-nine.



Dialogue 1

Leo: Hello. I'm Leo. What's your name?

Valerie: Hi, Leo. My name's Valerie. Where are you from?

Leo: I'm from the USA.

Valerie: That's cool! I'm from Spain. How old are you?

Leo: I'm eleven.

Valerie: I'm ten.

Dialogue 2

Lara: Hello! My name's Lara.

Woman: Hello! What's your nationality, Lara?

Lara: I'm Turkish.

Woman: That's interesting! And how do you spell *Lara*?

Lara: L-A-R-A.

Woman: Thank you!



Hi! My name's Mark. What's your name?
How do you spell that?
How old are you?
And what's your nationality?
Thank you!



Favourite places

Claudia: Hi! I'm Claudia. I'm from Spain and my favourite place in Spain is the Guggenheim Museum. Look! It's amazing! How about you? What's your favourite place in your country?

Feng: In my country, my favourite place is the Great Wall of China. It's very long and it's about 2,000 years old! It's cool to walk on it with your family.

Milly: Windsor Castle is my favourite place in the UK. It's an old castle and it's very interesting. It's got old furniture and lots of paintings. It's also got a great café.

Carlos: Tierra del Fuego is a beautiful national park in Argentina. It's very big and it's got trees, mountains and amazing animals. I love it!

Unit 2



Bruno: Hi, Marie. Where are you? Your clothes are cool!

Marie: I'm at a party in the park!

Bruno: Great! Your dress is smart!

Marie: Thank you. Yes, my dress is smart and my jacket is warm. Where are you, Bruno?

Bruno: I'm on holiday. My T-shirt is comfortable. And these are my favourite trainers. They're old but they're sporty.



Four friends are in the park.

George and Laura, Kate and Paul.

His shorts are sporty, her shoes are smart, her cap is cool, his jumper is small.



Presenter: Hello and welcome to The Personality Podcast. Today, Will and Sarah are in the studio. Will, how old are you?

Will: Hi. I'm eleven years old and I'm from the USA. My favourite colour is blue! I'm not very funny, but I'm quiet and helpful.

Presenter: Amazing! Thanks, Will! And hello to Sarah. Sarah, where are you from?

Sarah: Hello. I'm Australian. I'm twelve, and I'm clever and friendly! I'm not shy!

Presenter: And your favourite colour, Sarah? Blue?

Sarah: No! My favourite colour isn't blue. It's red.



1 Are you helpful?
2 What are you like?
3 What is your favourite number?
4 Who is he?
5 Is he at the park?
6 What is she like?



I'm a spy. My trousers aren't grey. My cap isn't black. My T-shirt isn't white. My jacket isn't grey. Who am I?



1 *Encanto* is at quarter to four.
2 *Frozen* is at half past three.
3 *Coco* is at twenty to six.
4 *The Lego Movie* is at quarter past six.
5 *Paddington* is at ten past seven.



Girl: Look, Dad. The new *Paddington* film is on today!

Dad: What time is the film?

Girl: It's at twenty past five.

Dad: And what time is it now?

Girl: It's ten to five.

Dad: OK, let's go.

Girl: Great!



What time is *SpongeBob SquarePants*?
What time is *Pokémon*?
What time is *Our Planet*?



Woman: What time is *SpongeBob SquarePants*?

Girl: It's at half past six.

Woman: What time is *Pokémon*?

Girl: It's at twenty-five past seven.

Woman: What time is *Our Planet*?

Girl: It's at quarter past five.



Clothes around the world.

Today is January 26. Where are you? Let's talk about your clothes today.

Liam: My name's Liam and I'm on holiday today! I'm on the beach in Sydney, Australia. It's a good day for surfing, because it's hot. Look at my new surfboard. It's orange and it's really cool. My clothes today are surfing clothes. They're my favourite colour – blue.

Adele: Hi! I'm Adele! I'm from Bristol in the UK and I'm at school today. It's cold and wet so my red umbrella is in my bag. My school clothes are a white shirt, a blue skirt and a blue jumper. My jacket is green and it's very warm.

Gabriel: I'm Gabriel and I'm from Rio de Janeiro in Brazil. It's hot here today and I'm in the park with my friends. We're very sporty and football is our favourite sport! My clothes today are comfortable. My football shorts are blue, my T-shirt is yellow and my football is black and white.

Revision units 1–2



Dialogue 1

Girl: Oh, I want to see this film.

Boy: Me too! What time is it now?

Girl: It's half past five.

Boy: And what time is the film?

Girl: It's at quarter to six.

Boy: OK, let's go!

Dialogue 2

Girl: Hello, what's your name?

Ben: My name's Ben.

Girl: Are you from Australia?

Ben: No, I'm not, I'm from the UK.

Girl: And how old are you?

Ben: I'm twelve and my brother is ten.

Unit 3



Kirsty: Hi, Matt. Your bag's very big! What's in it?

Matt: Oh, well, a sketchbook, my tablet and my games console, and my bike helmet.

Kirsty: Are your sunglasses in your bag?

Matt: No, they aren't. They're at home. And my water bottle's at home Oh, no it isn't. Look! It's here in my bag. What about you? What's in your bag?

Kirsty: Well ... my bike helmet isn't in my bag. It's at home! But my smartwatch, my sunglasses and my hairbrush are in my bag.



My water bottle's cool.

It's brown and blue.

My earphones are amazing.

They're grey and they're new.



Joey: Sara! The taxi's here!

Sara: Oh no! I'm not ready. Where's my guitar?

Joey: It's on the sofa.

Sara: Oh yes, sorry! And where's my water bottle?

Joey: Is it in the cupboard?

Sara: No, it isn't. And it isn't under my bed.

Joey: Here it is. It's behind the armchair. And your hairbrush is here – next to the lamp.

Sara: Thanks!

Joey: Great ... oh ... where's my charger?

Sara: Look! It's in front of the mirror.

Joey: Let's go!



Boy: Is this Ella's tablet?

Girl: No, it isn't. That's Ella's tablet. And that's George's smartwatch.

Boy: So whose tablet is this? Is it George's?

Girl: No, it isn't. It's Joe's. And this is Lola's smartwatch.

Boy: Ah, OK!



Steffi: Hi! Welcome to our school sale!

Maya: Hi! It's amazing. How much is that plant?

Steffi: It's £2.

Maya: OK. How about this pink mirror?

Steffi: It's £4.50.

Maya: Great. Can I have the plant and the mirror, please?

Steffi: Sure. That's £6.50.

Maya: Here's £10.

Steffi: Thank you. That's £3.50 change. Here you are. Anything else?

Maya: No, thank you. Bye!

Steffi: See you! Bye!



How much is that board game?

OK. How about this skateboard?

Great. Can I have the board game and the skateboard, please?

Here's £10.

No, thank you. Bye!



The Art of Recycling

Some artists recycle things and make them

into art. In the UK, Robert Bradford uses old plastic toys for his sculptures of dogs, horses and people. His art is funny and clever.

In Germany, an artist called HA Schult makes art from rubbish. He uses old paper to make big buildings and he uses old metal to make sculptures of people.

Guerra de la Paz is the name of two artists from Cuba. They use old clothes to make art. They make beautiful trees in lots of different colours.

Khalil Chishtee is from Pakistan, but now he's in the USA. He makes sculptures of people from old plastic bags. They're amazing. How about you? Can you make amazing art from old things in your home?

Unit 4



Woman: Who's that boy?

Boy: That's Adam.

Woman: Is he your brother?

Boy: No, Adam's my friend. My brother's name is Matt. They're very different! Adam's hair is short and wavy, but Matt's hair is dark and curly.

Woman: Oh, OK.

Boy: And Matt's nose is big, and his eyes are big, but Adam's nose is small and his ears are big. But they're both very kind and friendly.



My chocolates are in a box – yum!

My hoodie's on a chair.

My charger's next to the mirror

and my hairbrush is in my hair!



Boy: Look, here's a picture of my family in the park.

Girl: Who's the man in the blue jacket?

Boy: That's my uncle, Shane. And my aunt, Jenna is next to him.

Girl: I like her trainers.

Boy: And that's Nina, their baby. She's one year old.

Girl: Aww! Cute! Look at her little pink hat!

Boy: Then that's my mum. She's Shane's sister.

Girl: Oh yes, your mum and Shane have both got curly red hair. What's your mum's name?

Boy: She's called Megan. And my dad's called Isaac. He isn't in the picture.

Girl: So, who's the woman with spiky blonde hair?

Boy: Oh, that's my granny, Maria. She's sixty-three and she's really cool!

Girl: Wow!



1 Have you got curly hair?

2 Has your uncle got big ears?

3 Have your parents got blonde hair?

4 Has your aunt got blue eyes?

5 Have you got a brother?



Olivia: Hi, Freya. Welcome to my party.

Freya: Thanks for inviting me, Olivia.

Olivia: Freya, this is my uncle, Archie.

Freya: Hello, Archie. It's nice to meet you.

Archie: Hi, Freya. It's nice to meet you, too.

Olivia: Come and meet my parents.

Freya: OK, that sounds good.



Hi! Welcome to the Holiday Club!

This is the Holiday Club teacher, Mr Gonzalez.

Hi. It's nice to meet you too.

Come and meet my friends!



My family

Moussa: My name's Moussa and I'm from Senegal in Africa. In Senegal, many people live with their extended family. We've got a lot of people in our house! I've got two sisters and two brothers. My mum and dad, and my dad's two sisters are here. My mum's parents are also in our house. It's noisy in my house, but it's fun. In this picture, my sisters are at school.

Abi: I'm Abi, and I'm from Scotland in the UK. I've got a very small family. It's just me and my mum. We've also got a dog, Rusty! Our home is on the island of Easdale. It's a very small island, but it's very beautiful. In this picture, my mum and I are on holiday in Edinburgh. Edinburgh is the capital of Scotland. It's a great city. And Rusty isn't at home on the island – he is with us on holiday!

Revision units 3–4



Man: What's your room like, Jon?

Jon: It's cool. I've got a small bed, two lamps, and an armchair.

Man: Have you got a wardrobe?

Jon: No, I haven't. But I've got a big cupboard for my clothes.

Man: Have you got a rug in your room?

Jon: Yes, I have. My armchair is on the rug and I've got a big plant behind my armchair.

Man: What's your favourite thing in your room? Is it your guitar?

Jon: No, it isn't! It's my skateboard and that's under my bed.

Unit 5



Boy: What's your favourite breakfast?

Girl: Oh, toast with eggs. And my sister has toast with cheese. How about you? What's your favourite breakfast?

Boy: I like cereal with strawberries and milk. But my brother has fish with rice for breakfast.



Look at my sister, what a mess!

She's got fish on her socks and cereal on her dress!

She's got cheese on her shoes and rice in her hair.

Her pasta's on the floor and her chips are on the chair!



Gia: What's on your pizza, Tom?

Tom: Well, there's some cheese and there are some tomatoes, of course. Have you got cheese and tomato on your pizza?

Gia: Yes, I have. And I've got spinach with red peppers.

Tom: Oh yes, red peppers are nice. But they aren't my favourite. My favourite pizza topping is pineapple. I've got pineapple and broccoli on my pizza.

Gia: Oh no! Not pineapple! I guess broccoli's OK. But fruit on a pizza? That's weird!

Tom: I think it's delicious. Oh, and there are also a lot of mushrooms on my pizza. Have you got mushrooms on your pizza?

Gia: No, I haven't. But I've got some onion. Mmm, I'm really hungry!



Woman: Hi, Will. What have you got in your bag?

Will: There's one apple, but there aren't any

bananas. There are some sandwiches, but there isn't any cheese. And there isn't any juice, but there's some milk.

Woman: Hi, Kate. What have you got in your bag?

Kate: There are some sandwiches and there's a banana. There isn't any milk, but there's some juice. There aren't any biscuits.

Woman: Hi, Ali. What have you got in your bag?

Ali: There's some cheese, but there aren't any sandwiches and there isn't any milk. There's one apple and there's a banana.



Nadia: Hello. What can I get you?

Stefan: I'd like a small cheese and spinach pizza, please.

Nadia: Would you like some sides?

Stefan: Oh, yes. A cucumber and tomato salad, please.

Nadia: Anything to drink?

Stefan: Yes, a strawberry smoothie, please.

Nadia: OK. Is that everything?

Stefan: Yes, it is.

Nadia: That's £15.75. Is that eat in or takeaway?

Stefan: Takeaway, please.

Nadia: OK, no problem.

Stefan: Thank you.



Hello. What can I get you?

Would you like some sides?

Anything to drink?

OK. Is that everything?

That's £22.50. Is that eat in or takeaway?

OK, no problem.



My favourite breakfast

Breakfast is the first meal of the day and it's very important. Three students from Costa Rica, Malaysia and Egypt tell us about their favourite breakfasts.

Felipe: I'm Felipe and I'm from Costa Rica. My favourite breakfast is gallo pinto. It's rice with beans, red pepper and onion. I have eggs, bread and banana with it. It's really good!

Nur: My name is Nur and my favourite breakfast is from my country, Malaysia. It's called nasi lemak. It's coconut rice with cucumbers, chicken, peanuts, eggs and anchovies (an anchovy is a small fish).

Farah: I'm Farah and I'm Egyptian. In Egypt, we have ful medames for breakfast. There are beans with herbs, lemon, onion and chilli in ful medames. It's hot or cold. I have it with eggs and a special Egyptian bread called pitta bread.

Unit 6



Boy: Hey, Grace! What's your favourite sport?

Grace: My favourite sport? Well, I like roller skating and football, but I guess my favourite sport is cycling. How about you?

Boy: Cycling isn't really for me. Roller skating is cool, but it isn't my favourite sport. Actually, it's writing my blog about sport.

Grace: Well, writing about sport isn't a sport, it's a hobby. My favourite hobby is reading. But what's your favourite sport?

Boy: Ha, yes, you're right. Writing's a hobby. Well, my favourite sport is judo. It's cool and it's interesting.



My favourite game is chess.

My favourite cap is black.

My favourite day is Saturday,

and grapes are my favourite snack.



Dialogue 1

Boy: What shall we do now?

Girl: Let's play hockey in the park!

Boy: Hockey? Oh no, I can't play hockey.

Girl: OK, don't worry. How about volleyball?

Boy: That's a good idea. I can play volleyball, but I can't play hockey or basketball.

Dialogue 2

Boy: I can ride a bike and I can ride a horse.

Girl: Oh. I can't ride a horse, but I love cycling.

Boy: Is it your favourite sport?

Girl: Hmm, no. Swimming is my favourite sport. I can swim and I can dive.

Boy: That's cool. I can swim, but I can't dive.



1 Can you fly?

2 Can you play basketball?

3 Can you draw?

4 Can you sing well?

5 What can you make?

6 What can you do?



Josh: Dad, can I ask you something?

Dad: Sure, what's up?

Josh: Can I go to the football match on Sunday?

Dad: Hmm. Where is the match?

Josh: It's at the park.

Dad: What time is the match?

Josh: It's at half past two.

Dad: And what time does it end?

Josh: About half past four. I can walk home with my friend Ben.

Dad: That sounds OK. Yes, you can go.

Josh: Thanks, Dad.



Start after the beep.

Sure, what's up?

Where is the club?

What time is the club?

What time does it end?

That sounds OK. Yes, you can go.



Hobbies Around the World

Himari: My name's Himari and I'm Japanese. In Japan, there's a special kind of comic called manga. I love reading manga comics and drawing manga characters. People in manga comics have got very big eyes and small noses. I can draw them really well.

Willow: I'm Willow and I'm from New Zealand. Upcycling is my favourite hobby. What's upcycling? It's making old things into new things. I can make a new bag from some old jeans or I can make some new plant pots from some old trainers. It's cool!

Liam: My name's Liam and I'm from Toronto, in Canada. I love BMXing. I can jump over ramps and do lots of really cool tricks on my BMX bike. There's an amazing BMX park in Toronto and my friends and I love riding our bikes there on Saturdays.

Revision unit 5–6



My favourite activities are swimming and playing board games. My family plays a lot of board games together! I think these games are cool, but I'm not very good at them. My little sister is really good at board games. I play games online as well. At the weekend, I play basketball with my friends. We play in the park and then we have pizza at my house. My dad is really good at making pizza! His favourite is mushroom and

cheese. It's really nice, but my favourite is pineapple and onion. It's delicious.

Unit 7



Hi, I'm Billy. My week is always very busy! I play board games with my friends in the evening on Mondays. I go cycling in the morning on Tuesdays before school and then in the evening I have dinner with my grandparents. I haven't got any activities on Wednesdays, but on Thursdays I have piano lessons in the evening. And on Fridays, I do my homework in the afternoon and then I watch TV in the evening.



I do my homework in the morning, then I roller-skate to school.

I go home and help my parents at two in the afternoon.



Emma: Hi, Rick! Cool scooter!

Rick: Thank you! I love riding my scooter at the weekend. Can you ride a scooter?

Emma: I don't know! I haven't got a scooter. I do puzzles with my friends and listen to music at the weekend.

Rick: Oh, I love listening to music. I can play the guitar and I make videos of my songs.

Emma: That's awesome. I love watching video clips on social media. Do you use social media?

Rick: No, I don't. I like chatting with my friends on my phone, but I don't really use social media.

Emma: And what about sport? Do you like sport? I love playing volleyball – I'm in the school team!

Rick: I like watching volleyball on TV, but I'm not very good at it!



Toby: Rosie! Do you like sports?

Rosie: Yes, I love sports!

Toby: What's your favourite sport?

Rosie: I really like skateboarding. I usually go skateboarding on Friday afternoons.

Toby: That sounds fun.

Rosie: What sports do you like, Toby?

Toby: I like swimming.

Rosie: I don't really like swimming that much. Do you like judo?

Toby: It's my favourite sport!

Rosie: That's cool. I like judo, too.

Toby: I've got an idea. You can join my judo club!

Rosie: Wow! Thanks!



Hi! Do you like pizza?

What pizza toppings do you like?

Do you like pineapple?

What's your favourite pizza topping?



Unusual schools

Lucia: My name is Lucia and I'm from Argentina. I'm ten years old and my sister is twelve, but we don't go to school. Our home is a bus and my family travels around the world. My sister and I have lessons in the bus and our mum and dad are our teachers. We also use a laptop for lessons. My school day starts at nine o'clock and it finishes at about four o'clock. I don't do a lot of homework and there aren't any exams. It's cool!

Rafi: I'm Rafi and I go to school on a boat! It's called a 'floating school'. There are twenty-three floating schools in my country. There is a lot of rain in my country, but we can always go to

school on the boat. There are twenty-nine students in my class and we've got a laptop for some lessons. I love using the laptop! Our lessons start early in the morning and finish at twelve o'clock. In the afternoon, I go home and I do my homework.

Unit 8



Matt: Hi, Claire! What are your favourite summer holiday activities?

Claire: Well, I love sports, so I think climbing's really fun.

Matt: Oh, I don't like climbing. I think it's scary! But I love hiking. Going for long walks with my friends is cool.

Claire: Hmm. Yes, I like hiking. And I also like walking around castles and interesting places.

Matt: Sightseeing?

Claire: Yes!

Matt: Do you take photos when you go sightseeing?

Claire: No, I don't like taking photos. How about you?

Matt: I love taking photos. Look, here are my photos from my holiday.

Claire: They're great! Your tent looks really cool! I love camping.

Matt: Yes, me too! Camping is fun!



I love sightseeing, and swimming but my favourite thing is singing. How about you? How about you? What's your favourite thing to do? I love canoeing and cycling, but my favourite thing is hiking.



Woman: Hello. Can I help you?

Man: Yes, please. I can't find my dog. He isn't at home.

Woman: Ah. OK. What does your dog look like?

Man: He's small and brown. His name's Lucky.

2

Man: So, some tomatoes, five peppers and six eggs. £10. Alright. How about some kiwi fruit? Look – they're lovely – and only £1 for three.

Woman: Oh, OK, yes please. Can I have six kiwi fruit, please?

Man: No problem. That's £12.

3

Woman: What time is the match?

Man: It's at four o'clock. And it's half past three now.

Woman: Great! We've got time for a hot dog!

4

Man: Do you go to the library?

Woman: No, sorry. You want the number 56. This bus goes to the sports centre.

Man: Oh, OK, thank you.



Sally: Excuse me. Can you help me? I'm looking for the police station.

Man: The police station? That's easy. Turn right. Go straight on. Then turn left.

Sally: Turn right. Go straight on. Then turn left.

Man: Yes. Then go past the school and it's on the left.

Sally: Is it far?

Man: No, it's about five minutes from here.

Sally: Thanks very much.

Man: You're welcome.



Excuse me. Can you help me? I'm looking for the shopping centre.

OK.

Is it far?

Thank you very much.



Festivals around the world

The Harbin Snow and Ice Festival

Every year in January or February there is an amazing Snow and Ice Festival in Harbin, China. There are lots of beautiful ice sculptures and ice buildings. You can watch the dog sled races or you can go skiing. Some people even go swimming in the very cold water.

AgitÁgueda

The AgitÁgueda festival in Portugal is very beautiful. It's a twenty-three-day free festival in July with DJs, music and art on the streets. People come here to listen to music and to see new and old art. Every year there are bright umbrellas above the streets of Águeda. They look amazing.

The Edinburgh Festival

More than 400,000 people come to Edinburgh, Scotland, every year in August for the Edinburgh Arts Festival. At this festival you can see amazing art, listen to music and go to lots of different shows. You can also watch street performers. At the end of the month there are lots of fireworks. It's beautiful!

Revision units 7–8



1 I'm going to school now. Goodbye!

2 We have four hours of homework at the weekend.

3 Take a photo of me with your phone!

4 Tom, lessons start at half past eight and it's quarter to nine.



Grandma: Hi, Paul. It's Grandma! Are you having a good holiday?

Paul: Hi, Grandma! Yes, thank you! I'm having a great time.

Grandma: What are you doing at the moment? Are you canoeing today?

Paul: No, I'm not. I'm visiting the zoo with Mum. I'm taking lots of photos and Mum's buying some drinks from the café. But Dad and Greg aren't with us.

Grandma: Oh, what are they doing? Are they hiking?

Paul: No, they aren't. They're at the stadium. They're watching a football match. How about you – what are you and Grandad doing?

Grandma: I'm sitting in a café and I'm chatting to you! And Grandad's at the sports centre. He's playing volleyball with his friends.

Together dla nauczyciela



Aplikacja dla nauczyciela • Teacher's App

To wielofunkcyjne rozwiązanie na komputery 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:

- Diagnostic Test,
- 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 • Student's App

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.

