Together

dla 5 klasy

Książka nauczyciela



Karolina Kotorowicz-Jasińska

macmillan education

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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. 6). Na szczególną uwagę zasługuje przede wszystkim łagodne przejście od nauczania zintegrowanego do przedmiotowego, zastosowane w podręczniku *Together dla 4 klasy*.

Łagodne przejście z 1. 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 sylabusa gramatycznego, który opiera się głównie na strukturach znanych uczniom klas 1–3.
W podręczniku *Together dla 5 klasy* także zwracamy uwagę na cechy rozwojowe ucznia. Z tego powodu proponujemy nieco zmodyfikowaną prezentację struktur gramatycznych oraz większą liczbę zadań wymagających logicznego myślenia i samodzielności.

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 Książce 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 *Macmillan Education Everywhere*. Ponadto w Zeszycie ćwiczeń znajdują się zadania *Catch-up* wspomagające uczniów, którzy potrzebują ponownie przećwiczyć materiał, oraz *Extra challenge* stanowiące dodatkowe wyzwanie językowe.

W Książce 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 extension*, zamieszczonych na końcu podręcznika, w których dzieci poznają nowe słowa nawiązujące do obszaru tematycznego z danego rozdziału, oraz wykorzystanie licznych materiałów dodatkowych – zależnie od możliwości i potrzeb dzieci.

Systematyczne powtarzanie i utrwalanie materiału językowego

Istotną cechą kursu *Together* jest systematyczne powtarzanie i utrwalanie poznanego materiału. Lekcje zawierają zadania do powtórzenia słownictwa i struktur z lekcji poprzednich – takie zadania oznaczone są ikoną  . Rozdziały główne kończą się lekcją powtórzeniową *Language revision*, a po każdych 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 revision*.

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

Ogólna charakterystyka

Klasa piąta to nie tylko kolejny etap edukacyjny, ale również nowy etap rozwoju psychofizycznego nastolatków. Nadal zachodzą w nich intensywne zmiany rozwojowe, ale nie występują między nimi już tak duże różnice indywidualne jak w klasie czwartej.

Warto wiedzieć, jak zmieniają się nasi uczniowie i jakie procesy rozwojowe zachodzą w tym wieku – chociażby po to, by nasza wspólna praca pozwoliła osiągnąć oczekiwany sukces językowy uczniowi i sukces dydaktyczny nauczycielowi. Biorąc pod uwagę naturalne predyspozycje ucznia i równie naturalne jego ograniczenia, będzie można lepiej zaplanować zajęcia, określić wymagania, reagować na uczniowskie zachowanie, oceniać wysiłki i efekty pracy nastolatka.

Chcąc zastosować jakiekolwiek aktywności językowe, nie wystarczy jedynie trzymać się zasady wzrastającego stopnia trudności, ale należy też bacznie śledzić, czy wybrane zadania mają swoje uzasadnienie w psychologii rozwojowej ucznia. Innymi słowy, należy rozważać, jakie typy zadań powinniśmy stosować w klasie piątej, a jakich rodzajów zadań na danym etapie unikać, gdyż uczniowie najprawdopodobniej nie są na nie jeszcze rozwojowo gotowi.

Rozwój psychofizyczny a zabawy dydaktyczne

Dzieci w wieku jedenastu lat, a w szczególności chłopcy, nadal wykazują ogromną **potrzebę ruchu**, dlatego warto od czasu do czasu wprowadzić zabawowe formy nauki języka, choć będą one miały nieco inny charakter, strukturę i cel niż w klasach młodszych. W klasie czwartej zabawa była często środkiem do odreagowania napięć związanych z koniecznością wykonywania wielu zadań, niejednokrotnie trudnych dla ucznia, który dopiero przeszedł pierwszy etap edukacji. W klasie piątej celem zabaw językowych jest utrwalenie nowych struktur i konstrukcji. Zabawa powinna mieć mocno sprecyzowany cel, wyższy poziom zaawansowania językowego i aktywności uczniowskiej. Warto wprowadzić ćwiczenia takie jak: drama, *mix and mingle*, biegane dyktando, odgrywanie scenek, *escape room* czy metody stacji dydaktycznych, bo one również zaspokoją potrzebę ruchu i aktywności fizycznej.

Rozwój kognitywny

W wieku jedenastu lat zmniejszają się różnice w zakresie **możliwości intelektualnych uczniów** – stopniowo następuje coraz lepsze rozumienie przyswajanego materiału, ponieważ wzrasta podatność mózgu na uczenie się, w tym na ilość i jakość przyswajanego materiału. Podobne zmiany zachodzą w **procesach pamięci**. Dzięki rozwojowi mechanizmów pamięciowych dziecko może uczyć się lepiej. Nauka może bazować nie tylko na pamięci mechanicznej, kiedy to zapamiętywanie odbywało się bez zrozumienia, lecz także w coraz większym stopniu na pamięci logicznej.

Trudno jeszcze mówić o myśleniu *stricte* logicznym, dlatego jedenastolatek może mieć problemy z przyswajaniem materiału pełnego wieloznaczności i abstrakcyjności. Jednakże wyraźnie widać, że w klasie piątej uczniowie coraz lepiej przyswajają w języku obcym całe wyrażenia, frazy, łatwe idiomy, wyrażenia przyimkowe itp. Partie materiału do opanowania mogą być już bardziej obszerne, trudniejsze, ale ich tematyka nie powinna znacząco wychodzić poza bliski życiowo dla nastolatka obszar.

W żadnej grupie wiekowej rozwój zarówno fizyczny, emocjonalny, jak i intelektualny nie przebiegają u wszystkich dzieci jednakowo. Dlatego zdarza się, że niektórzy uczniowie nadal borykają się ze skutkami mechanicznego zapamiętywania – bez zrozumienia, bez koniecznego krytycyzmu. Nie mają oni jeszcze dostatecznego rozeznania, ile razy należy coś powtórzyć, ponownie przeczytać, by zapamiętać. Gorzkie bywa poczucie błędu: „Ja naprawdę się uczyłem (-am)", „Ja naprawdę czytałam (-em)" – narasta poczucie bezradności i krzywdy! Stąd częściej niż w klasie czwartej uczniowie mogą stawać w obliczu niepowodzeń szkolnych. Warto więc pamiętać o roli i wartości nauczania polisensorycznego na tym etapie edukacji. Im więcej bowiem zmysłów jest zaangażowanych w zapamiętywanie, tym lepsze przyswajanie informacji i dłuższe ich przechowywanie.

Należy w tym miejscu nadmienić, że właśnie w klasie piątej przybywa nam uczniów z opinią z poradni psychologiczno-pedagogicznej o stwierdzonej dysleksji rozwojowej lub/i dysortografii czy dysgrafii. Dzieje się tak dlatego, że wcześniej nie było możliwości diagnostycznych, bowiem testy na stwierdzenie dysleksji są testami lingwistycznymi i uczeń musi wykazać się umiejętnością czytania i pisania w języku ojczystym. Dlatego badania takie mogą być przeprowadzone najwcześniej w klasie czwartej.

Rozwój kompetencji językowych: gramatyka

Od 10. do 12. roku życia intensywnie rozwijają się **wrażenia wzrokowe, słuchowe i kinestetyczno-ruchowe**. Rozwija się spostrzegawczość, czyli zdolność do odkrywania bardziej precyzyjnych zależności między jakimiś elementami. Uczniowie przechodzą od spostrzegania przypadkowego do celowej obserwacji. Stają się zdolni do coraz lepszego rozumienia reguł, prawidłowości oraz stosowania ich w praktyce – coraz lepiej rozumieją zasady gramatyki i stopniowo przestają kierować się pamięcią, częściej kierują się zasadami gramatycznymi (szczególnie pod koniec klasy piątej).

Bardzo wartościowe – zwłaszcza na tym etapie – są ćwiczenia rozwijające umiejętność selekcjonowania, kategoryzowania i priorytetyzacji, np. uzupełnianie, wykreślanie, grupowanie.

Klasa piąta to nie tylko wyższy poziom znajomości języka, ale również większa świadomość językowa ucznia, dlatego rozwój kompetencji językowych w klasie piątej osiągnie inny poziom i przybierze inną formę niż w latach poprzednich. Dobrze dobrane ćwiczenia, będące w zgodzie z rozwojem psychofizycznym ucznia, pozwolą rozwijać wszelkie kompetencje językowe. Pozwolą na tworzenie, wypowiadanie, odbieranie oraz rozumienie zdań w języku obcym.

Uczeń klasy czwartej opanowywał w zakresie gramatyki proste konstrukcje językowe związane z czasownikiem *be, have* i *can*. Klasa piąta przyniesie większe wyzwania i wprowadzi ucznia w bardziej złożone struktury oraz czasy gramatyczne.

W szkole na lekcjach języka ojczystego uczniowie opanowują coraz to nowe formy językowe, rozwijają świadomość językową i operują terminami gramatycznymi. Nie powinniśmy jednak na lekcji języka obcego nadużywać tych terminów, szczególnie jeśli są przez nauczyciela używane w języku obcym. Nie możemy oczekiwać od uczniów, aby wiedzieli więcej w języku obcym niż wiedzą w języku ojczystym. Stawiając wymagania co do drugiego języka, musimy pamiętać, jaki poziom kompetencji językowej osiągnął uczeń w pierwszym języku. Pamiętając, że nauczanie gramatyki odbywa się zazwyczaj w trzech fazach: prezentacja + zadania kontrolowane + zadania komunikacyjne, zaczynamy od ćwiczeń mocno sterowanych (wszystkie elementy nowej konstrukcji powinny być podane), poprzez ćwiczenia lekko sterowane, aż dojdziemy do zadań swobodnych, gdzie uczeń będzie mógł zastosować poznane zagadnienia gramatyczne w kontekście sytuacyjnym. Niezbędne jest jednak stosowanie spiralnej metody nauczania, w myśl której struktury są co jakiś czas powtarzane, utrwalane i wzbogacane o nowe ich aspekty.

Rozwój kompetencji językowych: mówienie

Uczeń klasy piątej, wraz z nabywaniem nowych umiejętności językowych, będzie mówił dłuższymi i bardziej poprawnymi gramatycznie zdaniami, będzie rozwijał domysł językowy, coraz łatwiej przekazywał informacje w formie komunikatu mówionego, nie ucząc się już całych wypowiedzi na pamięć. To właśnie w wieku 10–11 lat utrwalają się analityczne możliwości mózgu i dziecko może np. odpowiadać całymi zdaniami gramatycznie poprawnymi.

Uczeń chętnie spróbuje w prosty sposób opowiedzieć przeczytany tekst czy przekaże w języku nauczanym to, czego właśnie wysłuchał w nagraniu. Dzieje się tak dlatego, że posiada on już taki zasób leksykalny, który pozwala na samodzielne formowane prostych reakcji językowych. Sukcesy ucznia w poprawnym władaniu językiem obcym będą mocno motywujące do dalszej pracy nad językiem.

Motywacja

W tym miejscu warto przypomnieć, że motywacja uczniów zmienia się także wraz z ich wiekiem: młodsze dzieci chętniej się uczą i wykazują większe zainteresowanie tematyką i działaniami podejmowanymi podczas zajęć z języka obcego, zaś nastolatkowie wykazują podczas lekcji obniżenie lub niejednokrotnie brak motywacji do nauki oraz podejmowania wysiłku, zarówno intelektualnego, jak i manualnego.

Dlatego zanim ten proces zniechęcenia nastąpi, bardzo ważną rolą nauczyciela jest podniesienie motywacji uczniów klasy piątej i projektowanie sytuacji umożliwiających każdemu uczniowi odniesienie sukcesu. W tym celu nauczyciel musi poznać ograniczenia, ale także możliwości i zainteresowania uczniów. Wykorzystując tę wiedzę, będzie w stanie dostosować wymagania edukacyjne oraz metody i formy pracy do potrzeb i możliwości uczniów.

Rozwój kompetencji językowych: czytanie

W klasie czwartej uczniowie chętnie czytali komiksy. W klasie piątej coraz chętniej zapoznają się także z dłuższymi tekstami narracyjnymi czy ciekawostkami kulturoznawczymi. Aby doskonalić technikę czytania i sprawność **czytania ze zrozumieniem**, nauczyciel powinien stosować różnorodne ćwiczenia sprawdzające stopień zrozumienia przeczytanego

tekstu. Łączenie pytań i odpowiedzi, łączenie słów z ich definicjami, dobór obrazka do opisu, uzupełnianie tekstu wyrazami z ramki, tytułów/nagłówków do paragrafów, pisanie prostych pytań do wybranych z tekstu zdań – to tylko nieliczne ćwiczenia, które mogą rozbudzić zainteresowanie ucznia czytanym tekstem.

Rozwój kompetencji językowych: pisanie

Zgodnie z rozwojem psychofizycznym i rozwojem myślenia dzieci w tym wieku szkolnym również „dojrzewa" i rozwija się proces pisania, który przechodzi drogę od reprodukcji (w klasie czwartej), poprzez rekonstrukcję (w klasie piątej) aż do produkcji, czyli swobodnej wypowiedzi pisemnej (w klasie szóstej i kolejnych). W klasie czwartej dominowały ćwiczenia w podpisywaniu, przepisywaniu i uzupełnianiu, ale już w klasie piatej uczniowie przejdą z metody reprodukcji do rekonstrukcji, czyli formułowania pisemnej wypowiedzi w oparciu o wzór/model. Uczniowie mogą otrzymać wzór wypowiedzi pisemnej, który zmienią, uzupełniając go nowymi wyrażeniami. Zmianie ulega tu tylko treść, a nie forma wypowiedzi pisemnej.

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).

Pisanie wydaje się łatwiejsze dla uczniów dysponujących dość dobrym zasobem słownictwa.

Rozwój kompetencji językowych: słownictwo

Zapoznając się w klasie czwartej z różnymi sposobami nauki słownictwa, uczniowie nie powinni przejawiać szczególnych kłopotów w tej kompetencji językowej. Pamiętać należy, że to właśnie między 7. a 11. rokiem życia dokonuje się intensywny przyrost słownictwa czynnego w mowie ojczystej. Liczba zapamiętanych słów jest zależna w decydującym stopniu od poziomu inteligencji dziecka, a co z tym związane, od funkcjonowania jego procesów psychicznych, głównie myślenia, pamięci i uwagi. Zainteresowany nauką języków obcych uczeń może przyswajać nowe słownictwo z dużą łatwością, co będzie stanowiło mocny fundament w opanowaniu innych kompetencji językowych. Dlatego dbałość o zainteresowanie ucznia przedmiotem i o dobrą motywację do nauki języka obcego powinno stanowić dla nauczyciela priorytetową wartość w procesie nauczania w klasie piątej.

Kompetencje językowe zdobyte przez ucznia w procesie świadomego nauczania będą się rozwijać i doskonalić RAZEM z rozwojem i dojrzewaniem nastolatka, a wzmocnione wiedzą nauczyciela o psychofizycznym rozwoju piątoklasisty pozwolą i uczniowi, i nauczycielowi osiągnąć sukces w nauce języka angielskiego zakończony świetnym wynikiem na Egzaminie Ósmoklasisty.

Przewodnik po rozdziale

Lesson 1 Vocabulary 1

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

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

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 uczniów do nauki.

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.

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

W każdej lekcji ***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.

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 piątej jest robot ThinkBot, podaje przykłady i podpowiada, w jaki sposób najskuteczniej się uczyć.

Lesson 2 Grammar 1

Lekcja ***Grammar 1*** wprowadza gramatykę w kontekście **komiksu** o przygodach rodzeństwa Emily i Jacka White oraz ich przyjaciół Mii Roberts i Paula Torresa.

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

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

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.

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

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

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

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.

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

Lesson 3 Vocabulary and listening
Lesson 4 Grammar 2

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

Aktrakcyjne 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** .

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

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

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

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

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 znajdą 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.

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

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.

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

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

Lesson 7 Writing
Lesson 8 Language revision

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.

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.

Powtórka słownictwa, gramatyki i funkcji językowych wprowadzonych w rozdziale.

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. Ikonka w każdym zadaniu na pisanie oznacza, że nauczyciel może uprościć lub utrudnić zadania wedle potrzeb, korzystając ze wskazówek podanych w notatkach do tej lekcji.

Po wykonaniu wszystkich zadań uczniowie mogą **odsłuchać 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 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.

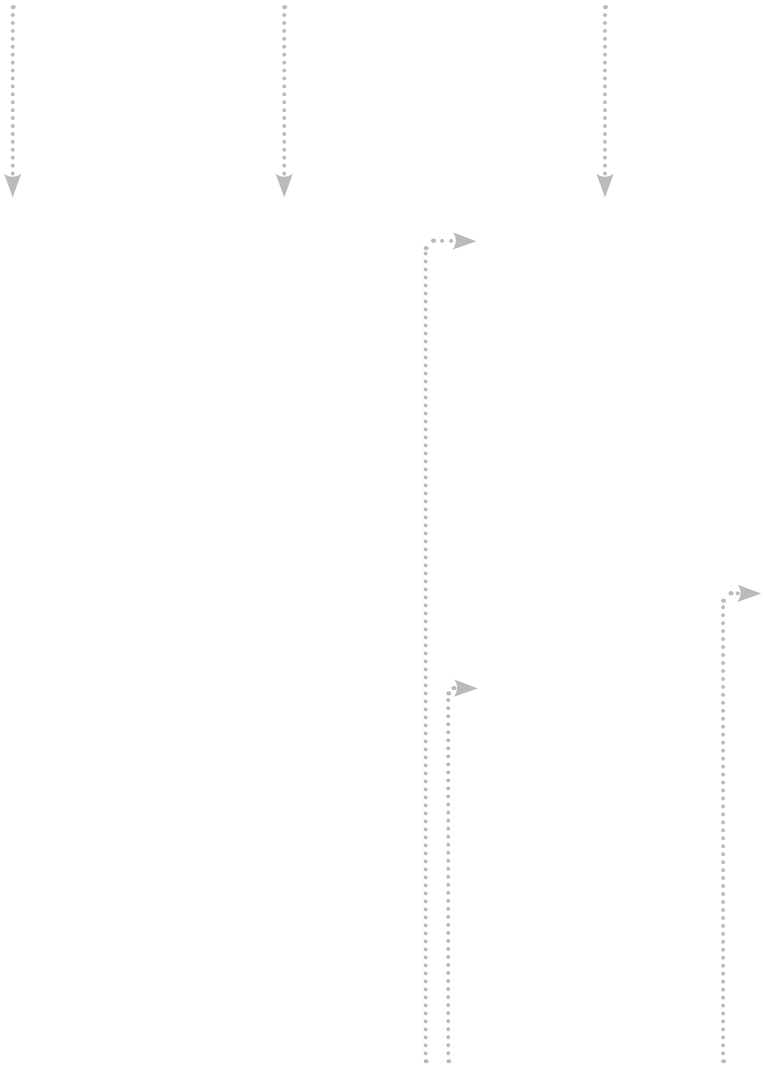
Kluczowe zwroty są **przetłumaczone** na język polski, tak aby wzmocnić zrozumienie tematu przez uczniów oraz uświadomić im różnice między językiem polskim i angielskim.

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

Lekcje dodatkowe na końcu podręcznika

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

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 piątej uczniowie nauczą się rozumieć teksty i mówić o Dniu Sprzątania Świata, Walentynkach, Tłustym Czwartku i Dniu Naleśników oraz Dniu Ojca i Dniu Matki.

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 rozszyfrować ukrytą wiadomość.

Materiały cyfrowe

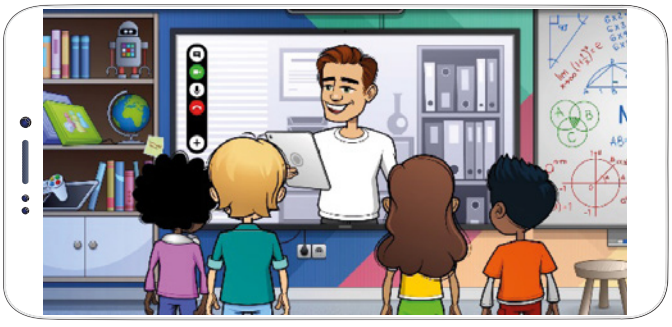
Obecni uczniowie to pokolenie dzieci, które od najmłodszych lat biegle posługują się urządzeniami takimi jak smartfon czy tablet. Technologia służy im nie tylko do zabawy, lecz także (coraz częściej) do zdobywania wiedzy.

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.
- ***Macmillan Education Everywhere*** w wersji dla ucznia to aplikacja zawierająca dostęp do cyfrowych wersji Książki ucznia i Zeszytu ćwiczeń, a także do zestawów interaktywnych zadań *On-the-Go Practice*, które służą utrwalaniu materiału leksykalno-gramatycznego z podręcznika. *On-the-Go Practice* zawiera 64 dodatkowe interaktywne zadania leksykalno-gramatyczne.
  Macmillan Education Everywhere w wersji dla nauczyciela to wielofunkcyjne rozwiązanie na komputer, tablet i smartfon wspomagające pracę nauczyciela, pozwalające m.in. na wyświetlanie na tablicy interaktywnej materiałów z Książki ucznia i Zeszytu ćwiczeń.
- **Filmy video**, czyli nauka w wygodnej i atrakcyjnej dla dzieci formie.
- ***Quizlet*** i ***Kahoot!*** to praktyczne aplikacje, dzięki którym uczniowie powtórzą słownictwo z podręcznika oraz rozwiążą quizy sprawdzające wiedzę.

Filmy

Charge your Grammar! – animacje gramatyczne



Charge your Grammar! to 16 animowanych filmów składających się z krótkiej historyjki z życia paczki nastolatków, którzy muszą sprostać wyzwaniom rzucanym im w każdej części podręcznika przez Pana Gramsona, prezentacji struktur gramatycznych wprowadzanych w każdej lekcji *Grammar* oraz quizu sprawdzającego wiedzę uczniów. Filmy te stanowią bardzo atrakcyjne uzupełnienie prezentacji gramatycznej zamieszczonej w podręczniku. Mogą też być wykorzystane w ramach powtórzenia na lekcji lub samodzielnie przez uczniów w domu. W Zeszycie ćwiczeń zawarte są ćwiczenia gramatyczne bazujące na tych filmach, a w notatkach do lekcji w Książce nauczyciela – pomysły na wykorzystanie filmu na lekcji oraz dodatkowe ćwiczenia.



Communicative videos

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



Discover The World

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

Welcome unit *page 4*	**Vocabulary:** school things, classroom objects, personal possessions, clothes	
	Vocabulary	**Grammar**
Unit 1 Back to school *page 8*	• school subjects • places at school Pronunciation /k/	• present simple: affirmative, negative, questions, short answers, *Wh-* questions • *there is / there are*: affirmative, negative, questions, short answers
Unit 2 You are what you eat *page 20*	• kitchen objects, cooking verbs • talking about food, food choices Pronunciation /əv/	• countable and uncountable nouns with *a/an*, *some*, *any*, *a lot of* • *many/much, how many / how much*
Revision Units 1–2 *pages 32–33*		
Unit 3 My life *page 34*	• healthy lifestyle • household chores Pronunciation /e/ and /æ/	• present simple: adverbs of frequency and frequency expressions • present simple: *love*, *like*, *hate* + verb + *ing*
Unit 4 Body and mind *page 46*	• body parts • feelings and emotions Pronunciation /n/ and /ŋ/	• present continuous: affirmative, negative, questions and short answers, *Wh-* questions • present simple and present continuous
Revision Units 3–4 *pages 58–59*		
Unit 5 Animal world *page 60*	• animals, adjectives to describe animals • animals: parts of the body Pronunciation /ɪ/, /i/ and /aɪ/	• regular and irregular comparative adjectives • regular and irregular superlative adjectives
Unit 6 Now and then *page 72*	• months, ordinal numbers • jobs, years Pronunciation /θ/	• past simple of *be*: affirmative and negative, past time expressions • past simple of *be*: questions, short answers, *Wh-* questions
Revision Units 5–6 *pages 84–85*		
Unit 7 What's on? *page 86*	• events and free time activities, useful verbs • getting around Pronunciation /ɒ/ and /əʊ/	• past simple of regular verbs: affirmative, negative, questions, short answers, *Wh-* questions • past simple of irregular verbs: affirmative, negative, questions, short answers, *Wh-* questions
Unit 8 My world *page 98*	• weather, seasons • geographic features Pronunciation /w/ and /v/	• the future with *be going to*: affirmative, negative • the future with *be going to*: questions, short answers, *Wh-* questions
Revision Units 7–8 *pages 110–111*		
Vocabulary extension *pages 112–119* **Festivals** *pages 120–123*		

Grammar: *be, can, have got*: affirmative, negative, questions, short answers, *Wh-* questions; *a, an,* zero article, nouns with adjectives, possessive adjectives, possessive 's; *this, that, these, those*

Speaking	Reading and culture	Writing
• talking about rules and obligations	• Schools in remote places	• email about my school
• making requests and responding to them	• Healthy dishes	• blog post about a healthy dish
• making suggestions and responding to them	• Youth lifestyles	• blog post about my day
• expressing emotions, giving advice	• More than words!	• message asking for help
• asking for opinions and expressing them	• Projects to save endangered animals	• web text about my ideal pet
• congratulating people, expressing wishes and replying to them	• The best air and space museums!	• note for a poster about an interesting person from the past
• asking for information about a past event and giving it	• A Nigerian teenager's blog	• blog post about a past event
• making, accepting and refusing invitations	• The world in colours	• email about my plans and to invite a friend

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 objects, adjectives
Grammar: *be*: affirmative and negative; *a*, *an*, zero article
Speaking: to describe objects

Warm-up

Tell the students to imagine they can have a personal robot to help them with English. The students design the robot. Ask a few volunteers to describe their robots. Then tell the students to open their books and see if their robot is similar to ThinkBot.

1 Students do exercise 1.

Grammar 1

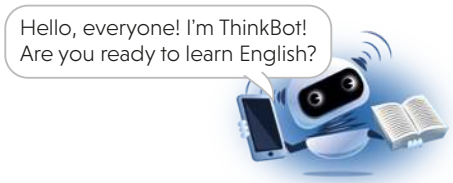
Draw the students' attention to the grammar box. Read aloud the sentences. Then ask the students to finish two sentences: *I'm ...* *My friend isn't ...*

2 Students do exercise 2.

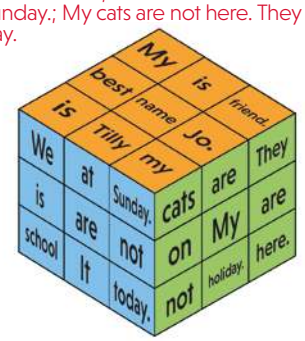
Grammar 2

Draw the students' attention to the grammar box. Read the sentences and elicit the rules. Then say aloud the following nouns and phrases and ask the students to raise their right hand if they need *a* before it, and their left hand if they need *an*.
(a) *big umbrella*, (an) *orange ball*, (an) *old book*, (a) *cool game*, (an) *easy lesson*, (an) *English teacher*, (a) *clean window*

I can use verb be *to talk about situations in the present. I can use* a/an *to talk about my school things and classroom objects.*



1 **Look, find and say six sentences.**
Use the colours to help. My name is Jo. Tilly is my best friend.; We are not at school today. It is Sunday.; My cats are not here. They are on holiday.



Grammar 1

Be
Affirmative
I **am** at school.
He/She/It **is** at school.
We/You/They **are** at school.
am = 'm is = 's are = 're

Negative
I **am not** at school.
He/She/It **is not** at school.
We/You/They **are not** at school.
am not = 'm not is not = isn't are not = aren't

2 **In your notebook, complete the sentences with the short form of *be*.**
1 I ___'m___ (✓) in Year 7.
2 She ___isn't___ (✗) from the UK.
3 It ___'s___ (✓) my pencil case.
4 They ___'re___ (✓) very nice.
5 You ___aren't___ (✗) in my class.
6 We ___'re___ (✓) late!

Grammar 2

A, an
It's **a** rubber.
It's **an** umbrella.

***A, an* + nouns with adjectives**
It's **a** **funny** **film**.
It's **an** **interesting** **book**.

Zero article
They're posters.
They're bookcases.

Zero article + nouns with adjectives
They're **orange** **boxes**.
They're **blue** **desks**.

3 **In your notebook, write a list of things to take to school. In pairs, talk about your lists. Use *a*, *an* or no article before the nouns.**
Students' own answers

Things for school!
1 *schoolbag*
2 *pencil case*
3 ...

What's on your list?

a pencil sharpener, books, an apple ...

4 **Work in pairs. Point to objects in your classroom. Say what they are and use adjectives in the box to describe them.**
Students' own answers

amazing big clever cool friendly
funny interesting long new
old short small

It's an amazing watch!

They're yellow earphones.

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

Extra idea

Read aloud the adjectives and clarify the meaning if necessary. Then ask the students to give you examples of objects that these adjectives can describe, e.g. *amazing – book, big – backpack, clever – students*, etc.

Wrap-up

Ask the students what they like the most about learning English, e.g. games, grammar projects, videos, presentations, etc. Elicit the answers and have a class vote for the best activity.

I can talk about my things. I can use a name + 's and my, your *to talk about possessions.*
I can use this, that, these *and* those *to talk about things near us and far away.*

1 1.1 **Look at photos 1–8. Listen and find Ana's and Jack's favourite things.**



2 1.2 **In your notebook, match photos 1–8 in exercise 1 with the words in the box. Then listen and check.**

4 board game 6 charger 5 guitar
2 hairbrush 7 sketchbook 8 sunglasses
1 tablet 3 water bottle

Grammar 3

Possessive 's

Whose is it?
It's Jack's. / It's Jack's hairbrush.
Whose are they?
They're Ana's. / They're Ana's sunglasses.

3 1.3 **Look at the example. Then close your books, listen and answer.**

Whose charger is it?

It's Ana's charger.

4 **Point to your classmates' possessions. Ask and answer in pairs.**
Students' own answers

Whose schoolbag is it?

It's Jorge's schoolbag.

Whose pens are they?

Grammar 4

Possessive adjectives

It's my hairbrush. It's our hairbrush.
It's your hairbrush. It's your hairbrush.
It's his hairbrush. It's their hairbrush.
It's her hairbrush.
It's its hairbrush.

5 **In your notebook, complete the sentences with possessive adjectives.**

1 It's Ana's charger. It's __her__ charger.
2 It's Ana and Jack's tablet. It's __their__ tablet.
3 It's Jack's board game. It's __his__ board game.
4 It's the cat's water. It's __its__ water.
5 **Ana:** It's my cat.
Jack: It's my cat, too! It's __our__ cat!
6 **Ana:** Jack, it isn't my hairbrush. It's __your__ hairbrush.

Grammar 5

This, that, these, those

→ This is my guitar.
→ These are my sunglasses.
⟶ That is my skateboard.
⟶ Those are my board games.

6 **Look at the pictures. Then complete the sentences with *this*, *that*, *these* or *those*.**

1  → __These__ are my sunglasses.

2  ⟶ __Those__ are my guitars.

3  → __This__ is my water bottle.

4  ⟶ __That__ is my board game.

Lesson 2

Objectives and materials

Vocabulary: personal possessions
Grammar: possessive adjectives; possessive *'s*; *this*, *that*, *these*, *those*
Speaking: to talk about personal possessions

Warm-up

Ask the students: *What is your favourite personal object? What do you use all the time or always have with you?*

1 1.1 (00:34) Students do exercise 1.

Answers
Ana: charger (6), sunglasses (8), guitar (5), water bottle (3)
Jack: board game (4), sketchbook (7), hairbrush (2), tablet (1)

2 1.2 (00:46) Students do exercise 2.

Grammar 3

Read aloud the sentences in the grammar box and check if the students understand them. Ask them to point to one thing that belongs to the person sitting next to them and say what it is, using possessive *'s*, e.g. *Mark's pencil, Lisa's notebook*, etc.

3 1.3 (01:34) Students do exercise 3.

Answers
2 They're Ana's sunglasses. / They're Ana's.
3 It's Jack's hairbrush. / It's Jack's.
4 It's Ana's water bottle. / It's Ana's.
5 It's Jack's sketchbook. / It's Jack's.
6 It's Jack's board game. / It's Jack's.
7 It's Ana's guitar. / It's Ana's.

4 Students do exercise 4.

Grammar 4

Read aloud the sentences in the grammar box. The students say aloud the sentences with a different noun (e.g. *a laptop* instead of *a hairbrush*) and then use a plural noun, e.g. *They're my sunglasses*.

5 Students do exercise 5.

Grammar 5

To check the students' understanding of the grammar rule, show them a few things and ask the students to say *these*, *this*, *those* or *that*.

6 Students do exercise 6.

Wrap-up

Ask the students to close their eyes. Collect some things from the students' desks. When the students open their eyes, ask them to guess whose things they are. Use the structures from the lesson, e.g. *This is Jack's pencil case. Jack, is it your pencil case?*

Lesson 3

Objectives and materials

Grammar: *be*: questions, short answers, *Wh-* questions; *can*: affirmative, negative, questions, short answers, *Wh-* questions

Listening: to find specific information, to define context

Speaking: to ask and answer about personal details, to talk about abilities

Warm-up

Write three gapped sentences on the board and ask the students to complete them:
I am ...
My school is ...
I can ...

1 1.4 (00:39) Students do exercise 1.

Grammar 6

Ask the students to study the grammar box and say what the rule is (to make a question you change the order of the subject and *be*). Then ask them some questions, e.g. *Is your mum at home? Are you 12 years old? Is your best friend in grade 5?*

2 1.4 (00:39) Students do exercise 2.

3 Students do exercise 3.

Answers
2 Where are you from?
3 What's your favourite colour?
4 Who is your favourite singer?
5 What are your favourite things?

4 1.5 (00:23) Students do exercise 4.

I can use verb be to ask and answer questions about situations in the present.
I can use verb can to talk about abilities.

1 1.4 **Listen to Hugo and Shan. Where are they?**

a at a party **b** at school **c** at a friend's house

Grammar 6

Be
Questions and short answers
Am I at home?
Yes, I am. / No, I 'm not.
Is he/she/it at home?
Yes, he/she/it is.
No, he/she/it isn't.
Are you/we/they at home?
Yes, you/we/they are.
No, you/we/they aren't.

***Wh-* questions**
Where is she? Who is he?

2 1.4 **In your notebook, match the answers with the questions. Then listen to Hugo and Shan again and check.**

1 What's your name? e
2 How old are you? a
3 Are you in Year 6? b
4 Is this our classroom? f
5 Are they our teachers? d
6 Is she nice? c

a I'm eleven.
b Yes, I am.
c Yes, she is.
d No, they aren't.
e My name's Shan.
f No, it isn't.

3 **In your notebook, put the words in the correct order to make questions.**

1 old are you How ?
2 from are Where you ?
3 favourite What's your colour ?
4 singer is favourite Who your ?
5 favourite your What things are ?

How old are you?
I'm eleven.

4 1.5 **Listen to Hugo and Shan. In your notebook, tick (✓) what they can do and cross (✗) what they can't do.**





Hugo	✓		
Shan			

Grammar 7

Can
Affirmative
I/You/He/She/It/We/They can swim.

Negative
I/You/He/She/It/We/They can't swim.

Questions and short answers
Can I/you/he/she/it/we/they swim?
Yes, I/you/he/she/it/we/they can.
No, I/you/he/she/it/we/they can't.

***Wh-* questions**
What can you do?

Adverbs: *fast*, *high*, (*very*) *well*
I can swim fast. He can jump high.
You can speak English very well.

5 1.5 **In your notebook, put the words in the correct order to write questions and answers. Listen again and check.**

1 A: play the guitar you Can ?
Can you play the guitar?
B: No, can't. I No, I can't.
2 A: you do can What ? What can you do?
B: a pizza. I make can I can make a pizza.

6 **Imagine you are at a party. Ask and answer questions. Use the ideas in the box.**
Students' own answers

Are they ...? Are you ...? Can you ...?
How ...? Is it ...? Is she ...? Where ...?

Where are you from?

Answers
Hugo can play the guitar and ride a scooter.
He can't make pizza.
Shan can make pizza and ride a scooter.
She can't play the guitar.

Grammar 7

Ask the students to study the grammar box and answer these questions:
What comes after 'can' in affirmative sentences? (verb / what you do)
What comes after 'can' in questions? (person/subject)
Where are adverbs in a sentence? (at the end)

5 1.5 (00:23) Students do exercise 5.

6 Students do exercise 6.

Wrap-up

Ask the students: *Can you say 'Hi' in three languages? Can you sing a song in English? Can you write an English word with your left hand?*

I can use verb have got *to talk about clothes and possessions.*

1 **Look at the photos. How many clothes can you name in English?** Students' own answers



2 1.6 **In your notebook, match the photos in exercise 1 with the words in the box. Then listen and check.**

2 cap 14 dress 7 hoodie 1 jacket 8 jeans
5 jumper 3 shirt 11 shoes 9 shorts 10 skirt
13 socks 12 trainers 4 trousers 6 T-shirt

3 1.7 **Now listen to Katy and her brother Adrian. What are their favourite clothes?**

Katy: (warm, green) jacket, (smart, red) shoes.
Adrian: (blue) hoodie, (sporty) cap.

4 **In pairs, talk about your favourite clothes. Use the adjectives in the box.** Students' own answers

comfortable smart sporty warm

I love my green hoodie. It's really comfortable.

My favourite clothes are my blue jeans and my sporty black cap.

5 1.8 **Katy and Adrian are on holiday. Listen and complete the sentences in your notebook.**

1 Katy hasn't got her socks.
2 Adrian hasn't got his sketchbook.

Grammar 8

***Have got*:**

Affirmative

I/You/We/They have got a T-shirt.
He/She/It has got a T-shirt.

Negative

I/You/We/They haven't got a T-shirt.
He/She/It hasn't got a T-shirt.

Questions and short answers

Have I/you/we/they got a T-shirt?
Yes, I/you/we/they have.
No, I/you/we/they haven't.
Has he/she/it got a T-shirt?
Yes, he/she/it has. / No, he/she/it hasn't.

***Wh-* questions**

What have we got?

6 **In your notebook, write affirmative and negative sentences with *have got*.**

1 (✓) Dad / Katy's jacket
Dad has got Katy's jacket.
2 (✗) Katy / her green jacket
3 (✓) Adrian / Katy's charger
4 (✓) Mum and dad / Adrian's blue T-shirt
5 (✗) They / Adrian's sketchbook

7 **In your notebook, write questions and complete short answers.**

1 Adrian / Katy's charger?
Has Adrian got Katy's charger?
Yes, *he has*.
2 Katy / green jacket? No, _____.
3 Mum and dad / Adrian's blue T-shirt?
Yes, _____.
4 They / Adrian's sketchbook? No, _____.

Grammar 8

Ask the students to study the grammar box and give their own examples of each type of sentence and question.

6 Students do exercise 6.

Answers
2 Katy has not got / hasn't got her green jacket.
3 Adrian has / Adrian's got Katy's charger.
4 Mum and dad have got Adrian's blue T-shirt.
5 They have not got / haven't got Adrian's sketchbook.

7 Students do exercise 7.

Answers
2 Has Katy got her green jacket? No, she hasn't.
3 Have mum and dad got Adrian's blue T-shirt? Yes, they have.
4 Have they got Adrian's sketchbook? No, they haven't.

Wrap-up

Write the names of different clothes on the board and allow the students to study the list for a moment. Then ask the students to close their eyes and wipe out one word. When the students open their eyes, they need to say what is missing, beginning with *We haven't got ...* Repeat the procedure several times.

Lesson 4

Objectives and materials

Vocabulary: clothes, possessions
Grammar: *have got*: questions, short answers, *Wh-* questions
Listening: to find specific information
Speaking: to describe clothes, to talk about possessions

Warm-up

Ask the students to name the clothes they've got on today.

1 Students do exercise 1.
2 1.6 (01:15) Students do exercise 2.
3 1.7 (00:23) Students do exercise 3.
4 Students do exercise 4.
5 1.8 (00:48) Students do exercise 5.

Unit 1 Extra resources
Workbook: pages 8–17
Videos:
- Grammar Animations (Lesson 2 and 4)
- Speaking video: *We must keep our classroom tidy* (Lesson 5)
- Culture video: *Ruma's school* (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: school subjects
Reading: to define main idea
Listening: to find specific information
Speaking: to talk about school subjects
Optional materials: a backpack with school objects associated with various school subjects, post-it notes (10–12 per pair)

Warm-up

Bring to school a backpack with objects associated with different school subjects, e.g. a highlighter, a dictionary, a ruler, a map, etc. The students take the objects out of the backpack, name them and then they guess the subject of the lesson (school subjects).

1 Students do exercise 1.

1 Back to school

Lesson 1

I can talk about school subjects.



1 **Let's start!**
In your notebook, complete the names of school subjects with the missing letters. What other subjects can you name in English?

1 E n g l ish
2 mu s i c
3 Po l i sh

GUESS WHAT?!

In science lessons in the UK, students learn about these things:

plants and animals | electricity | planets

2 1.9 **Look at pictures 1–8. Listen to the podcast and find three school subjects the speakers talk about.**
1 maths, 3 history, 6 foreign language (Spanish)

4 1.11 **Listen to the recording of four lessons. What subjects in the box are they?**
2 computing 3 geography 4 PE 1 technology

3 1.10 **In your notebook, match pictures 1–8 with the words in the box. Two words do not match any of the pictures. Then listen and repeat.**

School subjects
7 art • biology • 5 computing • 6 foreign language • 4 geography • 3 history • 1 maths • 8 PE • science • 2 technology

Extra words: biology, science

2 1.9 (00:59) Students do exercise 2.

Extra idea

To boost students' self-esteem, show them how much they already know. Ask them to name as many objects in the pictures as they can (e.g. ruler, paint, light bulb, racket, etc). Praise the students for their knowledge. The students might not know these words: *set square, knight, palette*.

3 1.10 (00:42) Students do exercise 3.

SEN tip

To help the students pronounce the target vocabulary correctly, divide the words into syllables. Encourage the students to read the word aloud and tap out each syllable.

4 1.11 (00:53) Students do exercise 4.

5 **In your notebook, complete the texts with the names of school subjects.**



My number one subject is [1]art. It's easy for me because I love painting and drawing.

Class 5B!
No [2]biology lesson today! Ms Smith is on a trip to City Aquarium with Class 5A. You've got extra English at this time.



Lucas
Sam, can you help me with my [3]computing homework? Coding is difficult!

6 **Work in pairs. Ask and answer questions about your favourite subjects. Use the adjectives in the box.** Students' own answers

cool difficult easy important interesting

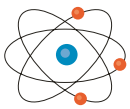
What's your favourite subject?

Maths. It's easy!

7 **Pronunciation /k/**

1.12 **Listen to the rhyme and find words with the /k/ sound. Listen again, repeat and remember.**

Science is difficult, computing is cool!
Music and technology are great at our school!





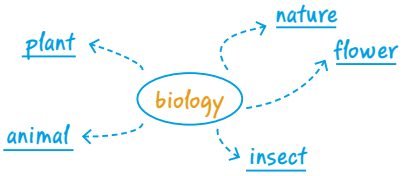
8 **Choose a beat and make a rap from the rhyme.** Students' own answers

Learning zone



Follow ThinkBot's instructions to learn new words. Students' own answers

1 Wybierz swój ulubiony przedmiot szkolny.
2 Znajdź w słowniku lub w Internecie pięć wyrazów związanych z tym przedmiotem.
3 Narysuj w zeszycie mapę myśli dla wybranego przedmiotu. Wykorzystaj znalezione w Internecie wyrazy.



9 1.13 **Listen to Daniel and Julia. What are their favourite schooldays?** Julia's favourite day is Thursday. Daniel's favourite day is Wednesday.

10 **In your notebook, write your timetable. In pairs, ask and answer about your favourite day.** Students' own answers

What's your favourite schoolday?

It's Wednesday.

Why?

Because we've got history and PE. They're my favourite subjects.

Fast finishers

Look at the letters. Find four names of school subjects. You can use each letter only once. art, geography, history, science

ASTCEOGRG
RNCIAPHYEH
TOEYSI



Learning zone

Introduce ThinkBot to the students. Tell them that it gives tips on studying. ThinkBot's first tip is making mind maps. Explain to the students that mind maps can help them organise notes and learn new words easier. The students do tasks 1–3.

9 1.13 (00:36) Students do exercise 9.

10 Students do exercise 10.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Distribute post-it notes, 10–12 per pair. In pairs, the students write the name of the school subject on one card and draw its symbol on another. Then they swap their cards with another pair and put all the cards face down. The students take turns to turn over two cards and keep them if they've found a pair. Otherwise they turn the cards face down again. The person with the most cards when all of them have been taken is the winner.

5 Students do exercise 5.

Extra idea

Ask the students to write a similar gapped text in their notebooks. Then choose individual students to read their texts aloud for the rest of the class to guess the missing name of the subject.

6 Students do exercise 6.

Extra idea

In their notebooks, students write the names of two school subjects to match each adjective, e.g. *cool: PE, computing*.

7 1.12 (00:13) Students do exercise 7.

8 Students do exercise 8.

I can use the present simple to talk about my life.

Lesson 2

Objectives and materials

Grammar: present simple: affirmative, negative, questions and short answers; *Wh-* questions

Listening and reading: to find specific information

Warm-up

Introduce the comic story characters. Tell the students to open their books and look at the pictures of the children. Read the following sentences aloud and ask the students to say the characters' names:

This person has got glasses. (Paolo)

This person has got long hair and a red and white jacket. (Emily)

This person has got short blonde hair. (Jack)

This person's hair is brown and curly. (Mia)

1 Students do exercise 1.

2 1.14 (02:15) Students do exercise 2.

Extra idea

After the students read the story, encourage them to create their own profiles in their notebooks, e.g.

Ana White. I'm 12.
I love dancing.
Superpower: I can clean my room in 5 minutes.

They can either draw their own pictures or glue a photograph into their notebooks at home.

3 1.15 (00:22) Students do exercise 3.

MEET THE TEAM!



1 **Look at the story. What can you see?**

conversation, email, social media profiles, text messages

2 1.14 **Read the story and listen to it. In your notebook, complete the sentences with the students' names.**

1 Paulo is good at art.
2 Jack loves sports.
3 Emily invents things.
4 Mia doesn't eat meat.
5 Emily has got a brother.

Real English

3 1.15 **Listen to the phrases and repeat. Practise them in pairs.** Students' own answers

Hurry up! We're late!
Wait for me!
You bet!

Grammar

Remind the students about the use of the present simple tense: we use it to talk about regular activities and habits. Elicit example sentences from the students. Then draw their attention to the grammar table and read the sentences aloud. For each verb form (affirmative, negative, question and short answer) ask the students to give one or two extra examples. It is also a good idea to compare the present simple forms of the verb *have* and *have got* in this lesson.

Grammar 1 video

Play the animation video and ask the students: *What presents do the children get? What do you think?* Elicit the answers. Then play the rest of the video for the students to check their guesses.
(Olivia – a recorder, Ada – crayons, Jay – a whistle, Will – a memory stick)

Grammar 1

Present simple

Affirmative

I/You/We/They like maths.
He/She/It likes maths.

Negative

I/You/We/They don't like maths.
He/She/It doesn't like maths.

Questions

Do I/you/we/they like maths?
Does he/she/it like maths?

Short answers

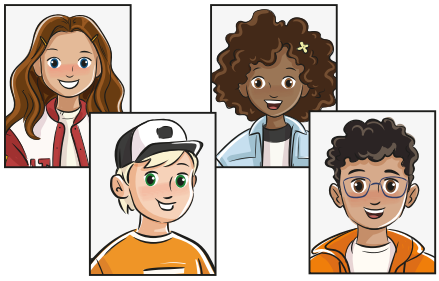
Yes, I/you/we/they do.
Yes, he/she/it does.
No, I/you/we/they don't.
No, he/she/it doesn't.

***Wh-* questions**

Where do you live?
What time does school start?

4 **In your notebook, complete the sentences with the correct forms of the verbs in brackets.**

1 Jack plays (**play**) basketball.
2 Mia doesn't speak (**not speak**) Italian.
3 Jack and Emily start (**start**) school at nine o'clock.
4 Emily doesn't wear (**not wear**) glasses.
5 Emily makes (**make**) apps.
6 Mia: I don't eat (**not eat**) chicken.



Which subject do you like?

Learning zone

Follow ThinkBot's instructions to learn grammar.
Students' own answers

1 Wykorzystaj poniższą tabelę podczas nauki tworzenia pytań w czasie *present simple*.

question word	do/does	subject	verb
What	do	you	think?
Where	does	Mia	live?

2 Zapisz tabelę w zeszycie i dodawaj do niej codziennie dwa pytania.

5 **In your notebook, put the words in the correct order to make questions. Ask and answer the questions in pairs.**

1 does which sports do Jack ?
2 Mia does know the names of fifty dinosaurs ?
3 where Mia and Paulo do meet ?
4 Jack and Emily do go to school at ten o'clock ?
5 Emily what does make ?

6 **Work in pairs. Ask and answer questions using the ideas in the box. Then tell the class one interesting fact about your friend.**

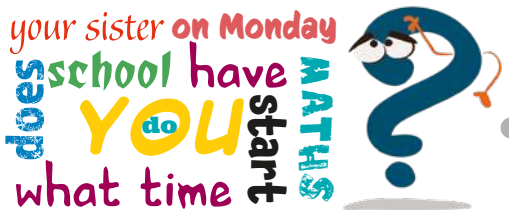
know the names of dinosaurs like chocolate
take a lot of photos what languages / speak
what sports / play

Do you take a lot of photos?

Yes, I do.

Fast finishers

Look at the word cloud. How many questions with these words can you write in one minute?



6 Students do exercise 6.

Answers
Do you know the names of dinosaurs?
Do you like chocolate?
What languages do you speak?
What sports do you play?

SUPPORT: The students choose two ideas from the box. Then, they ask and answer the questions in pairs and write their partners' answers in their notebooks.
CHALLENGE: The students make four more questions using their own ideas.

Fast finishers

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

Answers
What time do you start school?
What time does your sister start school?
What time do you start school on Monday?
What time does your sister start school on Monday?
Do you have maths on Monday?
Does your sister have maths on Monday?
What time do you have maths on Monday?
What time does your sister have maths on Monday?

EXTRA ACTIVITY AR

Wrap-up

Tell the students to write 2–3 questions about Mia, Emily, Jack and Paulo, based on their profiles on page 10. Then the students close their books and ask and answer the questions in pairs.

4 Extra idea

Write the optional answers on the board in random order. Add one or two distractors.
Students do exercise 4.

5 Students do exercise 5.

Answers
1 Which sports does Jack do? (basketball and swimming)
2 Does Mia know the names of fifty dinosaurs? (Yes, she does.)
3 Where do Mia and Paulo meet? (at a café)
4 Do Jack and Emily go to school at ten o'clock? (No, they don't.)
5 What does Emily make? (apps)

Learning zone

Draw the table on the board and add one question. Then ask volunteers to come to the board to add 3–4 more.

Lesson 3

I can talk about places at school.

Objectives and materials

Vocabulary: places at school
Listening: to find specific information
Speaking: to talk about places at school and after-school clubs

Warm-up

Encourage a class discussion about after-school activities in your school. Ask: *Which after-school clubs are there in our school? Do you go to after-school clubs? What after-school clubs would you like to go to?*

1 Students do exercise 1.

Extra idea

Elicit the names of two activities that the students can do in different clubs. (Book Club – read books, talk about characters; Coding Club – learn how to code, make apps; Dance Club – dance in different styles, prepare a show; Film Club – watch films, make videos; Football Club – play football, be in a team; Science Club – do experiments, read about inventions)

2 1.16 (00:48) Students do exercise 2.

3 1.17 (00:33) Students do exercise 3.

4 1.18 (01:01) Students do exercise 4.

Extra idea

Mime or draw places at school and ask the students to guess the place.



1 Let's start!

Look at the school newsletter. In your notebook, match photos 1–6 with the names of the clubs.

3 Book Club 5 Coding Club 6 Dance Club
1 Film Club 2 Football Club 4 Science Club

2 1.16 In your notebook, match photos 1–6 with the names of places in the box. Then listen to the dialogue and check.

Places at school 1

5 computer room • 6 gym • 4 laboratory (lab) • 3 library • 1 main hall • 2 playing fields

3 1.17 Listen and repeat the words in the box in exercise 2. Students' own answers

5 1.19 (01:37) Students do exercise 5.

SUPPORT: Write the optional answers in random order on the board for the students to choose from.
CHALLENGE: In their notebooks, the students write 1–2 full sentences about each club, e.g. *In the Furry Friends Club students help animals without a home. It doesn't take place at school.*

6 Students do exercise 6.

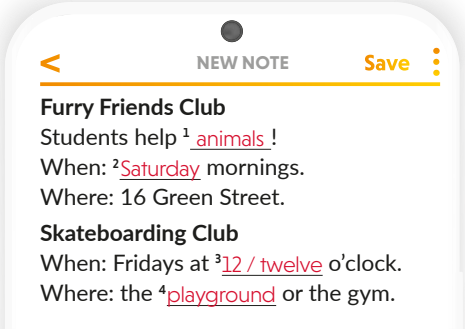
4 1.18 In your notebook, match pictures 1–9 with the names of the places in the box. Then listen, check and repeat.

Places at school 2

8 canteen • 3 classroom • 7 cloakroom • 6 corridor • 4 playground • 9 school office • 2 staffroom • 1 toilet • 5 tuck shop



5 1.19 Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszycie luki 1–4 w poniższej notatce.



6 Work in pairs. Ask and answer questions about your favourite clubs at school. Say where they are. Students' own answers

What's your favourite club?

Wrap-up

The students invent an unusual school club, e.g. *Afternoon Nap Club, Pizza Club, Gaming Club,* etc. They make a poster with information about the club – where it is, when it is and what students do there.

I can use there is / there are *to describe places.*

Grammar 2

There is / There are

Affirmative

There's **a** science club.
There are **some** / **a lot of** clubs.

Negative

There isn't **a** book club.
There aren't **any** sports clubs.

Questions

Is there **a** science club?
Are there **any** sports clubs?

Short answers

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

1 **In your notebook, complete the sentences with the correct form of *there is / there are*. Which sentences are true for your school?**

1 There isn't (✗) a tuck shop at our school.
2 There are (✓) some playing fields behind the school.
3 There's (✓) a staffroom for the teachers.
4 There isn't (✗) a computer room.
5 There aren't (✗) any clubs to help animals.

2 1.20 **Listen to the podcast. In your notebook, write names of two objects, clubs and places that are in the boy's ideal school. Compare your answers in pairs.**

Objects	Clubs	Places

3 **In your notebook, complete the questions. Use *is there* or *are there*.**

1 *Is there* a playground?
2 Is there a tuck shop?
3 Is there a swimming pool?
4 Are there any clubs?
5 Are there any books?

4 1.20 **In pairs, ask and answer the questions in exercise 3. Use short answers. Listen again and check.**

Is there a playground? — Yes, there is!

5 **Imagine your ideal school. What things are there? Make a list in your notebook. Use the ideas in the box to help.**
Students' own answers

clubs | places at school | sports facilities



6 **In pairs, ask and answer six questions about your ideal school.**
Students' own answers

Is there a swimming pool in your ideal school? — Yes, there is!

7 **Tell the class about your friend's ideal school.** Students' own answers

In Filip's school, there's a ...

Fast finishers

Solve the puzzle. There's one free chair.

There are six desks and twelve chairs in our classroom. There are ten girls and there aren't any boys. There's a desk and a chair for the teacher. How many free chairs are there?



Grammar 2 video

Play the animation video and ask the students: *What is the challenge?* (to create a dream school) *What places are there in the children's dream school?* (gym, canteen, art room, music room, computer lab, cloakroom, cinema)

1 Students do exercise 1.
2 1.20 (01:12) Students do exercise 2.

Possible answers
Objects: trampoline, computers
Places: playground, canteen, swimming pool, gym
Clubs: Coding Club, Film Club

3 Students do exercise 3.
4 1.20 (01:12) Students do exercise 4.

Answers
1 Yes, there is.
2 No, there isn't.
3 Yes, there is.
4 Yes, there are.
5 No, there aren't.

5 Students do exercise 5.
6 Students do exercise 6.
7 Students do exercise 7.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

The students write 3–4 sentences about places at school, beginning with *There is/are/isn't/aren't*. They can't use the names of these places. Then they swap sentences and guess the places.

Lesson 4

Objectives and materials

Grammar: *there is / there are*: affirmative, negative, questions and short answers
Listening: to find specific information
Speaking: to describe your school

Warm-up

Ask the students to write as many school subjects and places at school as they can in one minute. The student with the longest list reads out the words for the class.

Grammar

Read aloud the contents of the table and translate if necessary. Draw the students' attention to the differences between English and the students' first language.

Lesson 5

Objectives and materials

Speaking: to talk about rules and obligations

Reading and listening: to find specific information

Warm-up

Write a few activities on the board (e.g. *bring sports clothes, eat in the classroom, be late, use your phone,* etc.) and ask the students if it's a good idea to do them at school or not.

1 Students do exercise 1.

2 1.21 (00:59) Students do exercise 2.

Speaking video

You can use the video *We must keep our classroom tidy* instead of the audio recording from exercise 2. Turn the subtitles on if needed. Once the students watch the video and follow the dialogue in the book, tell them to close the books and play it again. This time stop the video every time the students hear *must* or *mustn't* and ask them to recall what comes next in the dialogue.

3 1.21 (00:59) Students do exercise 3.

Answers

1 We must keep it tidy. We must put litter in the bin. You must bring your sports clothes tomorrow.
2 We mustn't eat in our classroom. We mustn't be late. We mustn't use our phones in class.

4 Students do exercise 4.

5 Students do exercise 5.

I can talk about rules and obligations.

1 **Look at the photo. Guess who the new student is, Daniela or Charlie.**
Students' own answers



Daniela: This is our English classroom.
Charlie: It's really nice.
Daniela: **We must keep it tidy.** And **we must put litter in the bin!**
Charlie: Where's the gym? We've got PE tomorrow.
Daniela: Look. It's here, next to the library. Oh, **you must bring your sports clothes tomorrow!**
Charlie: OK. Mmmm. Something smells good! Is there a canteen?
Daniela: Yes, the food's amazing! Oh, but **we mustn't eat in our classroom**. Charlie, it's science now. **We mustn't be late!** Oh, and **we mustn't use our phones in class!**
Charlie: Ah, thanks!

2 1.21 **Read the dialogue and listen to it. Check your answer to exercise 1.**
Charlie is the new student.

3 1.21 **Read the dialogue and listen to it again. Match sentences in bold in the dialogue with topics 1–2. Write the answers in your notebook.**

1 it's very important to do something
2 it's very important not to do something

4 **Look at the poster. In your notebook, complete the school library rules with the words in the box.**

be be drink speak write

Library rules!

1 You must __be__ quiet.
2 You mustn't __speak__ on the phone.
3 You mustn't eat or __drink__ in the library.
4 You must __be__ kind to other students.
5 You mustn't __write__ in the books.



5 **In your notebook, write your own school rules. Use the ideas in the box to help.**

do our homework forget our books
listen to our teachers run in the corridor
write on the board

We mustn't run in the corridor.
We must do our homework. We mustn't forget our books. We must listen to our teachers. We mustn't write on the board.

6 **Work in pairs. Student A: you are a new student. It's your first day at school. Student B: help Student A. Tell him/her about the places at school and rules. Use the dialogue in exercise 2 to help.**
Students' own answers

Where is the computer room?

It's next to the library. You mustn't eat or drink there.

6 Students do exercise 6.

SUPPORT: Write the following prompts on the board:
Where is ... (a place at school)?
It's next to ... (a place).
You must / mustn't ... (a verb).
CHALLENGE: The students explain why they must or mustn't do something, e.g. *You mustn't eat or drink in the computer room because you can make the keyboard dirty.*

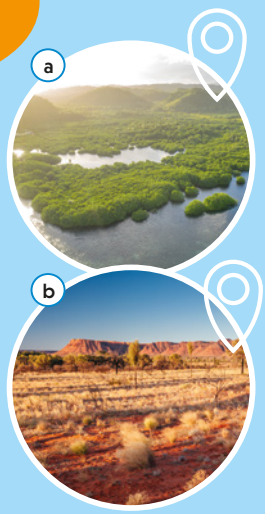
Wrap-up

In two groups, the students prepare a big poster to be displayed in the English classroom. One group adds information about what students MUST do and the other group about what they MUSTN'T do.

I can understand a text about schools in remote places.

Schools in Remote Places

Imagine you live hundreds of kilometres from a town or city. This is true for many children in the world. So, how do they study?



Xixuaú, Brazil

Xixuaú is a small village in the Brazilian rainforest. The school has only got one classroom and teacher, and there aren't any books. But the students have got a computer, and they can use the Internet. They find information online, and they speak to students in other countries.

There are lessons in maths, history, science and geography. The students learn about the rainforest and the animals that live there, too.

The School of the Air, Australia

Many children live in remote places in Australia. There isn't a school, so they have lessons with their teacher online. They also use books that they receive at the start of the school year.

There are only ten lessons a week, in music, science, and other subjects. Then students do a lot of homework. Every year, all the students meet in one place, to play games and spend time with friends.

Glossary
rainforest – las deszczowy
receive – dostawać
remote – odległy
village – wieś

1 **Look at the photo. What is unusual about this classroom?** Students' own answers



2 **Read the introduction and look at photos a and b. Which sentence do you think is true?** Students' own answers
1 Students travel a long way to school.
2 Students use a computer to study.

3 1.22 **Read the text and listen to it. Check your answer in exercise 2.** Sentence 2 is true.

4 1.22 **Read the text and listen to it again. Which school are sentences 1–4 about? In your notebook, write X (*Xixuaú*), SA (*The School of the Air*), or B (*Both*).**
1 Students use books. SA
2 There's a school with a classroom. X
3 The students have got a teacher. B
4 The students have lessons online. SA

5 1.22 **Posłuchaj nagrania ponownie i przeczytaj tekst jeszcze raz. Odpowiedz w zeszycie na pytania.**
1 How do students in Xixuaú use the Internet?
2 What special thing do they learn about?
3 What do students at the School of the Air do after lessons?
4 How do they see other students?

6 **Do you prefer to have lessons in class or online? Why? How do you use technology for learning?** Students' own answers

Culture video

The students watch the video and complete the following sentences.
Ruma *wants to be a teacher.*
Mohammed *builds boat schools.*
Mohammed *has got glasses.*
Ruma *is 10.*

2 Students do exercise 2.

3 1.22 (01:41) Students do exercise 3.

4 1.22 (01:41) Students do exercise 4.

SUPPORT: Reduce the options to two in each item. Write the options on the board.
CHALLENGE: Ask the students to cover the text and answer the questions from memory.

5 1.22 (01:41) Students do exercise 5.

Answers
1 They use it to find information, and to speak to students in other countries.
2 They learn about the rainforest and animals that live there.
3 They do a lot of homework.
4 They meet every year to play games and spend time with friends.

6 Students do exercise 6.

Wrap-up

Ask the students the following question: *Would you like to have only a few lessons and study at home more or more lessons and no studying at home?*

Lesson 6

Objectives and materials

Reading: to find specific information
Speaking: to express preferences, to talk about school life
Vocabulary: school life
Optional materials: Teacher's Resource File – Video worksheet Unit 1

Warm-up

Write the following on the board. Then ask the students: *Would you like to go to such a school?*
There aren't any books.
There are only computers.
There are 10 lessons a week.
Students meet once per year.

1 Students do exercise 1.

Lesson 7

Objectives and materials

Writing: to write an email about school

Reading: to define the main idea

Vocabulary: places at school

Optional materials: photos of your school (the building or places at school) edited in such a way that it's not obvious what is in them (e.g. they can be cropped or blurred)

Warm-up

Display the edited photos of your school and ask the students to guess what places at school are in them.

1 Students do exercise 1.

Answers
Marisa's email is about her school.

2 Students do exercise 2.

3 Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

SUPPORT: Help the students write the answers to the questions from the *Think* section in their notebooks.

CHALLENGE: The students add two more ideas to the *Think* section, e.g. the colours of the building, favourite subjects, places at school they often visit.

1 Lesson 7

I can write an email about my school.

1 **Look at the photos. Guess what Marisa's email to her new friend Max is about. Then read and check.**




Subject: My school!

Hi, Max! How are you?

a Here are some photos of me and my school! It's really cool. It's near my house so I walk there.

b There are a lot of clubs to join. I'm in Football Club and Drama Club. I love swimming, but there isn't a Swimming Club ☹. But there are some amazing playing fields and there's a great canteen!

c I really like my school, but it's quite strict. We start school at eight o'clock. We mustn't be late and we mustn't bring our phones to lessons. We must call our teachers 'Sir' or 'Miss'.

How about you? What's your school like? Write and tell me about it!

Bye!
Marisa

Send Cancel

2 **Read the email again. Match topics 1–3 with paragraphs a–c.**

1 school rules c
2 why Marisa is writing and general information a
3 school clubs and places at school b

3 **In your notebook, complete the sentences with the words in the box.**

it's must mustn't there are there's they're

1 It's near my house.
2 We must call our teachers 'Sir' or 'Miss'.
3 There are a lot of clubs to join.
4 There's a great canteen!
5 They're very kind.
6 We mustn't bring our phones to lessons.

4 **In your notebook, complete the sentences. Use: *is*, *isn't*, *are* and *mustn't* and the prompts in brackets.**

1 (✓) My school is great (**school / great**).
2 (✓) There are a lot of clubs (**a lot of clubs**).
3 (✗) There isn't a tuck shop (**tuck shop**).
4 We mustn't use our phones.
5 (✓) Lessons are very interesting (**very interesting**).

5 **Writing project**

In your notebook, write an email about your school to a new friend. Follow the instructions below.
Students' own answers

Find
Znajdź zdjęcia różnych miejsc w Twojej szkole.

Think
- Czy szkoła jest blisko Twojego domu?
- Jakich przymiotników użyjesz, aby ją opisać?
- Na jakie zajęcia pozalekcyjne uczęszczasz? Gdzie się odbywają?

Write
Napisz swój e-mail. Wykorzystaj e-mail Marisy jako wzór.
Hi, Jack!
How are you?

Look again!
Czy użyłeś/użyłaś:
- czasu *present simple*, pisząc o codziennych czynnościach?
- *must/mustn't*, opisując zasady panujące w szkole?
- *there is / there are*, pisząc o miejscach w szkole i zajęciach pozalekcyjnych?

Wrap-up

In the first writing lesson, it is a good idea to familiarise students with how you correct written work. Write the following sentences with mistakes on the board and the symbols of various mistakes: SP for spelling, G for grammar, WW for wrong word, ^ if something is missing. Ask the students to identify and correct the mistakes.

In my school is a gym. ^ (In my school there is a gym.)
There isn't a cantene. SP (There isn't a canteen.)
Does she has music on Mondays? G (Does she have music on Mondays?)
Is there a play field in your school? WW (Is there a playground in your school?)

Revision of lessons 1–7.

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Test yourself

Vocabulary

1 **Write the names of school subjects.**

1 ⅔ + ¼ = ... maths

2 iHola! → Bonjour! foreign languages

3 Henry VIII King of England (1491–1547) history

4 H_2O = water science

/4 points

2 **Write the names of the places at school.**



1 computer room 2 laboratory (lab) 3 main hall

/3 points

3 **Complete the words.**

1 We have lunch in the canteen.
2 We leave our coats in the cloakroom.
3 The teachers sit in the staffroom.

/3 points

Grammar

4 **Complete the sentences with the correct forms of the verbs in brackets. Use present simple.**

1 We don't go (**not go**) to school on Saturdays.
2 Mr Evans teaches (**teach**) biology. He's great!
3 Do you get (**you get**) a lot of homework?
4 Our school doesn't have (**not have**) a tuck shop.
5 When does school start (**school start**)?

/5 points

5 **Complete the dialogues with the correct form of *there is / there are*.**

1 **A:** Is there a library at your school?
B: Yes, there is. It's got a lot of good books.
2 **A:** Are there any playing fields?
B: No, there aren't, but there's a big playground.

/5 points

Speaking

6 **Complete the rules with *must/mustn't* and a verb in the box.**



bring help listen use wear

1 You must wear sports clothes.
2 You mustn't bring a water bottle into the gym.
3 You must listen to the teacher.
4 You mustn't use your mobile phone.
5 You must help others.

/5 points

Check your score!

1.23 **Listen and check your answers. Then count your points and follow the instructions below.**

20–25 points – Great job! Find your prize on p. 126.

14–19 points – Good score! Work on your mistakes and correct them in your notebook.

0–13 points – Keep calm and revise more. Do exercises A–C below!

A Work on vocabulary → *Learning Zone*, p. 9
B Revise grammar → *Learning Zone*, p. 11
C Speak → exercises 3–6, p. 14

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Optional materials: pieces of paper for each student

Warm-up

The students choose seven words from the unit and make a crossword for their partner. As clues, they can give translations in their first language, draw symbols or write definitions in English.

1 Students do exercise 1.

2 Students do exercise 2.

3 Students do exercise 3.

Extra idea

After exercise 3, the students add one or two items to exercises 1–3. They write them on separate pieces of paper which they exchange in pairs.

4 Students do exercise 4.

5 Students do exercise 5.

6 Students do exercise 6.

Extra idea

A volunteer comes to the front of the classroom to act out some of the things you must or mustn't do at school. The rest of the class guess the activity and use it in a sentence (beginning with *You must ...* or *You mustn't ...*).

Check your score!

1.23 (01:19) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Ask the students to draw a 5x5 grid, label the columns 1–5 and rows A–E. Then tell them to draw a pen, a ruler and a crayon on three squares of their choice. Remind the students that they have to keep their grid a secret. Their task is to work in pairs and guess where the objects are, asking the following questions:
Is there a crayon on 5C?
Is there a ruler on 1A?
Have you got a pen on 3D?
etc.

My words

Game 1

In pairs, the students write short dialogues that could take place in different places at school. Ask them to use *Real English* expressions in their dialogues. Then they read out the dialogues for the class – other students guess where the conversation could take place.

Game 2

Prepare three cards with words DRAW, MIME and SAY written on them. A student comes to the front of the classroom. Show the student one of the words on *My words* page and ask him/her to communicate it to the rest of the class. The student draws one of the cards. Depending on which card is chosen, the student has to draw, mime or explain the meaning of the word so that the rest of the class can guess.

Game 3

The students play *20 Questions*. One student thinks of a subject or a place at school and the class asks *Yes/No* questions to guess the secret word.

School subjects
1.24 (00:44)

Places at school 1
1.25 (00:31)

Places at school 2
1.26 (00:44)

Real English
1.27 (00:21)

Talking about rules and obligations
1.28 (00:44)

1

School subjects 1.24

art	plastyka, sztuka
biology	biologia
computing	informatyka
foreign language	język obcy
geography	geografia
history	historia
maths	matematyka
PE	wychowanie fizyczne
science	nauki ścisłe
technology	technika

Places at school 1 1.25

computer room	sala komputerowa
gym	sala gimnastyczna
laboratory (lab)	laboratorium
library	biblioteka
main hall	hol szkoły
playing fields	boiska

Places at school 2 1.26

canteen	stołówka
classroom	klasa, sala lekcyjna
cloakroom	szatnia
corridor	korytarz
playground	dziedziniec (przed szkołą)
school office	sekretariat szkoły
staffroom	pokój nauczycielski
toilet	toaleta
tuck shop	sklepik szkolny

Real English 1.27

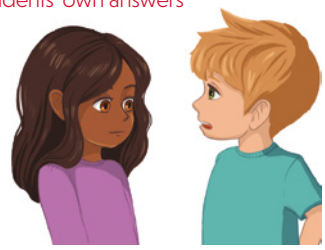
Hurry up! We're late!	Pospiesz się! Jesteśmy spóźnieni!
Wait for me!	Zaczekaj na mnie!
You bet!	Pewnie!/Oczywiście!

Talking about rules and obligations 1.28

We must keep it tidy.	Musimy utrzymać porządek.
We must put litter in the bin.	Musimy wrzucać śmieci do kosza.
We must bring sports clothes tomorrow.	Musimy jutro przynieść ubrania sportowe.
We mustn't eat in our classroom.	Nie wolno jeść w klasie.
We mustn't be late.	Nie wolno się spóźniać.
We mustn't use our phones in class.	Nie wolno używać telefonów w klasie.

Play and learn!

1 **Student A: say quietly names of school subjects. Student B: your partner looks at your lips and guesses the subject!**
Students' own answers



2 **Draw different places at school in your notebook. Your partner says the name of the place.** Students' own answers



Present simple

Używaj czasu *present simple*, kiedy mówisz o czynnościach odbywających się regularnie.

Pamiętaj o dodaniu *s* do czasownika w zdaniach z *he*, *she* lub *it*.

I/We/You/They	start	school at 8 am.
He/She/It	starts	

Zanim dodasz *s*, zwróć uwagę na ostatnią literę czasownika:

Spółgłoska + y → ✗ + *ies*	-o → + *es*	**Wyjątek!**
stud**y** – stud*ies*	g**o** – g*oes*	**have** – *has*
tid**y** – tid*ies*	d**o** – d*oes*	

Używaj *don't* lub *doesn't*, kiedy chcesz zaprzeczyć. Pamiętaj, że w przeczeniach nie dodajemy *s* do czasownika.

I/We/You/They	don't start	school at 8 am.
He/She/It	doesn't start	

Pytania ogólne zacznij od *Do* lub *Does*. Nie dodawaj *s* do czasownika.

Do	I/we/you/they	start	school at 8 am?
Does	he/she/it		

Aby odpowiedzieć na pytanie, użyj:

Yes, I/we/you/they do. / No, I/we/you/they don't.

Yes, he/she/it does. / No, he/she/it doesn't.

Pytania szczegółowe zacznij od *Who*, *What*, *Where*, *When* lub *Why*.

Why	do	I/we/you/they	like	maths?
When	does	he/she/it	finish	school?

There is / There are

Używaj *there is* / *there's* lub *there are*, kiedy mówisz, gdzie coś się znajduje.

There → is/'s → a cloakroom.
There → are → playing fields.

Używaj *there isn't* lub *there aren't*, kiedy mówisz, że czegoś nie ma.

There → isn't → an apple.
There → aren't → any students.

Pytania zacznij od *Is* lub *Are*.

Is → there → any juice?
Are → there → any corridors?

Aby odpowiedzieć na pytanie, użyj:

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

There is/'s/isn't, Is there → jedna rzecz (1)

There are/aren't, Are there → więcej niż jedna rzecz (>1)

some = jakiś, jakieś
Some użyj tylko w zdaniach twierdzących.
any w przeczeniach = żaden, żadne
any w pytaniach = jakiś, jakieś

Project

In your notebook, draw a plan of your school for new students. Name your favourite places and write comments about them.

Students' own answers



Project

- Tell the students that they're going to draw a plan of their school for new students. Ask them to make a list of places they think new students need to know before they start drawing. Students may prepare the plans in pairs.
- Alternatively, the students can make a plan of their ideal school.
- The students could print out the names of the places at school, cut them out and glue them to their plans.
- The students may prepare a digital version of the plan using software of their choice.
- You can put all the student work on display in the classroom and ask the students to say what they like in other students' work. Praise the students for their creativity and for completing the task on time.

Unit 2 Extra resources
Workbook: pages 18–27
Videos:
- Grammar Animations (Lesson 2 and 4)
- Speaking video: *Can you bring a cake?* (Lesson 5)
- Culture video: *Healthy Mac and Cheese* (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: kitchen objects, cooking words
Listening: to find specific information
Speaking: to name kitchen objects and talk about cooking
Optional materials: a video showing food preparation, a piece of paper for each student, audioscript for exercise 2

Warm-up

Tell the students to take out their lunch boxes. Ask them to name as many food products as they can. Allow the students to prepare in pairs and then elicit their answers.

2 You are what you eat

Lesson 1

I can use kitchen object words and cooking verbs.



1 Let's start!
Look at the pictures and find objects a–d. Complete the phrases in your notebook.

a box of chocolates
b glass of orange juice
c bottle of lemonade
d cup of tea

2 1.29 **Look at photos 1–8 and guess what meal Bart's video is about. Then listen and check.**
Bart's video is about (Sunday) brunch.

3 1.29 **Listen to Bart again. In your notebook, match photos 1–8 with the kitchen objects in the box.**

Kitchen objects
3 bowl • 2 can • 8 carton • 4 frying pan • 5 jar • 1 mug • 7 plate • 6 tin

4 1.30 **Listen and repeat the words in the box in exercise 3.**
Students' own answers

5 **Work in pairs. Student A: say a kitchen object. Student B: say a food or drink we can put in or on it.** Students' own answers

A bowl.
A bowl of cereal!

GUESS WHAT?!
A *can* and a *tin* are both metal containers. A *can* is usually a cylinder. We say: *a can of soda*, *a can of beans*, but: *a tin of biscuits*, *a tin of sardines*.



1 Students do exercise 1.

Culture note
Brunch is the name of a meal that people eat late in the morning, usually at weekends. It is a combination of breakfast and lunch. The idea was born in the UK but brunch is now popular in Europe and in the USA.

2 1.29 (01:09) Students do exercise 2.

SEN tip
Allow the students who have problems with auditory processing to read the audioscript while listening.

3 1.29 (01:09) Students do exercise 3.
4 1.30 (00:27) Students do exercise 4.
5 Students do exercise 5.

6 1.31 **Look at pictures a–g. Listen to the text and put the pictures in the correct order. Write the answers in your notebook.**



7 1.32 **Listen, point to pictures in exercise 6 and repeat the words in the box.**

Cooking words

f add • b boil • c chop • g fry • e mix • a slice • d steam

8 **Work in pairs. Student A: say a cooking verb. Student B: say food words that you can use with the verb.**

Students' own answers

Slice!

Slice a cucumber, slice some cheese, ...

9 **Pronunciation /əv/**

1.33 **Listen to the rhyme, repeat and remember. Then make up your own rhyme with the /əv/ sound.**

Students' own answers

A jar **of** honey, a tin **of** beans,
A bowl **of** apples and a plate **of** cheese!

Learning zone



Follow ThinkBot's instructions to learn new words. Students' own answers

1 Znajdź w Internecie wideo w języku angielskim, w którym ktoś pokazuje, jak przygotować danie, które lubisz.
2 Obejrzyj wideo, aby dowiedzieć się, jak przygotować danie.
3 Zapisz składniki i sposób przygotowania.
4 Podziel się przepisem z klasą.

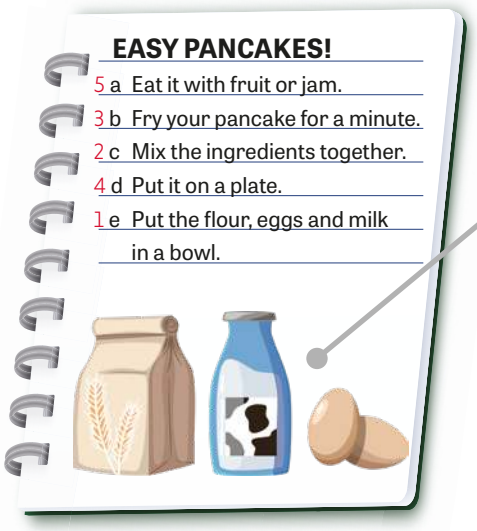
10 **Look at the pictures and photos on page 20. Choose something for brunch and tell your partner how to make it. You can use your own brunch idea.**

Students' own answers

Open a tin of tuna fish and slice some bread. Make a sandwich!

Fast finishers

Put the sentences in the correct order to find out how to make pancakes.



Learning zone

Model the activity. Play the video showing food preparation. While watching, students note down the verbs from exercise 7 that they can see in the video. After that, ask the students to recall the names of ingredients that appeared in the video.

10 Students do exercise 10.

SUPPORT: On the board, write the words that the students might need to do the task, e.g. *salad, lettuce, cucumber, egg.*
CHALLENGE: Students use at least four verbs from exercise 7 in the recipe.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

On separate pieces of papers, the students write a short crossword puzzle with a mystery word of their choice, using the vocabulary from the lesson (kitchen objects and cooking verbs). They make drawings as clues. Then they swap the crosswords with their partners and do the puzzle.

6 1.31 (01:29) Students do exercise 6.
7 1.32 (00:24) Students do exercise 7.
8 Students do exercise 8.

9 1.33 (00:13) Students do exercise 9.

Extra idea

Play a game. One student says a phrase with *of*, e.g. *a bowl of cereal*. The next student repeats the phrase and adds a similar phrase. Another student repeats the two phrases and adds one more. Pay attention to the pronunciation of the word *of*.

I can use a/an, some, any, a lot of to talk about food.

Lesson 2

Objectives and materials

Grammar: countable and uncountable nouns with *a/an*, *some*, *any*, *a lot of*
Listening and reading: to find specific information

Warm-up

With books closed, brainstorm names of snacks. Ask the students about their favourite snacks at school / at home / on a trip, etc. You could write the names of the snacks on the board.

1 1.34 (01:44) Students do exercise 1.

Extra idea
Ask the students if any of the snacks they named at the beginning of the lesson appear in the story.

2 1.34 (01:44) Students do exercise 2.

SEN tip
Students who need extra challenge write the answers in full sentences.

3 1.35 (00:15) Students do exercise 3.

Extra idea
In pairs, the students make three mini dialogues with the phrases and act them out for the class.

Grammar

Draw the students' attention to the grammar table. Ask them to work in pairs, study the sentences and the highlighted elements. Then ask: *What is highlighted in orange/pink/purple/blue? When do you use these words? What do they mean?* If necessary, have this discussion in the students' first language.
To make sure the students understand the rules, write the following words on the board and ask them which determiners they can use with these words: *book* (a), *books* (some, any, a lot of), *water* (some, any, a lot of), *apples* (some, any, a lot of), *apple* (an).

FILM NIGHT SNACKS



1 1.34 **Read the story and listen to it. What snack do Emily and Jack make?** an avocado dip

2 1.34 **Read the story and listen to it again. Answer the questions in your notebook.**

1 What time do the friends meet? 8 o'clock
2 What food does Emily find in the cupboard? some crisps, a tin of tuna, and a bottle of olive oil
3 What does Emily's app do? You type in ingredients, and it gives you a recipe.
4 What ingredients do they use to make their dip? avocados, yoghurt, salt, pepper, onions
5 What do they eat with the dip? crisps and vegetables

Real English

3 1.35 **Listen to the phrases and repeat. Practise them in pairs.**
Students' own answers
Sounds good!
Careful!
Brilliant idea!

Grammar 1 video

Before you play the video animation, ask these questions:
Why can't the children make pizza? (because there isn't any flour)
What do they have for dessert? (an apple, banana and peach smoothie)
What is tomatolicious? (pasta sauce)
Then play the video and elicit the answers.

Grammar 1

A/an, some, any, a lot of

Countable nouns	Uncountable nouns
There's a tin of tuna.	
There's an apple.	
There are some avocados.	There's some yoghurt.
There are a lot of avocados.	There's a lot of yoghurt.
There aren't any avocados.	There isn't any yoghurt.
Are there any avocados?	Is there any yoghurt?

4 **In the notebook, match the endings of the sentences a–d with their beginnings 1–4.**

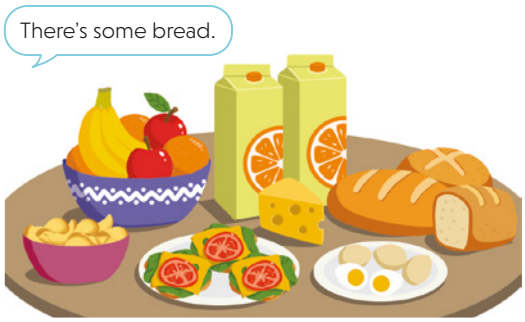
1 There's b	a any sandwiches.
2 There are c	b a bottle of olive oil.
3 There aren't a	c some crisps.
4 There isn't d	d any fruit juice.

5 **In your notebook, complete the sentences with *some* or *any*.**

1 There are some vegetables in the fridge.
2 There isn't any lemonade.
3 There aren't any biscuits in the cupboard.
4 There's some strawberry jam.

6 **Look at the picture. What can you see? In your notebook, write sentences using the words in the box and *there is/isn't/are/aren't*.**

bread cakes eggs fruit orange juice potatoes tuna fish



4 Students do exercise 4.
5 Students do exercise 5.
6 Students do exercise 6.

SUPPORT: Before the students write the sentences, divide the nouns in the box into two groups: 1 uncountable nouns (*bread, fruit, orange juice, tuna fish*); 2 plural nouns (*cakes, eggs, potatoes*). Then remind the students to use *There is/isn't* with group 1 and *There are/aren't* with group 2.

Learning zone



Follow ThinkBot's instructions to learn grammar. Students' own answers

1 Zanotuj w języku angielskim kilka nazw produktów, które możesz kupić w lokalnym supermarkecie lub warzywniaku. Sprawdź, czy te wyrazy to rzeczowniki policzalne, czy niepoliczalne, np. *cucumbers* (*C – Countable*), *pasta* (*U – Uncountable*).
2 Podziel się z klasą swoją listą produktów. Powiedz z nimi zdania, np. *There are some cucumbers., There's some pasta.*

7 **Work in pairs. Choose a box each and ask and answer questions about the picture in exercise 6. Use the words in your box.**

Student A	Student B
cheese grapes rice sandwiches water	avocados chicken crisps salad yoghurt

Is there any cheese?
Yes, there is.

Fast finishers

Solve the puzzle. Make your own puzzle like the example. the letter "o"

There are two in chocolate, and there's one in orange juice. There aren't any in sandwiches. What is it?



CHALLENGE: Ask the students to remember the picture. Then, they close the book and try to describe the picture from memory.

Answers
There's some bread. There aren't any cakes. There are some eggs. There's some/a lot of fruit. There are two cartons of orange juice / There's some orange juice. There aren't any potatoes. There isn't any tuna fish.

Learning zone

Model the activity. Elicit some names of food products and write them on the board. Then ask the students if they are countable or uncountable, write *C* or *U* next to each product. You can assign the task as a project for the following week. Tell the students to write at least 20 words.

7 Students do exercise 7.

Answers
Student A: Is there any cheese? (Yes, there is.) Are there any grapes? (No, there aren't.) Is there any rice? (No, there isn't.) Are there any sandwiches? (Yes, there are.) Is there any water? (Yes, there is.)
Student B: Are there any avocados? (No, there aren't.) Is there any chicken? (No, there isn't.) Are there any crisps? (Yes, there are.) Is there any salad? (Yes, there is.) Is there any yoghurt? (No, there isn't.)

Fast finishers

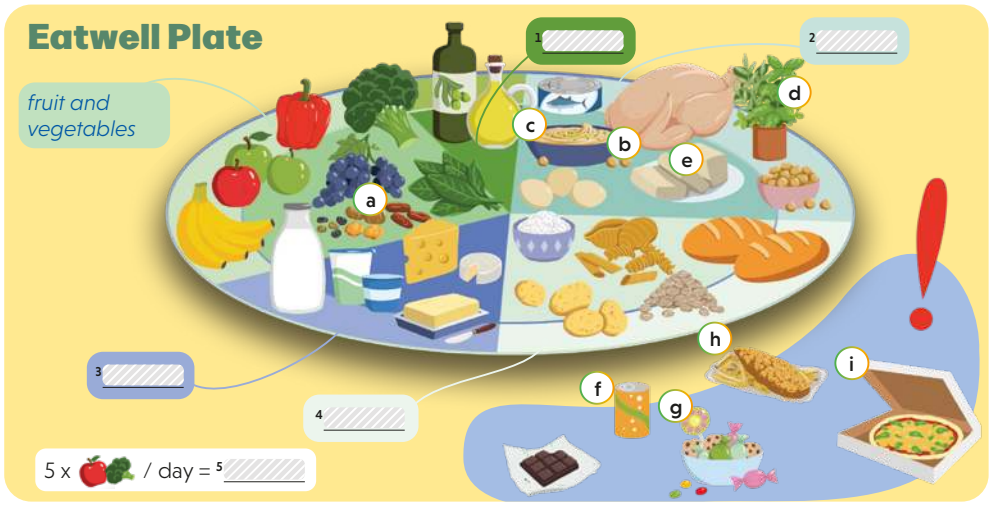
Any students who finish the exercises early, can do the task in the book.

EXTRA ACTIVITY AR

Wrap-up

Write the following sentences on the board and choose students to read them aloud and finish: *In my backpack, there isn't any ... In our classroom, there are a lot of ...*

I can talk about healthy and unhealthy food.



1 Let's start!

♻ **Look at the pictures. Name two types of fruit, two vegetables and two foods or drinks with a lot of sugar.**

2 1.36 **Listen to the podcast and match the food types 1–5 in the picture with the words in the box. Write the answers in your notebook.**

Talking about food

4 carbs • 3 dairy • 5 five-a-day • 1 oil and fat • 2 protein

3 1.37 **Listen and repeat the words in the box in exercise 2. Then say more examples for each group of foods.** Students' own answers

4 1.38 **In your notebook, match pictures a–i with the words in the box. Then listen, check and repeat.**

Food choices

b chickpeas • a dried fruit • i fast food • h fatty food • f fizzy drink • d herb • c hummus • g sweet • e tofu

5 1.39 **In your notebook, write the words from exercise 4 in the correct place in the table. Then listen and check. Three words can go in two places.**

Healthy food/drink	Unhealthy food/drink	Meat alternatives
herbs		

6 1.39 **Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszycie zdania 1–5.**

1 Jason and his family eat fish with herbs.
2 Both Jason and Julia eat tofu at home.
3 Jason and his dad make hummus.
4 Jason says there's a lot of fat in chips.
5 Julia's mum says Julia can't have fizzy drinks at home.

7 Work in pairs. Ask and answer the questions. Students' own answers

1 What do you eat for your five-a-day?
2 What protein do you eat?
3 Do you eat any meat alternatives?
4 Do you eat any unhealthy foods?

Lesson 3

Objectives and materials

Vocabulary: talking about food, food choices
Listening: to find specific information
Speaking: to talk about healthy and unhealthy food
Optional materials: photos of healthy and unhealthy food

Warm-up

The students keep their books closed. Display the photos of healthy and unhealthy food. Ask the students to name what they can see. Ask the students to put the items on the board into two groups according to the categories they come up on their own (e.g. *at school / at home, with meat / without meat, healthy/unhealthy, good for you / bad for you*, etc.)

1 Students do exercise 1.

Possible answers
fruit: bananas, apples
vegetables: red pepper, broccoli
foods/drinks with a lot of sugar: chocolate, fizzy drink

2 1.36 (01:22) Students do exercise 2.

3 1.37 (00:19) Students do exercise 3.

4 1.38 (00:52) Students do exercise 4.

5 1.39 (03:27) Students do exercise 5.

Answers
Healthy food/drink: chickpeas, dried fruit, hummus, tofu
Unhealthy food/drink: fast food, fatty food, fizzy drink, sweets
Meat alternatives: chickpeas, hummus, tofu

6 1.39 (03:29) **Extra idea**
Before the students complete the gaps, ask them for predictions. For each sentence, discuss what kind of information is missing, e.g. *type of food or vegetable, 2 type of food or meal, 3 type of dish, 4 name of ingredient, 5 type of drink / name of drink.* If necessary, you can have the discussion in the students' first language. Students do exercise 6.

7 Students do exercise 7.

Wrap-up

Encourage the students to keep a diary where they can record what they eat. For the next two weeks, students write what they eat every day in two columns: *healthy / unhealthy*. After two weeks, tell the students to bring their diaries and talk about their eating habits.

I can use many, much, how many *and* how much *to talk and ask about food.*

Grammar 2

Many/Much, how many / how much

Countable nouns

There aren't many carbs in apples.
Are there many carbs in apples?
How many carbs are there in apples?

Uncountable nouns

There isn't much fat in tuna.
Is there much fat in tuna?
How much fat is there in tuna?

1 **In your notebook, complete the sentences with *many* or *much*.**

1 There isn't __much__ protein in chocolate.
2 There aren't __many__ carbs in eggs.
3 There isn't __much__ sugar in yoghurt.
4 There isn't __much__ salt in tofu.
5 There aren't __many__ healthy ingredients in fast food.

2 **Work in pairs. Say the sentences and correct the information. Use *many* and *much*.**

There aren't many fizzy drinks.
There aren't many sweets.
There aren't many chocolates.
There isn't much fatty food.
There isn't much red meat.

In a healthy diet,
... there's a lot of salt.
... there are a lot of fizzy drinks.
... there are a lot of sweets.
... there are a lot of chocolates.
... there's a lot of fatty food.
... there's a lot of red meat.

In a healthy diet, there's a lot of salt.

No! There isn't much salt.

3 **In your notebook, put the words in the correct order to make questions.**

1 there many unhealthy ingredients are ?
2 much is sugar there ?
3 carbs there many are ?
4 much is there salt ?

4 1.40 **Listen to the conversation about fizzy drinks. In your notebook, answer the questions in exercise 3.** 1 Yes, there are. 2 Yes, there is. 3 Yes, there are. 4 No, there isn't.

5 **In pairs, ask and answer questions about the biscuits. Which biscuit is healthier?**
Students' own answers



	Chocolate biscuit	Dried fruit biscuit
Fat:	***	*
Carbs:	***	***
Protein:	*	*
Sugar:	***	***
Salt:	***	*

*** a lot * not much/many

Is there much fat in a chocolate biscuit?

Yes, there is. There's a lot of fat.

6 **In your notebook, complete the sentences with *how many / how much*. Then ask and answer the questions in pairs.**

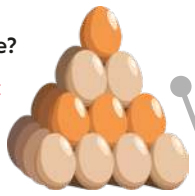
1 ... biscuits do you eat every week? How many
2 ... salt do you put on your food? How much
3 ... red meat do you eat? How much
4 ... fizzy drinks do you drink every week? How many
5 ... chocolate do you eat? How much

How many biscuits do you eat every week?

Not many.

Fast finishers

How many eggs are there?
30 (bottom: 4x4 eggs, second row: 3x3, third row: 2x2, top: 1)



Grammar 2 video

Ask the students to make a list of three snacks and three drinks for film night. Play the video animation and ask the students: *Do the children make snacks from your list?* (They make popcorn and lemonade.)

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

Answers
1 Are there many unhealthy ingredients?
2 Is there much sugar?
3 Are there many carbs?
4 Is there much salt?

4 1.40 (00:47) Students do exercise 4.

5 Students do exercise 5.

SUPPORT: Make the questions together as a class. Write them on the board for reference.
CHALLENGE: The students make a few more sentences about the ingredients of other food products, e.g. French fries or crisps.

6 Students do exercise 6.

Fast finishers

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

EXTRA ACTIVITY AR

Lesson 4

Objectives and materials

Grammar: *many/much, how many / how much*
Listening: to find specific information
Speaking: to talk about your diet

Warm-up

Ask the students what they've got in their lunch boxes today. Elicit some names of food products.

Grammar

Draw the students' attention to the table. Ask them what the words *many* and *much* are followed by. Elicit other examples of countable plural nouns and uncountable nouns. Tell the students that *much* and *many* are commonly used in questions and negative sentences.

Wrap-up

Say various names of food products. Ask the students if these words go with *many* or *much*. Instead of saying the answers, the students raise their hands – right for *many* and left for *much*. If necessary, write the two quantifiers on the board to help.

Lesson 5

I can make and respond to requests.

Objectives and materials

Speaking: to make and respond to requests
Reading and listening: to find specific information

Warm-up

Write *CLASS PARTY* on the board. Ask the students what food and drink they can bring to the class party. Write their ideas on the board. Make sure you leave the suggestions on the board for later (exercise 5).

1 1.41 (00:58) Students do exercise 1.

Speaking video

You can use the video *Can your bring a cake?* instead of the audio recording from exercise 1. Turn the subtitles on if needed. Display the video still on the board. Ask the questions in exercise 1. To help the students predict what Rafael and Ana are talking about better, play the video with the sound off. After eliciting the prediction, play the video with the sound for the students to check their ideas.

2 1.41 (00:58) Students do exercise 2.

Answers
1 Can you bring a cake? / Could you buy a big birthday card? / Would you mind making sandwiches for the party? / Can you buy some crisps?
2 Yes, sure. / No problem.
3 Sorry, but I don't think that's a good idea. / I'm sorry, but I can't.

1 1.41 **Look at the photo and answer the questions. Then read the dialogue, listen to it and check.**

1 Where are Rafael and Ana?
Rafael and Ana are in a classroom / at school.
2 What do you think they're talking about?
Students' own answers



Rafael: Ana, look! Ms Adams' birthday is tomorrow.
Ana: Let's have a party. A surprise party!
Rafael: Ok! **Can you bring a cake?**
Ana: **Yes, sure.** My mum makes great cakes. **Could you buy a big birthday card?**
Rafael: **No problem.** I know a cool card shop.
Ana: Great! **Would you mind making sandwiches for the party?**
Rafael: **Sorry, but I don't think that's a good idea.** There are 24 students in our class. I think a cake and a card are fine.
Ana: Ok ... **Can you buy some crisps?**
Rafael: **I'm sorry, but I can't.** I haven't got any money.
Ms Adams: Is everything all right you two?
Rafael: Fine, thanks, bye!
Ana: See you tomorrow!

2 1.41 **Read the dialogue and listen to it again. Then match the sentences in bold in the dialogue with topics 1–3. Write the answers in your notebook.**

1 making a request
2 saying 'yes' to a request
3 saying 'no' to a request

3 **Two students are planning a class party. Complete the dialogues.**

1 **A:** Could __you__ bring some hummus?
B: __No__ problem.
2 **A:** Would you __mind__ making a chocolate cake for the party?
B: Sorry, but I __don't__ think that's a good idea. Sugar is bad for you!
3 **A:** __Can / Could__ you buy some fruit juice?
B: Yes, __sure__.

4 **Imagine you are planning a class party. Put the words in the correct order to make requests. Write the answers in your notebook. Then ask and answer the questions in pairs.**

1 balloons you can bring ?
2 salad mind making you would a ?
3 cake you could a buy ?

5 **Choose one of these events. In your notebook, write a list of food to bring and other things to do. Work in pairs. Student A: ask your partner to do different things. Student B: answer "yes" or "no" to the requests.**
Students' own answers

a birthday party a family party
a picnic in the park a school party
food for a school trip

Can you bring some lemonade to the party?

Yes, sure!

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

Answers
1 Can you bring balloons?
2 Would you mind making a salad?
3 Could you buy a cake?

5 Students do exercise 5.

SUPPORT: The students make a mini-dialogue with only two suggestions. They write the dialogue in their notebooks and then read it aloud if necessary.
CHALLENGE: The students make dialogues about two events.

Wrap-up

The students create a menu for their own birthday party.

I can understand a text about dishes from different countries.

1 Look at the photo. Where is this a popular dish?

a Italy (b) the USA c Australia



2 Look at photos a–c. What ingredients can you see in each dish?

Students' own answers

3 1.42 Read the text and listen to it. In your notebook, match photos a–c with the names of dishes 1–3. Where is each dish from?

1 Spanakorizo c (Greece)
2 Shakshuka a (Tunisia)
3 Bibimbap b (South Korea)

4 1.42 Read the text and listen to it again. In your notebook, complete the table.

	Meal/Day	Ingredients	Why it's healthy
1 Spanakorizo	lunch or dinner		
2 Shakshuka		onions, garlic, ...	
3 Bibimbap			protein, carbs and fat

5 In pairs, talk about a healthy dish from your country. What are the ingredients? Why is it healthy?

Students' own answers

I think a green salad is a healthy dish. There's some lettuce, tomatoes and tuna in it.

There's protein in the tuna and vitamins in the tomatoes.

Healthy dishes

Hi, guys! What is a healthy dish from your country?

Spanakorizo is a healthy dish from Greece. You mix spinach, onions and rice, and add some herbs and lemon juice. There are carbs in rice, and a lot of vitamins in spinach. People eat it for lunch or dinner. There isn't any meat in it, so it's great for vegetarians.

Maria, Greece

a

b

Glossary
extra – dodatkowy
garlic – czosnek
lemon – cytryna
vitamin – witamina

Bibimbap is a dish we eat at New Year. It's a bowl with rice and different types of vegetables, like carrots, mushrooms and cucumber. People usually add meat and an egg, but you can make it with tofu, too. It's healthy because it's got everything – protein, carbs and fat.

Shakshuka is a popular breakfast in my country. It's easy to make. You fry onions, garlic, red pepper and tomatoes in a frying pan, and then cook eggs on top. There's protein in the eggs, and a lot of healthy fats. Eat it with bread for extra carbs. It's delicious!

Karim, Tunisia

Do-yun, South Korea

c

Culture video

Play the video and ask the following questions:
1 *What is the difference between healthy and unhealthy Mac and Cheese?* (In healthy Mac and Cheese there are vegetables.)
2 *Which type of Mac and Cheese would you like to try?* Have a class vote.

2 Students do exercise 2.

3 1.42 (01:35) Students do exercise 3.

4 1.42 (01:35) Students do exercise 4.

Answers
1 spinach, onions, rice, herbs, lemon juice; carbs and vitamins
2 breakfast; onions, garlic, red peppers, tomatoes, eggs; protein, healthy fats (carbs in bread)
3 New Year; vegetables (carrots, mushrooms, cucumber), meat and egg (or tofu)

5 Students do exercise 5.

SUPPORT: Display a template on the board: *I think ... is a healthy dish. There is/are ... in it.*
CHALLENGE: Students add information about how you make this dish, using the cooking verbs.

Wrap-up

Elicit the names of 3–5 popular dishes in the student's home country. Ask the students which dish is tasty and which is healthy. Have a class vote.

Lesson 6

Objectives and materials

Reading: to define main idea, to find specific information
Speaking: to talk about healthy dishes
Vocabulary: food products, healthy dishes
Optional materials: Teacher's Resource File – Video worksheet Unit 2

Warm-up

Ask the students if they know any traditional dishes or food from other countries, e.g. pizza in Italy, burgers or Mac and Cheese in the USA, curry in India, croissant in France. Alternatively, write the names of dishes on the board and ask the students where they come from.

1 Students do exercise 1.

Objectives and materials

Writing: to write a blog post about a healthy dish
Reading: to define main idea of parts of the text
Vocabulary: cooking verbs, food products
Optional materials: photos of popular dishes, cut out words to make sentences in exercise 3

Warm-up

To revise the vocabulary needed for the writing task, display the photos of 3–4 popular dishes on the board. Ask the students about the ingredients and ways of cooking, e.g. spaghetti bolognese – meat, pasta, tomatoes; boil pasta, fry meat and onions, add tomatoes and herbs; then add pasta.

1 Students do exercise 1.

2 Students do exercise 2.

Extra idea

Ask the students to read the text aloud. They could either read the text individually or in groups, which will be beneficial for less confident students. In that case, divide the class into three groups – each one to read a different paragraph.

3 Students do exercise 3.

Answers
1 There are some carbs and there's some protein.
2 There isn't much fat and there isn't much sugar.

I can write a blog post about a healthy dish.

1 **Read Amelie's blog. Is it a healthy dish? Why / Why not?** Amelie's blog is about how to make a stir-fry. It's a healthy dish. There are a lot of vegetables. There isn't much fat in chicken and chicken has got a lot of protein.

Hi, guys! Welcome back to my blog!

a _____

Today's dish is a healthy chicken stir-fry! There are a lot of vegetables in a stir-fry, so it's a great way to get one of your five-a-day. There isn't much fat in chicken and there's a lot of protein!



b _____

- 500g of vegetables (carrots, broccoli, mushrooms ...)
- oil
- 200g of chicken

Click here to find out how to make a stir-fry sauce!

c _____

- Slice your vegetables and chop your chicken.
- Fry the chicken in hot oil in a big frying pan. Put it on a plate.
- Cook the vegetables in the frying pan.
- Add the chicken and stir-fry sauce and mix everything together!

Enjoy!

2 **Read the blog again. Match headings 1–3 with gaps a–c.**

1 ingredients b
2 how to make your stir-fry c
3 what's cooking today a

3 **Look at the recipe. Put the words in the correct order to make sentences. Write the answers in your notebook.**

Healthy porridge yoghurt!

Ingredients

- 25g of oats
- 150g of yoghurt with no fat
- a banana



1 are There carbs some and protein some there's.
2 much fat isn't There and sugar isn't there much.

4 **In your notebook, complete the sentences with cooking verbs.**

How to make your porridge yoghurt:

1 M i x the oats with 200ml of water.
2 B oi l the oats and water for four minutes.
3 A d d the yoghurt to the hot porridge and mix.
4 S lic e your banana and put it on the porridge.
Enjoy!

5 **Writing project**

In your notebook, write a blog post about a healthy recipe. Use the recipe in exercises 3 and 4 or find your own. Follow the instructions below.

Students' own answers

Find
Znajdź zdjęcie lub narysuj danie.

Think
- Jakie składniki zawiera danie z Twojego przepisu?
- Czy jest w nim dużo węglowodanów?
- Czy zawiera dużo białka?
- Czy zawiera cukier?

Write
Napisz swój wpis na blogu.
Hi, guys! ...
Today's dish is ...
Ingredients ...

Look again!
Czy użyłeś/użyłaś:
- *There is / There are*, aby opisać danie, jego składniki i wartości odżywcze?
- *much / many / some / a lot of*?
- nagłówków jak Amelie?
- czasowników związanych z gotowaniem?

SEN tip

For some students it is easier to order word cards to make sentences. Distribute the pieces of papers with words on them and ask the students to put them in the correct order. If possible, add one extra sentence, different than the one in the Student's Book.

4 Students do exercise 4.

5 Students do exercise 5.

SUPPORT: In paragraph 1 the students write only one sentence: *Today's dish is ...*
CHALLENGE: The students add an extra paragraph to the blog with the heading *Why do I like it?*

Wrap-up

Students pretend to do live cooking of a recipe for the dish they described.

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Test yourself

Vocabulary

1 **Match food or drink a–d with containers 1–4.**

1 a carton of b	**a** jam, mayonnaise
2 a mug of c	**b** orange juice, milk
3 a tin of d	**c** hot chocolate, tea
4 a jar of a	**d** tuna, beans

/4 points

2 **Look at pictures a–c and complete the sentences 1–3 with the cooking words.**



1 Slice some bread.
2 Mix the ingredients in a bowl.
3 Boil or steam some vegetables.

/3 points

3 **Complete the sentences with the correct words.**

1 Fatty food and fizzy drinks aren't healthy.
2 It's important to eat carbs, fats, and protein.
3 Tofu is a good meat alternative.
4 Dried fruit is a healthy snack.

/4 points

Grammar

4 **Choose the correct answer.**

1 There's hummus in the fridge.
a any **b** some **c** an
2 There aren't herbs in this dish.
a a **b** some **c** any
3 I'm hungry. Is there cake?
a some **b** any **c** a
4 There are carbs in bread.
a a lot of **b** a **c** any

/4 points

5 **Complete the sentences with *much* or *many*.**

1 How many sandwiches are there?
2 Is there much meat in your diet?
3 There aren't many vitamins in sweets.
4 How much rice do you eat?
5 There isn't much fat in tuna.

/5 points

Speaking

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

buying can make problem sorry sure

A: It's mum's birthday next week. Could you [1] make a cake?
B: I'm [2] sorry, but I can't.
A: [3] Can you buy a cake then?
B: Yes, sure.
A: Would you mind [4] buying some flowers, too?
B: No [5] problem.

/5 points

Check your score!

1.43 **Listen and check your answers. Then count your points and follow the instructions below.**

20–25 points – Great job! Find your prize on p. 126.
14–19 points – Good score! Work on your mistakes and correct them in your notebook.
0–13 points – Keep calm and revise more. Do exercises A–C below!

A Work on vocabulary → *Learning Zone*, p. 21
B Revise grammar → *Learning Zone*, p. 23
C Speak → exercises 2–5, p. 26

Lesson 8

Objectives and materials
Vocabulary and grammar: to revise lessons 1–7

Warm-up

Have a dictation challenge. Dictate the following sentences and ask the students to write them down. Tell the students you will dictate the sentences only once. Then write or display the sentences on the board to check.
I want a bowl of cereal.
Can you buy some orange juice?
Can you bring some fizzy drinks?
There's some bread.

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

SEN tip

For the students who find it difficult to remember new words, present various techniques for revising and remembering, e.g. using mind maps, colouring words in the notebook, miming, vocabulary lists with translations for each unit.

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

5 Extra idea

To provide support, before the students fill the gaps, read aloud the nouns from the sentences (*sandwiches*, *meat*, *vitamins*, *rice*, *fat*). Ask the students to respond with *many* or *much*. Students do exercise 5.

6 Students do exercise 6.

Check your score!

1.43 (01:13) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Ask the students to go over Unit 2 and point to one activity they liked the most and the one they found the most difficult.

My words

Extra idea 1

Have a vocabulary race. Before the students open their books, tell them to write as many words as they remember from this unit. The time limit is 90 seconds. Then tell the students to open their books on this page and check their ideas. Ask them how many words they have on the list and how many of them they have spelt correctly.

Extra idea 2

The students work in pairs to make a mind map. Before they start, help them brainstorm various categories, e.g. *healthy / unhealthy, I like / I don't like, my breakfast / my dinner, what teenagers like / what parents like,* etc.

Extra idea 3

Encourage the students to start a spelling notebook where they can write difficult items from *My Words* pages. They can highlight the parts of the words where they think they can make a mistake. Students can use the spelling notebook to study before a test.

Kitchen objects
1.44 (00:38)

Cooking words
1.45 (00:33)

Talking about food
1.46 (00:29)

Food choices
1.47 (00:43)

Real English
1.48 (00:19)

2

Kitchen objects 1.44

bowl	miska
can	puszka (np. na napój)
carton	karton
frying pan	patelnia
jar	słoik
mug	kubek
plate	talerz
tin	puszka (np. na konserwę)

Cooking words 1.45

add	dodawać
boil	gotować
chop	siekać
fry	smażyć
mix	mieszać
slice	kroić
steam	gotować na parze

Talking about food 1.46

carbs	węglowodany
dairy	nabiał
five-a-day	owoc lub warzywo pięć razy dziennie
oil and fat	olej i tłuszcz
protein	białko

Food choices 1.47

chickpeas	ciecierzyca
dried fruit	suszone owoce
fast food	śmieciowe jedzenie
fatty food	tłuste jedzenie
fizzy drink	napój gazowany
herb	zioło
hummus	humus
sweet	cukierek, słodycz
tofu	tofu

Real English 1.48

Sounds good!	Brzmi dobrze!
Careful!	Ostrożnie!
Brilliant idea!	Genialny pomysł!

Making and responding to requests 1.49

Can you (bring a cake)?	Czy możesz (przynieść ciasto)?
Yes, sure.	Tak, oczywiście.
Could you (buy a big birthday card)?	Czy mógłbyś/mogłabyś (kupić dużą kartę urodzinową)?
No problem.	Żaden problem.
Would you mind (making sandwiches for the party)?	Czy miałbyś/miałabyś coś przeciwko (zrobieniu kanapek na przyjęcie)?
Sorry, but I don't think that's a good idea.	Przepraszam, ale myślę, że to nie jest dobry pomysł.
I'm sorry, but I can't.	Przepraszam, ale nie mogę.

Play and learn!

1 **Look at the *Kitchen objects* box. Choose an object. In your notebook, draw food or drink in it and describe it in pairs. Is it healthy or unhealthy?** Students' own answers

It's a bowl of hummus. It's healthy. It's one of my five-a-day!



2 **Mime cooking verbs for your partner to guess!** Students' own answers

Guess the verb!

Chop!

Yes, that's right!

Making and responding to requests
1.49 (00:55)

A/an, some, any, a lot of

Countable nouns

Rzeczowniki policzalne mają liczbę pojedynczą i mnogą. Możemy użyć przed nimi:

a/an
→ **There is** a mug.

liczebnika
→ **There are** three mugs.

some
(gdy nie wiemy, ile dokładnie czegoś jest)
→ **There are** some bowls.

a lot of
(gdy czegoś jest dużo)
→ **There are** a lot of clean mugs.

W przeczeniach użyj:

a/an (liczba pojedyncza)
→ **There isn't** a clean mug.

any (liczba mnoga)
→ **There aren't** any biscuits.

W pytaniach użyj:

a/an (liczba pojedyncza) → **Is there** a clean mug?

any (liczba mnoga) → **Are there** any clean mugs?

Uncountable nouns

Rzeczowniki niepoliczalne nie mają liczby mnogiej. Możemy użyć przed nimi:

some
→ **There is** some butter.

a lot of (gdy czegoś jest dużo)
→ **There is** a lot of flour.

W przeczeniach użyj:

any
→ **There isn't** any flour.

W pytaniach użyj przed rzeczownikiem:

any
→ **Is there** any cheese?

Jeżli użyjesz nazwy pojemnika lub naczynia przed rzeczownikiem niepoliczalnym, możesz użyć przed nią *a/an*. Porównaj:
→ **There is** some cheese.
→ **There is** a plate of cheese.

Many/Much, how many / how much

Countable nouns

Aby zapytać, czy czegoś jest dużo, użyj *many* przed rzeczownikiem w liczbie mnogiej.
→ **Are there** many plates?

Użyj *not many*, aby powiedzieć, że czegoś jest niewiele.
→ **There** aren't many plates.

Jeśli chcesz zapytać, ile czegoś jest, zacznij pytanie od *How many*. W odpowiedzi użyj liczebnika.
→ How many plates are there?
→ **There are** eight plates.

Uncountable nouns

Jeśli chcesz zapytać, czy czegoś jest dużo, użyj *much* przed rzeczownikiem niepoliczalnym.
→ **Is there** much milk?

Użyj *not much*, aby powiedzieć, że czegoś jest mało.
→ **There** isn't much milk.

Jeśli chcesz zapytać, ile czegoś jest, zacznij pytanie od *How much*. W odpowiedzi możesz użyć *some* lub *a lot of*.
→ How much milk is there?
→ **There is** a lot of milk.

Project

Design a poster for *Eatwell Day* at your school. Find photos of the food, draw it and label it with interesting information. Do not forget to write a time and place!

Students' own answers

Eatwell Day!
Saturday, 9.00–12.00
Main Hall

There aren't many carbs in a salad!
There's a lot of protein in this tofu stir-fry!
One of your five-a-day!



Project

- Tell the students that they're going to design a poster for *Eatwell Day* at their school. Ask them to read the rubric and elicit things they need to do to prepare the poster. Write the students' responses on the board.
- Ask the students to brainstorm ideas for healthy dishes in groups of 4–5.
- If possible, you may organise *Eatwell Day* in the classroom. The students bring healthy food to the class, invite other students or teachers. To maximise language exposure and production, students who bring the dishes need to talk about the ingredients and cooking.
- The project may be a group activity. Divide the class into 3–4 groups, each responsible for a different meal – breakfast, lunch, dinner, supper.
- When the students have prepared their projects, display them on the classroom walls. Praise the students for their creativity and for completing the task on time.

1–2

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Objectives and materials

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

Listening: to find specific information

Reading: to find specific information

Writing: to write an email about school clubs

Warm-up

Revise the names of places at school. Ask the students which places at their school they spend time on Mondays.

1 Students do exercise 1.

Extra idea

For an extra challenge, ask the students to cover the pictures and try to write the words without the help of the images. You could tell the students what the first letter in each item is.

2 Students do exercise 2.

Extra idea

The students write two more definitions, e.g. *You leave your jacket there.* (cloakroom)

3 Students do exercise 3.

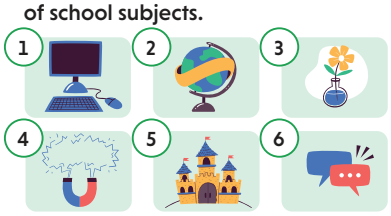
4 Students do exercise 4.

Extra idea

Ask the students to choose another odd word out in each list and justify their choice. Encourage them to be creative, e.g. *4 carton, jar, tin – carton* could be the odd word because it's the only container in which you usually buy juice.

Vocabulary

1 **Look at pictures 1–6. Put the letters in the correct order to make the names of school subjects.**



1 ipocnumtg computing
2 prgeyhago geography
3 gloiybo biology
4 ylheogcnto technology
5 tisrohy history
6 gronefi galegnsau foreign languages

2 **Read the sentences and complete the words.**

1 You do PE here. g y m
2 There are a lot of books here. l i b r a r y
3 You can buy snacks here. t u c k s h o p
4 You go here at breaktime. p l a y g r o u n d
5 You have science lessons here. l a b o r a t o r y

3 **Complete the omelette recipe. Then put the pictures in the correct order.**



[1]Mix some eggs in a [2]bowl. Put some butter in a [3]frying pan and [4]fry the egg mixture. [5]Chop some tomatoes and mushrooms and [6]add them to the omelette.

4 **Find the word in the set that does not match the others.**

1 protein **herbs** carbs dairy (the others are food groups)
2 fatty food sweets fizzy drinks **dried fruit** (the others are unhealthy food)
3 hummus **fast food** chickpeas tofu (the others are healthy food)
4 carton **oil** jar tin (the others are kitchen objects)

5 Students do exercise 5.

Extra idea

Elicit other types of sentences for each item. For example, if the students change the original sentence to negative, ask them to change it to a question.

6 Students do exercise 6.

7 Students do exercise 7.

8 Students do exercise 8.

Grammar

5 **Look at the symbol in brackets and rewrite the sentences.**

1 (?) We start school at nine o'clock.
Do you start school at nine o'clock?
2 (✗) My brother plays basketball.
My brother doesn't play basketball.
3 (✓) I don't like chocolate.
I like chocolate.
4 (?) She speaks Italian.
Does she speak Italian?
5 (✓) He doesn't go to school by bike.
He goes to school by bike.

6 **Complete the dialogue with the correct form of *there is / there are*. Then answer the question.**

A: [1] Is there a board on the wall?
B: No, [2]there isn't.
A: [3]Are there any computers?
B: No, [4]there aren't, but [5]there are some tables.
A: [6] Is there any food and drink?
B: Yes, [7] there is ! Where am I?
a classroom **b** canteen
c computer room

7 **Choose the correct option.**

A: There aren't [1]***some*** / ***any*** cans of coconut water in the fridge.
B: Are there [2]***a*** / ***any*** lemons?
A: Yes, there are [3]***any*** / ***a lot of*** lemons.
B: Is there [4]***some*** / ***any*** sugar?
A: Yes, and there's [5]***some*** / ***any*** ice, too.
B: Let's make [6]***an*** / ***some*** lemonade then.

8 **Complete the sentences with *much* or *many*.**

1 How many eggs are there in this recipe?
2 There isn't much salt on these chips.
3 Are there many restaurants where you live?
4 How much fruit do you eat?
5 There aren't many carbs in this salad.

Speaking

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

1 You mustn't — e
2 Can you help — d
3 Would you mind — b
4 You must — c
5 Could you — a

a put this litter in the bin?
b opening the window?
c listen to the teacher.
d me with this exercise?
e use a phone in class.

10 **Complete the dialogues with the words in the box.**

bet brilliant hurry sounds wait

1 **A:** Do you want to meet after school?
B: Sounds good!
2 **A:** Hurry up! We're late!
B: Wait for me!
3 **A:** Let's make a cake for the party.
B: Brilliant idea!
4 **A:** Would you like to play a video game?
B: You bet!

Listening

11 1.50 **Usłyszysz dwukrotnie trzy osoby, które opowiadają o swojej szkole. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedna odpowiedź nie pasuje do żadnej osoby.**

This speaker:
a uses computers in class.
b doesn't have much free time.
c goes to a school club. (extra)
d knows students from other countries.

Speaker 1	Speaker 2	Speaker 3
b	d	a

Reading

12 **Przeczytaj tekst o nietypowych przedmiotach szkolnych. Do każdego zdania 1–4 dopasuj tekst A–C. Jeden tekst pasuje do dwóch zdań.**

Unusual school subjects

A In many schools in Japan, students learn about nature. In the *Like Nature* lessons, they study plants and animals, and they learn to see the beauty in the natural world. As in other subjects, there is an exam at the end of the year.

B A new school subject in the UK is cooking lessons. Students learn about healthy food, and how to chop ingredients. They also learn six easy recipes, like how to make chickpea burgers, and pasta with tomato sauce.

C In Armenia, students learn to dance traditional dances, and about the history of each dance. In this way, they learn about the culture and history of their country. It's a serious school subject with an exam at the end of the course.

1 This subject helps students to understand their country. — C
2 Students learn things they can do in their kitchen. — B
3 Students learn to see how beautiful trees, birds or insects can be. — A
4 There isn't an exam in this subject. — B

Writing

13 **Zredaguj wpis na blogu na temat zajęć z gotowania, na które uczęszczasz.**
Students' own answers
- Wymień zajęcia pozalekcyjne dostępne w Twojej szkole.
- Napisz gdzie i kiedy odbywają się zajęcia z gotowania.
- Opowiedz, co robicie na zajęciach.

9 Students do exercise 9.

Extra idea
The students choose three sentence beginnings and finish them using their own ideas.

10 Students do exercise 10.

Extra idea
In pairs, the students role-play the dialogues. For dialogues 1, 3 and 4, Student A changes his/her part, suggesting a different activity. Then they swap roles.

11 1.50 (02:50) **Extra idea**
Stop the recording after each speaker and ask the students for the answer. Students do exercise 11.

12 Students do exercise 12.

Extra idea
Encourage the students to read the text for general meaning before doing the comprehension task. Ask the students which of the unusual subjects mentioned in the text they would like to study in their school.

13 Students do exercise 13.

Extra idea
The students exchange blog posts with their partners. In pairs, they point to one thing they like very much in their partner's work and suggest one thing that could be improved or written differently.

Wrap-up

Ask the students to rate the activities in the *Revision* section on a scale of 1–5, in terms of difficulty: 1 – easy, 5 – very difficult. The students discuss their ratings in pairs.

Unit 3 Extra resources
Workbook: pages 30–39
Videos:
- Grammar Animations (Lesson 2 and 4)
- Speaking video: *Let's play football!* (Lesson 5)
- Culture video: *Kobi loves surfing* (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: healthy lifestyle
Listening: to find specific information
Reading: to identify connections between individual parts of the text
Speaking: to talk about healthy lifestyle
Optional materials: a few photos of yourself doing various everyday activities

Warm-up

Draw the following scale on the board and ask the students: *How healthy is your lifestyle?*
Tell the students to choose a number on the scale.

UNHEALTHY HEALTHY
1 2 3 4 5

Elicit the answers and count the average. Sum up the results, e.g.:
The average for class XX is 4.3.

3 My life

Lesson 1

I can talk about my lifestyle.



1 Let's start!
In your notebook, complete four things teens can do to have a healthy lifestyle. In pairs, talk about what you do and do not do.

1 d r i n k a lot of wa t er
2 m e e t friends
3 e a t hea l thy food
4 d o s p orts

I don't drink a lot of water, but I eat healthy food!

2 1.51 **Look at photos 1–9. Listen and find the activities that Rob and Leah talk about.**

3 1.52 **In your notebook, match photos 1–9 with the words in the box. Then listen, check and repeat.**

Healthy lifestyle
2 get enough sleep •
5 have a passion and do it regularly •
4 have a well-balanced diet •
6 limit your time online •
1 make time to relax •
7 manage your time •
3 spend time outdoors •
9 spend time with your family •
8 study hard

4 1.53 **Listen and say an expression in the box in exercise 3.** 1 spend time outdoors, 2 study hard, 3 have a passion and do it regularly, 4 make time to relax, 5 spend time with your family, 6 have a well-balanced diet

1 Students do exercise 1.
2 1.51 (00:59) Students do exercise 2.

Answers
They say the following (6) activities:
Photo 1 (make time to relax), 2 (get enough sleep), 3 (spend time outdoors), 8 (study hard), 7 (manage your time), 5 (have a passion and do it regularly)

3 1.52 (01:17) Students do exercise 3.
4 1.53 (01:18) Students do exercise 4.

Extra idea
Give the students two minutes to study the words in the box. Then ask them to close their books. Read aloud the objects of the verb phrases.
The students shout out the matching verbs, e.g. *enough sleep – get, a well-balanced diet – have, time outdoors – spend*, etc.

5 **Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę 1–4 literę, którą oznaczono brakujące zdanie a–e, tak aby otrzymać logiczny i spójny tekst. Jedno zdanie nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.**

Have you got a healthy lifestyle? Write and tell us!



Carolina (11)

Hi, I study hard and I do my homework every day. I worry a lot, too and I go to bed late. [1] ___d___ I'm tired at school. I've got a great calendar app on my phone. [2] ___b___ I just don't have time to do everything 😕



Jonas (12)

Hi, I'm very busy, but I plan 'me time'. [3] ___c___ I've got a great hobby, too. [4] ___a___ 😍 I play in the park with my friends.

a Football is my passion and I do it regularly.
b I use it to manage my time.
c I make time to relax every day.
d I know I don't get enough sleep!
e I eat a well-balanced diet.

6 **Read the texts in exercise 5 again. In pairs, talk about Carolina and Jonas' lifestyles. Are they healthy? Why / Why not?** Students' own answers

Carolina doesn't get enough sleep.

That isn't very healthy ...

7 Pronunciation /e/ and /æ/

1.54 **Listen to the rhyme, repeat and remember. Decide which colour is the /e/ sound and which colour is the /æ/ sound. Then choose a beat with a partner and make it a rap!** red – /æ/, green – /e/

Jackie has a passion and she does it regularly.
It's spending time with her cat called Emily!

This is my friend, Memory Mac. He has a passion. It's skiing!

Learning zone



Follow ThinkBot's instructions to learn new words. Students' own answers

1 Zrób zdjęcia sobie i swoim przyjaciołom na okładkę magazynu dla nastolatków. Zdjęcia powinny przedstawiać czynności dnia codziennego.
2 Zrób kolaż i podpisz zdjęcia.
3 Pokaż zdjęcia w klasie i opowiedz o nich. Raz dziennie przeczytaj na głos zapisane wyrazy.

8 **In pairs, talk about your lifestyle. Together, decide how healthy it is. Use the photos on page 34 and your own photos to help.** Students' own answers

I make a lot of time to relax!

That's very healthy!

Fast finishers

Look at the picture. James is not well! What is wrong with his lifestyle? Write your ideas in your notebook. Students' own answers



James doesn't get enough sleep!

Learning zone

Introduce the project. Set a deadline and tell the students the minimum number of photos. Alternatively, ask them to download photos from the internet and give the teenagers fake names. To model the activity, show the students some photos of yourself.

8 Students do exercise 8.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Use the results of the class survey in the *Warm-up*. Tell the students: *Now you know more about a healthy lifestyle – would you like to change your answer? What can you do better?* Elicit answers and encourage a class discussion.

5 Students do exercise 5.

SUPPORT: Help the student to identify the key words in the texts (*bed, calendar, busy, hobby*) and in the sentences (*passion, time, relax, sleep*). Tell the students to match the words that are related.
CHALLENGE: The students find the similarities between their own lifestyle and the lifestyles of Carolina and Jonas.

6 Students do exercise 6.

7 1.54 (00:13) Students do exercise 7.

Extra idea

Write the following minimal pairs on the board. Read them aloud and tell the students to say if they hear /æ/ in word one or two.
bad – bed (1), *men – man* (2), *set – sat* (2), *pan – pen* (1), *end – and* (2)

Lesson 2

Objectives and materials

Grammar: adverbs of frequency and frequency expressions
Listening and reading: to find specific information
Speaking: to talk about everyday activities

Warm-up

Ask the students: *What do you do on Saturdays?* Elicit the answers and make a list on the board. Have a class vote for the best Saturday activity.

1 1.55 (01:43) Students do exercise 1.

Extra idea

The students suggest an alternative title for the story (e.g. *What to do on Saturdays*, *Weekend fun*, etc.)

2 1.55 (01:43) Students do exercise 2.

Answers
1 F, Emily usually spends Saturday in her room. **2** T
3 F, They go to the café every day after school. **4** F, He goes to the park to draw. **5** T

SEN tip

As the students read the story, suggest that they use a ruler to follow the lines of the text.

3 1.56 (00:27) Students do exercise 3.

Extra idea

In pairs, the students choose two phrases from the box and use them either as a response or respond to them in two mini-dialogues.

I can use adverbs of frequency and frequency expressions to talk about repeated actions.

LET'S GO OUT!



1 1.55 **Read the story and listen to it. What do Emily's friends want her to do?**
a manage her time (b) limit her time online (c) spend time outdoors

2 1.55 **Read the story and listen to it again. Decide if the sentences are True (*T*) or False (*F*). Correct the false statements. Write the answers in your notebook.**
1 Emily usually does sport on Saturday.
2 Emily never goes to town on Saturday.
3 Mia and Paulo go to the café at the weekend.
4 Paulo goes to the park to take photos.
5 Jack is happy because Emily is outdoors.

Real English

3 1.56 **Listen to the phrases and repeat. Practise them in pairs.** Students' own answers
I need your help.
Come on, let's go!
Hold on! I need my phone.
What's up guys?

Grammar

Write all of the following adverbs of frequency on the board, in random order: *once or twice a week* (7), *often* (3, 8), *always* (2, 6), *usually* (1), *every day* (5), *never* (4), *hardly ever* (3). Play the story again. Ask the students to number the adverbs in the order they appear in the story.

Grammar 1 video

Tell the students the video is about healthy habits. Elicit some healthy habits from the class. Then play the animation video and ask the students the following questions:
Who:
1 *always drinks a lot of water?* (Jay)
2 *usually gets eight hours of sleep?* (Will)
3 *has got music lessons twice w week?* (Olivia)
4 *never forgets a healthy snack?* (Ada)
5 *plays football twice a week?* (Jay)

Grammar 1

Adverbs of frequency

always 100%
usually 90%
often 70%
sometimes 50%
hardly ever 10%
never 0%

She usually spends Saturday in her room.
She hardly ever goes out.
She's always on her computer or phone.

Frequency expressions

every day | once a day
every week | twice a week
every month | three times a month
every year | five times a year

We come here every day.
She goes to the park twice a week.
How often do you go to town?

4 **Read the table. In your notebook, complete the sentences with the correct adverb of frequency.**

1 Emily hardly ever (**10%**) goes out on Saturday.
2 Jack always (**100%**) plays basketball at the weekend.
3 Mia sometimes (**50%**) goes to the park with friends.
4 Paulo often (**70%**) draws in the park.

5 **In your notebook, complete the sentences with the correct frequency expressions.**

1 We visit my cousins once a month (**on the 1st day of the month**).
2 They have a meal three times a day (**at 7 am, 1 pm and 7.30 pm**).
3 He does sports twice a week (**on Monday and Friday**).
4 I eat healthy food every day (**on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday**).

6 **Choose three adverbs of frequency and three expressions from the Grammar 1 table. Write them under the correct heading.**

Before the main verb or after *be*	At the end of the sentence
hardly ever always, usually, often, sometimes, never	every day, once/twice/three times/five times a day/week/month/year

I hardly ever make time to relax!



Learning zone

Follow ThinkBot's instructions to learn grammar.
Students' own answers
Wybierz pięć aktywności dla zdrowego trybu życia. Przez tydzień zapisuj codziennie, czy wykonywałeś którąkolwiek z czynności. Po tygodniu popatrz na swoje notatki. Jak często wykonywałeś każdą z czynności?

7 **In pairs, ask and answer about how often you do the activities in the box.**
Students' own answers

do sports | eat healthy food | go online | meet friends | spend time with family | relax

How often do you do sports?

I do sports once a week.

Fast finishers

Solve the puzzle. lunch and dinner

What two things can you never eat for breakfast?



Learning zone

Have a revision of the verb phrases connected with a healthy lifestyle. For the project, the students could either choose their own activities or you could create a list for the whole class. Encourage the students to make a table with the activities, the days of the week and boxes to tick.

7 Students do exercise 7.

SUPPORT: The students choose three activities and write questions about those activities in their notebooks.
CHALLENGE: The students add three more activities to the list and ask about them in pairs.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Play *Call my Bluff*.
Tell the students three things about yourself, one of them false. Make sentences with the adverbs of frequency. Ask the students to guess which piece of the information is a bluff.

4 Students do exercise 4.

Extra idea

The students rewrite the sentences by changing the adverbs of frequency and verb forms to make true sentences about themselves.

5 Extra idea

Before the students do the task, model the answers. Write on the board: *on Mondays, Thursdays and Saturdays*. Ask: *How else can you say that?* (three times a week)
Students do exercise 5.

6 Students do exercise 6.

Lesson 3

Objectives and materials

Vocabulary: household chores
Listening: to find specific information
Speaking: to talk about chores
Optional materials: handouts with exercise 6 audioscript

Warm-up

Write the words *CHORES* on the board and explain what it means (e.g. activities you help with at home). Tell the students to draw an emoticon which they associate with chores.

1 Students do exercise 1.

Answers
1 tidy my room
2 help with the cooking

2 1.57 (01:09) Students do exercise 2.

Answers
5 chores (set the table, feed the pet, load the dishwasher, wash the car, vacuum)

3 1.58 (01:09) Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

6 1.59 (03:50) Students do exercise 6.

SUPPORT: Narrow down the options for the students, e.g. 1 C or D? 2 C or D; 3 A or B?
CHALLENGE: The students study the audioscript and underline the parts which include the information necessary to match the correct answers to the speakers.

7 Students do exercise 7.

I can speak about household chores.



1 Let's start!

In your notebook, put the words in the correct order to make names of chores. Then say other chores you know in English.

1 room my tidy
2 with cooking help the

2

1.57 **Look at stickers 1–10 on the chore chart, then listen to Marek and Sofia. Say how many chores they talk about.**

3

1.58 **In your notebook, match stickers 1–10 in the chart with the names of the chores in the box. Check the meaning of the other chores in the box. Then listen and repeat.**

Household chores

clean • clear the table • do the washing-up • 2 feed the pet • 6 load the dishwasher • 3 look after my brother/sister • 8 make my bed • 9 put my clothes away • 1 set the table • 10 take the dog for a walk • take the rubbish out • 6 unload the dishwasher • 4 vacuum • 7 wash the car • 5 water the plants

Extra chores: clean, clear the table, do the washing-up, take the rubbish out

4

Mime different chores for your partner to guess. Students' own answers

5

In your notebook, complete the sentences with the correct words.

1 *Put* your clothes away please. They're on the floor!
2 Can you take the rubbish out?
3 Please feed the cat. He's hungry!
4 How often do you water the plants? They're very dry!
5 I don't usually do the washing-up. It's my sister's job.
6 I make my bed every day.

6

1.59 **Usłyszysz dwukrotnie trzy wypowiedzi. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedna odpowiedź nie pasuje do żadnej osoby. Zapisz odpowiedzi w zeszycie.**

This speaker:
a listens to music to make chores fun.
b hates doing chores.
c has got a robot.
d just does chores at the weekend.

Speaker 1	Speaker 2	Speaker 3
d	c	a

7

In pairs, ask and answer about chores. Students' own answers

1 How often do you do chores?
2 What chores do you do?
3 How do you make chores fun?
4 Is it important to do chores?

Fast finishers

In your notebook, design a chore chart for you and your family. Complete it for this week! Use the example in exercise 3 to help. Students' own answers



Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Play class *Bingo*. Tell the students to make a 3x3 chart, with the name (or symbol) of a chore in each square. Read aloud the names of the chores at a fast pace. When the students hear the name of the chore, they cross it out. The winner is the person who crosses out a row of three squares first.

I can use love, like, hate + *verb* + ing *to talk about likes and dislikes.*

Grammar 2

Love, like, hate* + verb + *ing

😍 I love cleaning.
😊 He likes taking the dog for a walk.
😕 She doesn't like putting her clothes away.
😡 They hate doing the washing-up.

Most verbs	Verbs finishing with *-e*	Double letter + *ing*
clean – cleaning	take – taking	put – putting
load – loading	have – having	set – setting

1 **In your notebook, complete the sentences with the correct form of *like*, *love* and *hate*.**

1 😊 I like looking after my little brother.
2 😡 My dad hates washing the car.
3 😍 My friend loves watering the plants.
4 😕 I don't like unloading the dishwasher.
5 😕 My sister doesn't like feeding our cat.

2 **In your notebook, write the *ing* form of the verbs in the box.**

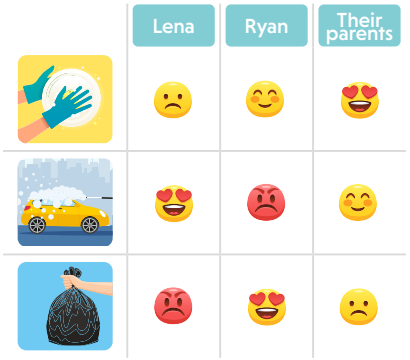
do load make put set take vacuum

1 doing
2 loading
3 making
4 putting
5 setting
6 taking
7 vacuuming

3 **In your notebook, complete the sentences with the *ing* form of the verbs from exercise 2.**

1 She doesn't like taking out the rubbish.
2 I love setting the table.
3 He likes loading the dishwasher.
4 I hate making my bed in the morning.
5 I don't like putting my clothes away.
6 My friends hate vacuuming the floor.
7 Pedro doesn't like doing the washing-up.

4 **Talk about the family and the chores they love, like and hate doing.**



Lena doesn't like doing the washing-up. She loves ...

5 1.60 **Listen to the class survey. What chores do Ana, Olivier and Martha like doing?** Ana – taking the dog for a walk; Oliver – setting the table; Martha – making her bed

6 **In pairs, talk about the chores you like or do not like doing. Find three things in common.**
Students' own answers

Do you like making your bed?
No, I don't. I hate it. / Yes, I do. I love it.
What chores do you like doing?
I like feeding our pets and taking the dog for a walk.
Really? Me too.

7 **Solve the puzzle. What's the sentence?**
I like doing the washing-up.



Grammar 2 video

Before playing the video animation, write the names of the following chores on the board and ask the students who does them in the video: *taking the rubbish out* (Olivia), *watering the plants* (Ada), *mopping the floor* (Will). After watching the video, ask the students: *What do all children like?* (doing things together)

1 Students do exercise 1.
2 Students do exercise 2.
3 Students do exercise 3.
4 Students do exercise 4.

Answers
Lena loves washing the car. She hates taking out the rubbish.
Ryan likes doing the washing-up. He hates washing the car. He loves taking out the rubbish.
Their parents love doing the washing-up. They like washing the car. They don't like taking out the rubbish.

5 1.60 (01:04) Students do exercise 5.
6 Students do exercise 6.

Extra idea

The students make their own chart 'Find someone who ...' – they make a list of four chores: two they like and two chores they don't like. Then they go around the class and ask their classmates: *Do you like ...?* The students write the answer in the chart. When they finish, they report their findings to the whole class.

7 Students do exercise 7.

Wrap-up

Ask the students to imagine they've got a Golden Fish. They can ask one wish – they can choose one chore they will never have to do again. What is it? Why do they choose it?

Lesson 4

Objectives and materials

Grammar: *like*, *love*, *hate* + verb + *ing*
Listening: to find specific information
Speaking: to express preferences

Warm-up

Draw two emoticons on the board: 😊 and ☹. Then write two sentences about your chores: *It's OK for me to ...* and *I never want to ...* Then elicit two more responses from the students. Write all of the sentences on the board.

Grammar

Draw the students' attention to the table. Ask them what the sentences have in common and figure out the rule together as a class. (the names of chores end with *ing* in every sentence)

Lesson 5

Objectives and materials

Speaking: to make suggestions and respond to them

Reading and listening: to find specific information

Warm-up

Give students the following quiz. Read aloud the question and the answers. Encourage a class discussion about what is healthy.

Imagine you have a maths test tomorrow. Do you:
A *study all afternoon?*
B *first study and then go to a park?*
C *play football, go for an ice-cream and then study?*

1 1.61 (00:57) Students do exercise 1.

Speaking video

You can use the video *Let's play football!* instead of the audio recording from exercise 1. Turn the subtitles on if needed. Draw the students' attention to the video still. Ask them: *What is Charlie doing? (He's studying for a test). Is Daniela here to study with Charlie? (No, she isn't. She wants to go out).* Then play the video for the students to check their predictions.

2 1.61 (00:57) Students do exercise 2.

Answers
1 Why don't you spend some time outdoors? / Let's play football in the park. / How about going to the ice cream shop? / We can meet Rafael and Ana, too!
2 Thanks, I'd love to! / That sounds nice. Great idea!

3 Lesson 5

I can make suggestions and respond to them.

1 1.61 **Look at the photo. Guess what they are talking about. Listen and check.** They're talking about spending time outdoors.



Dad: **Charlie, why don't you spend some time outdoors?** It's a lovely day.
Charlie: **Thanks, but that isn't a good idea.** I've got a science test tomorrow.
Dad: Don't worry about the test. I know you study hard (...). It's Daniela! Charlie's here.
Daniela: Hi, Mr Jones! Hey, Charlie, **let's play football in the park**.
Charlie: **I'm sorry, but I'd rather not.** I must study for the science test.
Dad: You must make time to relax, Charlie.
Daniela: I know, **how about going to the ice cream shop?**
Charlie: Oh, ... OK then. **Thanks, I'd love to!**
Daniela: **We can meet Rafael and Ana, too!**
Charlie: **That sounds nice. Great idea!**

2 1.61 **Read the dialogue and listen to it again. Match sentences in bold in the dialogue with topics 1–3. Write the answers in your notebook.**

1 suggesting something
2 accepting a suggestion
3 rejecting a suggestion

3 1.62 **Usłyszysz dwukrotnie cztery propozycje. Do każdej z nich dobierz właściwą odpowiedź a–e. Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnego pytania.**

a That sounds nice! But have we got any eggs?
b I'm sorry, but that isn't a good idea. I must limit my time online.
c Great idea! I love making videos!
d Thanks, but I'd rather not. I don't like ball games.
e Thanks, I'd love to! See you there in five minutes!

Speaker 1	Speaker 2	Speaker 3	Speaker 4
b	d	e	a

4 **In your notebook, complete the suggestions. Then ask and answer in pairs.**

1 *Why* (✗) don't we make a pizza tomorrow?
2 We __can__ (✓) do our homework together!
3 How __about__ (✓) limiting our time online?
4 Let's __make__ (✓) time to relax after school!
5 Why __don't__ (✗) we spend time outdoors this afternoon?

Why don't we make pizza tomorrow?

I'm sorry, but I'd rather not.

5 **Read the ads and decide what you would like to do on Saturday. Work in pairs. Make suggestions to a friend and agree on one idea you both like.** Students' own answers

CHESS COMPETITION!
When: 9.30 on Saturday morning.
Where: The main hall at school.



Bike ride
It's *No Car Day* on Saturday! Ride your bike in the town centre at twelve o'clock!



Video games afternoon
in the Community Centre on Saturday.
Meet new friends and play new video games!



3 Thanks, but that isn't a good idea. / I'm sorry, but I'd rather not.

3 1.62 (00:56) Students do exercise 3.
4 Students do exercise 4.
5 Students do exercise 5.

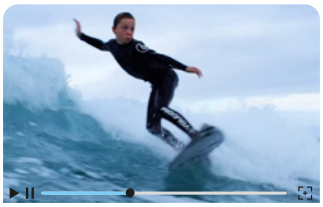
SUPPORT: The students write one mini-dialogue using the ideas in the ads.
CHALLENGE: The students suggest one extra activity they can do together.

Wrap-up

Find out whose birthday comes next. Tell the students to make some suggestions about the birthday activity. The suggestions can be unusual or funny, e.g. *Let's go to Disneyland, How about making a giant cake?* The students whose birthday come soon accept or reject the suggestions.

I can understand a text about lifestyles in different countries.

1 **Look at the photo. What is the boy's passion? What do you think he does on a typical day?** Students' own answers



2 **Look at the photos below. Do you think children in these countries have a healthy lifestyle? Why / Why not?** Students' own answers



Slovenia

Children in Slovenia have an active lifestyle. They usually walk or cycle to school. At primary school, they do about five hours of PE every week, and they can do sports like basketball, volleyball or gymnastics in the afternoon. At secondary school, 35% of students take part in sports competitions. They often spend the weekend in nature, too. Hiking and cycling are popular, with skiing in winter. There's even a national holiday once a year for sports!

Iceland

In Iceland, family is important. Children spend a lot of time at home, and they often spend the weekend with their parents. Uncles, aunts and cousins also live nearby. Family is one reason why children in Iceland are healthy and happy. They do a lot of activities with friends, too. Iceland is a safe country, so they can meet outdoors. There are sports activities, and many clubs where they can try new things, like dance and music.



3 1.63 **Read the text and listen to it. Where do children do these things, in Slovenia, Iceland or both?**

a do sports **b** spend time outdoors
c spend time with family

4 1.63 **Read and listen again. Answer the questions in your notebook.**

1 In Slovenia, how do children go to school?
2 How often do they do PE?
3 How do they spend the weekend?
4 In Iceland, where do children spend a lot of time?
5 Why can they spend time outdoors with friends?
6 What other places can they meet friends?

5 **Read the texts again. Find one thing that is surprising for you.** Students' own answers

GUESS WHAT?!

- **Slovenia** is a small country in Central Europe. The population is only 2.1 million. The landscape is very beautiful; over 50% of the country is forest.
- **Iceland** is a big island with only over 370,000 people. There are around 130 volcanoes in Iceland, and it's famous for the northern lights in the sky at night.

6 **Work in pairs. Talk about young people's lifestyle in your country. Is it healthy? Why / Why not?** Students' own answers

I think sports are popular.

Yes, but we only do PE at school twice a week.

I sometimes spend the weekend with my parents.

Glossary
competition – konkurs, zawody
nearby – pobliski
reason – powód
safe – bezpieczny
take part in – brać udział w

2 Students do exercise 2.

3 1.63 (01:41) Students do exercise 3.

Answers
a both
b both
c Iceland

4 1.63 (01:41) Students do exercise 4.

Answers
1 They usually walk or cycle to school.
2 They do about five hours of PE every week.
3 They spend the weekend in nature (hiking, cycling or skiing in winter).
4 They spend a lot of time at home.
5 They can spend time outdoors with friends because Iceland is safe.
6 They can meet friends at sports activities and at clubs (where they can try new things, like music and dance).

5 Students do exercise 5.

6 Students do exercise 6.

SUPPORT: Write the following questions on the board: *Are sports popular? Do your friends do a lot of sport? Do you spend time outdoors? Do you spend more free time with family or friends? Do you eat healthy food?*

CHALLENGE: The students prepare a 1-minute speech or presentation about young people's lifestyles in their country.

Wrap-up

Ask the students the following questions and have a short discussion: *When you compare lifestyles, where would you like to move to: Slovenia or Iceland?*

Lesson 6

Objectives and materials

Reading: to find specific information
Speaking: to talk about teenagers' lifestyles
Vocabulary: healthy lifestyle, daily life
Optional materials: Teacher's Resource File – Video worksheet Unit 3

Warm-up

Ask the students: *What is a lifestyle?* Then encourage a class discussion about which of the following is important for their lifestyle: FAMILY / SPORT / POP CULTURE.

1 Students do exercise 1.

Culture video

Play the video. Tell the students to ask a question to this answer: *Fish*. (What does he see when he is surfing?)

I can write a blog post about my day.

Lesson 7

Objectives and materials

Writing: to write a blog post about my day
Reading: to find specific information
Vocabulary: healthy lifestyle, chores

Warm-up

Have a vocabulary race. In pairs, the students write as many names of activities they do every day as possible. Set a time limit, e.g. 1 minute. As a follow-up, elicit the answers in several categories: *MORNING / SCHOOL / FREE TIME / CHORES: What do you do in the morning before school? What do you do at school? What do you do in your free time? Which activities are your chores?*

1 Students do exercise 1.

2 Students do exercise 2.

Extra idea

Ask the students: *Does your typical day have something in common with Charlotte's typical day?*

3 Students do exercise 3.

4 Students do exercise 4.

Answers
so: I like eating healthy food so I usually have cereal and fruit for breakfast. / I always spend time outdoors during the break so I can meet my friends. / After school I do my homework so I can relax later.
because: I have energy all day because I have a well-balanced diet! / I sometimes forget to do my chores because I'm tired. / I don't spend much time with my family because we're all really busy.

5 Students do exercise 5.

This week's topic:
Do you have time for everything?

My day!
Hi, everyone!

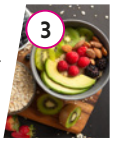
A My day begins at seven o'clock! I like eating healthy food so I usually have cereal and fruit for breakfast. I have energy all day because I have a well-balanced diet!



B I spend seven hours at school every day! I always spend time outdoors during the break so I can meet my friends. After school I do my homework so I can relax later. I really enjoy skateboarding!



C But life isn't always perfect. I sometimes forget to do my chores because I'm tired. I don't spend much time with my family because we're all really busy.



Write about your day. Do you have time for everything?
Charlotte

1 **Look at Charlotte's photos and say what you can see. Do you think she has time for everything?** 1 – Charlotte's clothes, 2 – a skateboard, 3 – a healthy meal

Charlotte makes time to relax!

2 **Read Charlotte's blog. In your notebook, match photos 1–3 with paragraphs A–C.**
1 C, 2 B, 3 A

3 **Read Charlotte's blog again. Find sentences with *so* and *because*. In your notebook, complete sentences 1–2 with *so* or *because*.**

1 We use because to give a reason.
2 We use so to give a result.

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

1 I like eating healthy food so I have eggs on toast for breakfast.
2 I always do my chores because I like helping my family.
3 I don't spend much time with my grandparents because they live in a different town.
4 After school I do my homework so I can spend time with my family later.

5 **In your notebook, use the words to write sentences. Use the correct verb forms.**

1 My day / begin / half past six.
My day begins at half past six.
2 I / love / spend time with my family.
I love spending time with my family.
3 I / really enjoy / paint.
I really enjoy painting.
4 I / not / do chores on schooldays.
I don't do chores on school days.

6 Students do exercise 6.

SUPPORT: Translate the questions in the *Think* section and help the students to write the answers.
CHALLENGE: The students add a paragraph about what they typically do at the weekend.

6 Writing project

In your notebook, write a blog post about your schoolday. Follow the instructions below.
Students' own answers

Find

Zrób zdjęcia pokazujące czynności, które wykonujesz w dniach szkolnych.

Think

- O której godzinie rozpoczynasz dzień?
- Ile godzin spędzasz w szkole?
- Co robisz podczas przerw?
- Co robisz po powrocie do domu?
- Czy masz czas na wszystko?

Write

Napisz swój tekst.
Hi, everyone!
My day begins at ...
...
Bye!

Look again!

Czy użyłeś/użyłaś:

- wyrazów, które opisują, jak często coś robisz?
- wyrazów *so* i *because*?
- konstrukcji *like/love ... + ing*, aby opisać swoje upodobania?

SEN tip

Students may get frustrated when they fall behind with work during the lesson. Tell them they only need to write part of the text during the lesson. Also, tell them to use Charlotte's email as a model. Go over the first paragraph and point to the words in the blog which students need to substitute with the information about themselves.

Wrap-up

The students describe their perfect day.

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Revision of lessons 1–7.

Test yourself

Vocabulary

1 **Complete the phrases for a healthy lifestyle.**

1 I sleep eight or nine hours a night. get _____
2 I eat fruit, vegetables, and protein. have a _____
3 I go to the park every day. spend _____
4 I use the Internet for an hour a day. limit my _____

/4 points

2 **Complete the sentences 1–3 with the correct verbs. Match each phrase with a photo.**

a 
b 
c 

1 have a passion and do it regularly b
2 make time to relax a
3 spend time with family c

/3 points

3 **Complete the words.**

I must remember to ¹make my bed, and to ²put my clothes away. I must ³clear the table every day and load the ⁴dishwasher.



/4 points

Grammar

4 **Complete the dialogue. Use one word.**

	M	T	W	T	F
go to the park	✓	✓	✓	✓	✓
eat fast food		✓			

A: How ¹ often do you go to the park?
B: I go there ² every day after school.
A: Do you eat fast food?
B: No, I ³ hardly ever eat fast food, just ⁴ once a week.

/4 points

5 **Complete the sentences with *like*, *love* or *hate* and the correct forms of the verbs in brackets.**

1 😊 I _____ (**do**) the washing-up.
2 😍 He _____ (**water**) the plants.
3 😕 They _____ (**take**) the rubbish out.
4 😡 She _____ (**set**) the table.
5 ☹️ He _____ (**wash**) the car.

/5 points

Speaking

6 **Choose the correct option.**

A: Why don't we ¹*go* / *going* to the park?
B: I'm sorry, but ²*I* / *I'd* rather not.
A: How about ³*play* / *playing* a video game?
B: Thanks, but that isn't a good idea.
A: Let's ⁴*watch* / *to watch* a film then.
B: That sounds nice. ⁵*I'd love* / *I'd love to*.

/5 points

Check your score!

1.64 **Listen and check your answers. Then count your points and follow the instructions below.**

20–25 points – Great job! Find your prize on p. 126.
14–19 points – Good score! Work on your mistakes and correct them in your notebook.
0–13 points – Keep calm and revise more. Do exercises A–C below!

A Work on vocabulary → *Learning Zone*, p. 35
B Revise grammar → *Learning Zone*, p. 37
C Speak → exercises 2–5, p. 40

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Optional materials: two sets of the answers key: set 1 – answers for exercises 1–3, set 2 – answers for exercises 4–6 (one set per student); a piece of paper for each student

Warm-up

Ask the students what grammar and vocabulary they studied in Unit 3 (adverbs of frequency, *like +ing*, everyday activities, healthy lifestyle, chores). They do not need to name the categories, it's enough to give examples.

1 Students do exercise 1.

Answers
1 enough sleep **2** well-balanced diet **3** time outdoors **4** time online

2 Students do exercise 2.

Extra idea

Before the students do the activity, ask them to describe the photographs. Ask them: *Which lifestyle is similar to yours?*

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

The students work in pairs. They ask and answer the questions from the dialogue. Then the students act out the dialogues for the whole class.

5 Students do exercise 5.

Answers
1 like doing **2** loves watering **3** don't like taking **4** hates setting **5** doesn't like washing

6 Students do exercise 6.

Extra idea

Distribute the handouts with the partial answer key. After checking their own work, the students swap their books in pairs and check their friend's answers.

Check your score

1.64 (01:28) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Ask the students to make a list of 8 vocabulary items and 4 sentences with the grammar in Unit 3 which they would like to be included in the test. Students write their suggestions on separate pieces of paper. Collect the papers. Ideally, include the most common items on students' lists in the upcoming test.

3

My words

Game / Extra idea 1

In pairs, the students choose ten words in the list and make pairs of cards with a word written on one card and its translation on the other. Then they swap the cards with another pair and play a *Memory* game. The students put the cards face down. They take turns to uncover two cards to find the pairs.

Game / Extra idea 2

Distribute sheets of paper with 10x10 grid. Students create a word search game for their friends.

Game / Extra idea 3

The students invent a character, e.g. a superhero or an unusual teenager. They come up with a name (e.g. *Supersonic Steve*, *McThomas*, *Jack the Gamer*, etc.). The students describe his/her lifestyle; they have to use at least 5 words from this page.

Healthy lifestyle
1.65 (01:00)

Household chores
1.66 (01:20)

Real English
1.67 (00:29)

Making suggestions and responding to them
1.68 (01:05)

Healthy lifestyle 1.65

get enough sleep	spać odpowiednio długo
have a passion and do it regularly	mieć pasję i regularnie ją rozwijać
have a well-balanced diet	mieć dobrze zbilansowaną dietę
limit your time online	ograniczać swój czas w sieci
make time to relax	wygospodarować czas na odpoczynek
manage your time	zarządzać swoim czasem
spend time outdoors	spędzać czas na świeżym powietrzu
spend time with your family	spędzać czas z rodziną
study hard	uczyć się pilnie

Household chores 1.66

clean	myć
clear the table	sprzątnąć ze stołu
do the washing-up	pozmywać naczynia
feed the pet	nakarmić zwierzę domowe
load the dishwasher	włożyć naczynia do zmywarki
look after my brother/sister	opiekować się bratem/siostrą
make my bed	posłać łóżko
put my clothes away	sprzątnąć ubrania
set the table	nakryć do stołu
take the dog for a walk	wyprowadzić psa na spacer
take the rubbish out	wynieść śmieci
unload the dishwasher	wyjąć naczynia ze zmywarki
vacuum	odkurzyć
wash the car	umyć samochód
water the plants	podlać rośliny

Real English 1.67

I need your help.	Potrzebuję Twojej/Waszej pomocy.
Come on, let's go!	Chodźmy!
Hold on! I need my phone.	Zaczekaj! Potrzebuję mojego telefonu.
What's up guys?	Co słychać? / Jak leci?

Making suggestions and responding to them 1.68

Why don't you (spend some time outdoors)?	A może (spędzisz trochę czasu na świeżym powietrzu)?
Thanks, but that isn't a good idea.	Dzięki, ale to nie jest dobry pomysł.
How about (going to the ice cream shop)?	Co Ty na to, aby (pójść do lodziarni)?
I'm sorry, but I'd rather not.	Przepraszam, ale wolałbym/wolałabym nie.
Thanks, I'd love to!	Dzięki, z przyjemnością!
We can (meet Rafael and Ana).	Możemy (spotkać się z Rafaelem i Aną).
That sounds nice. Great idea!	To brzmi dobrze. Świetny pomysł!
Let's play (football in the park).	Zagrajmy w (piłkę nożną w parku).

Play and learn!

1 **Look at the picture. Use the words in the box to help you write five sentences about Jan's lifestyle in your notebook.**
Possible answers: He manages his time. He has a well-balanced diet. He has a passion. He studies hard. He spends time with his family.

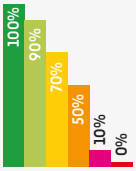
diet manage/time passion
study time/family



Jan has a ...

Adverbs of frequency

always → zawsze
usually → zwykle
often → często
sometimes → czasami
hardly ever → prawie nigdy
never → nigdy



Przysłówków częstotliwości używamy przed głównym czasownikiem, ale po czasowniku ***be***.
→ I **always make** time to relax.
→ She **is always** late.

Frequency expressions

Wyrażeń takich jak ***every day*** lub ***once a month*** używamy, aby powiedzieć, jak często wykonywana jest dana czynność. Używamy ich na końcu zdania.

→ I meet friends **once a week**.
→ She is busy **every day**.

Aby zapytać, jak często ktoś wykonuje daną czynność, użyj ***How often***.

→ **How often do you watch TV?**

every	→ day	→	każdego dnia
	→ week	→	każdego tygodnia
	→ month	→	każdego miesiąca
	→ year	→	każdego roku
once	→ a week	→	raz w tygodniu
twice	→ a week	→	dwa razy w tygodniu
three times	→ a week	→	trzy razy w tygodniu

Love, like, hate + verb + *ing*

Gdy chcesz powiedzieć, że Ty lub ktoś inny lubi coś robić lub czegoś robić nie lubi, użyj ***love***, ***like***, ***don't/doesn't like*** lub ***hate*** oraz czasownika z końcówką ***ing***.

I **love** water**ing** the plants.	Ja **uwielbiam podlewać** kwiaty.
She **likes** clean**ing** her room.	Ona **lubi sprzątać** swój pokój.
He **doesn't like** vacuum**ing** the floor.	On **nie lubi odkurzać** podłogi.
They **hate** tak**ing** the rubbish out.	Oni/One **nienawidzą wynosić** śmieci.

Pamiętaj o poprawnej pisowni czasownika z ***ing***.

Większość czasowników → + ***ing***	Czasownik zakończony na -e → ~~e~~ + ***ing***	Czasownik jednosylabowy (spółgłoska + samogłoska + spółgłoska) → podwajamy ostatnią spółgłoskę + ***ing***
spend → spend**ing**	mak**e** → mak**ing**	get → ge**tt**ing

Project

Make a short vlog about your lifestyle. Talk about things you do and how often you do them. Speak about things you like doing and things you do not like doing.

Students' own answers



Project

- To model the activity, record a short vlog about you own lifestyle – it will allow the students to get to you know better and you to build rapport with your class.
- The students could work on the project in pairs – they record each other or make a video together.
- Alternatively, the students could make slides with photographs and then talk about them in class.
- If the students do not want to show photos of their houses, they could use some photos from the internet.
- Watch the vlogs or presentations with the class and ask the students if their lifestyles have something in common.

Unit 4 Extra resources
Workbook: pages 40–49
Videos:
- Grammar Animations (Lesson 2 and 4)
- Speaking video: *You shouldn't worry!* (Lesson 5)
- Culture video: *San San's new friend* (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: body parts
Listening: to find specific information
Speaking: to describe robots
Optional materials: photos of robots from the box in exercise 7

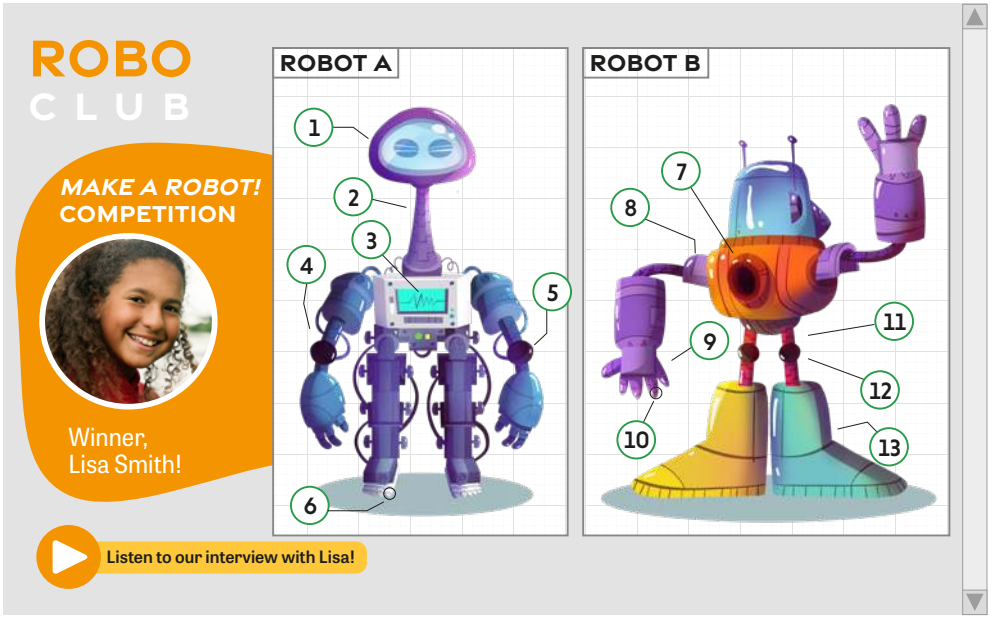
Warm-up

Write the following words on the board: *small, closed, up, old*. Tell the students that the first letters of the opposite words make the subject of the lesson (*big, open, down, young*). Ask the students what it is (body).

4 Body and mind

Lesson 1

I can say and use body part words.



1 Let's start!
Look at the photo of Lisa. In pairs, describe her hair and face. Use the words in the box. Suggested answer: Lisa's hair is long, curly and dark. She's got white teeth. I think she's got brown eyes.

curly dark eyes hair long teeth

Lisa's hair is ...

2 1.69 **Look at the pictures of robots A and B. Listen to the interview and choose the correct option. Write the answers in your notebook.**
Chip is robot ***A***/***B***. Stella is robot ***A***/***B***.

3 1.69 **Look at the pictures of the robots. Listen again and point to the body parts they say.** They say the following (6) body parts: 13 (foot / feet); 6 (toes); 4 (arms); 5 (elbows); 11 (legs); 12 (knees)

4 1.70 **In your notebook, match body parts 1–13 with the words in the box. Then listen, check and repeat.**

Body parts
4 arm • 7 back • 3 body • 5 elbow • 10 finger • 13 foot • 9 hand • 1 head • 12 knee • 11 leg • 2 neck • 8 shoulder • 6 toe

GUESS WHAT?!



This robot was Leonardo da Vinci's idea in 1495!

5 1.71 **Listen to Jack and follow the instructions.** Students' own answers

1 Students do exercise 1.

Extra idea
Ask the students to say two things about their appearance using the words in the box or other words they remember. Model the sentences, e.g. *My hair is dark. My ears are small.*

2 1.69 (00:57) Students do exercise 2.
3 1.69 (00:57) Students do exercise 3.

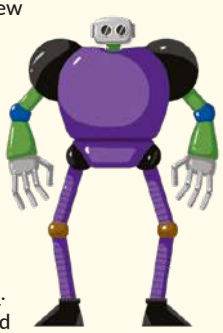
4 1.70 (01:18) Students do exercise 4.

Extra idea
Tell the students to study the pictures of the robots for 30 seconds. Then ask them to close their books and say aloud sentences about the robots, e.g. *It has got one yellow shoe.* (Chip) *It has got blue eyes.* (Stella) The students say if the sentences are about Chip or Stella.

5 1.71 (00:58) Students do exercise 5.

6 **Przeczytaj opis ilustracji. Uzupełnij w zeszycie każdą lukę 1–11 jednym wyrazem, tak aby powstał spójny i logiczny tekst zgodny z ilustracją.**

This is a photo of my new robot, Sally.



She's got a big, purple [1] *body* and a very short, green [2] neck. Her grey [3] head is very small and her black [4] shoulders are really big! I love her two grey [5] hands and her long grey [6] fingers. Her green [7] arms and blue [8] elbows really move! Sally's brown [9] knees and two long purple [10] legs can move, too. She's got ten small [11] toes, too. You can't see them because of her boots!

I really enjoy making robots. It's my passion!

7 **Work in pairs. Describe a robot cartoon character for your partner to guess. Use your own idea or choose one of the characters in the box.** Students' own answers

Buzz Lightyear C-3PO R2-D2 WALL-E

This robot has got a big white and blue body and one eye!

Is it R2-D2?

8 **Pronunciation /n/ and /ŋ/**

1.72 **Listen to the rhyme. Colour the /n/ sounds red and the /ŋ/ sounds blue. Write the answers in your notebook. Listen again. Check, repeat and remember.**

My new robot's got long fingers and toes,
I know he's cool, but he's got no nose!

Now touch your back!



Learning zone

Follow ThinkBot's instructions to learn new words. Students' own answers

Wykorzystaj ćwiczenia ruchowe, aby łatwiej zapamiętać nowe słowa.

1 Wybierz od sześciu do ośmiu nazw części ciała w języku angielskim, które chcesz zapamiętać.
2 Zaplanuj zestaw ruchów podobny do zestawu Jacka w ćwiczeniu 5! Wykorzystaj poniższe czasowniki.

clap jump move put touch turn wave

3 Zademonstruj swój zestaw ruchów klasie i zachęć do powtórzenia ich.

9 **Draw and colour a robot in your notebook. Then, describe it for your partner to draw.** Students' own answers

My robot has got two blue arms.

My robot's neck is very long. It's red.

Fast finishers

Read the puzzle and guess the body part. In your notebook, make more puzzles for the class to guess. knee



You use it to hit a football, but it's not your head or foot.

8 1.72 (00:13) Students do exercise 8.

Learning zone

Introduce the verbs in the box. Clarify the meaning using gestures. Ask some volunteers to give their own instructions to the class.

9 Students do exercise 9.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Ask the students the following questions and let them try out the actions.

Can you:
– *put your elbows together?*
– *touch your elbow with your ear?*
– *touch your toes with your knees straight?*

6 Students do exercise 6.

SUPPORT: Elicit the names of body parts by colour. Ask them about one body part that they can't see. Write the following words on the board for the students to choose from while they're doing the task: *grey – head, hands, fingers; green – neck, arms; purple – body, legs; blue – elbows; brown – knees; we can't see – toes.*

CHALLENGE: Before filling the gaps, the students describe the robot using their own words.

7 Students do exercise 7.

Extra idea

Display the photos of the robots listed in the box on the board for everyone to see. Encourage a short discussion about the students' preferences. Ask: *Which robot is your favourite? Which one is clever/big/friendly/etc.?*

I can use the present continuous to talk about actions happening now.

Lesson 2

Objectives and materials

Grammar: present continuous
Listening and reading: to find specific information, to put pieces of information in the correct order

Warm-up

Tell the students: *Imagine you make your own robot. What can it do?* Elicit some ideas.

1 1.73 (01:58) Students do exercise 1.

Answers
He isn't good at making robots because he can't make it, then it doesn't work, and finally it breaks.

2 1.73 (01:58) Students do exercise 2.

SEN tip

Suggest that the students use a ruler to follow the lines in the text.

3 1.74 (00:27) Students do exercise 3.

Grammar

Draw the students' attention to the grammar table. Ask them to imagine what all the verb forms in green, red and blue have in common (*ing*). Then present the verb forms in the present continuous tense. After that, tell the students to read the comic story on page 48 again and elicit all examples of the present continuous (there are 12 of them).

HE'S DANCING!



1 1.73 **Read the story and listen to it. Is Paulo good at making robots? Why / Why not?**

2 1.73 **Read the story and listen to it again. In your notebook, put the events in the story in the correct order.**

2 The robot doesn't work.
5 The robot breaks.
1 Paulo can't make the robot.
4 Marty speaks in English.
3 The robot starts to dance.

Real English

3 1.74 **Listen to the phrases and repeat. Practise them in pairs.**
Students' own answers
Wait a second. I'll help you.
That's it! All done!
Nothing's happening.
Something's wrong.

Grammar 1 video

Divide the class into four groups. Ask each group to note down what one person in the video is doing:
– group 1 – Olivia (recording a video),
– group 2 – Jay (taking the lemons from the basket),
– group 3 – Ada (taking a selfie with a robot),
– group 4 – red robot (juggling lemons, making some lemonade).
After watching the video, ask the students:
What are the friends and the robots doing together?
(They are dancing and having fun.)

Grammar 1

Present continuous

Affirmative

I'm making a robot.
You/We/They are making a robot.
He/She/It is making a robot.

Negative

I'm not making a robot.
You/We/They aren't making a robot.
He/She/It isn't making a robot.

Questions

Am I making a robot?
Are you/we/they making a robot?
Is he/she/it making a robot?

Short answers

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

Yes, he/she/it is. Yes, you/we/they are.
No, he/she/it isn't. No, you/we/they aren't.

***Wh-* questions**

What are you doing?
Where is he going?

4 **In your notebook, complete the sentences with the correct forms of the verbs in brackets. Complete the short answers.**

1 Paulo and Mia are talking (**talk**) on the phone.
2 Paulo is putting (**put**) the head on the robot.
3 **A:** Is Marty dancing (**Marty / dance**)?
B: Yes, he ___is___.
4 The robot isn't waving (**not wave**).
5 His eyes aren't flashing (**not flash**) green, they're blue.
6 I 'm not playing (**not play**) with the robot.
7 **A:** Are they talking (**they / talk**) on the phone?
B: Yes, they ___are___.

4

Learning zone

It's seven o'clock. My friends are doing homework.



Follow ThinkBot's instructions to learn grammar. Students' own answers

1 Każdego dnia o tej samej godzinie rozejrzyj się wokół siebie i posłuchaj, co się wokół Ciebie dzieje.
2 Zapisz w zeszycie pięć zdań o tym, co robią Twoi domownicy lub przyjaciele. Użyj czasu *present continuous*.

5 **In your notebook, write questions to ask about the underlined information. Use the words in brackets. Then ask and answer questions in pairs.**

1 I'm talking to James. (**Who?**)
2 The teacher is sitting near the window. (**Where?**)
3 I'm wearing jeans and a jumper. (**What?**)
4 Students are studying English. (**What subject?**)
5 I'm feeling a bit tired. (**How?**)

Who are you talking to?

Fast finishers

Look at the picture. What can you see? What do you think is happening? Compare your ideas with other students and choose the best idea. Students' own answers



5 Students do exercise 5.

Answers
2 Where is the teacher sitting?
3 What are you wearing?
4 What subject are the students studying?
5 How are you feeling?

Fast finishers

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

EXTRA ACTIVITY

Wrap-up

The students come to the front of the classroom and mime an activity (e.g. dancing, skating, writing, running, etc.). Choose one student to ask the question: *What is he/she doing?* The student who asks the question chooses a student to answer it.

4 Students do exercise 4.

Extra idea

Play *Chinese Whispers*. Choose a sentence in the present continuous and whisper it to a student, so that nobody else hears it. Then tell the student to pass on the sentence to another student. Ask the last student to write the sentence on the board. Alternatively, divide the students into two teams and give each team a different sentence to whisper.

Learning zone

To model the activity, say a few sentences about what is happening in the classroom (e.g. *I am speaking. You are listening. Mike is looking out of the window,* etc.). Then elicit more examples from the students.

Lesson 3

Objectives and materials

Vocabulary: feelings and emotions

Listening: to find specific information

Speaking: to express emotions

Optional materials: A4 sheets of paper

Warm-up

Distribute the sheets of paper. Ask the students: *How are you feeling today?* Tell the students to draw a happy or sad emoticon on a piece of paper and hold it up.

1 Students do exercise 1.

Extra idea

Ask the students which of the words in the box they can use to describe the emoticon they drew in the *Warm-up* activity.

2 1.75 (00:40) Students do exercise 2.

Extra idea

Model the pronunciation of the target words and ask the students to repeat. Then whisper the words and ask students to lip-read.

3 Students do exercise 3.

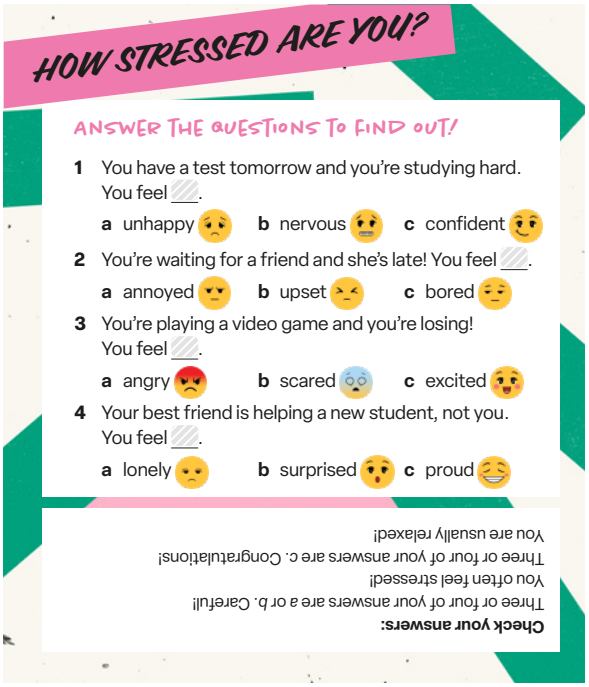
4 1.76 (02:08) Students do exercise 4.

5 Extra idea

Before doing the task, the students listen to the recording and answer the question: *Do Alice and Ben give the same answer to any of the questions?* (no) Students do exercise 5.

4 Lesson 3

I can talk about feelings and emotions.



1 Let's start!

Look at the words in the box. In pairs, say when you feel like that. Students' own answers

happy relaxed sad worried

I feel happy when I meet my friends.

2 1.75 **Look at the questionnaire. Find the words in the box in the questionnaire and look at emojis to check their meaning. There is one extra word. Then listen and repeat.**

Feelings and emotions

3a angry • 2a annoyed • 2c bored • 1c confident • 3c excited • 4a lonely • 1b nervous • 4c proud • 3b scared • stressed • 4b surprised • 1a unhappy • 2b upset

Extra word: stressed

3 In pairs, mime feelings and emotions for your partner to guess. Students' own answers

I know! You're bored!

4 1.76 **Usłyszysz dwukrotnie rozmowę dwóch osób. Na podstawie informacji zawartych w nagraniu uzupełnij luki w poniższej tabeli. Zapisz odpowiedzi w zeszycie.**

		Alice	Ben
1	They have a test tomorrow.	confident	unhappy
2	They are waiting for a friend.	bored	annoyed
3	They are losing a video game.	excited	angry

5 Are you stressed or relaxed? Do the questionnaire in pairs. Explain your answers. Then talk about your favourite ways to relax. Students' own answers

Imagine that you have a test tomorrow and you're studying hard.

I'm feeling nervous because I want to get a good mark! I usually watch TV to relax.

Fast finishers

Look at the emoji and guess the adjective. In your notebook, design emojis for five adjectives describing emotions.



Olive is feeling scared !

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Play a guessing game. Write a sentence beginning on the board: *This is how I feel when ...* The students take turns to describe a situation and the rest of the class guesses the emotion, e.g. *This is how I feel when I get a good grade.* (proud)

I can use the present simple and the present continuous to talk about repeated actions and actions happening now.

Grammar 2

Present simple

I **always** feel relaxed.
I don't feel stressed **every day**.
Do you feel nervous before a test?

Present continuous

I'm feeling relaxed **at the moment**.
I'm not feeling stressed **now**.
Are you feeling nervous?

1 **Write the words under the correct heading.**

always at the moment every day
now once a week right now
sometimes twice a day usually

Present simple	Present continuous
always, every day, once a week, sometimes, twice a day, usually	at the moment, now, right now

2 **Look at the underlined expressions in each sentence. In your notebook, choose the correct option.**

1 We ***study*** / ***are studying*** for a test at the moment.
2 He always ***feels*** / ***is feeling*** upset when he gets a bad mark.
3 I ***don't watch*** / ***'m not watching*** a film right now.
4 She ***doesn't play*** / ***isn't playing*** video games every day.

3 1.77 **Listen to four dialogues. Decide if the sentences are True (*T*) or False (*F*). Listen again and correct the false statements. Write the answers in your notebook.**

1 Josh is feeling excited at the moment.
2 Anna usually feels nervous when she has a test.
3 George is feeling annoyed now.
4 Lena is surprised right now.

4 **In your notebook, match answers a–d with questions 1–4.**

1 What are you doing at the moment? c
2 What do you do every evening? a
3 Do you feel tired in the evening? d
4 How are you feeling right now? b

a I usually meet friends, and then I go home.
b I'm happy because I love learning English.
c I'm doing my homework.
d Yes, I do, because I always study hard.

5 **In pairs, ask and answer questions in exercise 4.** Students' own answers

What are you doing at the moment?

I'm sitting in class, and ...

6 **In your notebook, complete the text with the words or phrases in the box.**

'm feeling 's playing are watching
are you doing don't play feel
plays watch

Hi there!
How are things with you? I [1] 'm feeling a bit bored at the moment. My brother isn't here because he [2] 's playing basketball. He [3] plays a match every Wednesday. My parents [4] are watching their favourite TV series. They usually [5] watch TV in the evening. I'm listening to music. I [6] don't play an instrument, but I always [7] feel relaxed when I listen to my favourite band.
What [8] are you doing at the moment?
Tom

7 **In your notebook, write an email to Tom. Write what you and your family are doing at the moment, and what you usually do.** Students' own answers

Grammar 2 video

Play the animation video and ask the students: *Who solves a lot of riddles?* (Will)

1 Students do exercise 1.
2 Students do exercise 2.
3 1.77 (01:22) Students do exercise 3.

Answers
1 F, Josh is feeling tired at the moment.
2 F, Anna usually feels confident when she has a test.
3 T, He is feeling annoyed now.
4 F, She is proud right now.

4 Students do exercise 4.
5 Students do exercise 5.
6 Students do exercise 6.
7 Students do exercise 7.

SUPPORT: The students write sentences about their family members, without writing the whole email.
CHALLENGE: The students add a paragraph about their chores, including information about what they like / don't like doing.

Wrap-up

Tell the students to write two sentences about themselves on separate pieces of paper, one in the present simple and one in the present continuous, e.g. *I play tennis twice a week. At the moment, I'm listening to the teacher.* Collect the papers and read the sentences aloud for the class to guess who wrote them.

Lesson 4

Objectives and materials

Grammar: present simple and present continuous
Listening: to find specific information
Writing: to write an email about daily life
Optional materials: pieces of paper for each student for the *Wrap-up* activity

Warm-up

Ask the students: *How are you feeling now? How do you usually feel on Monday morning / Friday afternoon?*

Grammar

Draw the students' attention to the grammar table. After they have read the examples in the book, write more sentences in the third person singular, e.g. *He usually sleeps long. He is sleeping now.* Add questions and negative sentences, eliciting ideas from the class.

Lesson 5

Objectives and materials

Speaking: to express emotions and give advice
Reading and listening: to find specific information

Warm-up

Say the names of different school subjects and ask the students how they feel about them, e.g. *maths – nervous, Polish – proud, English – excited,* etc.

1 1.78 (00:58) Students do exercise 1.

Speaking video

You can use the video *You shouldn't worry!*, instead of the audio recording from exercise 1. Turn the subtitles on if needed. Play the video. Ask the students: *How do the boys feel at the beginning of the video?* (Charlie is worried, Rafael is bored.) *How do they feel at the end?* (They're happy/excited.)

Extra idea

The students role-play the dialogue several times. Each time assign the roles to a different pair of students.

Answers
1 You shouldn't look at your phone all day. / What about spending more time with your friends? / You should ask Ms Adams for help. / You shouldn't worry! / What about coming to Maths Club with me?
2 I'm OK. / I'm just a bit bored. / I know, but I'm a bit nervous.

I can express my emotions. I can give advice.

1 1.78 **Read the dialogue and listen to it. Guess what Rafael's problem is.**
Maths is difficult.



Charlie: Hi! What are you doing here alone?
Rafael: I'm playing a new game.
Charlie: Are you OK?
Rafael: Yes, **I'm OK. I'm just a bit bored.**
Charlie: **You shouldn't look at your phone all day.** It isn't good for your eyes or your back.
Rafael: I know, but I love playing games.
Charlie: **What about spending more time with your friends?**
Rafael: Thanks. You're right. Actually, there is something else.
Charlie: What is it?
Rafael: I don't like maths, it's difficult. I play games to relax.
Charlie: **You should ask Ms Adams for help.**
Rafael: **I know, but I'm a bit nervous ...**
Charlie: **You shouldn't worry! What about coming to Maths Club with me?** It's fun and we can all help you.
Rafael: That's a good idea. Thanks, Charlie!

2 1.78 **Read the dialogue and listen to it again. Match sentences in bold in the dialogue with topics 1–2. Write the answers in your notebook.**
1 giving advice
2 expressing emotions

3 1.79 **In your notebook, complete the dialogues with the words and expressions in the box. Then listen and check. Practise the dialogues in pairs.**

about | I feel lonely | I'm a bit nervous | I'm really annoyed | shouldn't | study

1 **A:** I'm really annoyed! My phone isn't working!
B: What about turning it off and on again?
2 **A:** I'm a bit nervous about the test tomorrow.
B: You should study this evening.
3 **A:** I feel lonely. My best friend is on holiday.
B: You shouldn't stay at home alone. Meet your other friends!

4 **Work in pairs. Student A: choose an emotion and a problem. Student B: give advice. Use these ideas or your own.**
Students' own answers

Student A	Student B
1 bored / nothing to do	join / club
2 tired every day / study very hard	manage / time
3 upset / brother / often uses my phone without asking	speak / parents
4 scared / have two tests tomorrow	not worry / make time to relax

I'm really bored. I've got nothing to do.

What about joining a club?

2 1.78 (00:58) Students do exercise 2.

Extra idea

Read aloud the sentences in bold at random. Tell the students to raise their right hand when the sentence is about giving advice and their left hand when it's about expressing emotions.

3 1.79 (00:38) Students do exercise 3.

4 Students do exercise 4.

SUPPORT: Pair up the students who need more support (Student A) with the stronger students (Student B).
CHALLENGE: Tell the students to talk about their own problems, different from the ones in the book and give advice.

Wrap-up

What bad advice can you give someone before a test? (*What about copying someone's work? You shouldn't study, you should go to the park. You should study all night.*)

I can understand a text about showing emotions in different countries.

1 **Look at the photo. Where are these people? How do you think they feel?**
They are at the top of a mountain.; Suggested answer: They feel happy, excited, proud.



2 1.80 **Read the text and listen to it. Which sentence is true about the text? In your notebook, choose the correct answer.**

a People in other countries don't show their feelings.
b People feel different emotions in other countries.
c People in other countries show emotions in different ways.

3 1.80 **Read the text and listen to it again. Decide if the sentences are True (*T*) or False (*F*). Correct the false statements. Write the answers in your notebook.**

1 In Thailand, people only smile when they're happy.
2 They hardly ever show that they feel angry.
3 When a person nods their head, it always means "yes".
4 Italian people often show their emotions.
5 Conversations in Italian are always angry.
6 People in Italy don't use their hands when they speak.

4 **Work in pairs. Ask and answer the questions.**
Students' own answers

1 Do you often feel annoyed? Do you show this to other people? Why / Why not?
2 How often do you smile? What makes you smile?

MORE THAN WORDS!

So, you think you can read emotions, but what about reading emotions in other countries? Do people show their feelings in the same way?

Glossary
hide – ukrywać
nod – kiwnąć głową
polite – uprzejmy
sound – brzmieć
talkative – gadatliwy
voice – głos

Thailand

- In Asian countries, people often hide their emotions. In Thailand, many people smile when they're happy, but also when they feel nervous or sad.
- They hardly ever show angry feelings. They don't speak in a loud voice or move their hands, because this means that they're annoyed.
- People nod their head to say "yes", but also when they want to say "no". This is because it isn't polite to say "no" in Thailand.

Italy

- In Italy, people are open, and they often show their emotions. They're usually talkative, and they like asking questions.
- A conversation in Italian can sound angry. This is because people often speak loud, but the speakers are usually just happy or excited.
- People move their hands a lot when they speak to show how they feel. In fact, there are ways to say things using only your hands in Italy!



Lesson 6

Objectives and materials

Reading: to find specific information, to define the main idea of the text
Speaking: to talk about feelings and emotions
Vocabulary: feelings and emotions
Optional materials: Teacher's Resource File – Video worksheet Unit 4; two online videos showing a conversation in Thai and a conversation in Italian

Culture note

Thailand – a country in southeast Asia; the capital city is Bangkok (11 million people live there); the currency is called *baht*; there are many islands with beautiful tropical beaches.

Warm-up

Ask the students: *Show me what you do when you're feeling happy.*

1 Students do exercise 1.

Culture video

Play the video. Ask the students to come up with an alternative title for the film (e.g. *Everything is easy with family and friends* or *Up to the top*).

2 1.80 (01:30) Students do exercise 2.

Extra idea

Play the videos of conversations in Thai and Italian. Ask the students: *How are the people feeling? What do you think they are talking about?*

3 1.80 (01:30) Students do exercise 3.

Answers
1 F, People smile when they feel happy, nervous or sad.
2 T
3 F, People nod their head to say "yes", but also when they want to say "no".
4 T
5 F, A conversation in Italian can sound angry, but the speakers are usually just happy or excited.
6 F, People in Italy move their hands a lot when they speak to show how they feel.

Extra idea

The students work in pairs. Student A closes their book, Student B reads some facts from the text. Student A says if the information is about Thailand or Italy.

4 Students do exercise 4.

Wrap-up

The students give advice to someone who often gets annoyed or to someone who doesn't smile very often.

Lesson 7

Objectives and materials

Writing: to write and reply to a message asking for help

Vocabulary: feelings and emotions, conflict and problems

Warm-up

Ask the students: *Do you ever take your brother's or your sister's clothes? Do you take your mum's jewellery / your dad's earphones?*

1 Students do exercise 1.

Answers
1 I'm really angry today! / We're smiling because we're happy and relaxed.
2 My sister is wearing my clothes again!
3 I don't know what to do. Any ideas?
4 You really should speak to your sister. / Explain that you feel upset because she wears your clothes a lot. / And you shouldn't get angry.

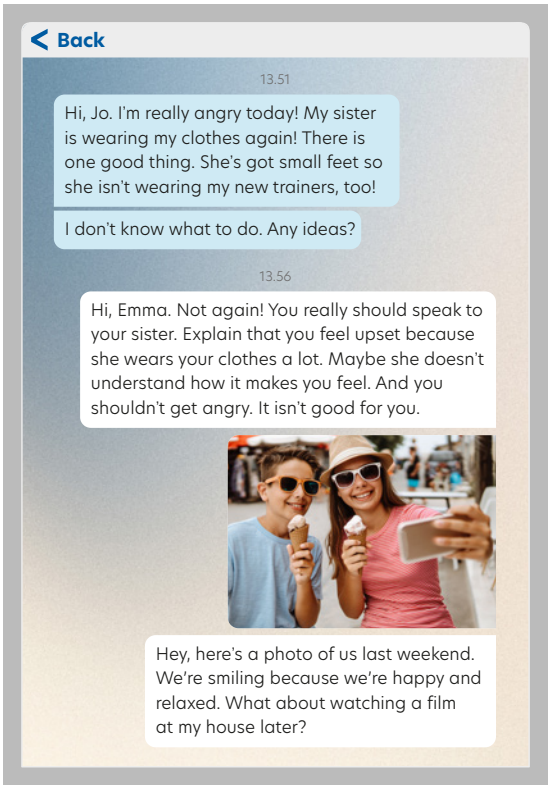
Extra idea
Ask the students to write another piece of advice for Emma. Elicit ideas from the students and write them on the board. Then ask the students to vote for their favourite piece of advice.

2 Students do exercise 2.

Extra idea
Ask the students to give Jo some advice.

3 Students do exercise 3.

I can write and reply to a message asking for help.



1 **Read the messages. Find sentences that match topics 1–4.**

1 expressing emotions
2 describing a problem
3 asking for help
4 giving advice

2 **In your notebook, complete Jo's message with the words in the box.**

don't ideas scared stressed working

Emma, I'm so [1] scared because I can't find my cat! Mum's [2] working in her office in town so she can't help. I [3] don't know what to do! I feel really [4] stressed. Any [5] ideas?

3 **Help Emma write a reply. In your notebook, put the words in the correct order to make sentences.**

Hi, Jo ...

1 worry shouldn't You .
You shouldn't worry.
2 sure your I'm OK cat's .
I'm sure your cat's OK.
3 look in You the garden should .
You should look in the garden.
4 grandma to about your What speaking ?
What about speaking to your grandma?
5 you can She help .
She can help you.

4 **Writing project**

In your notebook, write a message to a friend. Describe a problem, say how you feel and ask for help. Then swap your message with a partner and reply.
Students' own answers

Think
- O jakim problemie chcesz napisać?
- W jaki sposób możesz go krótko opisać lub wyjaśnić?
- Co czujesz w takiej sytuacji?

Write
Napisz swoją wiadomość.
Hi! I'm really annoyed today! ...
Odpowiedz na wiadomość kolegi/koleżanki.
Hi, you really should ...

Look again!
Sprawdź swoje wiadomości. Czy Twoje wiadomości zawierają:
- opis problemu?
- przymiotniki opisujące uczucia lub emocje?
- prośbę o pomoc?
- radę dla kolegi/koleżanki?

4 Students do exercise 4.

SUPPORT: Provide the students with some ideas: *you can't find a notebook anywhere, your younger brother/sister doesn't do his/her chores; you have to get up early on Saturday to go shopping with your mum and dad.*
CHALLENGE: The students write responses to two messages.

Wrap-up

Ask the students: *What problems do you now have as a class? What can you do about it?* Elicit ideas.

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Test yourself

Vocabulary

1 **Write the body parts words.**



1 leg 2 arm 3 hand 4 neck

/4 points

2 **Complete the sentences.**

1 You wear shoes on your feet.
2 You have ten fingers, and ten toes.
3 You wear a hat on your head.
4 You carry a bag on one shoulder.

/4 points

3 **Complete the words with the missing letters.**

1 When your phone doesn't work, you feel an a n n o y e d.
2 When you think you can do something, you are c o n f i d e n t.
3 When you feel sad because you are alone, you are l o n e l y.
4 When you feel good because you do something well, you are p r o u d.

/4 points

Grammar

4 **Complete the dialogue with the present continuous forms of the verbs in brackets.**

A: What [1]are you making (**you make**)?
B: A robot for the competition, but it [2]isn't working (**not work**).
A: I'll help you. I [3]'m putting (**put**) the batteries in now.
B: Great! Now, his legs [4]are moving (**move**). He [5]'s running (**run**) away!

/5 points

5 **Choose the correct answer.**

1 Beth always _____ tired after school.
a feel (b) feels c is feeling
2 I _____ because I'm upset! I'm happy!
a don't cry b doesn't cry (c) 'm not crying
3 We _____ a test right now!
a do b does (c) 're doing
4 They _____ computer games every day.
(a) play b plays c 're playing

/4 points

Speaking

6 **Match advice a–d with problems 1–4. Complete the advice with the correct words.**

1 I'm feeling stressed today. c
2 Bella's always late! d
3 I feel scared! a
4 I'm lonely. b

a You shouldn't watch that horror film!
b What about inviting a friend to your house?
c What about going for a walk in the park?
d You should talk to her about it.

/4 points

Check your score!

1.81 **Listen and check your answers. Then count your points and follow the instructions below.**

20–25 points – Great job! Find your prize on p. 126.
14–19 points – Good score! Work on your mistakes and correct them in your notebook.
0–13 points – Keep calm and revise more. Do exercises A–C below!

(A) Work on vocabulary → *Learning Zone*, p. 47
(B) Revise grammar → *Learning Zone*, p. 49
(C) Speak → exercises 2–4, p. 52

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Warm-up

Ask the students what grammar and vocabulary they have studied in Unit 4 and to give two examples of sentences with each grammar structure.

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

Extra idea

Tell the students to follow these instructions:
Use your face to show that you're happy.
Use your feet to show that you' re annoyed.
Use your hands to show that you're nervous.
Use your whole body to show that your proud.

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

Extra idea

Write the following sentences on the board. Choose students to come and write the verbs in the correct form.
1 *We ... (study) English now.* (are studying)
2 *We ... (study) science twice a week.* (study)
3 *She ... (do) the washing at the moment.* (is doing)
4 *My mum ... (do) the washing up almost every day.* (does)
5 *Where ... (you/go) to school?* (do you go)
6 *Where ... (you/go) now?* (are you going)

6 Students do exercise 6.

Extra idea

Talk about different problems and ask the students to give you some advice.

Check your score!

1.81 (01:20) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Ask the students how they evaluate their knowledge of the topics in Unit 4, on a scale 1–5 (1 = not so good; 5 = very good). Ask them which topics they feel that they need to work on before the test.

My words

Extra idea 1

The students write two short dialogues with the *Real English* expressions and four words from the wordlist.

Extra idea 2

The students make a crossword puzzle using the names of body parts and the adjectives describing emotions and feelings. As clues, they the draw body parts or emoticons.

Extra idea 3

Before the lesson, prepare three cards: *DRAW, SAY, SHOW*. A student comes to the front of the class and chooses a word from *My words* page. Then he/she whispers the word to the teacher (or writes it down, so that other students cannot see it). After that, the student chooses a card. Depending on what they choose, they need to communicate the word to the class in the way specified on the card (draw it, explain it using words or show it using mime and gestures).

Body parts

1.82 (00:52)

Feelings and emotions

1.83 (00:58)

Real English

1.84 (00:28)

Expressing emotions and giving advice

1.85 (00:51)

4

Body parts 1.82

arm	ręka
back	plecy
body	ciało
elbow	łokieć
finger	palec u ręki
foot	stopa
hand	dłoń
head	głowa
knee	kolano
leg	noga
neck	szyja
shoulder	ramię
toe	palec u stopy

Feelings and emotions 1.83

angry	zły
annoyed	poirytowany
bored	znudzony
confident	pewny siebie
excited	podekscytowany
lonely	samotny
nervous	zdenerwowany
proud	dumny
scared	przestraszony
stressed	zestresowany
surprised	zaskoczony
unhappy	nieszczęśliwy
upset	poddenerwowany, zmartwiony

Real English 1.84

Wait a second. I'll help you.	Zaczekaj chwilę. Pomogę Ci.
That's it! All done!	Skończone! Wszystko gotowe!
Nothing's happening.	Nic się nie dzieje.
Something's wrong.	Coś jest nie tak.

Expressing emotions and giving advice 1.85

I'm OK. I'm just a bit (bored).	Wszystko w porządku. Jestem tylko trochę (znudzony).
You shouldn't (look at your phone all day).	Nie powinieneś / Nie powinnaś (wpatrywać się w swój telefon cały dzień).
What about (spending more time with friends)?	A może (spędzisz trochę czasu z przyjaciółmi)?
You should (ask Ms Adams for help).	Powinieneś/Powinnaś (poprosić panią Adams o pomoc).
I know, but I'm a bit (nervous).	Wiem, ale jestem trochę (zdenerwowany).

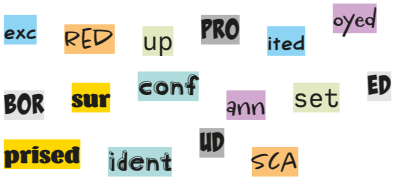
Play and learn!

1 **Work in pairs. Choose a body part. Your partner can ask you three questions and then guesses the body part. You can only say 'yes' or 'no'!** Students' own answers

Have I got two?

Yes.

2 **Work in pairs. Student A: make an adjective using the prompts below and give a clue to Student B. Student B: guess the adjective. Then swap roles.**
The adjectives are: excited, surprised, bored, scared, confident, proud, annoyed, upset



Exam.

Stressed!

Yes!

Present continuous

Używaj czasu *present continuous*, kiedy mówisz o tym, co się dzieje obecnie.

W zdaniach twierdzących użyj właściwej formy czasownika *be* oraz czasownika z końcówką *ing*.

I'm making a robot.
She's helping her friend.
They're doing their homework.

W zdaniach przeczących dodaj *not* do właściwej formy czasownika *be*.

I'm not doing my homework.
He isn't making a robot.
We aren't going to school.

W pytaniach ogólnych użyj czasownika *be* przed osobą/rzeczą. W krótkich odpowiedziach użyj właściwej formy czasownika *be*.

Am I talking to Ana?	Yes, I am. / No, I'm not.
Are they sleeping?	Yes, they are. / No, they aren't.
Is she cooking now?	Yes, she is. / No, she isn't.

W pytaniach szczegółowych użyj słówka pytającego, np. *Who*, *What*, *Where*, *When* lub *Why* na początku pytania.

→ Where are they going?
→ What is she doing?

Pamiętaj o poprawnej pisowni czasowników z końcówką *ing*. Więcej informacji na s. 45.

Present simple and present continuous

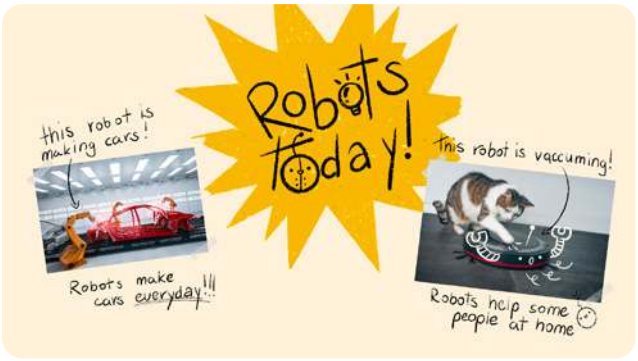
Używaj czasu *present simple*, kiedy mówisz o czynności, która się powtarza, lub którą wykonujesz regularnie.
→ I always make time to relax after school.
→ They sleep eight hours every day.

Używaj czasu *present continuous*, kiedy mówisz o czymś, co dzieje się teraz.
→ I'm feeling relaxed at the moment.
→ They aren't going to school now.

always → zawsze
every month → co miesiąc
every day → codziennie
now → teraz
at the moment → teraz

Project

Work with a partner on a poster about how robots help us every day. Draw pictures or find photos and label them. Then present your poster to the class.
Students' own answers



Project

- Remind the students to include at least four sentences in the poster. The students can choose just one robot as long as there are enough sentences on the poster.
- Remind the students to use the present continuous to describe the photos.
- The students may invent their own robot and draw it.
- Put the students who need support with the stronger students to do the project together.
- Display the posters in the classroom.

3–4

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Objectives and materials

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

Listening: to find specific information

Reading: to find specific information

Writing: to write a message about a healthy lifestyle

Optional materials: the audioscript for exercise 8 to be displayed on the board

Warm-up

To encourage the students to take responsibility for their learning, ask them to go over the exercises on pages 58–59 and say which exercises they would like to do on their own, and which ones they want to do as a class.

1 Students do exercise 1.

Extra idea

Ask the students to close their books. Read aloud phrases a–e, in random order and ask the students to say the verb that goes with them. To make the task more challenging, include more collocations from Unit 3 (e.g. *time with family – spend, enough sleep – get*).

2 Extra idea

Write in random order all of the words that the students need in the exercise and add 2–3 distractors. Ask the students to use the options from the board to complete the exercise.
Students do exercise 2.

3 Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

Vocabulary

1 **Match phrases a–e with verbs 1–5.**

1 have d	a your time
2 make e	b hard
3 manage a	c time outdoors
4 study b	d a passion
5 spend c	e time to relax

2 **Complete the sentences with the correct verbs.**

1 We haven't got a dishwasher, so I __do__ the washing-up.
2 I __set__ the table when we have dinner, and my brother clears it.
3 I sometimes __look__ after my sister when my parents are at work.
4 I love recycling, so I usually __take__ the rubbish out.
5 I'm not very tidy, but I always clean/tidy my room.

3 **Complete the description.**

This is my robot, Blue. His eyes are in his [1] __body__, because he hasn't got a [2] __head__! He's got big [3] shoulders at the top of his arms, but only four [4] __fingers__ on each hand. He's got long legs and two small [5] __feet__.



4 **Complete the sentences with adjectives describing emotions.**

1 I often feel nervous when I have a test at school.
2 It's Ellen's party this evening. I'm really excited!
3 When I'm bored, I usually call a friend.
4 I sometimes feel angry when the bus is late.
5 I never feel upset when I lose a game.

Extra idea

Use the adverbs of frequency to ask the students about their lives: *What do you sometimes do at the weekend? What do you do once a month?* Encourage the students to ask the questions in pairs.

6 Students do exercise 6.

7 Students do exercise 7

Grammar

5 **Rewrite the sentences using the words in the box.**

always often once a month sometimes

1 I spend time with my family every day.
I always spend time with my family.
2 We hardly ever eat tofu.
We eat tofu once a month.
3 They do sports five times a week.
They often do sports.
4 He's late for class twice a week.
He is sometimes late for class.

6 **Complete the sentences with the correct form of *like*, *love*, *hate* and the *ing* form of the verbs.**

	Clean	Put clothes away
I	😍	☹️
Ed	☹️	😊
Lucy and Ben	😡	😍

1 I *love cleaning* my room, but I don't like putting my clothes away.
2 Ed doesn't like cleaning his room, but he likes putting his clothes away.
3 Lucy and Ben hate cleaning their room, but they love putting their clothes away.

7 **Complete the sentences with the present simple or present continuous forms of the verbs in brackets.**

1 My parents usually __watch__ TV. Right now, they 're watching a new series. (**watch**)
2 My sister __rides__ her scooter every day. She 's riding it now. (**ride**)
3 I 'm studying at the moment. I always __study__ in the evening. (**study**)

Speaking

8 1.86 **Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą odpowiedź a–e. Jedna odpowiedź nie pasuje do żadnej wypowiedzi.**

a What about asking a friend to help you?
b I'm sorry, but I'd rather not. I hate horror films.
c Let's do our homework. (extra)
d You should make time to relax.
e Thanks! I'd love to. I love spending time outdoors.

Speaker 1	Speaker 2	Speaker 3	Speaker 4
d	b	e	a

9 **Match phrases a–e with situations 1–4. There is one extra phrase.**

1 You meet your friends. d
2 You and your friends are late. e
3 Your teacher can't carry some books. b
4 You want your friends to wait. a

a Hold on. I need my phone.
b Wait a second. I'll help you.
c Something's wrong! (extra)
d What's up, guys?
e Come on, let's go.

Listening

10 1.87 **Usłyszysz dwukrotnie rozmowę. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–8 w poniższej notatce.**

Katy gets up at [1] five o'clock. She studies at [2] home. Her favourite lunch is [3] rice, [4] chicken and [5] vegetables. She loves [6] looking after her little brother. She hates [7] cleaning her room. In the evening, she's always [8] tired.

Reading

11 **Przeczytaj tekst i wybierz właściwe odpowiedzi.**

Robots in Education

From Japan to the USA, you can see robots in classrooms. In technology lessons, students learn to build and code robots, but now they're in other lessons, too.

One school in Finland has a robot called Elias. He helps students learn maths and foreign languages. He dances and sings, and when a student answers a question correctly, they can dance and sing, too.

Elias is popular with shy students. He doesn't laugh when they make a mistake, so they feel confident about speaking in English. He helps them when they work in small groups, and he can make questions easy or difficult.

Robots aren't perfect, of course. They sometimes have technical problems. Some robots can read how a student is feeling, but a teacher shows students how to express emotions. A real teacher can also teach students to be creative.

1 Elias teaches students
a how to code a robot.
b to speak English.
c to dance and sing.

2 Elias is good when students
a are nervous about speaking.
b study on their own.
c must answer difficult questions.

3 A problem with robots is that they
a express emotions.
b don't understand emotions.
c sometimes don't work very well.

Writing

12 **Twój kolega z Londynu jest bardzo zmęczony i nie ma czasu dla siebie. Napisz do niego wiadomość, w której:** Students' own answers

- zapytasz, jaki prowadzi tryb życia,
- opowiesz o swoim trybie życia i wyjaśnisz, jak zarządzasz swoim czasem,
- udzielisz mu rady.

8 1.86 (01:02) Students do exercise 8.

Extra idea
Before you check the answers as a class, display the audioscript on the board and ask the students to read it and check their answers.

9 Students do exercise 9.

10 1.87 (02:22) **Extra idea**
Read the gapped text aloud, stopping before each gap. Encourage the students to predict what kind of information is missing, e.g. a number, an adjective, the name of a place, etc. Students do exercise 10.

11 Students do exercise 11.

Extra idea
Ask the students: *What kind of robot would you like to have in your classroom?* Have a class discussion.

12 Extra idea
For each item in the task, the students note down two phrases they could use in their messages. Students do exercise 12.

Wrap-up

Read out some sentences from Units 3–4. Ask the students to find the sentences and say the page number, for example:
Lena doesn't like doing the washing-up. (page 39)
Charlie, why don't you spend some time outdoors? (page 40)
This is a photo of my new robot, Sally. (page 47)
What's happening now? What's that noise? (page 48)

Unit 5 Extra resources
Workbook: pages 52–61
Videos:
- Grammar Animations (Lesson 2 and 4)
- Speaking video: *I think it's a great present* (Lesson 5)
- Culture video: *Sled Dogs* (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: animals, adjectives to describe animals
Listening: to find specific information
Speaking: to name and describe animals

Warm-up

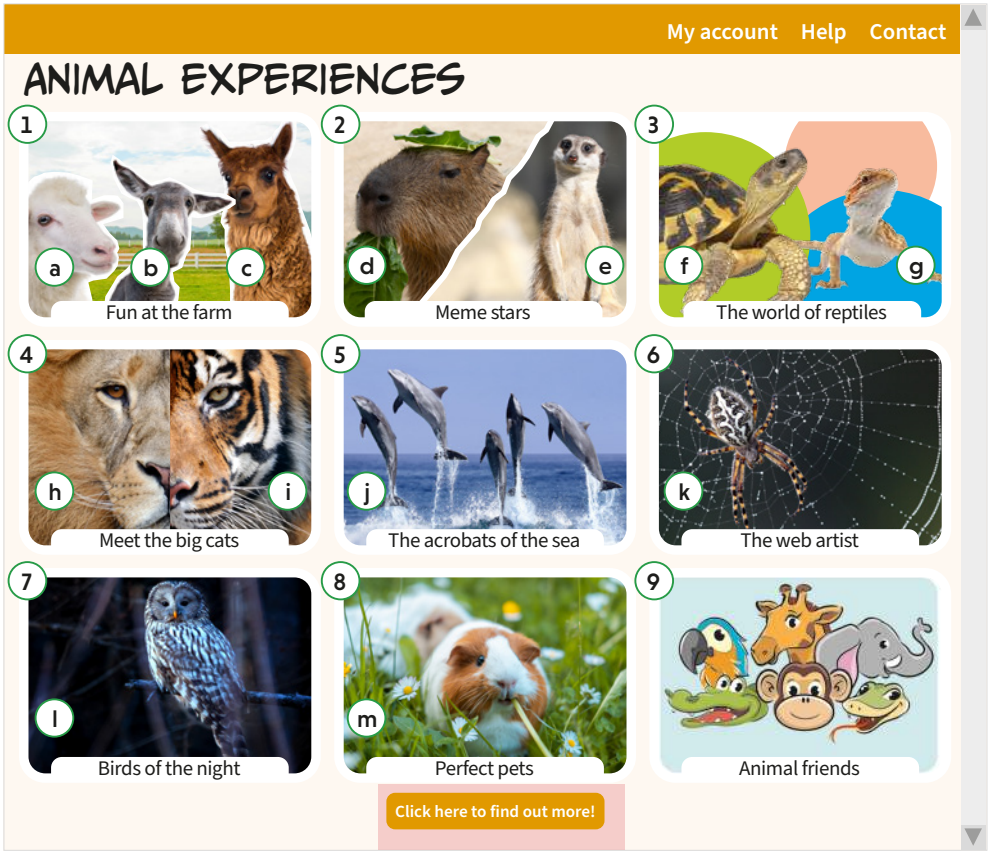
Have a vocabulary race. Tell the students to write down as many names of animals as they can within 90 seconds.

1 Students do exercise 1.

5 Animal world

Lesson 1

I can name and describe different kinds of animals.



1 **Let's start!**

Look at picture 9. Use the adjectives in the box to describe the animals.
Students' own answers

clever fast friendly interesting noisy quiet strong

Monkeys are clever. They're fast, too!

Parrots are often noisy!

2 1.88 **Listen to Grace and Leo. Which animal experience is their favourite?**
5 – dolphins experience

3 1.89 **In your notebook, match animals a–m with the words in the box. Then listen, check and repeat.**

Animals
c alpaca • d capybara • j dolphin • b donkey • m guinea pig • h lion • g lizard • e meerkat • l owl • a sheep • k spider • i tiger • f tortoise

2 1.88 (01:24) Students do exercise 2.

Extra idea
Mention the following experiences and elicit which animals they could see there: *Safari Drive* (elephants, giraffes, zebras), *Fly High* (all kinds of birds), *Black and White* (zebras, penguins), *Jungle Boogie* (gorillas, parrots), *Arctic Freeze* (polar bears, penguins, seals).

3 1.89 (01:16) Students do exercise 3.

Extra idea
Write the words from the box on the board in a different order than in the exercise. Read the words aloud with the class. Then wipe out one or two words and ask the students to read out all the names of animals including the missing ones. Repeat the procedure several times.

4 **Describe an animal for your partner to guess. Use the adjectives in exercise 1 to help.** Students' own answers

It can swim fast. It's very friendly and clever.

It's a dolphin!

5 1.88 **Look at the words in the box and listen to Grace and Leo again. In your notebook, match the adjectives with the animals they talk about.**

Adjectives to describe animals

beautiful • cute • dangerous • endangered • farm • intelligent • poisonous • scary • slow • ugly • wild

6 1.90 **Listen to the adjectives in exercise 5 and repeat.** Students' own answers

7 **In your notebook, choose the correct option.**

1 The capybara is so ***cute*** / ***endangered***! It's got a big body and small legs.
2 There are owls and other ***wild*** / ***farm*** birds in the trees in my garden.
3 Some tigers are very ***slow*** / ***dangerous***. They can attack people!
4 Lions are ***beautiful*** / ***poisonous***. I love their colours!
5 Dolphins are so ***intelligent*** / ***scary***! I think they can understand people!
6 Some spiders aren't nice to look at. They're ***ugly*** / ***cute***!

8 **Pronunciation /ɪ/, /i/ and /aɪ/**

1.91 **Look at the letters in green and listen to the text. Do you hear /ɪ/, /i/ or /aɪ/? Then listen again, repeat and remember!**

Five friendly capybaras, six scary spiders!
Nine noisy monkeys, twenty wild guinea pigs!

A **dangerous lion** lives under a tree next to a **scary tiger**. They meet a **cute capybara** and make friends!

Learning zone



Follow ThinkBot's instructions to learn new words. Students' own answers

1 Wybierz cztery lub pięć nowych wyrazów, które chcesz zapamiętać.
2 Wymyśl zabawną historyjkę, używając tych wyrazów.
3 Opowiedz historyjkę w klasie.

9 **Choose an animal experience to go on with your partner. Give reasons for your suggestions.** Students' own answers

Why don't we go on *The world of reptiles* experience?

I'm sorry, but I'd rather not. Lizards are scary!

The world of reptiles

Feed Tommy, our cute, endangered giant tortoise!
Learn about which lizards are good pets!
Take lots of photos!

Meme stars

Take a capybara for a walk!
Play with our meerkats!
Learn how to make a great animal meme!

Fast finishers

In your notebook, describe your pet or someone else's pet. Students' own answers

My aunt's parrot, Tweety, is 20 years old. She's friendly and intelligent. Tweety can make different animal sounds!



Learning zone

To model the activity, elicit a few words from the students, write them on the board and use them to create a story together, as a class. Suggest the first sentence and write it on the board. Then ask volunteers to suggest a sentence that can be added to the story. The students come to the front of the class and write their sentences on the board.

9 Students do exercise 9.

SUPPORT: Show the students which words in the examples need to be replaced (*The world of reptiles, lizards, scary).*
CHALLENGE: The students make more suggestions about the experiences on page 60.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Play a spelling game. Spell the names of animals or adjectives to describe them. Ask the students to guess the words. Change the speed of spelling to modify the level of difficulty of the activity.

4 Students do exercise 4.

5 1.88 (01:24) Students do exercise 5.

Answers
beautiful – lion, tiger; cute – capybara; dangerous – tiger, spider; endangered – capybara (it isn't endangered); farm – sheep, donkey, alpaca; intelligent – dolphin; poisonous – spider; scary – tiger; slow – tortoise; ugly – spider; wild animals – lion, tiger

6 1.90 (00:35) Students do exercise 6.

7 Students do exercise 7.

8 1.91 (00:14) Students do exercise 8.

Answers
Words with /ɪ/ or /i/: friendly, capybaras, six, scary, noisy, monkeys, twenty, guinea, pigs
Words with /aɪ/: five, spiders, nine, wild

Extra idea

Play the recording a few times and tell the students to read along. Each time stop the recording in a different place. The students continue to read without the help of the recording.

I can use regular and irregular comparative adjectives to compare animals.

Lesson 2

Objectives and materials

Grammar: comparative adjectives

Listening and reading: to find specific information

Warm-up

Introduce the story. Tell the students that Mia, Jack, Pablo and Emily are visiting a special place. Tell the students to listen to the story with their books closed and say where the children are.

1 1.92 (02:08) Students do exercise 1.

Extra idea

Ask the students to say the names of all the animals that appear in the story (alpacas, meerkats, guinea pigs, capybaras, lizards, snakes, monkeys).

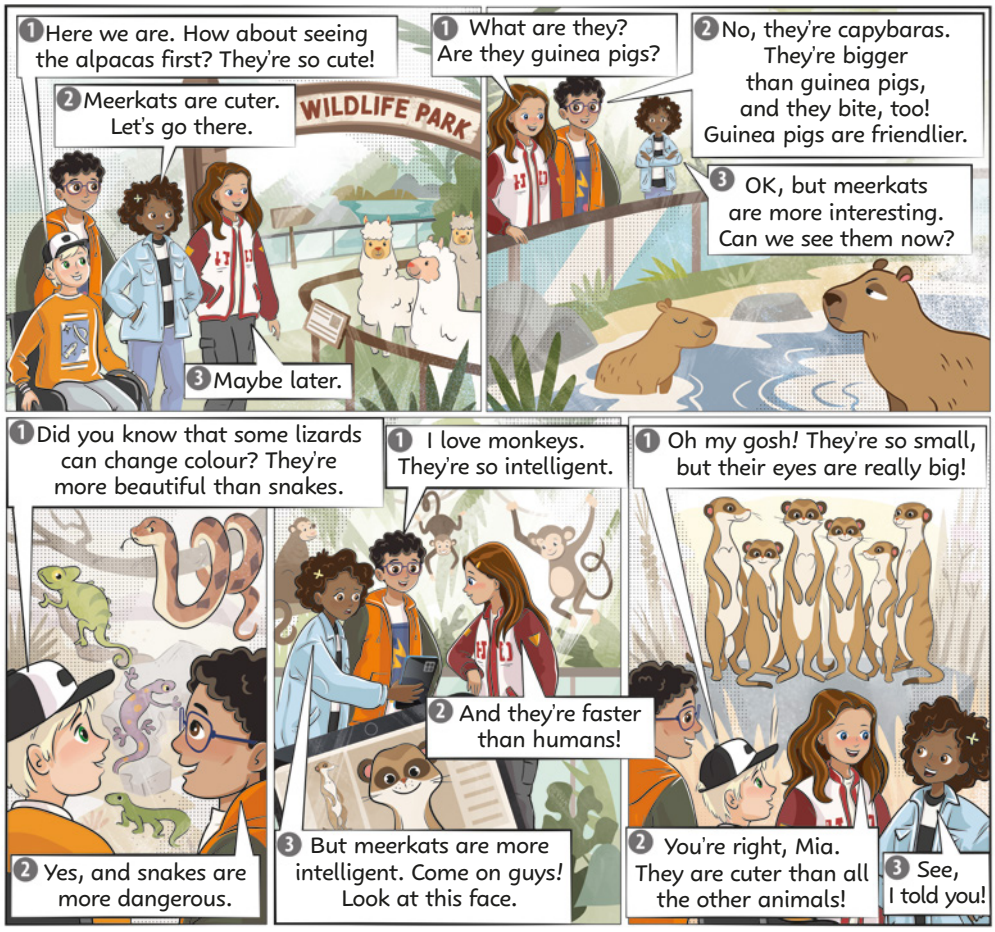
2 1.92 (02:08) Students do exercise 2.

3 1.93 (00:20) Students do exercise 3.

Extra idea

Ask the students to recall who says the *Real English* phrases in the story (*Here we are.* – Jack; *Did you know that ...?* – Jack; *Oh my gosh!* – Jack; *I told you!* – Mia).

MEET THE MEERKATS



1 1.92 **Read the story and listen to it. Who wants to see the meerkats? Why?**
Mia – because they're cute, interesting, and intelligent.

2 1.92 **Read the story and listen to it again. In your notebook, answer the questions.**

1 Who thinks the alpacas are cute, Mia or Jack? Jack
2 Which animal bites, guinea pigs or capybaras? capybaras
3 Which animal can change colour, snakes or lizards? lizards
4 Who loves monkeys, Paulo or Emily? Paulo
5 Who likes the meerkats in the end? all four friends

Real English

3 1.93 **Listen to the phrases and repeat. Practise them in pairs.** Students' own answers

Here we are.
Did you know that ...?
Oh my gosh!
I told you!

Grammar

Draw the students' attention to the grammar table. Ask them why two comparative forms are marked in blue (they're irregular). If possible, translate the adjectives into the student's first language. Then choose two adjectives from lesson 1 and change them into comparatives together as a class.

Grammar 1 video

Play the animation video. Ask the students to watch and note down the names of six animals the children can see in the park (squirrel, dragonfly, bees, caterpillar, ants, crickets). If necessary, write the first letters of the words on the board to help.

Grammar 1

Comparative adjectives

Adjective	Comparative adjective	Rules
fast	fast**er**	+ er
cut**e**	cut**er**	+ r
big hot	big**ger** hot**ter**	x2 + er
friendl**y**	friendl**ier**	✕ + ier
intelligent	**more** intelligent	+ more
good bad	**better** **worse**	irregular forms

Capybaras are big**ger** **than** guinea pigs.

4 **In your notebook, write the comparative of the adjectives in the box. Then complete the sentences with the correct adjectives.**

bad beautiful dangerous noisy quiet scary strong ugly

worse, more beautiful, more dangerous, noisier, quieter, scarier, stronger, uglier

1 Rabbits aren't noisy. They're quieter than guinea pigs.
2 Parrots look amazing. They're more beautiful than owls.
3 Some lizards are dangerous, but a snake's bite is worse.
4 Many people are scared of spiders. They're scarier than mice.

5 1.94 **In your notebook, write sentences with a comparative adjective and *than*. Then listen and check.**

1 Tortoises / slow / rabbits.
Tortoises are slower than rabbits.
2 Monkeys / intelligent / mice.
Monkeys are more intelligent than mice.
3 Alpacas / friendly / donkeys.
Alpacas are friendlier than donkeys.
4 Sharks / good swimmers / crocodiles.
Sharks are better swimmers than crocodiles.

6 1.94 **Listen and repeat the sentences in exercise 5. Pay attention to the rhythm.**
Students' own answers

7 1.95 **Listen to the conversation. Two friends are choosing an animal as a mascot for their science club. Which animal do they choose?** an owl

8 1.95 **Listen again. How do they compare these animals?**

1 sharks and lions 2 parrots and owls

Tigers are bigger than house cats.
Lions are bigger than leopards.

Learning zone



Follow ThinkBot's instructions to learn grammar. Students' own answers

1 Znajdź pięć nazw zwierząt, których chcesz się nauczyć.
2 Napisz w zeszycie pięć zdań, w których porównasz te zwierzęta.

9 **In pairs, choose a mascot for a sports team at your school. Describe and compare the animals.** Students' own answers

How about a meerkat?

Fast finishers

Solve the puzzle. In your notebook, write a riddle about another animal.
a dog

I'm friendlier than a cat.
I'm faster than a tortoise.
I'm smaller than a donkey.
I can't speak. What am I?



Learning zone

To model the activity, elicit the names of animals and write them on the board. Then ask the students to make 2–3 sentences about each animal to provide enough examples.

9 Students do exercise 9.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

The students choose a mascot for their class. Elicit several suggestions and then have a class vote. Once the students choose the mascot, you could ask volunteers to draw it for the next class.

4 Students do exercise 4.
5 1.94 (00:33) Students do exercise 5.
6 1.94 (00:33) Students do exercise 6.
7 1.95 (00:45) Students do exercise 7.
8 1.95 (00:45) Students do exercise 8.

SUPPORT: Give the students the adjectives they need to use (*strong*, *scary*, *friendly*, *interesting*).

CHALLENGE: The students make more sentences to compare each pair of animals using the adjectives of their choice.

Answers
1 Sharks are stronger than lions. Sharks are scarier than lions.
2 Parrots are friendlier than owls. Owls are more interesting than parrots.

Lesson 3

I can understand and use words to describe an animal's body.

Objectives and materials

Vocabulary: animals: parts of the body
Listening: to find specific information
Speaking: to describe animals
Optional materials: slideshow with the photographs of 12–15 animals; information about animals for adoption in your local zoo

Warm-up

Show the students a slideshow with the photos of animals. For each photograph elicit the name of the animal and adjectives to describe it.

1 Students do exercise 1.

2 1.96 (01:00) Students do exercise 2.

Answers
lion: 7 whiskers, 8 fur, 9 paws
owl: 5 wings 4 feathers, 6 claws, 3 beak
dolphin: 1 fin (back), 2 tail
tortoise: 11 shell, 12 scales (legs), 10 tongue

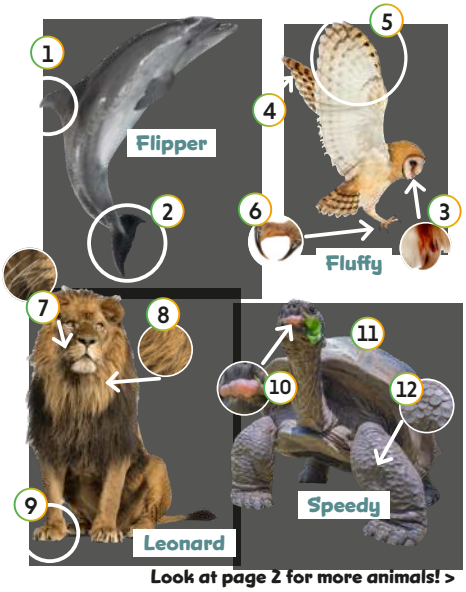
3 1.97 (01:15) Students do exercise 3.

4 Students do exercise 4.

5 1.98 (02:51) Students do exercise 5.

SUPPORT: Write the words that the students need to use in the gaps in random order. The students match the words to the gaps in the note.
CHALLENGE: The students complete an extra sentence: *The talk is about ...* (animals for adoption)

AN ANIMAL



Look at page 2 for more animals! >

1 Let's start!

Look at the photos and find the animal.

1 It's got a small head and its mouth is open. Speedy the tortoise
2 It's got a long nose and no legs. Flipper the dolphin
3 It's got two legs and we can't see its ears. Fluffy the owl
4 It's got four legs and big nose. Leonard the lion

2

1.96 **Look at the photos. Listen and find the body parts Adrian and Eve talk about.**

3

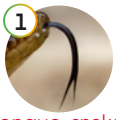
1.97 **In your notebook, match body parts 1–12 with the words in the box. Then listen, check and repeat.**

Animals: parts of the body

3 beak • 6 claw • 4 feather • 1 fin • 8 fur • 9 paw • 12 scale • 11 shell • 2 tail • 10 tongue • 7 whisker • 5 wing

4

Look at the photos and name the animal body parts. Then name animals that have them.


1 tongue, snake


2 shell, snail


3 feathers, bird/flamingo


4 paw, cat


5 scales, crocodile


6 fur, tiger

5

1.98 **Usłyszysz dwukrotnie wypowiedź. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższej notatce. Zapisz odpowiedzi w zeszycie.**

- Fluffy is a [1] barn owl.
- Schools that adopt an owl can have an interesting [2] book.
- The feathers on owls' [3] wings help them fly quietly.
- Leonard lives in a safari park in the [4] UK.
- A lion knows when another lion isn't happy because it moves its [5] tail.

6

Choose a favourite animal from this unit. In your notebook, make notes about what it looks like. Then describe it for your partner to guess. Students' own answers

It's got very short legs and it hasn't got a tail.
Is it a meerkat?
No, it isn't!

GUESS WHAT?!

Lions can eat 40 kg of meat in one meal!

6 Students do exercise 6.

Extra idea

Draw the students' attention to the *Guess what?!* box. Ask them if they know any other interesting facts about animals. If possible, allow the students to find the information online.

Wrap-up

Tell the students which animals are currently for adoption in your local zoo. Give them 4–5 options. Encourage a class discussion about which animal the students would like to adopt.

I can use regular and irregular superlative adjectives to describe animals.

Grammar 2

Superlative adjectives

Adjective	Superlative adjective	Rules
fast	the fastest	+ est
cute	the cutest	+ st
big hot	the biggest the hottest	x2 + est
friendly	the friendliest	~~y~~ + iest
intelligent	the most intelligent	+ the most
good bad	the best the worst	irregular forms

Snakes are the most dangerous.

1 **In your notebook, complete the sentences with the superlative of the adjectives in the box.**

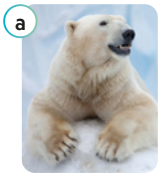
big fast friendly intelligent long

1 The cheetah is the fastest animal.
2 The polar bear has got the biggest paws.
3 The grass lizard has got the longest tail.
4 The chimpanzee is the most intelligent animal.
5 The capybara is the friendliest wild animal.

2 2.1 **Complete the questions with a superlative. Then listen and write the letter a, b or c. Write the answers in your notebook.**

Which bear is

1 the biggest (**big**)? a
2 the cutest (**cute**)? c
3 the quietest (**quiet**)? c
4 the scariest (**scary**)? b
5 the most intelligent (**intelligent**)? b

a 
b 
c 

3 **In pairs, compare these animals.**

	Cats	Tigers	Lions
long	45 cm	4 m	2 m
fast/slow	48 km/h	65 km/h	74 km/h
endangered	✗	✓✓✓	✓
friendly	👍	👎👎👎	👎👎

Tigers are the longest.

4 **In your notebook, choose the correct option.**

1 Taipans are ***more*** / ***the most*** poisonous snakes in the world.
2 Tortoises have got the ***stronger*** / ***strongest*** shells.
3 Parrots are ***cleverer*** / ***cleverest*** than owls.
4 Sharks are ***more*** / ***the most*** dangerous than dolphins.

5 **In pairs, compare different animals using the adjectives in the box.**
Students' own answers

beautiful cute dangerous interesting poisonous scary slow ugly

I think parrots are the most beautiful.

Fast finishers

Look at the three animals. How many sentences can you write using the superlative? Students' own answers



Grammar 2 video

Play the animation video and ask the students: *Which job do the children volunteer to do?* (to be park guides). You could write three options for the students to choose from on the board: *cage cleaners, park guides* and *animal cleaners*.

1 Students do exercise 1.
2 2.1 (01:19) Students do exercise 2.

SUPPORT: The students do only the first part of the task: they complete the questions with superlative adjectives.
CHALLENGE: The students add more questions about the animals in the photos to the list, with the adjectives of their own choice.

3 Students do exercise 3.

Suggested answers
2 Lions are the fastest. Cats are the slowest.
3 Tigers are the most endangered.
4 Cats are the friendliest.

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

Fast finishers

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

EXTRA ACTIVITY AR

Lesson 4

Objectives and materials

Grammar: superlative adjectives
Speaking: to compare animals

Warm-up

Ask the students the following questions: *Which animal is faster than a dog / cuter than a guinea pig / slower than a snake / bigger than a lion?*

Grammar

Draw the students' attention to the grammar table. Read the adjectives aloud for the students to repeat and encourage translation to the students' first language.

Wrap-up

The students say the name of the student in the class who is the oldest / the youngest / the tallest / the shortest / etc.

Lesson 5

Objectives and materials

Speaking: to ask for opinions and express them

Reading and listening: to find specific information

Warm-up

Ask the students if they like books about animals. Then ask them which is more interesting: a book about guinea pigs or dolphins?

1 2.2 (01:11) Students do exercise 1.

Speaking video

You can use the video *I think it's a great present*, instead of the audio recording from exercise 1. Turn the subtitles on if needed. Play the video. The students watch the video with their books closed. Ask the following questions:

1 *Where are the girls?* (at a book fair / book sale at school)

2 *What do they decide to buy?* (a book about dolphins)

3 *Who is it for?* (Rafael)

4 *How much do they pay?* (one pound)

2 2.2 (01:11) Students do exercise 2.

3 Students do exercise 3.

4 Students do exercise 4.

Answers

2 Let's buy mum a rock concert ticket. (I agree! / That's fine! / It's a good idea.)

3 What do you think about getting a puppy? (I'm not sure it's a good idea.)

4 Crocodiles are the scariest animals in the world. (I don't think so.)

5 Lesson 5

I can ask for opinions and express them.

1 2.2 **Look at the photo and guess what Ana and Daniela are talking about. Then read, listen and check.**

Ana and Daniela are talking about which book to buy for Rafael's birthday present.



Ana: Hey, let's buy Rafael a book for his birthday. He loves animals!

Daniela: What about this book about guinea pigs? **I think guinea pigs are cute.**

Ana: **I agree.** Guinea pigs are cute, but **I'm not sure it's a good idea**. He likes wild animals. **What do you think about the book about crocodiles?** I think it's a great present. **Are you OK with it?**

Daniela: I'm sorry, but **I don't think so**. It's smaller than the other books. But I love this one about dolphins!

Ana: Can I see it? It looks really interesting. And dolphins are more intelligent than guinea pigs and friendlier than crocodiles.

Daniela: **You're right!** Excuse me. How much is it?

Boy: One pound twenty. I'm selling everything to help animals.

Ana: That's great! But I've only got one pound. **Is that OK?**

Boy: **Yes, that's fine.**

2 2.2 **Read the dialogue and listen to it again. Match sentences in bold in the dialogue with topics 1–2. Write the answers in your notebook.**

1 asking for opinions What do you think about (the book about crocodiles)? / Are you OK with it? / Is that OK?

2 expressing opinions I think (guinea pigs are cute). / I agree. / I'm not sure it's a good idea. / I don't think so. / You're right! / Yes, that's fine.

3 **Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.**

1 **X:** Why don't we buy Mark a phone cover for his birthday?
Y: I'm not sure it's a good idea. He's got three!

2 **X:** Let's watch the new series this evening. Are you OK with it?
Y: Yes, I am! Great idea!

3 **X:** Can I post your photo on my blog?
Y: That's fine! No problem.

4 **In your notebook, put the words in the correct order to make sentences. Then in pairs, agree (✓) or disagree (✗) with the opinions.**

1 (✓) is a great present This book . you OK with it Are ?

2 (✓) buy Let's mum ticket a rock concert .

3 (✗) a puppy do you think What about getting ?

4 (✗) the scariest Crocodiles in the world are animals .

5 (✗) cuter are than capybaras I think alpacas .

This book is a great present. Are you OK with it?

Yes, I am! I agree!

5 **It is your friend's birthday. In pairs, talk about these birthday presents and choose one.**

Students' own answers







5 I think alpacas are cuter than capybaras. (I don't think so.)

5 Students do exercise 5.

SUPPORT: The students make two dialogues – in one of them they express a negative opinion and in the other one – a positive opinion.

CHALLENGE: The students suggest a present different than in the book. Encourage them to use various expressions for making suggestions.

Wrap-up

Have a class discussion on the following subject: *What is the best present for teenagers/parents/5-year-olds? What is the worst present?*

I can understand a text about projects to save endangered animals.

Botswana, Africa



Botswana is home to 130,000 elephants, the biggest population in the world. But these elephants are endangered. One problem is that they often go to local farms at night to look for food – and this makes the farmers angry!

Now there's a clever solution – bees! Elephants are scared of bees! They're intelligent animals, and they know that bees can hurt them. So, farmers are putting beehives around their farms. When the elephants see the bees, they run away.

The farmers also use the bees to make honey. This way, the farmers are happy, and the elephants are safe.

Colombia, South America



People say the cotton-top tamarin is the cutest monkey in the world. There are only 6,000 in the wild, and they all live in forests in Colombia.

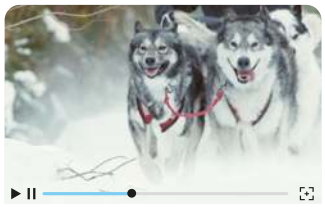
But these forests are endangered. Local people use wood from the trees when they cook, and there's also plastic waste. Another problem for the monkeys is that they are popular pets.

Proyecto Titi is trying to help. Thanks to this project, people now cook in a different way. Women collect plastic waste and use it to make bags. And they make toy monkeys that they can sell.

The people make money, and they save the monkeys, too.

Glossary
beehive – ul
hurt – ranić
population – populacja
solution – rozwiązanie
wood – drewno

1 **Look at the photo. How do these dogs help people? Why can they live in cold places?**



2 2.3 **Posłuchaj nagrania i przeczytaj tekst. Wybierz właściwy tytuł. Zapisz odpowiedź w zeszycie.**

a How to save the forests!
b Clever ideas to save animals!
c Help endangered animals now!

3 2.3 **Posłuchaj nagrania ponownie i przeczytaj tekst jeszcze raz. Wybierz właściwe odpowiedzi i zapisz je w zeszycie.**

1 In Botswana, farmers use bees to
a hurt the elephants.
b keep elephants from their farms.
c help them to grow vegetables.
2 In Colombia, the project looks after
a the forests where monkeys live.
b pet monkeys.
c local people and their shops.
3 In the two countries, the solutions
a teach people about endangered animals.
b help animals all over the world.
c are good for people and animals.

4 **What wild animals can you find in your country? Are there any problems when wild animals live near people? Do you know any good solutions? Discuss in pairs.**

Students' own answers

I think there are bears in our country.

Yes, but they don't live near people.

1 Students do exercise 1.

Suggested answers
The dogs help people travel. They can live in cold places because they've got warm fur.

Culture video

Play the video. Write the following on the board and ask the students to add the missing word – the same in both phrases.
... dogs
to ride the ...
(sled)

2 2.3 (01:40) Students do exercise 2.

3 2.3 (01:40) Students do exercise 3.

4 Extra idea
If necessary, give the students the names of animals and the problems they could cause, e.g. foxes kill chickens on farms / moles destroy vegetables. Ask the students to come up with solutions.
Students do exercise 4.

Wrap-up

Ask the students: *Which is more interesting for you – to go to Columbia and see the cotton-top tamarin or to a cold place to see sled dogs?*

Lesson 6

Objectives and materials

Reading: to find specific information, to define main idea of the text
Speaking: to talk about wild animals
Vocabulary: animals
Optional materials: Teacher's Resource File – Video worksheet Unit 4

Culture note

Botswana – a country in southern Africa, the capital city is Gaborone; deserts cover 70 per cent of the country.

Warm-up

Elicit animals that help people in some way. Model the answers, e.g. *Some dogs help people who can't see.*

I can write a web text about my ideal pet.

Lesson 7

Objectives and materials

Writing: to write a web text about a pet
Vocabulary: animals
Optional materials: photos of unusual pets, e.g. a fennec fox, a mini pig, a hedgehog, an axolotl, a dwarf hotot

Warm-up

Have a class survey about pets. Ask the students if they have pets and what they are. Summarise the results on the board, e.g. *Class 5C has got 15 dogs and 12 cats*.

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

Extra idea

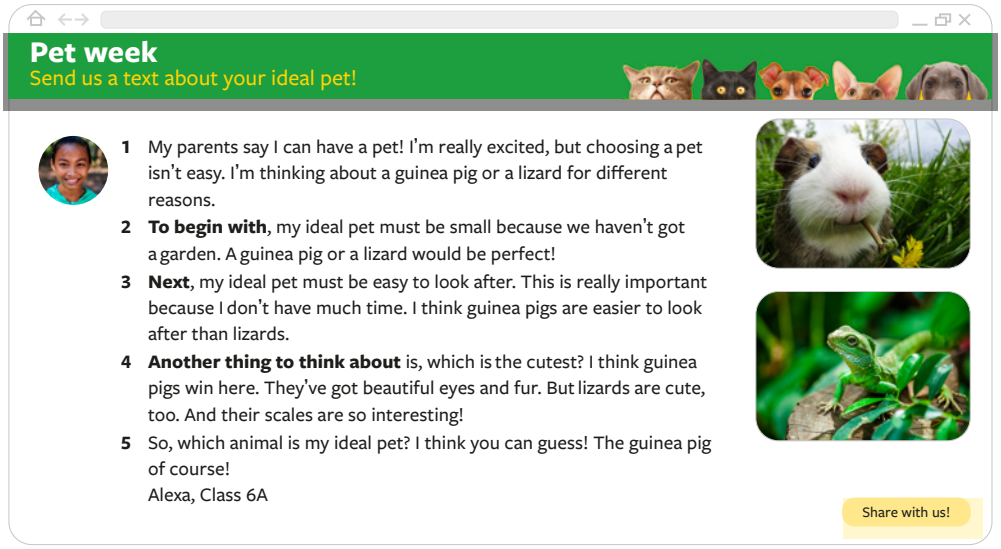
Students rewrite sentences 2, 3 and 4 about two different animals of their choice.

4 Students do exercise 4.

SUPPORT: Students write a few sentences comparing pets instead of a full text.
CHALLENGE: Students compare three pets.

SEN tip

Encourage peer correction as it can help them be more self-confident. The students work in pairs, swap their texts and review each other's work, following the instructions in the *Look again!* box.



Pet week
Send us a text about your ideal pet!

1 My parents say I can have a pet! I'm really excited, but choosing a pet isn't easy. I'm thinking about a guinea pig or a lizard for different reasons.
2 **To begin with**, my ideal pet must be small because we haven't got a garden. A guinea pig or a lizard would be perfect!
3 **Next**, my ideal pet must be easy to look after. This is really important because I don't have much time. I think guinea pigs are easier to look after than lizards.
4 **Another thing to think about** is, which is the cutest? I think guinea pigs win here. They've got beautiful eyes and fur. But lizards are cute, too. And their scales are so interesting!
5 So, which animal is my ideal pet? I think you can guess! The guinea pig of course!
Alexa, Class 6A

Share with us!

1 **Read Alexa's web text. Which animal is her ideal pet?** the guinea pig

2 **Use the phrases in bold to help Alexa's friend David write his text. Write the answers in your notebook.**

1 To begin with, my pet must be interesting! That's why I'm thinking about a snake or a tortoise!
2 Next, snakes are easier to look after than people think.
3 Another thing to think about is, which is the most beautiful? I think a tortoise wins here.

3 **In your notebook, complete the sentences from David's web text with the words in the box.**

birds dangerous I think really excited that's why

1 I'm really excited because I can have another pet!
2 That's why I'm thinking about a snake or a bird!
3 Snakes are more dangerous than birds.
4 I think snakes are the most interesting.
5 Some birds have got beautiful feathers.

4 **Writing project**

In your notebook, write a text for your school website describing your ideal pet. Students' own answers

Think
- Jakie dwa zwierzątka porównasz w tekście?
- Dlaczego te dwa zwierzątka mogłyby być dobrymi pupilami?
- Które ze zwierzątek jest dla Ciebie idealne? Dlaczego?

Write
Napisz swój tekst.
I'm really excited because ...

Look again!
Czy w tekście użyłeś/użyłaś:
- wyrażeń, które pomagają ułożyć akapity w kolejności? (*To begin with*, ...)
- przymiotników w stopniu wyższym i najwyższym, aby porównać zwierzątka?

Wrap-up

Ask the students if they know any unusual pets. Have a class vote for the most unusual pet. Alternatively, show the students photos of unusual pets and ask them to describe these animals.

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Test yourself

Vocabulary

1 **Write the name of the animal.**

What am I?

1 I look like a horse, but my ears are bigger. donkey
2 I have scales. I can change colour. lizard
3 I'm a sea animal. I like playing. dolphin
4 I'm small. I've got eight legs. spider

/4 points

2 **Put the letters in the correct order to complete the sentences.**

1 There are only 4,500 tigers in the world. They're endangered (**deenrdange**).
2 Some snakes are dangerous because they're poisonous (**suosipoon**).
3 Monkeys can learn to do new things. They're very intelligent (**glienteitln**).
4 Sharks have got big teeth. That's why they're scary (**csrya**).

/4 points

3 **Complete the phrases with the names of body parts of animals.**

1 a lion's tail
2 the shell of a tortoise
3 an owl's wing/feathers
4 a cat's whiskers



/4 points

Grammar

4 **Complete the text with the comparative of the adjectives in brackets.**

Alpacas are [1] bigger (**big**) than sheep, and they're [2] stronger (**strong**), so they're [3] better (**good**) at carrying things. They're shy animals, but they're [4] friendlier (**friendly**) than sheep. Many people say they're [5] more beautiful (**beautiful**), too.

/5 points

5 **Complete the sentences with the superlative of the adjectives in the box.**

bad dangerous long noisy

1 Giraffes have got the longest necks in the world.
2 Snakes can't remember emotions. They are one of the animals with the worst memory.
3 Crocodiles bite, so they're one of the most dangerous animals.
4 Birds are the noisiest in the morning, when they sing.

/4 points

Speaking

6 **Complete the dialogue. Use one word.**

A: What do you think [1] about a book for mum's birthday?
B: I'm not [2] sure it's a good idea. She's got a lot of books.
A: You're [3] right! I like this picture of a rabbit. I think it's a great present!
B: I [4] agree. She loves rabbits. Let's buy that!

/4 points

Check your score!

2.4 **Listen and check your answers. Then count your points and follow the instructions below.**

20–25 points – Great job! Find your prize on p. 127.
14–19 points – Good score! Work on your mistakes and correct them in your notebook.
0–13 points – Keep calm and revise more. Do exercises A–C below!

A Work on vocabulary → *Learning Zone*, p. 61
B Revise grammar → *Learning Zone*, p. 63
C Speak → exercises 2–4, p. 66

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Optional materials: a piece of paper for each student

Warm-up

Tell the students to choose any photo or picture from Unit 5. Ask them to describe the photo to their partners, whose task is to find that image in the book.

1 Students do exercise 1.

2 Students do exercise 2.

Extra idea
Elicit four adjectives from the class. Then ask the students to say the names of animals that the adjectives could describe.

3 Students do exercise 3.

Extra idea
Ask the students to name three animals that have: a tail, a beak, whiskers, no tongue, no fur.

4 Students do exercise 4.

Extra idea
Before the students do the grammar part, write all the adjectives from exercises 4 and 5 on the board and elicit their comparative and superlative forms. You could ask individual students to come to the board and write the adjectives.

5 Students do exercise 5.

6 Students do exercise 6.

Check your score!

2.4 (01:14) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

Ask the students about what they would like to be included in the upcoming test. The students write their suggestions on separate pieces of paper – four vocabulary items and four adjectives with their comparative and superlative forms. Then collect the papers – try to include the most common suggestions in the test tasks.

My words

Game / Extra idea 1

The students divide all of the words in the green boxes into groups, based on the number of syllables in the words. They write the groups of words in their notebooks or on separate posters.

Game / Extra idea 2

In pairs, the students choose 10 words and write each on two pieces papers, e.g. *poi | sonous, spi | der, she | ep, inte | lligent,* etc. Then they put the card face down and play a game – they take turns to flip the cards to find pairs (i.e. complete words). The student who finds a complete word keeps the cards. The winner is the person with the most cards. The students could swap their words with another pair and play again.

Game / Extra idea 3

The students make a short dialogue in which they use some expressions in the orange and pink boxes (*Real English* and *Expressing opinions and asking for opinion*).

Animals
2.5 (00:58)

Adjectives to describe animals
2.6 (00:52)

Animals: parts of the body
2.7 (00:54)

Real English
2.8 (00:26)

Expressing opinions and asking for opinion
2.9 (00:59)

5

Animals 2.5

alpaca	alpaka
capybara	kapibara
dolphin	delfin
donkey	osioł
guinea pig	świnka morska (kawia domowa)
lion	lew
lizard	jaszczurka
meerkat	surykatka
owl	sowa
sheep	owca
spider	pająk
tiger	tygrys
tortoise	żółw

Adjectives to describe animals 2.6

beautiful	piękny
cute	uroczy
dangerous	niebezpieczny
endangered	zagrożony
farm	wiejski, rolny
intelligent	inteligentny
poisonous	jadowity
scary	przerażający
slow	powolny
ugly	brzydki
wild	dziki

Real English 2.8

Here we are.	Jesteśmy na miejscu.
Did you know that ...?	Czy wiedziałeś/ wiedziałaś, że...?
Oh my gosh!	Ojej!
I told you!	A nie mówiłem/ mówiłam?

Animals: parts of the body 2.7

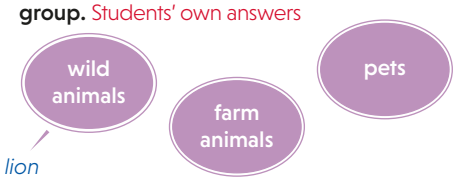
beak	dziób
claw	pazur
feather	pióro
fin	płetwa
fur	futro
paw	łapa
scale	łuska
shell	skorupa
tail	ogon
tongue	język
whisker	wąs, wibrys
wing	skrzydło

Expressing opinions and asking for opinion 2.9

I think (guinea pigs are cute).	Myślę, że (świnki morskie są urocze).
I agree.	Zgadzam się.
I'm not sure it's a good idea.	Nie jestem pewien/ pewna, że to jest dobry pomysł.
What do you think about (the book about crocodiles)?	Co myślisz na temat (książki o krokodylach)?
Are you OK with it?	Czy to Ci pasuje?
I don't think so.	Nie sądzę.
You're right!	Masz rację!
Is that OK?	Czy to jest w porządku?
Yes, that's fine.	Tak, to jest w porządku.

Play and learn!

1 **In your notebook, make mind maps. Then write down the names of as many animals as you can in three minutes for each group.** Students' own answers



Comparative adjectives

Adjective	Comparative adjective	Rules
strong	stronger (+ er)	krótkie przymiotniki → + ***er***
cute	cuter (+ r)	krótkie przymiotniki kończące się na -e → + ***r***
big	bigger (x2 + er)	krótkie przymiotniki kończące się samogłoską i spółgłoską → **podwajamy ostatnią literę** + ***er***
scary	scarier (~~y~~ + ier)	krótkie przymiotniki kończące się na spółgłoskę i -y → ~~y~~ + ***ier***
intelligent	more intelligent	długie przymiotniki → + ***more***
good	better	nieregularne przymiotniki
bad	worse	

Użyj stopnia wyższego przymiotników oraz słowa *than*, aby porównać dwie rzeczy, osoby lub zwierzęta.

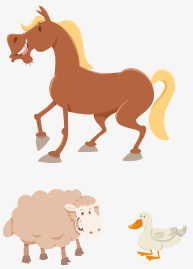


→ The capybara is friendlier than the cat.

Superlative adjectives

Adjective	Superlative adjective	Rules
strong	the strongest (+ est)	krótkie przymiotniki → + ***est***
cute	the cutest (+ st)	krótkie przymiotniki kończące się na -e → + ***st***
big	the biggest (x2 + est)	krótkie przymiotniki kończące się samogłoską i spółgłoską → podwajamy ostatnią literę + ***est***
scary	the scariest (~~y~~ + iest)	krótkie przymiotniki kończące się na spółgłoskę i -y → ~~y~~ + ***iest***
intelligent	the most intelligent	długie przymiotniki → + ***the most***
good	the best	nieregularne przymiotniki
bad	the worst	

Aby porównać więcej niż dwie rzeczy, osoby lub zwierzęta, użyj stopnia najwyższego przymiotników.



→ The horse is the biggest.

Project

♻ **Imagine that you help at an animal centre for animals with no home. Design a leaflet about the centre to give to your friends. You want them to help, too. Think of a name for the centre and write three sentences about how your friends can help.**

Students' own answers



Project

- Allow the students to make an e-leaflet with photos instead of drawings.
- The students could make the leaflets in pairs or in groups of three.
- Have a brainstorming session with the class to gathers some ideas about what people can do in animal centres. Make a list of 10–12 names of activities for the students to use in the leaflets.
- Display the leaflets on the board and ask the students choose their favourite activities to do at an animal centre.

Unit 6 Extra resources
Workbook: pages 62–71
Videos:
- Grammar Animations (Lesson 2 and 4)
- Speaking video: *Happy birthday!* (Lesson 5)
- Culture video: *Moon Dreams* (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: months, ordinal numbers, dates
Listening: to find specific information
Reading: to find specific information
Speaking: to talk about dates and favourite months
Optional materials: a template with 4 sentence beginnings: *The first/second/third/fourth idea is ...*; class birthdays calendar – an A3 sheet of paper with 12 months written on it and some space for the students' birthdays below each month

Warm-up

Tell the students you are going to spell a secret word. Spell the name of the current month. Ask the students to write it down, then ask what it means.

1 Students do exercise 1.

6 Now and then

Lesson 1

I can understand and use names of months and ordinal numbers.



1 **Let's start!**
In your notebook, complete the names of months. Then say and spell names of other months you know.

I love July and August!

2 2.10 **Listen and match photos a–c with speakers 1–3. Write the answers in your notebook.**

Speaker 1	Speaker 2	Speaker 3
c	a	b

3 2.11 **Listen and repeat the words in the box.**
Students' own answers

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

4 2.12 **Listen and write the name of the month in your notebook.**
1 May, 2 September, 3 Students' own answers, 4 March, 5 Students' own answers

5 **In pairs, ask and answer questions about your favourite month.** Students' own answers

What's your favourite month?

I love September because Drama Club starts again.

6 2.13 **Listen and repeat the words in the box.**
Students' own answers

Ordinal numbers

1st – first	9th – ninth
2nd – second	10th – tenth
3rd – third	11th – eleventh
4th – fourth	12th – twelfth
5th – fifth	20th – twentieth
6th – sixth	21st – twenty-first
7th – seventh	22nd – twenty-second
8th – eighth	

Dates
5th August – the fifth of August
23rd May – the twenty-third of May

2 2.10 (01:25) Students do exercise 2.
3 2.11 (00:42) Students do exercise 3.
4 2.12 (00:36) Students do exercise 4.

Extra idea
To provide more practice of the names of the months, say aloud the names of various events or festivals and ask the students to say the name(s) of the month(s), e.g. Christmas (December), summer holidays (July, August), winter break (January/February), Easter (March/April), Mother's Day (May), Halloween (October), etc.

5 Students do exercise 5.
6 2.13 (01:02) Students do exercise 6.

Extra idea
Ask the students to finish this sentence: *My birthday is on ...*

7 2.14 **Listen to the dialogues. In your notebook, write the date or ordinal number.**

1 first / 1st

8 **Przeczytaj teksty A–B na temat ulubionych dni oraz zdania 1–3. Do każdego zdania dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań. Zapisz odpowiedzi w zeszycie.**

FAVOURITE DAYS

A

I love my school's Family Day. It's always on the first Saturday in June. All the students go to a big park for a picnic with their families. This year it's on Saturday 6th June. That's my other favourite day because it's my birthday. It's tomorrow! I'm helping mum with the sandwiches. Dad's making a chocolate cake. I'm really excited!
Gina

B

Of course I like my birthday. It's on 29th February, so I don't have a birthday every year. I often have my party on 1st March! But the best day of the year for me is my town's Help a Neighbour Day. It's on 3rd April. Our neighbour, Miss Finch, is 80. She lives alone so we always help her with the chores.
Paulo

1 This person helps an old woman. B
2 This person has two favourite days. A
3 This person spends time outdoors on a favourite day. A

9 **Pronunciation /θ/**

2.15 **Listen and repeat. Then make up your own sentence with /θ/ sound. You can use the words in the box to help.** Students' own answers

Thelma's eleven**th** bir**th**day
is on the **th**irteen**th**
of the twelf**th**
mon**th** of the year!

fifth month Theo thirteenth three

First, tidy my folders. Second, code with Paul! Third, ...

Learning zone



Follow ThinkBot's instructions to learn new words. Students' own answers

Nagrywaj notatki głosowe, aby zapamiętać więcej słówek.

1 Stwórz listę rzeczy do zrobienia w weekend.
2 Nagraj listę. Użyj liczebników porządkowych.
3 Odtwórz nagranie koledze/koleżance lub komuś z rodziny. Czy potwierdzają kolejność czynności?

10 **Imagine you are planning a class party at school. In pairs, choose a date and number the ideas a–d in order of importance (1 = our favourite idea).** Students' own answers

I think the ___ is the best idea. Let's put it first.



Fast finishers

Read the puzzle and guess the month. In your notebook, write more riddles about months. November



Learning zone

To model the activity, make a list of things to do today after school. Elicit suggestions from the students. Then ask the class to read the list aloud, in chorus.

10 Students do exercise 10.

SUPPORT: Provide the students with a template: *The first/second/third/fourth idea is ...* and ask them to only write the sentences.
CHALLENGE: The students add two more ideas and discuss all six.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

The students complete the class birthday calendar with their names and birthdates under each month.

7 2.14 (00:48) Students do exercise 7.

Answers
2 2nd November
3 19th / nineteenth
4 8th / eighth (VIII)
5 25th June

8 Students do exercise 8.

Extra idea

Ask the students to find the sentences in the texts which helped them choose the correct answers.

9 2.15 (00:12) Students do exercise 9.

SEN tip

The students could feel more confident when they read aloud in chorus. Have the class read the rhyme in exercise 9 several times, each time in a different set-up, e.g. boys/girls, students on the right / on the left, etc.

Lesson 2

I can use the past simple of the verb be *to talk about past actions and events.*

Objectives and materials

Grammar: the past simple of *be*: affirmative and negative
Listening and reading: to find specific information
Speaking: to talk about favourite things in the past
Optional materials: teacher's photograph with friends or family

Warm-up

Write the following dates on the board. Then say aloud the names of the special days in brackets and ask the students to guess the date:
9th February (World Pizza Day),
20th June (World's Ugliest Dog Day),
21st January (National Hugging Day),
19th April (National Garlic Day),
28th October (Plush Animal Day).

1 2.16 (01:47) Students do exercise 1.

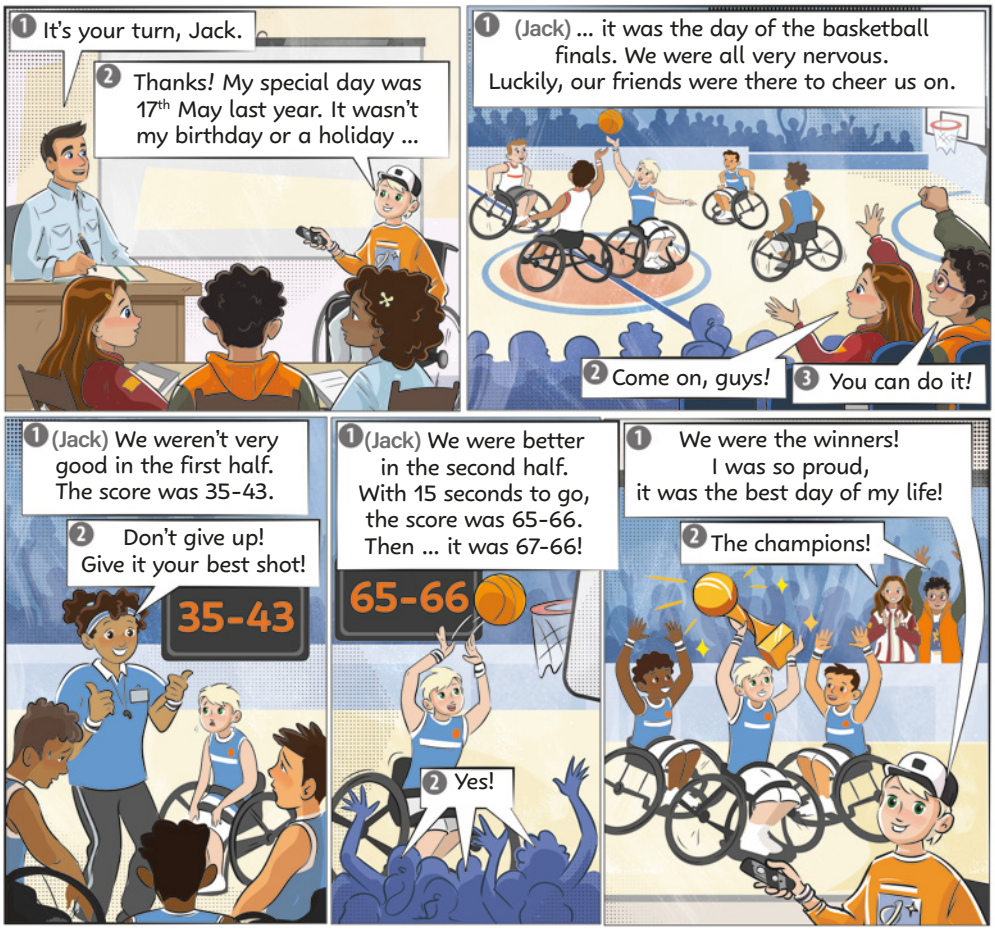
SEN tip

Some students need extra practice in reading or more time to process a text. Encourage them to re-read the comic at home. They could read the text to their parents.

2 2.16 (01:47) Students do exercise 2.

3 2.17 (00:23) Students do exercise 3.

JACK'S SPECIAL DAY



1 2.16 **Read the story and listen to it. What was Jack's special day?** the day of the basketball finals

2 2.16 **Read the story and listen to it again. In your notebook, match the endings of the sentences a–d with their beginnings 1–4.**

1 Jack's special day was on b	**a** the winners.
2 His friends were at d	**b** 17th May last year.
3 At half time, the players were c	**c** unhappy.
4 In the end, they were a	**d** the match.

Real English

3 2.17 **Listen to the phrases and repeat. Practise them in pairs.**
Students' own answers
It's your turn.
Don't give up!
Give it your best shot!
The champions!

Grammar

Draw the students' attention to the grammar table. Read the sentences aloud and make sure the students understand them. Then ask the students to say the sentences together, as a class, replacing the adjective *proud* with another one.

Grammar 1 video

Play the animation video and ask the students: *What memories are there in the children's scrapbook?* (water park, Will's birthday party, camping). Then ask the students which memories or events from this year they would like to put in their scrapbook.

Grammar 1

Past simple: *be*

Affirmative

I **was** proud.	We **were** proud.
You **were** proud.	You **were** proud.
He/She/It **was** proud.	They **were** proud.

Negative

I **wasn't** proud.	We **weren't** proud.
You **weren't** proud.	You **weren't** proud.
He/She/It **wasn't** proud.	They **weren't** proud.

Past time expressions

yesterday | last week | last month | on 17th May | last weekend | last year

I **was** **not** = I **wasn't**
We **were** **not** = We **weren't**

4 2.18 **In your notebook, complete the sentences with *was* or *were*. Then listen and check.**

1 It __was__ my birthday.
2 I __was__ very excited.
3 All my friends __were__ there.
4 We __were__ in the garden.
5 My cake and presents __were__ on the table.
6 I __was__ 13 years old!

5 2.18 **Listen and repeat the sentences in exercise 4.** Students' own answers

6 **In your notebook, write sentences with *wasn't* and *weren't*. Then say which sentences are true for you.**

Today	Last Saturday
1 We're at school.	*We weren't at school.*
2 I'm tired.	I wasn't tired.
3 My parents are at work.	My parents weren't at work.
4 Our teacher is in class.	Our teacher wasn't in class.
5 It is cold.	It wasn't cold.

We weren't at school on Saturday.

True, I was at home.

It was 8th May. I was ...

Learning zone



Follow ThinkBot's instructions to learn grammar. Students' own answers

1 Znajdź jedno lub więcej zdjęć, na których jesteś z rodziną lub przyjaciółmi.
2 Zanotuj w zeszycie datę, osoby, miejsce oraz okazję, z jakiej się spotkaliście.
3 Pokaż zdjęcie koledze/koleżance i opowiedz o nim.

7 **Work in pairs. Think of your favourite things and people when you were younger. Use the ideas in the box.** Students' own answers

actors | food and drink | friends | heroes | sport | subjects | toy/game | TV programme

My favourite TV programme was *The Simpsons*.

My friends were Sara and Leah.

Fast finishers

Write a short description of your special day. Students' own answers

It was 7th January last year. It was my birthday. A small cat was in one of the presents! I was so happy.



Learning zone

To model the activity, show the students a photograph of you and your friends or family and make a few sentences. If possible, encourage the students to make posters showing their photos with short descriptions. Display the posters in the classroom.

7 Students do exercise 7.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

The students suggest the names of special days they would like to add to the calendar, e.g. *Only Sweets Day*, *Brawl Stars Day*, *Tuna Sandwich Day*, *Capybara Day*, etc.

4 2.18 (00:39) Students do exercise 4.

Extra idea

Ask a student to finish the sentence: *My special day last year was ...* Elicit the date. When the student answers, he/she points to another student and says: *It's your turn.* The next student repeats the procedure: *My special day last year was ... It's your turn.*

5 2.18 (00:39) Students do exercise 5.

6 Students do exercise 6.

Lesson 3

Objectives and materials

Vocabulary: jobs, years
Listening: to find specific information
Optional materials: digital version of the Student's Book and audioscript for exercise 5 to be displayed on the board

Warm-up

Display the photos on page 76 on the board. Ask the students if they know who the people are. Have a brainstorming session and elicit ideas.

1 2.19 (00:55) Students do exercise 1.

2 2.20 (01:24) Students do exercise 2.

Extra idea

Read the following sentences and ask the students which famous people in the photos they refer to.
He was the author of Guernica *– a famous painting.* (Pablo Picasso)
He was the author of For Elise *– a famous piece of music.* (Ludwig van Beethoven)
He was on the Moon. (Neil Armstrong)
She was a Nobel Prize winner. (Marie Skłodowska-Curie)

Answers
1 Ludwig van Beethoven
2 Amelia Earhart
3 Neil Armstrong
4 J.R.R. Tolkien
5 Marie Skłodowska-Curie
6 Pablo Picasso
7 Florence Nightingale
8 Thomas Edison
9 Nicolaus Copernicus
10 Alexander Fleming

I can understand and use words for jobs.



1 Let's start!

2.19 **Listen to the recording and say the jobs.** 1 teacher, 2 singer, 3 actor, 4 dancer

2 2.20 **Look at the magazine page. In your notebook, match any names and pictures you can. Then listen and check.**

3 2.21 **In your notebook, match people 1–10 with the words in the box. There are two extra words. Then listen and repeat the words.**

Jobs
3 astronaut • 9 astronomer • 1 composer • 10 doctor • explorer • 8 inventor • 7 nurse • 6 painter • 2 pilot • poet • 5 scientist • 4 writer

Extra words: poet, explorer

4 2.22 **Listen to the dates in the box and repeat.** Students' own answers

Years
1700 – seventeen hundred
1865 – eighteen sixty-five
1905 – nineteen oh five
2005 – two thousand and five

5 2.23 **Usłyszysz dwukrotnie trzy wypowiedzi. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby. Zapisz odpowiedzi w zeszycie.**

a This speaker thinks a scientist is the most amazing person.
b This speaker's grandad likes films about astronauts.
c This person doesn't know who the most amazing person is.
d This speaker thinks Neil Armstrong is the most amazing person.

Speaker 1	Speaker 2	Speaker 3
d	c	a

6 **Work in pairs. Student A: say a job. Student B: say a name from exercise 2 and when they were born.** Students' own answers

She was a nurse.
Florence Nightingale! She was born in 1820.

3 2.21 (00:48) Students do exercise 3.

Extra idea

Ask volunteers to come to the front of the class and mime various jobs for their classmates to guess.

4 2.22 (00:27) Students do exercise 4.

5 2.23 (03:22) Students do exercise 5.

Extra idea

Before you check the students' answers as a class, display the audioscript on the board and ask the students to find the sentences which helped them choose the correct answers.

6 Students do exercise 6.

Wrap-up

Ask the students: *Which of the people from this lesson would you like to meet? Why?*

I can use the past simple of the verb be to ask and answer questions about past actions and events.

Grammar 2

Past simple: *be*

Questions

Was I at school?
Were you at school?
Was he/she/it at school?

Were we at school?
Were you at school?
Were they at school?

Short answers

Yes, I was.	No, I wasn't.
Yes, you were.	No, you weren't.
Yes, he/she/it was.	No, he/she/it wasn't.
Yes, we were.	No, we weren't.
Yes, you were.	No, you weren't.
Yes, they were.	No, they weren't.

***Wh-* questions**

What was her job?
Where were they from?

1 **In your notebook, complete the dialogues with *was*, *were*, *wasn't* or *weren't*.**

1 **A:** __Was__ J.R.R. Tolkien a writer?
B: Yes, he __was__. He __was__ an English writer.
2 **A:** __Were__ Albert Einstein and Marie Skłodowska-Curie painters?
B: No, they __weren't__. They __were__ scientists.
3 **A:** __Was__ Florence Nightingale an astronomer?
B: No, she __wasn't__. She __was__ a nurse.

2 **In pairs, ask and answer questions about these people.** Students' own answers

Armstrong / astronaut Beethoven / doctor
Earhart / nurse Edison and Bell / explorers
Picasso and Van Gogh / painters
Shakespeare / poet

Was Beethoven a doctor?

No, he wasn't. He was a ...

3 **In your notebook, put the words in the correct order to make questions.**

1 was where from she ?
2 was first job what her ?
3 was what her passion ?
4 safe planes were in those days ?
5 why she important was ?

4 2.24 **Listen to the podcast about Amelia Earhart. Choose the correct answers to the questions in exercise 3. Write the answers in your notebook.**

1 **a** the UK
b the USA
2 **a** a nurse
b a writer
3 **a** travelling
b flying
4 **a** Yes, they were.
b No, they weren't.
5 **a** She was the first woman to fly solo across the Atlantic.
b She was the first woman to fly around the world.

5 **Work in pairs. Think of a famous person from the past from your country. Ask each other questions to guess who it is.** Students' own answers

Was it a man or a woman?

A woman.

Was she a scientist?

Fast finishers

Solve the puzzle. is

What was *was* before it was *was*?



Lesson 4

Objectives and materials

Grammar: the past simple of *be*: questions and short answers, *Wh-* questions
Listening: to find specific information
Speaking: to talk about famous people from the past and their jobs

Warm-up

Find out what the students remember about the famous people in lesson 3. Ask them e.g.: *Alexander Fleming was a painter – true or false?*

Grammar

On the board, write two sentences, one with *was*, one with *were* and two corresponding *yes/no* questions, e.g. *Picasso was a painter. Was Picasso a painter? My friends were proud. Were your friends proud?* Ask the students about the difference in the order of words in the sentences and questions. Then draw their attention to the table for more examples.

Grammar 2 video

Play the animation video and ask the students: *How old were Ada and Olivia in the photos?* (Ada was five, Olivia was seven)

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

Answers
1 Where was she from?
2 What was her first job?
3 What was her passion?
4 Were planes safe in those days?
5 Why was she important?

4 2.24 (01:16) Students do exercise 4.
5 Students do exercise 5.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Write the following questions on the board: *Where were you yesterday evening / on Sunday / ...?* The students walk around the class and ask this question to find at least three students who were in a similar / the same place.

Lesson 5

Objectives and materials

Speaking: to congratulate people, express wishes and reply to them
Reading and listening: to find specific information
Optional materials: digital version of exercise 1 dialogue to be displayed on the board

Warm-up

Ask the students: *When were you at a birthday party last time? How many guests were there?*

1 Students do exercise 1.

2 2.25 (00:55) Students do exercise 2.

Speaking video

You can use the video *Happy birthday!* instead of the audio recording in exercise 2. Turn the subtitles on if needed. Play the video. Ask the students to close their books. Ask the following questions:
1 *Why can't Ana come to Rafael's party?* (Because she has got a volleyball match.)
2 *When do they decide to meet?* (on Sunday)

Extra idea

Display the dialogue on the board. Underline these words: *volleyball*, *Daniela*, *Sunday*. Choose a few pairs to read the dialogue aloud, each time replacing the underlined words with their own ideas.

3 2.25 (00:55) Students do exercise 3.

I can congratulate people, express wishes and reply to them.

1 **Look at the photo and answer the questions in your notebook.**
Students' own answers
1 Where are they?
2 What has Ana got behind her back?



Ana: Hi, Rafael, **happy birthday!**
Rafael: **Thanks for remembering.** Come in! My birthday party is on Saturday. I hope you can come.
Ana: Oh no! I can't ... I'm so sorry, Rafael.
Rafael: Oh ...
Ana: My volleyball team is in the final on Saturday ...
Rafael: **That's great news Ana, well done!**
Ana: **Thanks. That's nice of you.** I'm the team captain this year, so it's important.
Rafael: You're the captain now? **Congratulations, way to go!**
Ana: Here, it's from me and Daniela.
Rafael: It's so cool. Thanks a lot! Hey, let's meet on Sunday to celebrate!
Ana: Great! Sorry, I must go now.
Rafael: Thanks again. **Good luck on Saturday!**
Ana: **Thanks, Rafael. You're a good friend.**
Rafael: Bye!

2 2.25 **Read the dialogue and listen to it. Check your answers to exercise 1.**
1 They're at Rafael's house.
2 Ana has got a present for Rafael (from her and Daniela).

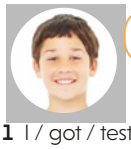
3 2.25 **Read the dialogue and listen to it again. In your notebook, match sentences in bold in the dialogue with topics 1–4.**
1 congratulating That's great news Ana, well done! / Congratulations, way to go!
2 replying to congratulations Thanks. That's nice of you.
3 wishing Happy birthday! / Good luck on Saturday!
4 replying to a wish Thanks for remembering. / Thanks, Rafael. You're a good friend.

4 2.26 **In your notebook, complete the dialogues with the words in the box. Then listen and check. Practise the dialogues in pairs.**

birthday friend luck
news nice remembering

1 **A:** I'm in the school team!
B: That's great news, well done!
A: That's nice of you.
2 **A:** Happy birthday!
B: Thanks for remembering!
3 **A:** Good luck in the art competition.
B: Thanks. You're a good friend.

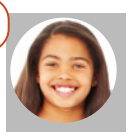
5 **Role-play a conversation between Maria and Fred. Use sentences in bold in exercise 1 to reply to your partner. Then think of two of your own ideas and continue.**



I've got a test tomorrow.

1 I / got / test tomorrow.
2 I / in / school band! I'm in the school band!
3 My / volleyball team / important game / Friday. My volleyball team has (got) an important game on Friday.

Good luck!



4 I / got / good mark / science! I've got a good mark in science!
5 I / in swimming competition / Wednesday. I'm in a swimming competition on Wednesday.
6 Happy birthday, Fred! Happy birthday, Fred!

4 2.26 (00:32) Students do exercise 4.

Extra idea

The students suggest an alternative expression for utterance B in each mini-dialogue, e.g. 1 *Congratulations!*

5 Students do exercise 5.

SUPPORT: The students choose 3–4 items in the exercise.
CHALLENGE: The students add two more ideas to the list.

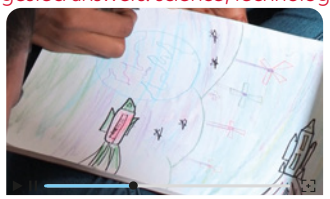
Wrap-up

Ask the students to think of something they are proud of, e.g. *I was the first in the school race. I can say 20 words in Chinese*, etc. The students share their achievements in pairs and congratulate each other.

6

I can understand a text about science museums.

1 Look at the photo. What are the children learning about?
Suggested answers: science, technology



2 2.27 Read the text and listen to it. Answer the questions. Write *A*, *B* or *Both* in your notebook.

In which museum can you

1 find out about life in space? B
2 see things that were in space? A
3 see old planes? Both

3 2.27 Posłuchaj nagrania ponownie i przeczytaj teksty jeszcze raz. Uzupełnij w zeszycie luki w zdaniach 1–6 zgodnie z treścią tekstów.

1 You can see more than 150 planes in the Smithsonian museum.
2 The Wright Brothers' *Flyer* was the first plane to fly.
3 Two spaceships there are the *Discovery*, and part of Apollo 11.
4 In the Bourget Museum, you can do exercises to train your body.
5 Real astronauts talk about their daily life in space in videos.
6 You must pay more to sit in the *Concorde*.

Glossary
free – darmowy
mission – misja
section – część, sekcja
spaceship – statek kosmiczny
take-off – start (np. samolotu)

The Best Air and Space Museums!



Leila
★★★★★

A **The Smithsonian Air and Space Museum, Washington D.C., the USA**

A great place to find out about the history of flying! There are over 150 planes here. There's the Wright Brothers' *Flyer*, the first plane to fly, and Amelia Earhart's famous red plane.

For me, the section on space was the best. You can see the *Discovery Space Shuttle*, and part of *Apollo 11*. This was home to Neil Armstrong and the other astronauts when they were on their mission to the Moon. It was amazing to see REAL objects that were in space! There are other cool things – like a section on *Star Trek*. It's free, too!





Space walker
★★★★★

B **Bourget Air and Space Museum, Paris, France**

Do you want to be an astronaut? Then this is the place to visit. You can find out what it's like to go to space. There are exercises to train your body, and you can sit in a practice spaceship. For me, the best part was the take-off. It was amazing!

The videos were cool, too! Real astronauts talk to you from space and tell you about their daily life there.

There are also old and famous planes here. My favourite was the *Concorde*, which was the fastest passenger plane in the world. It was more expensive to sit in it, but it was fun!



1 Students do exercise 1.

Culture video

Play the video. Ask the students who teaches the subject in the picture. (Professor Rao)

2 2.27 (01:52) Students do exercise 2.

Extra idea

Ask the students which of the museums in the texts they would like to visit. If possible, have a class vote.

3 2.27 (01:52) **Extra idea**

Write all of the answers on the board, in random order for the students to choose from. You could also add 1–2 distractors.
Students do exercise 3.

Wrap-up

Ask the students to come up with the name of a science museum they would like to visit, e.g. The Museum of Mars, The Museum of Birds, The Museum of Water, etc.

Lesson 6

Objectives and materials

Reading: to find specific information
Vocabulary: science museums, space exploration
Optional materials: Teacher's Resource File – Video worksheet Unit 6

Culture note

Mumbai – the biggest and the most populated city in India, but it's not the capital.
Mumbai is famous for the Hindi film industry – Bollywood.

Warm-up

Ask the students: *Would you like to have science lessons with a real scientist?*

Lesson 7

I can write a note for a poster about an interesting person from the past.

Objectives and materials

Writing: to write a note for a poster about a famous person from the past
Vocabulary: jobs
Optional materials: photos of famous people from the past

Warm-up

Show the students photos of famous people from the past. Ask the students to guess their jobs. You could also ask: *Would you like to meet these people?*

1 Students do exercise 1.

Answers
The Lady with the Lamp is Florence Nightingale. She has this name because she often has a lamp at night in pictures or photos.

2 Students do exercise 2.

Extra idea
Read the text aloud, changing the words in the text from time to time. The students' task is to spot the changes.

3 Students do exercise 3.

Extra idea
In pairs, the students find information about 3–4 other famous people using their smartphones. Ask the students to write true/false sentences with *was/were* or *were/weren't* about these people. Then they read the sentences aloud for the class to guess if they are true or false.

4 Students do exercise 4.

CLASS PROJECT
Famous people from the past
The Lady with the Lamp



1
Florence Nightingale was a famous English nurse. She was born on 12th May, 1820 in the city of Florence in Italy. That's why her name was Florence!

2
Florence was the youngest of two children. Her older sister's name was Parthenope. Their school was their home and their father, William, was their teacher. They were both good students, but Florence was the best!

3
I think Florence is very interesting for three reasons. First, nursing was her passion, but her family wasn't happy about it! Second, hospitals weren't very good then. They are better now because of her work. Third, I want to be a nurse. Florence Nightingale is my hero!

4
To finish, here are two interesting facts. We still call Florence *The Lady with the Lamp* today because she has a lamp in a lot of pictures. And International Nurses' Day is on 12th May, Florence Nightingale's birthday!

Alison, Class 6B

1 **Look at the picture and read the note. Who is *The Lady with the Lamp*? Why does she have this name?**

2 **Read the note again and match topics a–d with paragraphs 1–4.**

a family 2
b why I think this person is interesting 3
c extra information 4
d personal information 1

3 **Help Jonas write his note for the project. In your notebook, complete the note with *was*, *were*, *wasn't* or *weren't*.**

1 (✓) Frida Kahlo __was__ a painter.
2 (✗) Frida __wasn't__ born in England. She was born in Mexico.
3 (✓) Cristina and Matilde __were__ two of Frida's sisters.
4 (✗) Frida's parents __weren't__ artists.

4 **In your notebook, complete the text with ordinal numbers.**

I think Frida is interesting for three reasons. [1] __First__, painting was her passion! [2] __Second__, she wasn't scared of anything! I really like that! [3] __Third__, I want to be a painter and use lots of colours like her.

5 **Writing project**

In your notebook, write a note about a famous person from the past.
Students' own answers

Think and find out
- Jaki zawód wykonywała opisywana osoba?
- Kiedy się urodziła?
- Co wiemy o jej rodzinie?
- Dlaczego ta osoba jest dla Ciebie interesująca?

Write
Napisz swoją notatkę.
(Name) was a (nurse/pilot) ...

Look again!
- Czy Twój tekst ma ciekawy tytuł?
- Czy jest podzielony na cztery akapity?
- Czy zawiera jakieś ciekawostki?
- Czy użyłeś/użyłaś *was/wasn't/were/weren't*?
- Czy użyłeś/użyłaś liczebników porządkowych? (*First*, *second*, ...)

5 Students do exercise 5.

SUPPORT: The students write four headings and then 1–2 sentences under each one.
CHALLENGE: The students add an extra paragraph with this heading: *Why I would like to meet this person.*

Wrap-up

Elicit from the class one interesting fact about the person they wrote their projects about.

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Test yourself

Vocabulary

1 **Write the next word in the sequence.**

1 February, April, June, August
2 ninth, tenth, eleventh, twelfth
3 December, November, October, September
4 twentieth, twenty-first, twenty-second, twenty-third

/4 points

2 **Write the date in words.**

1 19/01 the nineteenth of January
2 08/05 the eighth of May
3 30/10 the thirtieth of October
4 25/03 the twenty-fifth of March

/4 points

3 **Complete the definitions.**

1 I look after sick people. I'm not a doctor, I'm a nurse.
2 I write music. I'm a composer.
3 I travel to other countries to find new places. I'm an explorer.
4 I work in a laboratory. I study biology and other things. I'm a scientist.

/4 points

Grammar

4 **Complete the sentences with *was*, *were*, *wasn't* or *weren't*.**

1 Edison was (✓) an inventor.
2 Beethoven and Mozart weren't (✗) actors.
3 Da Vinci wasn't (✗) an astronaut.
4 Copernicus and Galileo were (✓) astronomers.

/4 points

5 **Complete the dialogue with the correct forms of the verb *be* in past simple.**



A: Where [1] were you (**you**) yesterday?
B: I was at home. I wasn't well.
A: [2] Was your mum (**your mum**) at home?
B: No, she [3] wasn't.
A: [4] Were your parents (**your parents**) at work?
B: Yes, they [5] were, but my grandmother was with me.

/5 points

Speaking

6 **Match the endings of the sentences a–d with their beginnings 1–4.**

1 That's nice c
2 Thanks a
3 Good luck d
4 Congratulations. Way f

a for remembering!
b to go!
c of you.
d on Saturday!

/4 points

Check your score!

2.28 **Listen and check your answers. Then count your points and follow the instructions below.**

20–25 points – Great job! Find your prize on p. 127.
14–19 points – Good score! Work on your mistakes and correct them in your notebook.
0–13 points – Keep calm and revise more. Do exercises A–C below!

A Work on vocabulary → *Learning Zone*, p. 73
B Revise grammar → *Learning Zone*, p. 75
C Speak → exercises 3–5, p. 78

1 Students do exercise 1.

Extra idea
The students invent their own sequence of words for others to guess the next word (and a category).

2 Students do exercise 2.

Extra idea
The students work in pairs to make a multiple-choice quiz about some important dates in the calendar. If necessary, they could go online to find the information. Their task is to write 2–3 questions, e.g. *When is Grandmother's Day? When is the last day of school?*, and 3 answers to each (including the correct one). When they're ready, they swap the questions with another pair and answer.

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

Extra idea
Write the following sentence beginnings on the board and ask the students to complete them with their own ideas:
Yesterday, I was ...
My classmates were ...
At the weekend, I wasn't ...
My parents weren't ...

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

Check your score!
2.28 (01:17) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up
Ask the students about two things they learnt in Unit 6.

Lesson 8

Objectives and materials
Vocabulary and grammar: to revise lessons 1–7
Optional materials: extra slip of paper for each pair of students for exercise 2

Warm-up
Play *tic-tac-toe*. Draw a 3x3 grid on the board. In each square write a word from the unit, e.g. *wasn't*, *painter*, *October*, *write*, *were*, etc. Then divide the class into two teams – one for noughts, one for crosses. One team chooses a square. In order to be able to draw their symbol there, they need to make a sentence with the word in it.

6

My words

Extra idea 1

On separate slips of paper, the students write the name of their birthday month and the job they would like to have in the future. Collect the papers. Read them aloud, one by one, for the classmates to guess who the information is about.

Extra idea 2

Play *Bingo* with dates. Tell the students to draw a 5x5 grid and write the dates of one month in it, e.g. 1st May – 31st May. Then read aloud the dates of that month in random order. The winner is the person who crosses out the whole row of dates.

Extra idea 3

The students write riddles for one another about the names of the months, e.g. *It's got 30 days. It's in the summer. It's the sixth month.*

Months
2.29 (00:49)

Ordinal numbers
2.30 (00:56)

Years
2.31 (00:28)

Jobs
2.32 (00:57)

Real English
2.33 (00:22)

Congratulating people, expressing wishes and replying to them
2.34 (00:49)

Months 2.29

January	styczeń
February	luty
March	marzec
April	kwiecień
May	maj
June	czerwiec
July	lipiec
August	sierpień
September	wrzesień
October	październik
November	listopad
December	grudzień

Ordinal numbers 2.30

first	pierwszy
second	drugi
third	trzeci
fourth	czwarty
fifth	piąty
sixth	szósty
seventh	siódmy
eighth	ósmy
ninth	dziewiąty
tenth	dziesiąty
eleventh	jedenasty
twelfth	dwunasty
twentieth	dwudziesty
twenty-first	dwudziesty pierwszy
twenty-second	dwudziesty drugi

Years 2.31

1700 (seventeen hundred)	rok tysiąc siedemsetny
1865 (eighteen sixty-five)	rok tysiąc osiemset sześćdziesiąty piąty
1905 (nineteen oh five)	rok tysiąc dziewięćset piąty
2005 (two thousand and five)	rok dwa tysiące piąty

Jobs 2.32

astronaut	astronauta/astronautka
astronomer	astronom/astronomka
composer	kompozytor/kompozytorka
doctor	lekarz/lekarka
explorer	odkrywca/odkrywczyni
inventor	wynalazca/wynalazczyni
nurse	pielęgniarz/pielęgniarka
painter	malarz/malarka
pilot	pilot/pilotka
poet	poeta/poetka
scientist	naukowiec/naukowczyni
writer	pisarz/pisarka

Real English 2.33

It's your turn.	Twoja kolej.
Don't give up!	Nie poddawaj się!
Give it your best shot!	Daj z siebie wszystko!
The champions!	Mistrzowie!

Congratulating people, expressing wishes and replying to them 2.34

Happy birthday!	Wszystkiego najlepszego z okazji urodzin!
Thanks for remembering.	Dzięki za pamięć.
That's great news, well done!	Wspaniałe wieści, dobra robota!
Thanks. That's nice of you.	Dzięki. To miło z twojej strony.
Congratulations, way to go!	Gratulacje, tak trzymać!
Good luck (on Saturday)!	Powodzenia (w sobotę)!
You're a good friend.	Jesteś dobrym przyjacielem / dobrą przyjaciółką.

Past simple: *be*

Użyj *was* lub *were*, kiedy chcesz powiedzieć, że ktoś lub coś **było** w przeszłości w jakimś miejscu lub sytuacji.

I **was** at home.	Ja **byłem**/**byłam** w domu.
You **were** at home.	Ty **byłeś**/**byłaś** w domu.
He/She/It **was** at home.	On **był** / Ona **była** / Ono **było** w domu.
We **were** at home.	My **byliśmy**/**byłyśmy** w domu.
You **were** at home.	Wy **byliście**/**byłyście** w domu
They **were** at home.	Oni **byli** / One **były** w domu.

W czasie *past simple* często stosujemy określenia czasu:

yesterday – wczoraj

last week/month/year – w zeszłym tygodniu/miesiącu/roku

last weekend – w zeszły weekend

on 17th May – siedemnastego maja.

→ She **was** at school **yesterday**.

Użyj ***wasn't*** lub ***weren't***, kiedy chcesz powiedzieć, że kogoś lub czegoś nie było w jakimś miejscu lub sytuacji w przeszłości.

→ We **weren't** at school on Saturday.

I **wasn't** at home.	Ja **nie byłem** / **nie byłam** w domu.
You **weren't** at home	Ty **nie byłeś** / **nie byłaś** w domu.
He/She/It **wasn't** at home.	On **nie był** / Ona **nie była** / Ono **nie było** w domu.
We **weren't** at home.	My **nie byliśmy** / **nie byłyśmy** w domu.
You **weren't** at home.	Wy **nie byliście** / **nie byłyście** w domu.
They **weren't** at home.	Oni **nie byli** / One **nie były** w domu.

I was not = I wasn't We **were not = We weren't**

Postaw *Was* lub *Were* na początku pytania.
Użyj *was*/*were* lub **wasn't**/**weren't** w krótkich odpowiedziach.
Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. *Where* lub *When*.

→ Where was John yesterday?
→ When were you at the zoo?

Was I at home?	Yes, I **was**. / No, I **wasn't**.
Were you at home?	Yes, you **were**. / No, you **weren't**.
Was he/she/it at home?	Yes, he/she/it **was**. No, he/she/it **wasn't**.
Were we/you/they at home?	Yes, we/you/they **were**. No, we/you/they **weren't**.

Project

Make a presentation about your last school or family trip. Use photos or draw pictures. Say when and where the trip was and who was with you.

Students' own answers



Project

- The students could make a poster instead of a presentation.
- Tell the students the trip does not need to be real – they can imagine they went to a particular place.
- To introduce extra challenge, ask the students to include both a family and a school trip in the presentation and make comparisons.
- When the students present their projects, ask the rest of the class to write down one question they could ask the presenter. Then elicit some of the questions for the presenter to answer.

5–6

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Objectives and materials

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

Listening: to find specific information

Reading: to find specific information

Writing: to write a description of a historical figure

Optional materials: the photo of Katherine Johnson in exercise 12 to be displayed on the board

Warm-up

Write the following on the board and ask the students which two letters are missing (o and e). Then ask the students to look at the wordlists on pages 70 and 82 and write a similar task for other students.

_lb_w
l_g
f_ _t

1 Students do exercise 1.

Extra idea

The students write two more odd-one-out items – two with body parts (of people and/or animals) and one with jobs.

2 Students do exercise 2.

3 Students do exercise 3.

Extra idea

Dictate some dates and ask the students to write them down as numbers, e.g. *the twenty-first of October – 21/10.*

4 Students do exercise 4.

5 Students do exercise 5.

Vocabulary

1 **Find the word in the set that does not match the others.**

1 lion tiger ugly giraffe
(it's an adjective)
2 owl capybara meerkat guinea pig
(it's a bird)
3 cute beautiful intelligent sheep
(it's an animal)
4 tortoise wild dolphin lizard
(it's an adjective)

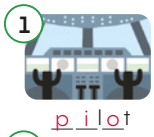
2 **Complete the descriptions of animals.**

Guinea pigs have got four legs, but they haven't got a ¹tail. Their ²fur can be short or long. Their ³paws are soft and pink. Owls have got big eyes, but a short ⁴beak. Their ⁵feathers are usually brown, grey or white. They've got long ⁶wings to help them to fly.

3 **Complete the sentences about special days with the dates.**

1 Earth Day is on the twenty-second of April (**22/04**).
2 Say Something Nice Day is on the first of June (**01/06**).
3 Chocolate Day is on the seventh of July (**07/07**).
4 International Read Comics in Public Day is on the twenty-eighth of August (**28/08**).
5 World Teacher's Day is on the fifth of October (**05/10**).

4 **Look at the pictures and write the jobs.**


1 p i l o t


2 d o c t o r


3 w r i t e r


4 p a i n t e r


5 i n v e n t o r


6 a s t r o n a u t

6 Students do exercise 6.

Extra idea

Write 8–10 adjectives on the board and ask the students to say the comparative and the superlative forms.

7 Students do exercise 7.

8 Students do exercise 8.

Grammar

5 **Complete the sentences with a comparative adjective and *than*.**

1 Horses are faster than (**fast**) donkeys.
2 Horses are bigger than (**big**) donkeys.
3 Horses are more beautiful than (**beautiful**) donkeys.
4 Donkeys are better than (**good**) horses at walking in the mountains.
5 Donkeys are friendlier than (**friendly**) horses.

6 **Complete the opinions using a superlative adjective.**

Of all the animals in the world, I think ...

1 meerkats are the cutest (**cute**).
2 crocodiles are the ugliest (**ugly**).
3 dolphins are the most intelligent (**intelligent**).
4 spiders are the worst (**bad**) pets.
5 sharks are the most dangerous (**dangerous**).

7 **Complete the sentences. Use the correct form of verb *was/were*.**

1 (✓) Yesterday, you were at home at 7 pm.
2 (✗) He played the piano, but he wasn't a composer.
3 (✗) Five years ago, they weren't famous, but now they are very popular.
4 (✓) I was very nervous before the test.
5 (✓) Last Monday, we were in an English class.

8 **Write questions with *was* or *were*. Complete the answers.**

1 **A:** she / a nurse? Was she a nurse?
B: Yes, she was.
2 **A:** you / surprised? Were you surprised?
B: No, I wasn't.
3 **A:** Where / they / from? Where were they from?
B: They were from Italy.
4 **A:** we / late? Were we late?
B: No, we weren't.

Speaking

9 **Uzupełnij dialogi. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasach, ale nie zmieniaj ich formy.**

1 **A:** Let's buy this book for Ed's birthday. What do you think about (**think**) it?
B: I'm not sure it's a good idea (**idea**). He doesn't like reading.

2 **A:** I hear your team is in the finals. Congratulations! Way to go (**go**)!
B: Thanks! You're a good friend (**friend**).

10 **Dla każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję. Wybierz odpowiedź a lub b.**

1 Ty i Twoi przyjaciele dotarliście do parku. Co powiesz?
a See? I told you. **b** Here we are.

2 Twój kolega przegrywa mecz. Jak go zdopingujesz?
a Don't give up! **b** It's your turn.

3 Wyraź zaskoczenie świetnymi wynikami testu.
a Oh my gosh! **b** Go for it!

Listening

11 2.35 **Usłyszysz dwukrotnie podcast o zwierzętach. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz odpowiedzi: a, b lub c.**

1 A camel's fur helps it
a to walk in the desert.
b when it's very hot.
c when there's no food or water.

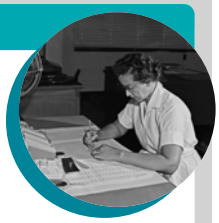
2 To stay warm, polar bears have got
a big paws. **b** black fur.
c a dark tongue.

3 Flamingos use their legs to
a walk in the water.
b find food in the water.
c stay warm.

Reading

12 **Przeczytaj tekst i uzupełnij zdania 1–5.**

Katherine Johnson



Astronauts go to space, but a lot of people work to make that possible. One of those people was Katherine Johnson.

Johnson was born in the USA on 26th August 1918. From a young age, she was good at maths, and after university, she was a maths teacher at a high school.

Katherine was married with three children, and for some years, her family was the most important thing for her. Then, when her children were older, she was a "human computer" at NASA. Computers weren't very good in those days, and her job was to do the maths for space travel.

Her biggest jobs were to do the maths for the first human space flight in 1961, John Glenn's flight around the Earth a year later, and Neil Armstrong's mission to the Moon on *Apollo 11*.

Katherine's life as a woman of colour wasn't easy, and she wasn't famous for her work, but she was important in the history of space travel. People say she was a real hero!

1 Katherine best subject at school was maths.
2 She was a teacher, and then, at NASA, she was a "human computer".
3 Her job was to do the maths for space travel.
4 One of her biggest jobs was to do the maths for *Apollo 11*'s mission to the Moon.
5 She wasn't famous, but she was a real hero.

Writing

13 **Kolega z USA poprosił Cię o pomoc w przygotowaniu prezentacji o słynnych osobach z różnych krajów. Zredaguj krótki opis osoby ważnej dla historii Twojego kraju. W opisie:**
Students' own answers
- podaj datę i miejsce urodzenia tej osoby,
- napisz, czym zajmowała się zawodowo,
- wyjaśnij, czym ta osoba zasłynęła.

12 Extra idea
Ask the students to close their books. Display the photo of Katherine Johnson on the board. Ask the students to guess what her job was. Then ask the students to open their books and check. Students do exercise 12.

13 Students do exercise 13.

Extra idea
Allow the students to write or stick their texts on posters, add photos or pictures and display them in the classroom.

Wrap-up

Draw the following grid on the board and play *tic-tac-toe*. Divide the class into two teams. A team can only put a nought or a cross in a square when they make a sentence with the phrase in it.

Was she ...?	the most dangerous	we were
They weren't	I wasn't	happier
more colourful	the best	Were you ...?

9 Students do exercise 9.

10 Students do exercise 10.

Extra idea
The students describe situations in which they could say the phrases they didn't choose.

11 2.35 (02:38) **Extra idea**
Before the students do the multiple-choice task, ask them to listen to the recording and to remember one interesting fact about each animal. Students do exercise 11.

Unit 7 Extra resources
Workbook: pages 74–83
Videos:
- Grammar Animations (Lesson 2 and 4)
- Speaking video: *How was your weekend?* (Lesson 5)
- Culture video: *Cinema for Goptata* (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: events and activities, useful verbs
Listening: to find specific information
Reading: to identify connections between parts of the text
Speaking: to discuss events and activities

Warm-up

Write the following verbs on the board: *DO*, *PLAY*, *GO*. Say aloud the names of various activities (e.g. *swimming, sports, hockey, puzzles, computer games,* etc.) and ask the students to say which verb they go with. After that, ask the students which of the activities you mentioned they like the most.

7 What's on?

Lesson 1

I can talk about events and free time activities.



1 Let's start!
How often do you do these activities?
Students' own answers

do puzzles go running go to a theme park
play online games use social media

2 2.36 **Look at the ads 1–8 and listen to Jessica and Alfie. Which activity do they decide to do?**
5 – They decide to go to the clothes swap.

3 2.37 **Look at the words in the box. Then listen, find the ad and repeat.**

Events and activities
7 book fair • 5 clothes swap • 8 conservation workshop • 1 esports tournament • 4 immersive VR experience • 2 theatre workshop • 6 treasure hunt • 3 yoga class

4 2.38 **Listen. Say the name of the best event or activity for each speaker.**

5 2.39 **Listen and repeat.**
Students' own answers

Useful verbs
arrive • discover • follow • plant • stream • swap

6 In your notebook, complete the sentences with the verbs from exercise 5.

1 The film starts at 5 pm, but let's _arrive_ early. Is 4.30 OK?
2 They often _stream_ important events on the Internet.
3 _Follow_ this map to find the treasure!
4 Let's _plant_ some flowers in the garden.

1 Students do exercise 1.
2 2.36 (01:25) Students do exercise 2.
3 2.37 (00:45) Students do exercise 3.

Extra idea
The students study the table for a moment and try to remember the phrases. Ask them to close their books. Read aloud the first words of the expressions and the class calls out the second word.

4 2.38 (00:39) Students do exercise 4.

Answers
1 book fair
2 esports tournament
3 clothes swap
4 yoga class
5 theatre workshop

5 2.39 (00:30) Students do exercise 5.
6 Students do exercise 6.

7 **Look at the ads in exercise 2 again. Work in pairs. Tell your partner which ad is the most interesting and say why.**
Students' own answers

I think the immersive VR experience is the most interesting.

Really? Why?

8 **Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę 1–3 literę, którą oznaczono każde zdanie a–d, tak aby otrzymać logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo. Zapisz odpowiedzi w zeszycie.**



My new hobby

I've got a new hobby, yoga!
[1] _____ I was nervous because my friends weren't there. The teacher, Karen, was really nice. The other students were nice, too so I was OK after the first five minutes!
Yoga makes our body strong! [2] _____ She says it helps us feel confident and happy, not stressed all the time like I was before!
Yoga is my new passion! [3] _____
Jackie

a I'm really excited about the next class! 3
b My first class was last Saturday afternoon. 1
c My mum's parents do yoga, too. (extra)
d Karen says it helps us relax too so it's easier to study hard. 2

9 **Pronunciation /ɒ/ and /əʊ/**

2.40 **Listen to the rhyme. In your notebook, find and colour /ɒ/ and /əʊ/ sounds. Which word has both sounds? Then listen again, repeat and remember!**

The conservation workshop is in Room 503,
Do you want to go? Just follow me!
'Follow' has both sounds.

Learning zone



Follow ThinkBot's instructions to learn new words.
Students' own answers
Zmieniaj miejsce do nauki, aby poprawić swoją koncentrację.
1 Zrób listę miejsc, w których mógłbyś się uczyć.
2 Zaplanuj, gdzie będziesz się uczyć każdego dnia tygodnia.
3 Powiedz koledze/koleżance o swoim ulubionym miejscu i dlaczego nauka idzie Ci w nim dobrze.

I like studying in the school library.

Why?

10 **Look at the ads in exercise 2 again. In pairs discuss and choose an event to go to at the weekend with your class. Then tell the class.**
Students' own answers

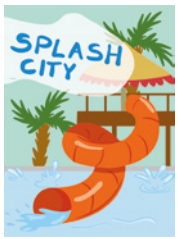
Let's go to the esports tournament!

I'm not sure about that. Some people don't enjoy playing online games.

Fast finishers

In your notebook, design and draw your own ad for an interesting weekend event or activity. Then present your event or activity to the class. Students' own answers

Splash City is a water park!



Learning zone

Help the class make a template for a study calendar for the upcoming week. Include the time and place of study for each day of the week.

10 Students do exercise 10.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Ask the students to imagine they have to organise an event at school for a special occasion, e.g. the first day of spring or Children's Day. Ask them which of the activities on page 86 they would like to do. If possible, engage the students in a debate about the best ideas.

7 Students do exercise 7.

8 Students do exercise 8.

SUPPORT: Narrow down the choice for the students in the following way: 1 – b or c; 2 – a or d, 3 – a or c.
CHALLENGE: The students make one sentence to add to the email, in any place they want.

9 2.40 (00:13) Students do exercise 9.

Extra idea

Prepare a list of words with /ɒ/ and /əʊ/ sounds. Set different gestures for each sound, e.g. thumbs up for /ɒ/ and thumbs down for /əʊ/. Read aloud the words and ask the students to show the correct gesture.

Lesson 2

I can use the past simple of regular verbs to talk about past actions and events.

Objectives and materials

Grammar: the past simple of regular verbs: affirmative, negative, questions and short answers, *Wh-* questions
Listening and reading: to find specific information
Speaking: to talk about last weekend

Warm-up

Ask the students: *Where were you last weekend?* Elicit the answers.

1 2.41 (01:50) Students do exercise 1.

SEN tip

The students who struggle with reading, could benefit from analysing the pictures in the comic story. Ask the students to predict what happens in the story based on the pictures.

2 2.41 (01:50) Students do exercise 2.

3 2.42 (00:25) Students do exercise 3.

Extra idea

Ask the students to find out who says the expressions in the *Real English* box (*That's the coolest T-shirt ever!* – Emily, *It was so cool!* – Emily, *That sounds like fun!* – Jack). Then in pairs, the students choose two expressions and make mini-dialogues with them.

LAST WEEKEND



1 2.41 **Read the story and listen to it. Who was unhappy about last weekend?** Jack

2 2.41 **Read the story and listen to it again. In your notebook, complete the sentences.**

1 Mia was at a clothes swap yesterday.
2 Paulo watched an esports tournament on his phone.
3 Emily was on a treasure hunt at the weekend.
4 Jack helped his parents.
5 The friends decide to go to a theatre workshop next weekend.

Real English

3 2.42 **Listen to the phrases and repeat. Practise them in pairs.** Students' own answers

That's the coolest T-shirt ever!
It was so cool!
That sounds like fun!

Grammar

Draw the students' attention to the grammar table and explain the rules. Then ask the students to count how many verbs with *-ed* endings there are in the text on page 88 (there are 8).

Grammar 1 video

Play the animation video and ask the students whose story they liked the most. If possible, have a class vote for the best story.

Grammar 1

Past simple: regular verbs

listen → listened

decide → decided
swap → swapped
study → studied
*play → played

Affirmative

I/You/He/She/It/We/They watched sports.

Negative

I/You/He/She/It/We/They didn't watch sports.

Questions

Did I/you/he/she/it/we/they watch sports?

Short answers

Yes, I/you/he/she/it/we/they did.
No, I/you/he/she/it/we/they didn't.

***Wh-* questions**

What did you do last weekend?

4 **In your notebook, complete the sentences with the past simple forms of the verbs in the box.**

help play study swap use

1 I helped my parents do chores.
2 My friends played online games.
3 We studied English on Saturday morning.
4 I used social media a lot.
5 My sister swapped clothes with a friend.

5 **Imagine the sentences in exercise 4 are not true. In your notebook, write these sentences in the negative form.**

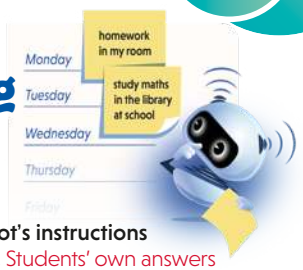
1 I didn't help my parents do chores.

6 **In your notebook, write five questions to ask your friend using expressions in the box.**

chat on the phone listen to music
tidy your room watch video clips
what subject study

1 Did you chat on the phone?

7 Learning zone



Follow ThinkBot's instructions to learn grammar. Students' own answers

1 Prowadź dziennik przez tydzień. Pod koniec każdego dnia napisz trzy zdania o tym, co zrobiłeś lub czego nie zrobiłeś danego dnia. Użyj czasowników z tej lekcji.

Monday: I watched TV. I studied maths. I didn't use social media.

Tuesday: I didn't ...

2 Na koniec tygodnia porównaj swój dziennik z dziennikiem kolegi/koleżanki.

7 **In pairs, ask and answer the questions in exercise 6 about last weekend. In your notebook, note down your partner's answers.**

Students' own answers

Did you listen to music last weekend?

Yes, I did. I listened to ...

8 **In your notebook, write five sentences about your partner's last weekend.**

Students' own answers

Josh listened to music last weekend.
He didn't ...

Fast finishers

In your notebook, write sentences in the past simple with the verbs in the box. Use the number of words in brackets in each sentence.

Students' own answers

I cleaned my room. (4 words)

arrive (6) clean (4)
cook (4) stay (5)
use (4) visit (5)



6 Students do exercise 6.

Answers
2 Did you listen to music?
3 Did you tidy your room?
4 Did you watch video clips?
5 What subject did you study?

Learning zone

To model the activity, tell the students what you did yesterday and the day before. You could write the sentences on the board. Then elicit some ideas from the students.

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.

EXTRA ACTIVITY AR

Wrap-up

Ask a student to say a sentence in the past simple, starting with: *Yesterday, I ...* Another student repeats the sentence and adds another activity. Continue the game until all of the students add an activity. At the end, repeat the whole sequence together as a class.

4 Extra idea

Elicit affirmative and negative past simple forms of the verbs in the box. You could write all of the forms on the board so that the students choose the forms while doing exercises 4 and 5. Students do exercise 4.

5 Students do exercise 5.

Answers
2 My friends didn't play online games.
3 We didn't study English on Saturday morning.
4 I didn't use social media a lot.
5 My sister didn't swap clothes with a friend.

Lesson 3

I can understand and use transport words.

Objectives and materials

Vocabulary: getting around
Listening: to find specific information
Speaking: to talk about means of transport
Optional materials: recorded sounds of traffic and means of transport, e.g. a car horn, an old tram bell, a train whistle, etc.

Warm-up

Play the sounds of city traffic and means of transport. Ask the students what they can hear. Try to elicit some of the means of public transport.

1 Students do exercise 1.

2 2.43 (01:04) Students do exercise 2.

Extra idea

The students work in pairs and make an odd-one-out puzzle for another pair. They swap their puzzle and choose the odd word.

3 2.44 (01:01) Students do exercise 3.

4 2.44 (01:01) Students do exercise 4.

Extra idea

To add challenge to the task, ask the students to mark who says each sentence in the recording. (1 Gabriel, 2 Martina, 3 Martina, 4 Martina, 5 Martina)



1 Let's start!

Work in pairs. Look at the words in the box. Which of these things do you do to get around? Where do you go? Tell a friend. Students' own answers

ride a bike ride a scooter walk

I hardly ever walk.
I ride my scooter to school.

2 2.43 **Look at photos 1–12 and name any means of transport you know. Then listen, check and repeat.**

Getting around

4 bus • 12 car • 5 coach • 11 ferry • 8 helicopter • 7 motorbike • 1 on foot • 9 plane • 10 taxi • 2 train • 6 tram • 3 underground

3 2.44 **Listen to Martina and Gabriel. Choose the correct option. Who is the most eco-friendly?**

1 Gabriel goes to school ***on foot*** / ***by car***.
2 Martina goes to school by ***bus*** / ***train***.
Martina is the most eco-friendly.

4 2.44 **Complete the sentences from Martina and Gabriel's conversation with verbs in the box. Then listen again and check.**

catch get off get on go go

1 I always go to school by car.
2 Why don't you go to school on foot?
3 I catch the bus to school.
4 I get on the bus at a bus stop near my house in the morning.
5 I get off the bus at the bus stop near school.

5 2.45 **Usłyszysz dwukrotnie trzy dialogi. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz odpowiedź a, b lub c. Zapisz odpowiedzi w zeszycie.**

1 What arrived late last Friday?



2 What is Martina's favourite type of transport?



3 What did they plant at the conservation workshop?



6 **In pairs, talk about how you get around on schooldays and at the weekend. Then decide how you can both be more eco-friendly.** Students' own answers

I come to school with mum on her motorbike!

I don't think that's very eco-friendly. You should come on foot!

5 2.45 (02:41) **Extra idea**

Before the students listen, ask them to describe the photographs. Students do exercise 5.

6 Students do exercise 6.

Wrap-up

The students design their own eco-friendly vehicle which they can use to get to school.

I can use the past simple of irregular verbs to talk about past actions and events.

Grammar 2

Past simple: irregular verbs

Affirmative

I/You/He/She/It/We/They **went** home by bus.

Negative

I/You/He/She/It/We/They **didn't** **go** home by bus.

Questions

Did I/you/he/she/it/we/they **go** home by bus?

Short answers

Yes, I/you/he/she/it/we/they **did**.
No, I/you/he/she/it/we/they **didn't**.

***Wh-* questions**

How **did** you **get** home?

1 **In your notebook, match the past simple verb forms in the box with the verbs 1–9. Look at the first letter to help.**

bought came caught did got had met rode saw

1 catch	caught	6 get	got
2 have	had	7 do	did
3 meet	met	8 buy	bought
4 ride	rode	9 come	came
5 see	saw		

2 **Imagine you did not do these activities. Write the negative sentences in your notebook.**

1 *I didn't catch a bus last Saturday.*
2 I rode my bike to school today.
3 I went to a shopping centre last weekend.
4 I met friends last Sunday.
5 I saw a film last weekend.

3 **In pairs, look at the sentences in exercise 2. Say which activities you did and which you did not do.** Students' own answers

I caught a bus last Saturday.
I went to the shopping centre.

4 2.46 **Listen to Alisha talk about transport. Decide if the sentences are True (*T*) or False (*F*). Correct the false sentences. Write the answers in your notebook.**

1 Alisha came to school by bus. *F*
She didn't come to school by bus.
She came by ... tram
2 She went to Paris by plane.
3 She went to London by car.
4 She got around London on foot.
5 She went on a school trip by coach.

5 **In your notebook, complete the questions with *you* and the correct forms of the verbs in the box. Then ask and answer questions in pairs.**

catch come get go travel

1 Did you come to school by bus today?
2 How did you go on holiday last year?
3 How did you get around there?
4 Did you catch a train last year?
5 Did you travel by coach last year?

Did you come to school by bus today?

No, I didn't. I came by bike.

Fast finishers

Look at these past simple verb forms below. Can you guess the basic form of the verb? Use a dictionary to help.

RAN WROTE ATE made DRANK gave



school) and use it in affirmative and negative sentences and a question.

Grammar 2 video

Play the animation video and ask the students: *Where did the children build the robots?* (in the Science Centre)

1 Students do exercise 1.

2 Students do exercise 2.

Answers
2 I didn't ride my bike to school today.
3 I didn't go to a shopping centre last weekend.
4 I didn't meet friends last Sunday.
5 I didn't see a film last weekend.

3 Students do exercise 3.

4 2.46 (01:04) Students do exercise 4.

Answers
2 T
3 F, She didn't go to London by car. She went by train.
4 F, She didn't get around London on foot. She got around by underground.
5 T

5 Students do exercise 5.

Fast finishers

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

Answers
made – make, wrote – write, gave – give, drank – drink, ate – eat, ran – run

EXTRA ACTIVITY AR

Lesson 4

Objectives and materials

Grammar: the past simple of irregular verbs: affirmative, negative, questions and short answers, *Wh-* questions
Listening: to find specific information
Speaking: to talk about using different means of transport

Warm-up

Ask the students: *How did you travel to school yesterday?*

Grammar

Draw the students' attention to the grammar table. Introduce the concept of irregular verbs – explain that they don't add *-ed* to make the past forms but they need to learn them by heart. After you study the examples in the table, choose another phrase with an irregular verb (e.g. *catch the bus to*

Wrap-up

Ask the students to complete this riddle with the correct verb in the past simple.
Let's ride a bike and play a game.
It's nice that you're here – I'm glad that you ... (came)

Lesson 5

Objectives and materials

Speaking: to ask for information about a past event and give it

Reading and listening: to find specific information

Warm-up

Ask the students about their weekend – what they did, where they went, if they used public transport.

1 Students do exercise 1.

Speaking video

You can use the video *How was your weekend?* instead of the audio recording in exercise 2. Turn the subtitles on if needed. Play the video. Pause at 00:26 and ask the students to guess what Charlie did.

2 2.47 (00:52) Students do exercise 2.

3 2.47 (00:52) Students do exercise 3.

Answers

1 Morning! How are you? / I'm tired!
2 What did you do at the weekend? / I went to an esports tournament yesterday. / How was your weekend? Did you do anything fun? / Yes, I did! I went to a Samba workshop!
3 What was it like? / It was amazing!
4 Where was it? / It was in Main Hall in the town centre.
5 How did you get there? / By bus.
6 What time did it start? / It started at two o'clock on Saturday afternoon.

I can ask for information about a past event and give it.

1 **Look at the photo. Guess what Ana and Charlie are talking about.**
Students' own answers



Ana: **Morning! How are you?**
Charlie: OK. **I'm tired!** I didn't get enough sleep last night.
Ana: Why? **What did you do at the weekend?**
Charlie: **I went to an esports tournament yesterday.**
Ana: **What was it like?**
Charlie: **It was amazing!**
Ana: **Where was it?**
Charlie: **It was in Main Hall in the town centre.**
Ana: **How did you get there?**
Charlie: **By bus.**
Ana: **What time did it start?**
Charlie: **It started at two o'clock on Saturday afternoon,** but it finished late. I played in five games. **How was your weekend? Did you do anything fun?**
Ana: **Yes, I did! I went to a Samba workshop!**
Charlie: Cool!
Ana: Look at my photos!

2 2.47 **Read the dialogue and listen to it. Check your answer to exercise 1.**
They're talking about what they did last weekend.

3 2.47 **Read the dialogue and listen to it again. Match the questions and answers in bold in the dialogue with topics 1–6. Write the answers in your notebook.**

1 starting a conversation
2 asking and answering about an event
3 asking and answering about an opinion
4 asking and answering about a place
5 asking and answering about transport
6 asking and answering about time

4 **Use the prompts to write a dialogue in your notebook. Then practise the dialogue in pairs.**

A: you / do / anything fun / last weekend?
B: Yes / I go / yoga class.
A: What / like?
B: It / great.
A: Where / it?
B: It / my uncle's house.

Did you do anything fun last weekend?

5 **Imagine you went to one of these events last weekend. Ask and answer in pairs.**
Students' own answers





What was the esports tournament like?

4 Students do exercise 4.

Answers

2 Yes, I did. I went to a yoga class.
3 What was it like?
4 It was great.
5 Where was it?
6 It was at my uncle's house.

5 Students do exercise 5.

SUPPORT: Write all of the questions the students will need on the board.
CHALLENGE: The students ask additional questions about the events, e.g. *Who did you go with? How did you get there?* etc.

Wrap-up

Volunteers role-play their dialogues in front of the class.

I can understand a text about free time activities in different countries.

1 **Look at the photo. What is the boy doing?**
Suggested answer: He's making a video.



2 **Look at the text. What type of text is it?**
a blog

3 2.48 **Read the text and listen to it. What activity did each person do last weekend?**

1 Sani, Nigeria
2 Xiu, China
3 Saoirse, Ireland

4 2.48 **Posłuchaj nagrania ponownie i przeczytaj teksty jeszcze raz. Do każdego zdania 1–4 dopasuj właściwy tekst. Zapisz w zeszycie odpowiedzi: N (*Nigeria*), C (*China*) lub I (*Ireland*). Jeden tekst pasuje do dwóch zdań.**

1 People show this activity on social media. I
2 In the past, it helped people when they did chores. N
3 People didn't use a pen to do this activity. C
4 Children use everyday objects to play. N

5 **Discuss in pairs. What are traditional activities in your country? Think about music, art and dance. Why do people learn these things?**
Students' own answers

Polonaise is a traditional Polish dance. People learn it to dance on special occasions.

– A Nigerian teenager's blog



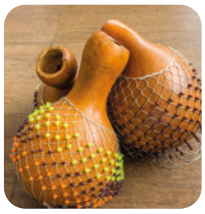
Posted by Sani, 10.25 am

Last weekend, I went to a music workshop. I wanted to learn how to play the drums. Did you know that music is very important here in Nigeria?

In the past, people used music to tell stories about our culture. Music also helped people when they worked on farms or did chores. Nowadays, we play and sing at every important event in our lives.

Drums are a traditional instrument, but there are others, too. Children sometimes make their own instruments from cans or plants. What about you? What did you do?





Comments:

I had a calligraphy class. Calligraphy is the traditional way of writing in China. In the past, people used a brush to draw pictures, or characters. Each word in my language is a different character!

I think it's important to learn about our culture. I started calligraphy when I was seven, and I love it!

Xiu



I went to a dance class. Irish dancing is part of our culture. I first saw it when I was three and decided to learn.

In the past, people only danced at social events, but now there are competitions, too. A lot of young people post video clips of their dances online. It's so cool!

Saoirse



Glossary
brush – pędzel
character – znak, litera
drum – bęben
nowadays – obecnie, dzisiaj
traditional – tradycyjny

Lesson 6

Objectives and materials

Reading: to find specific information, to define context

Vocabulary: weekend activities around the world

Optional materials: Teacher's Resource File – Video worksheet Unit 7; videos showing Irish dance, African drums and Chinese calligraphy

Culture note

Nigeria – a country located on the western coast of Africa, the capital city is Abuja; there are hundreds of languages spoken.
Chinese calligraphy – writing of Chinese characters as an art form.

Warm-up

Ask the students what they do in the summer when there is no school. Elicit ideas for various activities.

1 Students do exercise 1.

Culture video

Play the video and ask the students if they would like to take part in the project presented in the film.

2 Extra idea

Before you draw the students' attention to the text, show them the videos with the three activities. Ask the students which of them might be a good hobby or which one they would like to try. Students do exercise 2.

3 2.48 (01:41) Students do exercise 3.

Answers
1 He went to a music workshop.
2 She had a calligraphy class.
3 She went to dance class.

4 2.48 (01:48) Students do exercise 4.

Extra idea

Ask the students to find relevant parts of the text for each item in exercise 4.

5 Students do exercise 5.

SUPPORT: Provide the students with the names of a music genre, a type of art and a type of dance and ask them to choose one.
CHALLENGE: The students discuss all three types of activities, giving two examples of each. They could use the internet to search for information.

Wrap-up

Ask volunteers to demonstrate one of the activities from the text, using mime and gestures.

Lesson 7

Objectives and materials

Writing: to write a blog post about a past event
Vocabulary: activities and events

Warm-up

Encourage a class discussion about blogs. Ask the students: *Do you read blogs? If not, why not? If yes, on what topics?*

1 Students do exercise 1.

2 Students do exercise 2.

Answers
Josh went to an immersive VR experience with his family.

Extra idea
Ask the students if they would like to go to a VR experience or if they went to one in the past. If so, encourage the students to share their opinions with the class.

3 Students do exercise 3.

Extra idea
The students rewrite the paragraph completing the gaps with their own ideas.

4 Students do exercise 4.

5 Students do exercise 5.

Extra idea
To challenge more advanced students, ask them to complete each sentence in two different ways.

6 Students do exercise 6.

SUPPORT: The students use the paragraph they wrote in the *Extra idea* for exercise 3.
CHALLENGE: The students add a recommendation for their readers to their blog posts.

Wrap-up

Ask the students to suggest a themed VR experience that teenagers would like to try. What time or place do they move to? Who do they meet? The students could also suggest the name of the attraction, e.g. *F1 Adventure – you can meet famous F1 drivers and drive a race car or take part in a race.*

I can write a blog post about a past event.



Hi, everyone!
Last Saturday was amazing! I went to an immersive VR experience with my family. It was in an old castle.

We didn't go by car. We caught the train because trains are more eco-friendly. We arrived at half past nine. We were all really excited!

We walked round the castle. There was a different VR experience in every room. We met people from the past in one room. They seemed very real so I was scared! My favourite room was a games room. We played games from the past and discovered a lot about history.

We all enjoyed it because it was great fun. We met some really nice people, too. I can't wait to go again!

What did you do last weekend?

1 **Look at the photo and say what you can see. What do you think Josh did last Saturday?**
Students' own answers

2 **Read Josh's blog post and check your answer to exercise 1.**

3 **Help Julia write the first paragraph of her blog post about last weekend. In your notebook, complete the sentences with words in the box.**

amazing best friend book fair outdoors

Last Sunday was [1]amazing! I went to a [2]book fair with my [3]best friend. It was [4]outdoors in a big park.

4 **In your notebook, complete the next two paragraphs of Julia's text with the past simple forms of the verbs in brackets.**

We [1]didn't catch (**not catch**) the bus. We [2]went (**go**) on foot because we like walking. We [3]arrived (**arrive**) at eleven o'clock.
We [4]walked (**walk**) round the park for hours. There were a lot of things to see. We [5]met (**meet**) a famous writer. He was very nice, but I was nervous! I [6]bought (**buy**) his book!

5 **In your notebook, complete Julia's last paragraph. Use the ideas in Josh's text to help.**

1 We both enjoyed it because it was great fun.
2 We met some really nice people, too.
3 I can't wait to go again.

6 **Writing project**

In your notebook, write a blog post about a past event or activity that you enjoyed. Students' own answers

Think
- Jak spędziłeś/spędziłaś zeszły weekend?
- Kto był z Tobą?
- Czy miło spędziłeś/spędziłaś czas?
- Dlaczego / Dlaczego nie?

Write
Napisz swój tekst.
Last Sunday was amazing. I went to ...

Look again!
Sprawdź swój tekst.
- Czy Twój tekst zawiera odpowiedzi na wszystkie pytania z sekcji *Think*?
- Czy użyłeś/użyłaś czasu *past simple*, aby opowiedzieć o przeszłym wydarzeniu?

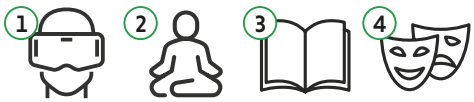
Odpowiedzi do ćwiczeń zapisz w zeszycie!

Test yourself

Vocabulary

1 **Look at the pictures and write the name of the event using words in the box.**

book class experience fair immersive theatre VR workshop yoga



/4 points

2 **Read the sentences. Write the name of the event they describe.**

1 I planted vegetables. conservation workshop
2 I swapped a T-shirt. clothes swap
3 I streamed online football. esports tournament
4 I followed clues. treasure hunt

/4 points

3 **Complete the missing letters.**

1 Public transport in a city: bus, tram, u n d e r gr o u n d.
2 Public transport between cities: train, c o a ch.
3 Transport in the air: plane, h e l i c o pt e r.
4 Transport on water: f e r r y.

/4 points

Grammar

4 **Write these sentences as affirmative (✓), negative (✗) or a question (?).**

1 (✗) We played basketball last weekend.
2 (✓) I didn't help my parents.
3 (?) He used social media.
4 (✗) She stayed at home.
5 (✓) Did they study science?

/4 points

5 **Complete the dialogue with the correct forms of the verbs in the box. Use the past simple.**

catch come get ride

A: How [1] did you come to school today?
B: I [2] caught the bus. I [3] got on near my house. [4] Did you ride your bike?
A: Yes, I [5] did. It's the most eco-friendly way to travel.

/5 points

Speaking

6 **Complete the dialogue.**

A: [1] Did you do anything fun at the weekend?
B: Yes, I did. I went to a dance class.
A: Really? Where [2] was it?
B: It was at the sports centre.
A: What time [3] did it start?
B: It started at ten o'clock.
A: What was [4] it like?
B: It was amazing!

/4 points

Check your score!

2.49 **Listen and check your answers. Then count your points and follow the instructions below.**

20–25 points – Great job! Find your prize on p. 127.
14–19 points – Good score! Work on your mistakes and correct them in your notebook.
0–13 points – Keep calm and revise more. Do exercises A–C below!

A Work on vocabulary → *Learning Zone*, p. 87
B Revise grammar → *Learning Zone*, p. 89
C Speak → exercises 3–5, p. 92

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Optional materials: a dice

Warm-up

Discuss with the class which was more difficult in Unit 7 – vocabulary or grammar. Then allow the students to choose the exercise they want to do first. Is it better for them to do easier or more difficult activities at the beginning? Elicit opinions.

1 Students do exercise 1.

Answers
1 immersive VR experience
2 yoga class
3 book fair
4 theatre workshop

2 Students do exercise 2.

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

Divide the students into groups of three. Their task is to explain the rules of using the past simple tense to their friends. Student A explains how to make affirmative sentences, Student B – how to make negative sentences and Student C – how to make questions and answers.

Answers
1 We didn't play basketball last weekend.
2 I helped my parents.
3 Did he use social media?
4 She didn't stay at home.
5 They studied science.

5 Students do exercise 5.

6 Students do exercise 6.

Check your score!

2.49 (01:33) Give the students enough time to check their answers and to count their points. Then ask them to say their score in English and make sure that they know what to do.

Wrap-up

The students take turns to roll the dice. Each time they have to make a sentence in the past simple. The type of the sentence depends on the number they obtain: 1 – affirmative / regular verb, 2 – question / regular verb, 3 – negative / regular verb, 4 – affirmative / irregular verb , 5 – question / irregular verb, 6 – negative / irregular verb.

My words

Extra idea 1

The students work in pairs and quiz each other on the vocabulary, giving either the word in English and asking for translation or the other way round.

Extra idea 2

The students create a diary of the previous week. They use the words on page 96 to write what they did every day, e.g. *On Monday, I went to school by bus. On Tuesday, we had a treasure hunt at school.* etc.

Extra idea 3

The students write one true and one false sentence with the vocabulary on page 96. They read the sentences for their partners to guess which one is true, e.g. *I travelled by ferry last summer. I planted some flowers with my mum on Saturday.*

Events and activities
2.50 (00:43)

Useful verbs
2.51 (00:27)

Getting around
2.52 (00:40)

Real English
2.53 (00:21)

Asking for and giving information about a past event
2.54 (01:18)

7

Events and activities 2.50	
book fair	targi książki
clothes swap	wymiana ubrań
conservation workshop	warsztaty ekologiczne
esports tournament	turniej e-sportowy
immersive VR experience	wciągające doświadczenie wirtualnej rzeczywistości
theatre workshop	warsztaty teatralne
treasure hunt	poszukiwanie skarbu
yoga class	lekcja jogi

Useful verbs 2.51	
arrive	przyjechać
discover	odkryć
follow	podążać
plant	sadzić
stream	transmitować na żywo
swap	wymienić

Getting around 2.52	
bus	autobus
car	samochód
coach	autokar
ferry	prom
helicopter	helikopter
motorbike	motocykl
on foot	pieszo
plane	samolot
taxi	taksówka
train	pociąg
tram	tramwaj
underground	metro

Real English 2.53	
That's the coolest T-shirt ever!	To najfajniejsza koszulka, jaką widziałem/widziałam!
It was so cool!	To było super!
That sounds like fun!	Brzmi fajnie!

Asking for and giving information about a past event 2.54	
Morning! How are you?	Cześć! Jak się masz?
I'm tired!	Jestem zmęczony!
What did you do at the weekend?	Co robiłeś/robiłaś w weekend?
I went to (an esports tournament yesterday).	Poszedłem/Poszłam na (turniej e-sportowy wczoraj).
What was it like?	Jak było?
It was amazing!	Było wspaniale!
Where was it?	Gdzie się odbywał?
It was (in Main Hall in the town centre).	Odbywał się (w hali głównej w centrum miasta).
How did you get there?	W jaki sposób tam dotarłeś/dotarłaś?
By bus.	Autobusem.
What time did it start?	O której godzinie się zaczął?
It started at (two o'clock on Saturday afternoon).	Zaczął się o (drugiej po południu w sobotę).
How was your weekend?	Jak Tobie upłynął weekend?
Did you do anything fun?	Robiłeś/Robiłaś coś fajnego?

Past simple: regular verbs

Użyj czasu *past simple*, kiedy chcesz powiedzieć o wydarzeniach z przeszłości. Użyj właściwej formy czasownika: regularnej lub nieregularnej.

Do czasowników regularnych w zdaniach twierdzących dodaj *ed*.

→ I watched TV last night.



Większość czasowników → + *ed*	Czasownik kończący się na -e → + *d*	Krótki czasownik kończący się na samogłoskę + spółgłoskę → podwajamy ostatnią literę + *ed*	Czasownik kończący się na spółgłoskę + -y → ~~y~~ + *ied*
watch – watched	arrive – arrived	swap – swapped	study – studied

Użyj *didn't* i czasownika w formie podstawowej, aby utworzyć przeczenie.

→ We didn't study last Sunday.

He did not walk = He didn't walk



Użyj *Did* na początku pytania. Pamiętaj o czasowniku w formie podstawowej.

Użyj *did* lub *didn't* w krótkich odpowiedziach.

→ Did she swap any clothes last weekend?

Yes, she did. No, she didn't.

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

→ When did you arrive at the esports tournament?

→ Where did you buy this T-shirt?

Past simple: irregular verbs

W przypadku czasowników nieregularnych, nie dodajemy końcówki *ed*. Form przeszłych tych czasowników należy nauczyć się na pamięć.

→ I went to the clothes swap last weekend.

→ We caught the bus to the city centre.

go → went
catch → caught

Pytania i przeczenia w czasie *past simple* z czasownikami nieregularnymi tworzymy tak samo jak z czasownikami regularnymi. Czasownik jest w formie podstawowej.

→ I didn't go to theatre workshop yesterday.

→ We didn't catch the tram.

→ Did you go to the yoga class last Friday?

Yes, I did. No, I didn't.

Project

Choose five things you did last weekend. Draw or take a photo of an object for each activity and make a poster. Your partners guess what you did and ask you more questions.

Students' own answers

Did you go to a concert?

Yes, I did!

What band did you see?



Project

- Tell the students that the objects they draw or photograph have to be somehow connected with the activity, e.g. a theatre ticket or a pair of smart shoes are connected with going to the theatre. You could have a brainstorming session asking: *What do you associate with a football match / a trip to the forest / travelling by train?*
- The students could draw or photograph two objects for each activity.
- Instead of making a poster, the students could make a digital presentation.

Unit 8 Extra resources
Workbook: pages 84–93
Videos:
- Grammar Animations (Lesson 2 and 4)
- Speaking video: *Would you like to come to our picnic?* (Lesson 5)
- Culture video: *Inside the volcano* (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 8
Kahoot!: Unit 8
Quizlet: Unit 8

Lesson 1

Objectives and materials

Vocabulary: weather, seasons
Listening: to find specific information
Speaking: to talk about the weather and seasons

Warm-up

Revise the names of the months. Write the following sequence on the board and ask the students to spot two mistakes: *January, February, April, March, May, June, July, August, October, September, November, December.* (April and March, October and September need to be reordered)

8 My world

Lesson 1

I can talk about the weather and seasons.



1 Let's start!
Look at the words in the box. In pairs, say what activities you do when the weather is like this.
Students' own answers

cold hot rainy sunny

I sometimes go skiing in cold weather!

I stay at home in rainy weather and play online games.

2 2.55 **Look at photos a–f. Listen and match weather reports 1–6 with the photos. Write the answers in your notebook.**

1 d 2 c 3 f 4 a 5 b 6 e

3 2.56 **In your notebook, match weather symbols 1–9 with the weather words in the box. Then listen and repeat all the words.**

Weather
2 cloudy • 7 dry • 8 foggy • 5 freezing • 9 snowy • 1 stormy • 6 warm • 3 wet • 4 windy

Seasons
spring • summer • autumn • winter

4 Ask and answer about the weather in different seasons in your country.
Possible answers: spring: warm, dry, wet, windy; summer: warm, dry, stormy; autumn: cloudy, wet, windy, foggy; winter: snowy, freezing

What's the weather like in spring?

It's sometimes warm and it's sometimes cold!

1 Students do exercise 1.

Extra idea
Say aloud the name of a month and ask the students to tell you what the weather is like then, e.g. *July – hot, November – cold.*

2 2.55 (02:29) Students do exercise 2.

3 2.56 (01:11) Students do exercise 3.

Extra idea
Encourage the students to make a picture dictionary in their notebooks, drawing the symbols of the weather words and the seasons. You could ask the students to choose 4–5 words they find the most challenging to remember.

4 Students do exercise 4.

5 2.57 **Listen to Lily and her friend Gill. Complete the sentences with weather words.**

1 It's __warm__ and __sunny__ in Lily's town today.
2 It's __stormy__ in Perth today.
3 There is a __wet__ season and a __dry__ season in Quito, Ecuador.

6 **Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, którymi poprawnie uzupełnisz luki 1–3. Trzy wyrazy nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.**

begin do dry foggy go winter

Is the weather important in your life?

The weather is really important in my life! To [1] __begin__ with, I feel great on sunny days in spring, but I feel really sad on cloudy days. Next, what I do often depends on the weather! On a wet, [2] __foggy__ day in autumn I usually stay at home and watch films on TV. In summer, when it's hot and [3] __dry__, I spend time outdoors with my friends.

Carol



7 **Pronunciation /w/ and /v/**

2.58 **Listen to the rhyme. In your notebook, underline the /w/ sounds and the /v/ sounds in different colours. Then listen again, repeat and remember!**

Vicky loves walking with Wilma
in very windy weather,
Victor loves swimming
with Vlad in very snowy weather!

It's freezing today!



Learning zone

Follow ThinkBot's instructions to learn new words. Students' own answers

Twórz vlogi w języku angielskim, aby utrwalać nowe słownictwo.

1 Kręć vloga o pogodzie w Twojej miejscowości przez tydzień.
2 Codziennie opisuj pogodę i nagrywaj raport.
3 Wyślij vloga do kolegi/koleżanki lub zaprezentuj go w klasie.

8 **In pairs, do the questionnaire.** Students' own answers

The weather and you!

1 How do you feel on a sunny day in spring?
2 What do you do on a rainy day in autumn?
3 What do you wear on a snowy day in winter?
4 What do you like eating in summer?
5 How do you feel on a foggy day in winter?

How do you feel on a foggy day in winter?

Excited! I love foggy weather!

Fast finishers

In your notebook, make a mind map about your favourite season. Write and draw what you do, how you feel, what you wear and what you eat. Students' own answers



Learning zone

Introduce the task and explain what a vlog is. Discuss the details, e.g. how long the daily vlogs should be. Alternatively, allow the students to take photos instead of video recordings and to make a presentation.

8 Students do exercise 8.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Ask the students about the first day of spring (21st March), summer (22nd June), autumn (23rd September), and winter (22nd December). Elicit the dates.

5 2.57 (00:55) Students do exercise 5.

Extra idea

Ask the students in which jobs the weather is important (e.g. farmer, pilot, explorer).

6 Students do exercise 6.

SUPPORT: Narrow down the number of options.
CHALLENGE: The students write 2–3 sentences to answer the question in the blog.

7 2.58 (00:14) Students do exercise 7.

Lesson 2

I can use be going to *to talk about the future.*

Objectives and materials

Grammar: *be going to*: affirmative and negative
Listening and reading: to find specific information
Speaking: to talk about summer plans
Optional materials: a sheet of paper for each student

Warm-up

Ask the students: *Would you like to go to a nature camp? Why / Why not?*

1 Students do exercise 1.

2 2.59 (01:47) Students do exercise 2.

SEN tip

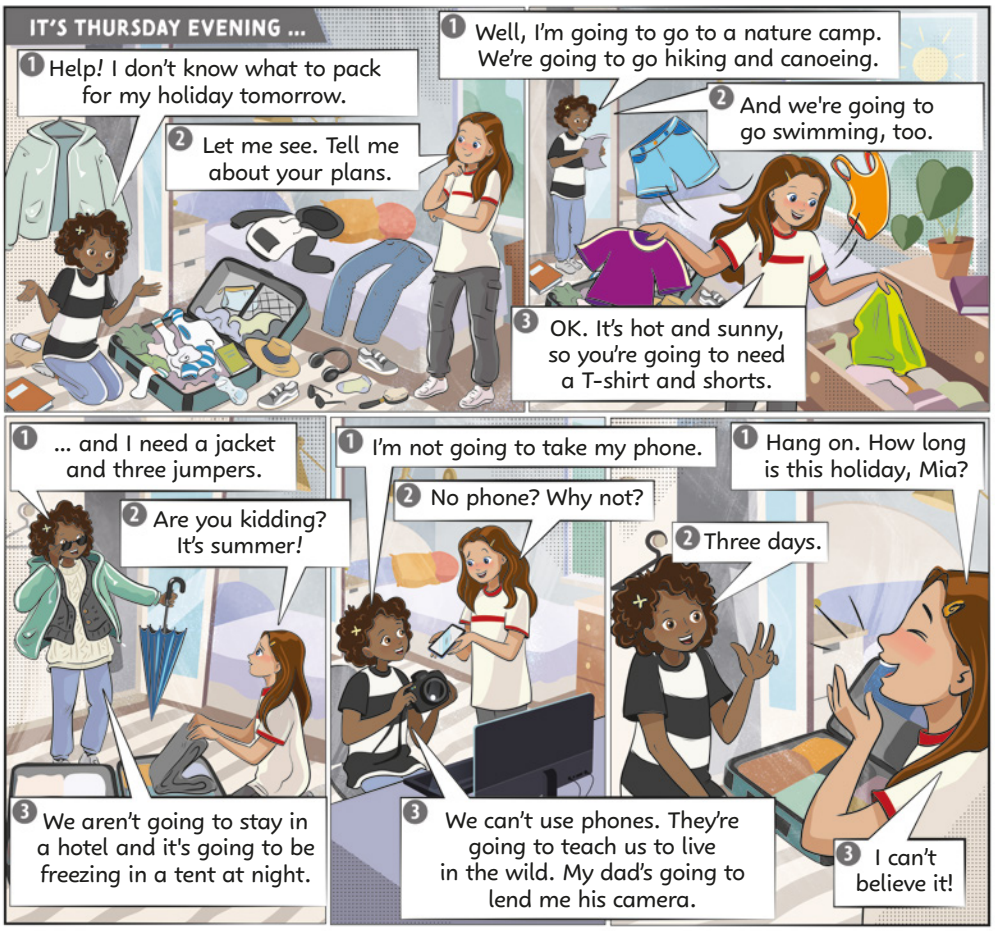
Some students may need extra reading time to process the text. Allow them to read at a slower pace, even at the expense of answering comprehension questions.

3 2.59 (01:47) Students do exercise 3.

SUPPORT: Number the pictures in the comic strip. Then tell the students in which picture they should look for the answer. (Q1 – picture 2, Q2 – picture 2, Q3 – picture 4, Q4 – picture 4, Q5 – pictures 1 and 5)

CHALLENGE: While eliciting the answers ask the students to say full sentences using their notes, e.g. *The type of the holiday is a nature camp. The activities in the camp are canoeing and hiking. One of the rules is …* etc.

WHAT SHOULD I TAKE?



1 **What clothes can you see in the first picture?** sunglasses, a hat, socks, trainers, a jacket, trousers, etc.

2 2.59 **Read the story and listen to it. Why is Emily surprised at the end of the story?** Mia has got a lot of clothes, and the holiday is only three days.

3 2.59 **Read the story and listen to it again. Complete the chart in your notebook.**

Type of holiday: [1] nature camp.
Activities: [2] hiking, [3] canoeing and [4] swimming.
Camp rules: No [5] phones!
Come and learn to [6] live in the wild.
Time of stay: Friday to [7] Sunday.

Real English

4 2.60 **Listen to the phrases and repeat. Practise them in pairs.** Students' own answers

Let me see.
Are you kidding?
Hang on.
I can't believe it!

4 2.60 (00:23) Students do exercise 4.

Grammar

Draw the students' attention to the grammar table. If necessary, translate the sentences into the students' first language. After studying the sentences ask the students *What are you going to do at the weekend / today after school?* Encourage the students to give two answers – one positive and one negative.

Grammar 1 video

Write the following phrases on the board and ask the students to copy them: 1 *show tricks*, 2 *draw*, 3 *play the drums*, 4 *solve the Rubik's cube*.
Then play the animation video and ask the students to write the correct names next to the phrases (1 Ada, 2 Olivia, 3 Will, 4 Jay).

Grammar 1

The future with *be going to*

Affirmative

I 'm going to sleep in a tent.
You 're going to sleep in a tent.
He/She/It 's going to sleep in a tent.
We/You/They 're going to sleep in a tent.

Negative

I 'm not going to sleep in a tent.
You aren't going to sleep in a tent.
He/She/It isn't going to sleep in a tent.
We/You/They aren't going to sleep in a tent.

5 **In your notebook, complete the affirmative sentences with one word.**

1 We're going ___to___ learn new things.
2 I ___'m___ going to swim every day.
3 They're ___going___ to teach us about plants.
4 We aren't going to sleep/stay in a hotel.
5 My dad ___is___ going to take me there.

6 2.61 **In your notebook, complete the sentences with the affirmative or negative form of *be going to*. Listen, check and repeat.**

1 She is going to take (**take**) photos.
2 I 'm going to read (**read**) a book.
3 They aren't going to sunbathe (**not sunbathe**).
4 We 're going to spend (**spend**) time outdoors.
5 He isn't going to stay (**not stay**) at home.

7 **Work in pairs. Student A: read a sentence. Student B: talk about your plans using *be going to*.** Students' own answers

1 It's stormy today.
2 It's hot and sunny.
3 It's snowy.
4 It's windy.
5 It's warm and dry.
6 It's cloudy and wet.

It's stormy today.

I'm going to stay at home and read a book. I'm not going to go outdoors.

Learning zone



Follow ThinkBot's instructions to learn grammar. Students' own answers

1 Zrób listę pięciu rzeczy, które chcesz zrobić podczas letnich wakacji, aby dobrze wykorzystać ten czas:
In the summer holidays, I'm going to ... practise the guitar every day / write to a pen pal / spend time outdoors. I'm not going to ...
2 Na koniec wakacji popatrz na listę. Ile z tych rzeczy udało Ci się zrobić?

8 **In pairs, talk about your summer plans. Use the ideas in the box.** Students' own answers

go camping go hiking go on a trip
go sightseeing stay at home
sunbathe take photos visit family

I'm going to go camping with friends.

I'm not going to go camping, but I'm going to go on a trip.

Fast finishers

In your notebook, write three true sentences and one false sentence about your plans for the weekend. In pairs, read your sentences and guess which sentences are false. Students' own answers



Learning zone

Ask the students to write their lists on separate sheets of paper. Then collect the lists and keep them until after the holidays. You could also make one big poster together to be displayed in the classroom.

8 Students do exercise 8.

Fast finishers

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

EXTRA ACTIVITY AR

Wrap-up

Ask the students to imagine their dream holiday. Ask: *What are you going to do on your dream holiday?*

5 Students do exercise 5.

6 2.61 (00:35) Students do exercise 6.

Extra idea

To drill the structure, write 3–4 affirmative sentences on the board and ask the students to change them into negative sentences.

7 Students do exercise 7.

Extra idea

Add more items and ask the students to respond with their own ideas, e.g. *It's the first day of spring. It's the last day of the summer holidays. It's your birthday.* etc.

Lesson 3

Objectives and materials

Vocabulary: geographic features

Listening: to find specific information

Speaking: to talk about geographic features

Optional materials: recorded sounds of waves, birds singing, kids in the playground, trees in the wind; photos of places with natural wonders put together into a slideshow

Warm-up

Play various sounds and ask the students to guess the places where they can hear these sounds. Then ask the students to open their books, look at the table in exercise 1 and check if the names of the places are the same as their guesses, or not.

1 Students do exercise 1.

2 2.62 (01:31) Students do exercise 2.

3 2.63 (01:23) Students do exercise 3.

Extra idea

Ask the students to write the words in their notebook in three groups: 1-syllable words, 2-syllable words and 3-syllable words. (1 syllable – beach, cliff, lake; 2 syllables – desert, island, jungle, mountain, river, ocean; 3 syllables – countryside, volcano, waterfall)

I can understand and use words to describe the natural world.



1 Let's start!

Look at the words in the box. When was the last time you went to these places? What did you do there? Students' own answers

a forest a garden a park the sea

I went to a forest last Sunday. I rode my bike with my family.

2 2.62 **Listen to James. Find the geographic features he says.** ocean (2), jungle (12), waterfall (11), countryside (1)

3 2.63 **In your notebook, match geographic features 1–12 with the words in the box. Then listen, check and repeat.**

Geographic features

7 beach • 4 cliff • 1 countryside • 5 desert • 3 island • 12 jungle • 10 lake • 6 mountain • 2 ocean • 9 river • 8 volcano • 11 waterfall

4 **Work in pairs. Student A: say a geographic feature. Student B: say an example of this feature.** Students' own answers

mountains

The Tatra Mountains!

5 2.64 **Usłyszysz dwukrotnie trzy dialogi. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz odpowiedź a, b lub c. Zapisz odpowiedzi w zeszycie.**

1 What did James see yesterday?



2 On holiday, Mel is going to
- (a) travel to some islands by ferry.
- b visit her family.
- c go camping.

3 This afternoon, James is going to
- a go climbing near a lake.
- (b) go climbing near a river.
- c ride his scooter.

6 **Choose five geographic features in your country that you think would be good for a VR game like James'. In pairs, say what the players of the game are going to see. Say why the places are interesting.** Students' own answers

You're going to visit Gdynia. You're going to see some beautiful beaches and cliffs.

4 Students do exercise 4.

5 2.64 (03:02) Students do exercise 5.

6 Students do exercise 6.

Wrap-up

Present the photos of places with natural wonders and ask the students to name the geographic features. Give the students some information about each place, e.g. where it is or what it's called.

I can use be going to *to ask and answer questions about the future.*

Grammar 2

Be going to

Questions

Am I going to climb a mountain?
Are you going to climb a mountain?
Is he/she/it going to climb a mountain?
Are we/you/they going to climb a mountain?

Short answers

Yes, I am.	No, I'm not.
Yes, you are.	No, you aren't.
Yes, he/she/it is.	No, he/she/it isn't.
Yes, we/you/they are.	No, we/you/they aren't.

***Wh-* questions**

What are you going to do?

1 **In your notebook, complete the questions and short answers.**

1 Are you going to go to the beach?
Yes, I am.
2 Are they going to swim in the sea?
No, they aren't.
3 Is he going to climb a mountain?
No, he isn't.
4 Are we going to see a waterfall?
Yes, we are.

2 **Put the words in the correct order to make questions in your notebook. In pairs, ask and answer about this evening.**

1 your mum / is / watch TV / going to / ?
2 study / your friends / are / going to / ?
3 you / going to / are / use social media / ?
4 you / are / going to / play games / ?

3 **In pairs, ask and answer about next weekend using the words in the box.**
Students' own answers

do sport get up early go to the park
have a lesson ride a scooter
spend time with friends watch video clips

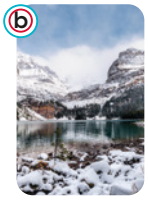
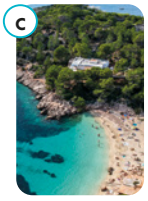
Are you going to do sport?

4 2.65 **In your notebook, write the questions with *be going to* about a holiday. Listen, check and repeat.**

1 Where / you / go?
Where are you going to go?
2 Who / you / go with?
3 How / you / get there?
4 What / the weather / be like?
5 What / you / see?
6 What / you / do there?

5 2.66 **Usłyszysz dwukrotnie dialog. Na podstawie informacji zawartych w nagraniu odpowiedz na pytanie. Wybierz odpowiedź a, b lub c. Zapisz odpowiedzi w zeszycie.**

Where is Hugo going to spend his holidays?

a  b  c 

6 **Choose a place a–c in exercise 5. In pairs, ask and answer about the holiday in this place.** Students' own answers

Where are you going to go?

I'm going to go to ...

Fast finishers

Choose three time expressions below. In your notebook, write sentences about what you are going to do at that time.
Students' own answers

IN THE SUMMER
on Friday tomorrow
next weekend
IN SEPTEMBER
this evening
on your next birthday



Grammar 2 video

Tell the students they are going to watch an animation video about holiday plans. Write the following sentence on the board: *Mr Gramson is going to ...* Elicit some ideas. Then play the animation video and ask the students to check their ideas. (have a very long holiday)

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

Answers
1 Is your mum going to watch TV?
2 Are your friends going to study?
3 Are you going to use social media?
4 Are you going to play games?

3 Students do exercise 3.
4 2.65 (00:40) Students do exercise 4.

Answers
2 Who are you going to go with?
3 How are you going to get there?
4 What's the weather going to be like?
5 What are you going to see there?
6 What are you going to do there?

5 2.66 (01:18) Students do exercise 5.
6 Students do exercise 6.

Fast finishers

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

EXTRA ACTIVITY AR

Lesson 4

Objectives and materials

Grammar: *be going to*: questions and short answers, *Wh-* questions
Listening: to define the main idea of a text
Speaking: to talk about holiday plans

Warm-up

Ask the students to finish this sentence: *This evening, I'm going to ...*

Grammar

Write this sentence on the board: *She is going to climb a mountain.* Draw the students' attention to the grammar table and ask them how the questions are formed. Then ask them to change the sentence to a *Yes/No* question and a *Wh-* question.

Wrap-up

Ask the students to make three *be going to* questions to ask and answer in pairs.

Lesson 5

Objectives and materials

Speaking: to make, accept and refuse invitations
Reading and listening: to find specific information

Warm-up

Ask the students: *What is the best weather for a picnic?*

1 Students do exercise 1.

Speaking video

Ask the students to keep their books closed. You can use the video *Would you like to come to our picnic?* instead of the audio recording in exercise 2. Turn the subtitles on if needed. Play the video and ask the following questions:
1 *What day is the class picnic?* (28th June)
2 *What else is there on the same day?* (a music exam)
3 *Can Ms Adams come to the picnic?* (Yes, she can.)

2 2.67 (00:53) Students do exercise 2.

3 2.67 (00:53) Students do exercise 3.

Answers
1 Can you come to the end-of-term class picnic? / Would you like to come to our class picnic? / Are you free in the afternoon?
2 Great, then I can come! / Yes, I am. I'd love to go. Thank you for inviting me.
3 I'm afraid I can't. / I'm really sorry, but I'm busy then.

4 2.68 (01:03) Students do exercise 4.

8 Lesson 5

I can make, accept and refuse invitations.

1 **Look at the photo. Guess what school event they are planning?**
Students' own answers



Rafael: Daniela! **Can you come to the end-of-term class picnic?** It's on 28th June in the park next to the lake.
Daniela: **I'm afraid I can't.** I've got a piano exam in the morning.
Rafael: The picnic is in the afternoon!
Daniela: **Great, then I can come!**
Rafael: Excuse me, Ms Adams. **Would you like to come to our class picnic?**
Daniela: It's on 28th June!
Rafael: Our parents are going to be there.
Ms Adams: **I'm really sorry, but I'm busy then.** There are music exams at school.
Daniela: But the exams are in the morning! **Are you free in the afternoon?**
Ms Adams: **Yes, I am. I'd love to go. Thank you for inviting me.**
Daniela and Rafael: Great!

2 2.67 **Read the dialogue and listen to it. Check your answer to exercise 1.**
They're talking about going to a class picnic.

3 2.67 **Read the dialogue and listen to it again. Match the questions and answers in bold in the dialogue with topics 1–3. Write the answers in your notebook.**
1 inviting
2 accepting an invitation
3 refusing an invitation

4 2.68 **Usłyszysz dwukrotnie cztery zaproszenia. Do każdego z nich dobierz właściwą odpowiedź a–e. Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnego pytania.**
a I'm really sorry, but I'm busy between 2 and 4 pm.
b I'm afraid I can't in the morning.
c Yes, I can. Great!
d I'm sorry, but it's snowy and cold today. (extra)
e Yes, I'd love to go! I can buy the tickets!

Speaker 1	Speaker 2	Speaker 3	Speaker 4
b	c	a	e

5 **Work in pairs. Make, accept and refuse invitations. Use the photos below and your own ideas.** Students' own answers







Would you like to come to a picnic?

Great! I'd love to!

5 Students do exercise 5.

SUPPORT: The students choose one event and write a mini-dialogue with an invitation.
CHALLENGE: The students add more details to the dialogue – when they refuse the invitation, they need to say why; when they accept it, they need to confirm a time and place.

Wrap-up

Ask the students: *Would you like to have a class picnic at the end of the term? Why / Why not?*

I can understand a text about natural wonders in different countries.

1 **Look at the photo. Where is Sam? How can you describe this place?**
Suggested answers: at a volcano; scary, dangerous, hot



2 **Look at photos A–E. What can you see? What colours are the places?**

3 2.69 **Read the text and listen to it. Match each photo with a country. Write the answers in your notebook.**

4 **Przeczytaj tekst i wybierz właściwe odpowiedzi. Zapisz odpowiedzi w zeszycie.**

1 At Rainbow Mountain, you can
- (a) see local animals.
- b always see snow.
- c see the colours in winter.

2 Indonesia has got
- a a lot of blue volcanoes.
- b beaches of different colours.
- (c) a dangerous lizard.

3 The water in the pools at Pamukkale
- a comes from a river.
- (b) is sometimes hot.
- c is always cold.

5 **Which of the places in the article would you like to see? Which three countries do you want to visit when you are older. Why?**
Students' own answers

I'd like to see Kawah, the blue volcano.

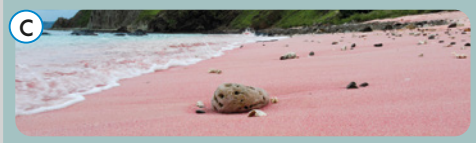
Me too. It's like magic!

Glossary
magic – magia **rock** – skała **wonder** – cud
mineral – minerał **spring** – źródło

The World in Colours!







There are many natural wonders in the world. These are the top three places I plan to see when I'm older.

Peru
The first place I'm going to visit is Rainbow Mountain, in the Andes in Peru. It's 5,200 metres high, and 14 different colours! The colours are from minerals in the rocks. Before 2013, the mountain was under snow, but now you can see it in summer. I'm going to hike to the top and see alpacas. I can't wait!

Indonesia
Next, I'm going to go to Indonesia. There are 147 volcanoes in this country, but Kawah is the best. The lava is blue! It's like magic! Then, I'm going to go to the island of Komodo. The biggest lizard in the world lives there. It's three metres long, and very dangerous! The island has beautiful pink beaches, too. Amazing!

Turkey
The third place I'm going to visit is Pamukkale, in Turkey. I'm going to see the waterfall there. Water from hot springs comes down the side of a cliff, and it makes white pools. The water in these pools can be hot or warm. I'm going to swim in one of those pools. There's no other place like it!





2 Students do exercise 2.

Answers
A a waterfall and pools (white, blue)
B a volcano (blue)
C a beach (pink)
D a lizard (green, blue)
E a mountain (different colours – red, green, yellow, etc.)

3 2.69 (01:53) Students do exercise 3.

Answers
A Turkey
B, C, D Indonesia
E Peru

4 Students do exercise 4.

Extra idea
Ask the students why they think the two other options in each question are incorrect. (1 b, You can see it in the summer; 1 c, There is no information about winter; 2 a, They aren't blue; 2 b The beaches are pink, not colourful; 3 a, It comes from hot springs; 3 c, It can be hot.)

5 Students do exercise 5.

Wrap-up
Divide the students into groups of three. Two students close their books. The student with the book open gives some facts mentioned in the text, either true or false. The other students in the group decide if the facts are true or false. Then the students swap roles and another one shares the facts.

Lesson 6

Objectives and materials
Reading: to find specific information, to define context
Vocabulary: geographic features
Optional materials: Teacher's Resource File – Video worksheet Unit 8; photos of natural wonders

Warm-up
Ask the students if they know any natural wonders. Then show them photos of several natural wonders and ask them what geographic features they can see.

1 Students do exercise 1.

Culture video
Write the names of the following jobs on the board: *firefighter, film maker, doctor, scientist, explorer, pilot*. Play the video and ask the students which of these jobs Sam does (He's a film maker, scientist and explorer).

Lesson 7

Objectives and materials

Writing: to write an email about my plans and to invite a friend

Vocabulary: summer activities, the weather

Warm-up

Ask the students to think about their weekend plans. Tell them to say what they are going to need but not to mention the activity they're going to do. The rest of the class have to guess the activity, e.g. *money, bag – go shopping; towel, swimming costume – go to a swimming pool*, etc.

1 Students do exercise 1.

Answers
Fred is going to visit his uncle and aunt. They are going to go swimming, canoeing and hiking.

2 Students do exercise 2.

Answers
1 Hi, Isla, Guess what I'm going to do next weekend!
2 I'm going to go to my uncle and aunts' house in the countryside! / ... we're going to go swimming on Saturday morning. / ... we're going to go canoeing on the river. / We're going to go hiking in the forest!
3 Are you free next weekend? / Would you like to come with me?
4 Ask your parents and let me know. / Bye! / PS Bring your swimming costume and walking boots!

3 Students do exercise 3.

4 Students do exercise 4.

Answers
1 Are you free next week?
2 Would you like to come with me?
3 PS Don't forget your phone!

I can write an email about my plans and to invite a friend.

To: Isla x **Subject:** Next weekend!

Hi, Isla,
Guess what I'm going to do next weekend! I'm going to go to my uncle and aunts' house in the countryside!
Aunt Teresa says the weather is warm and dry, so we're going to go swimming on Saturday morning. After that, we're going to go canoeing on the river.
We're going to be busy on Sunday, too. We're going to go hiking in the forest!
We aren't going to take a picnic because there's a really nice café there.
Are you free next weekend? Would you like to come with me? It's going to be a lot of fun! Ask your parents and let me know.
Bye!
Fred
PS Bring your swimming costume and walking boots!

Send



1 **Look at the photo and say what you can see. Guess what Fred is going to do next weekend. Then read Fred's email and check your answer.**

2 **Read the email again. Find sentences or phrases that match topics 1–4.**

1 starting the email
2 talking about plans
3 making an invitation
4 finishing the email

3 **Help Isla write an email to Fred. In your notebook, complete the sentences with the words in the box. There is one extra word.**

after bring busy guess sea warm

[1] Guess what I'm going to do next week! I'm going to visit my grandparents. They live near the [2] sea !
The weather is [3] warm so we're going to go to the beach on Tuesday! [4] After that, we're going to visit a castle. We're going to be [5] busy !

Extra word: bring

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

1 next you free Are week ?
2 me like to come Would with you ?
3 PS phone forget your Don't !

5 **Writing project**

In your notebook, write an email to a friend about weekend or holiday plans. Say what your plans are and invite your friend to go with you.

Students' own answers

Think
- Dokąd zamierzasz pójść lub pojechać?
- Z kim zamierzasz pojechać?
- Co zamierzasz tam robić?
- Co kolega/koleżanka musi wziąć ze sobą?

Write
Napisz e-mail.
Hi, Mark! Guess what ...

Look again!
Sprawdź swój e-mail.
- Czy użyłeś/użyłaś wyrażenia *be going to*, aby opisać swoje plany?
- Czy zaprosiłeś/zaprosiłaś kolegę/koleżankę?

5 Students do exercise 5.

SUPPORT: Allow the students to write only the answers to the questions in the *Think* box.
CHALLENGE: The students swap their emails and write a reply.

Wrap-up

The students swap their letters to correct them.

Revision of lessons 1–7.

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Test yourself

Vocabulary

1 **Complete the description of the weather in the cities.**

London	12°	Helsinki	-1°
New York	27°	Warsaw	20°

Today, in London, the weather is wet and ¹windy. In New York, it's dry and ²sunny. In Helsinki, it's snowy and ³freezing. In Warsaw, it's warm, but ⁴cloudy.

/4 points

2 **Write the seasons.**

1 December, January, February — winter
2 June, July, August — summer
3 March, April, May — spring
4 September, October, November — autumn

/4 points

3 **Complete the grid with the names of geographic features.**

1	j	u	n	g	l	e
2	d	e	s	e	r	t
3	i	s	l	a	n	d
4	c	l	i	f	f	






/4 points

Grammar

4 **Write sentences with *be going to* about the weekend.**

1 My parents / not visit / a museum.
2 My sister / do / her homework.
3 I / not stay / at home.
4 My friend / not play / video games.
5 We / have / a picnic in the park.

/4 points

5 **Complete the questions and short answer with the correct forms of *be going to*.**

1 **A:** Are you going to go (**go**) camping this weekend?
B: Yes, I am. I can't wait!
2 **A:** What are your friends going to do (**your friends do**) this weekend?
B: They're going to watch an esports tournament.
3 **A:** Mr Rogers is going to organize a new school club. It's called Explorers Club.
B: Great news! When is it going to start (**it start**)?

/4 points

Speaking

6 **Complete the dialogue.**

A: Are you free in the afternoon?
B: I'm really ¹ sorry, but I'm busy then.
A: ² Can you come to the park with us on Sunday?
B: I'm ³ afraid I can't. I've got a tennis match in the morning.
A: ⁴ Would you like to come to my clothes swap on Saturday?
B: I'd love to. Thanks for ⁵ inviting me.

/5 points

Check your score!

2.70 **Listen and check your answers. Then count your points and follow the instructions below.**

20–25 points – Great job! Find your prize on p. 127.
14–19 points – Good score! Work on your mistakes and correct them in your notebook.
0–13 points – Keep calm and revise more. Do exercises A–C below!

A Work on vocabulary → *Learning Zone*, p. 99
B Revise grammar → *Learning Zone*, p. 101
C Speak → exercises 3–5, p. 104

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Optional materials: four slips of paper with *going to* sentences

Warm-up

The students make a list of 5–7 words they have learnt in Unit 8.

1 Students do exercise 1.

2 Students do exercise 2.

3 Students do exercise 3.

4 Students do exercise 4.

Answers
1 My parents aren't going to visit a museum.
2 My sister is going to do her homework.
3 I'm not going to stay at home.
4 My friend isn't going to play video games.
5 We're going to have a picnic in the park.

5 Students do exercise 5.

Extra idea

Play *Chinese Whispers*. Divide the class into groups and ask the students to stand in rows. Give the first student in each row a piece of paper with a *be going to* sentence. The student reads it, without showing it to anyone, and whispers it to the student standing next to him/her. Then, the next student repeats the same procedure, until they reach the last student in the row who says the sentence aloud.

6 Students do exercise 6.

Check your score!

2.70 (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 that they know what to do.

Wrap-up

In pairs, the students tell each other in which part of the revision they scored the most points and in which ones the least and prepare a revision plan before the test.

My words

Extra idea 1

Make a set of *Taboo* cards with the vocabulary in Unit 8. On separate pieces of paper, write the main word (the one the students have to define) and 2–3 words (the ones they cannot use in their definitions). Then play *Taboo* in the class.

Extra idea 2

Play *Pictionary*. Make cards with various words. Then divide the students into teams. A student in one team chooses a card and draws the prompts so that his teammates guess the word. Letters and numbers are not allowed. When the team guesses, they score a point.

Extra idea 3

The students make a list of three events. They need to be scheduled for a particular time. Then, they walk around the class to invite their friends to the events. They count the students who agree to come. Their task is to find as many students as possible to accept their invitation.

Weather
2.71 (00:38)

Seasons
2.72 (00:20)

Geographic features
2.73 (00:50)

Real English
2.74 (00:23)

Making, accepting and refusing invitations
2.75 (01:02)

8

Weather	2.71
cloudy	pochmurny
dry	suchy
foggy	mglisty
freezing	mroźny
snowy	śnieżny
stormy	burzowy
warm	ciepły
wet	mokry
windy	wietrzny

Seasons	2.72
spring	wiosna
summer	lato
autumn	jesień
winter	zima

Geographic features	2.73
beach	plaża
cliff	klif
countryside	wieś
desert	pustynia
island	wyspa
jungle	dżungla
lake	jezioro
mountain	góra
ocean	ocean
river	rzeka
volcano	wulkan
waterfall	wodospad

Real English	2.74
Let me see.	Zobaczmy.
Are you kidding?	Żartujesz?
Hang on.	Poczekaj.
I can't believe it!	Nie wierzę!

Making, accepting and refusing invitations	2.75
Can you come to (the end-of-term class picnic)?	Czy możesz przyjść na (piknik z okazji końca semestru)?
I'm afraid, I can't.	Obawiam się, że nie mogę.
Great, then I can come.	Świetnie! W takim razie mogę przyjść.
Would you like to come to (our class picnic)?	Czy chciałbyś/chciałabyś przyjść na (nasz piknik klasowy)?
I'm really sorry, but I'm busy then.	Przepraszam, ale jestem wtedy zajęty/zajęta.
Are you free (in the afternoon)?	Czy jesteś wolny/wolna (po południu)?
Yes, I am. I'd love to go. Thank you for inviting me.	Tak, jestem. Z chęcią przyjdę. Dziękuję za zaproszenie.

Play and learn!

1 **Work in pairs. Student A: choose a type of weather. Give your partner two or three clues. Student B: guess the weather and say the season.** Students' own answers

I've got an umbrella. I'm wearing boots.

It's rainy! It's autumn!

2 **In your notebook, draw a natural feature in one minute for your partner to guess!** Students' own answers



Is it a volcano?

Yes, it is!

Be going to

I'm going to stay at home.	Ja **zamierzam zostać** w domu.
You're going to stay at home.	Ty **zamierzasz zostać** w domu.
He/She/It's going to stay at home.	On/Ona/Ono **zamierza zostać** w domu.
We/You/They're going to stay at home.	My **zamierzamy** / Wy **zamierzacie** / Oni/One **zamierzają zostać** w domu.



Użyj *am*, *is* lub *are* z wyrażeniem *be going to* i podstawową formą czasownika, aby powiedzieć o planach i zamiarach.



Użyj *'m not*, *aren't* lub *isn't* z wyrażeniem *be going to* i podstawową forma czasownika, kiedy chcesz opowiedzieć o czynnościach, które nie są zaplanowane lub których nie zamierzasz robić.



I'm not going to stay at home.	Ja **nie zamierzam zostać** w domu.
You aren't going to stay at home.	Ty **nie zamierzasz zostać** w domu.
He/She/It isn't going to stay at home.	On/Ona/Ono **nie zamierza zostać** w domu.
We/You/They aren't going to stay at home.	My **nie zamierzamy** / Wy **nie zamierzacie** / Oni/One **nie zamierzają zostać** w domu.

Postaw *Am*, *Are* lub *Is* na początku pytania.
Użyj *am*/*are*/*is* lub *'m not*/*aren't*/*isn't* w krótkich odpowiedziach.
Jeśli chcesz zadać pytanie o szczegóły, dodaj słówko pytające na początku pytania, np. *Where* lub *When*.

→ Where are you going to stay?
→ When is he going to come back?

Am I going to stay at home?	Yes, I am. / No, I'm not.
Are you going to stay at home?	Yes, you are. / No, you aren't.
Is he/she/it going to stay at home?	Yes, he/she/it is. No, he/she/it isn't.
Are we/you/they going to stay at home?	Yes, we/you/they are. No, we/you/they aren't.

Project

Imagine students from a different country are going to visit your school. Choose four or five places to visit and activities for them to do with your class. Make a leaflet to give the visitors. Then present your ideas to the class.

Students' own answers



Project

- The students can make the leaflet in different forms – with drawings or photographs. They can also make a digital leaflet.
- The students can make the leaflet in groups of 4–5. Then they can pretend each group is from a different country and present their leaflets to them.
- The students can vote for the best leaflet and prepare the trip itinerary based on their top choice.

7–8

Odpowiedzi do ćwiczeń zapisz w zeszycie!

Objectives and materials

Vocabulary, grammar and speaking: to revise Units 7–8

Listening: to find specific information

Reading: to find specific information

Writing: to write an email about your birthday plans

Optional materials: audioscript for exercise 11

Warm-up

Play *Charades*. Divide the class into two teams. A team representative comes to the front of the class and either mimes or draws a word or phrase from Units 7 and 8. The team scores a point if they guess the word.

1 Students do exercise 1.

2 Students do exercise 2.

Extra idea

Ask the students to compare their lives with the information in the text and say what is similar and what is different, e.g. *I never go to school on foot, I always catch a bus. I get on near my house, but I don't get off near the school.* etc.

3 Students do exercise 3.

Extra idea

Ask the students: *What's the weather like today? What was the weather like yesterday?*

4 Students do exercise 4.

Vocabulary

1 **Complete the words with vowels (*a, e, i, o, u*).**

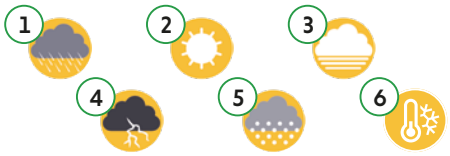
1 esp o rts t o u rn a m e nt
2 tr e a s u r e h u nt
3 c o ns e rv a t i o n w o rksh o p
4 cl o th e s sw a p
5 th e a tr e w o rksh o p

2 **Complete the text with the words in the box.**

car get motorbike off on tram

I usually go to school [1] on foot, but when it rains, I catch a bus. I [2] get on near my house and get [3] off in front of my school. My mum drives our [4] car to work. There isn't a [5] tram in my town, but you can travel by underground. My brother's got a [6] motorbike, but it's a bit dangerous.

3 **Look at the pictures and complete the text with the weather words.**



In my country, it's warm and [1] wet in spring. In summer, it's hot and [2] sunny. In autumn, it's cold and [3] foggy, and it's sometimes [4] stormy, too. Winters are [5] snowy and [6] freezing.

4 **Complete the sentences with the names of geographic features.**

1 Last summer, I went hiking in the mountain(s).
2 I sunbathed on the beach.
3 I walked in the beautiful countryside.
4 I swam in the ocean.
5 I went canoeing on a lake.
6 I saw a river and an amazing waterfall.

5 Students do exercise 5.

Extra idea

Ask the students questions about the activities mentioned in the dialogue: *Did you watch TV last weekend? Did you play computer games? Did you study for a test? Did you help your parents?*

6 Students do exercise 6.

7 Students do exercise 7.

8 Students do exercise 8.

Grammar

5 **Choose the correct option.**

A: Did you [1] ***watch*** / ***watched*** TV last weekend?
B: Yes, I [2] ***did*** / ***watched***.
A: [3] ***Do*** / ***Did*** you play video games?
B: No, I didn't. I [4] ***study*** / ***studied*** for a test. What about you?
A: I didn't [5] ***play*** / ***played*** video games. I [6] ***help*** / ***helped*** my parents with chores.

6 **Complete the text with the past simple forms of irregular verbs.**

Subject: your weekend

Hi! How was your weekend? I [1] didn't have (**not have**) anything to do so I [2] went (**go**) to a book fair. I [3] caught (**catch**) a bus near my home. I [4] didn't meet (**not meet**) any writers, but I [5] saw (**see**) some there, and I [6] bought (**buy**) two books. What about you? What [7] did you do (**you do**)?

Send Cancel

7 **Write sentences with *be going to*.**

SUMMER PLANS!

Me:	sunbathe ✓, study ✗
Mum:	work ✗, relax ✓
My friends:	sleep a lot ✓, travel ✗

1 I 'm going to sunbathe. I 'm not going to study.
2 My mum isn't going to work. She 's going to relax.
3 My friends are going to sleep a lot. They aren't going to travel.

8 **Complete the dialogue with the correct forms of the words in brackets. Complete the short answer.**

A: What [1] are you going to do (**you** / **do**) this weekend?
B: I'm going to go camping.
A: [2] Is Ben going to go (**Ben** / **go**) with you?
B: Yes, he [3] is.
A: What [4] is the weather going to be (**the weather** / **be**) like?
B: It's going to be sunny and warm.

Speaking

9 **Say a phrase for each situation using the words in brackets.**

1 Ask about a friend's weekend. (**What did**)
2 Ask if a workshop was good or not. (**What was**)
3 Invite a friend to come to a party. (**Would you like**)
4 Say you can't go to a friend's party. (**I'm afraid**)
5 Say that you want to go to the party. (**I'd**)

10 **Complete each dialogue with one word.**

1 **A:** I really like this T-shirt.
B: It's the coolest T-shirt ever !
2 **A:** Shall we go on a treasure hunt?
B: That sounds like fun . When is it?
3 **A:** What's our homework?
B: Let me see .

Listening

11 2.76 **Usłyszysz dwukrotnie trzy osoby, które opowiadają o swoich urodzinach. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–d do osób 1–3. Jedno zdanie nie pasuje do żadnej osoby.**

This speaker:

a didn't do anything interesting.
b changed their plan because the weather was bad.
c went on a treasure hunt with friends.
d had a great time with friends.

Speaker 1	Speaker 2	Speaker 3
d	b	a

Reading

12 **Przeczytaj tekst. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu.**

School Journeys

Walking in the mountains, climbing a cliff, or crossing a river. These are the ways some children in the world go to school.

In the Himalayan mountains in India, the journey to school takes two or three hours. Children walk through a forest with wild animals, go over a river in a basket, and travel the last kilometres by taxi. The weather changes quickly, and it's sometimes sunny in the morning, and rainy when they go home.

Children in the rainforest in Ecuador wake up at 5 am, put on their uniforms, and start their journey to school. First, they walk for 20 minutes to a river. Then they travel in a canoe for 15 or 20 more minutes. The river can be dangerous, so they must sit quietly all the way.

Some children live in the mountains in a remote area of China. Their journey from school is up a cliff. The children climb up a ladder with their school bags on their back. It's a good thing they don't do this every day. These children spend months away from home when they're at school.

1 How do the children in India get to the river?
2 Why do the children in Ecuador sit quietly in the boat?
3 Why is the journey difficult for the children in China?
4 Which journey to school is the longest in time?

Writing

13 **Podczas pobytu w Irlandii obchodzisz urodziny. Napisz e-mail do koleżanki z Dublina, w którym:**
Students' own answers
- opiszesz swoje plany urodzinowe,
- opowiesz o planowanym menu na Twoich urodzinach,
- zaprosisz koleżankę na urodziny.

9 Students do exercise 9.

Answers
1 What did you do at the weekend / last weekend?
2 What was it like?
3 Would you like to come to a party?
4 I'm afraid I can't (go).
5 I'd love to go.

Extra idea
The students respond to three sentences or questions of their choice.

10 Students do exercise 10.

11 2.76 (03:14) Students do exercise 11.

Extra idea
The students study the audioscript and choose one text as a model to talk about their birthdays.

12 Extra idea
To make sure the students read the text for general meaning, ask them to skim it and say which road to school is the most difficult. Students do exercise 12.

Answers
1 They walk through a forest (with wild animals).
2 Because the river can be dangerous.
3 Because they climb up a ladder with their school bags on their backs.
4 The journey in India. The journey takes two or three hours.

13 Students do exercise 13.

Wrap-up
Ask the students to go over the book and choose the most interesting lesson.

Objectives and materials

Vocabulary: types of schools

Listening: to find specific information

Speaking: to talk about different types of schools

Optional materials: teacher's or other people's photos from three different types of educational institutions, e.g. nursery school, primary school, university

Warm-up

Write the names of the three schools you're going to present on the board. Show the students your own or other people's photos in these schools and say: *In this photo, I'm in nursery school / in primary school / at university.* Ask the students to guess the meaning of the words on the board.

1 2.77 (00:35) Students do exercise 1.

2 Students do exercise 2.

3 Students do exercise 3.

4 2.78 (01:13) **Extra idea**
Before they do the task, play the recording for the students to listen for general information. Ask them to come up with a title for the podcast (e.g. *Schools in the UK* or *Types of school in the UK*). Students do exercise 4.

5 Students do exercise 5.

1

Schools

1 2.77 **Look at the words in the box and photos 1–6. Then listen and repeat.**

4 boarding school 3 language school 6 nursery school 1 primary school 5 secondary school 2 university



2 **Read and choose the correct option.**

1 Students study and sleep at ***language schools*** / ***boarding schools***.
2 Students often go to ***nursery school*** / ***university*** when they are eighteen years old.
3 Children usually start ***primary school*** / ***secondary school*** when they are five or six in the UK.
4 At ***nursery schools*** / ***language schools*** children spend a lot of time outdoors.

3 **What types of school do people in your family and friends go to? Tell a partner.** Students' own answers

My brother is three. He's at nursery school!

My uncle is at university. He wants to be a doctor.

4 2.78 **Listen to the podcast. In your notebook, choose the correct answer.**

1 What is Sam's sister's favourite activity?

a  b  c 

2 What school year are Sam and Samantha in?

a Year 6 b Year 7 c Year 8

3 What does Sarah's neighbour do at the weekend?

a  b  c 

5 **Prepare a talk for students from the UK about primary schools in your country. Answer questions 1–3 to help.** Students' own answers

1 How old are the students?
2 How many school years are there?
3 What subjects do they study?

Hi! Students start primary school when they are seven.

Wrap-up

Play the game of associations. The students write numbers 1–6 in their notebooks. Read aloud the names of different types of schools for each number and ask the students to write a word they associate with this type of school, e.g. the name of a friend or a teacher, age, a subject or something you learn in this type of school. After that, the students' task is to recall the name of the school for each number.

1 2.79 **Look at photos 1–7. Then listen and find five things people talk about.**
They talk about: 5 (a food processor), 6 (a blender), 2 (a microwave), 7 (an oven), 1 (a baking tin)


1


2


3


4


5


6


7

2 2.80 **Match photos 1–7 in exercise 1 with the words in the box. Then listen, check and repeat.**

1 baking tin 6 blender 5 food processor
4 grill 2 microwave 7 oven 3 whisk

3 **Read and complete Don's notes.**

1 *It makes everything! It chops, slices and mixes food.* food processor
2 *It's great for making drinks like smoothies!* blender
3 *It makes food hot very quickly. You need special plates.* microwave
4 *It's slow. It takes about one hour to roast a chicken!* oven
5 *You need this to bake a cake.* baking tin
6 *You need one to mix eggs for an omelette.* whisk
7 *It's fast and good to cook meat or fish. People have them outside for barbecues, too!* grill

4 **Read the posts. Three words are in the wrong places. Write the correct word.**
1 blender, 2 whisk, 3 food processor

Kitchen 'must-haves'!

Write and tell us what you can't live without!

Hi! I can't live without our [1]**whisk**! I make fresh fruit juice and smoothies every day with it! It's really easy to use.
Mark, 12

I make lunch for my parents on Saturdays. I often make an omelette. No prizes for guessing what I can't live without. Yes, our hand [2]**food processor**!
Jen, 11

Mum and dad have a new [3]**blender**. It can even chop and slice vegetables! It's so cool. It's my new 'can't live without'!
Harry, 11

5 **Say how you use the different kitchen objects in exercise 1. Your partner guesses the object.** Students' own answers

I use it to make omelettes.

A whisk!

2 2.80 (00:47) Students do exercise 2.

Extra idea
Allow the students to study the photos in exercise 1 for 45 seconds. Then ask them to close their books and recall what each photo shows.

3 Students do exercise 3.

Extra idea
Ask the students to close their books. Say the following definitions and ask the students to name the equipment:
1 *You need it to bake a cake.* (oven, baking tin)
2 *You need it to make a smoothie.* (blender)
3 *You need it to make a barbecue.* (grill)
4 *You need it to warm up dinner.* (microwave)

4 Students do exercise 4.

5 Students do exercise 5.

Wrap-up
The students draw a *super kitchen robot*. They give the robot a name and describe what functions it has and what it can do.

Objectives and materials
Vocabulary: kitchen equipment
Listening: to find specific information
Speaking: to talk about using kitchen equipment

Warm-up
Ask the students: *What's in the kitchen in your home?* Elicit answers.

1 2.79 (01:09) Students do exercise 1.

Extra idea
Ask the students what food products they can see in each photo.
(Possible answers: 1 cake, 2 potatoes, 3 eggs, 4 corn, peppers, tomatoes, chicken, asparagus, 5 carrots, onions, 6 carrots, tomatoes, 7 chicken, courgette, broccoli, carrots)

Objectives and materials

Vocabulary: household objects

Listening: to find specific information

Speaking: to talk about chores and household objects

Optional materials: household objects: fork, knife, clothes hanger, brush, bucket, mop, spoon (or photos showing these objects)

Warm-up

Bring in some household objects or show the students photos of these objects. You could elicit the names of the objects. Put the objects to one side and ask the students to predict the subject of the lesson. Then ask the students to open their books and find out which object in exercise 1 you don't have (vacuum cleaner).

1 2.81 (00:53) Students do exercise 1.

2 2.82 (00:46) Students do exercise 2.

Extra idea

Play the recording and ask: *What does Alex do for his grandma?* (set the table and wash the floor)

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

The students go back to Vocabulary extensions 1 and 2 and give more definitions of the words they learnt in these lessons.

5 Students do exercise 5.

3

Household objects

1 2.81 **Match photos 1–8 with the words in the box. Then listen, check and repeat.**

5 brush 8 bucket 6 clothes hanger 2 fork 7 knife 3 mop 4 spoon 1 vacuum cleaner

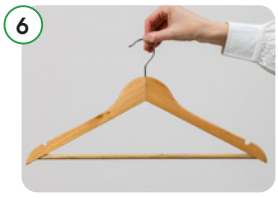
















2 2.82 **Alex is at his grandma's house. Listen to the dialogue and answer the questions. Write the words from exercise 1.**

1 What's in the dishwasher?
knives, forks and plates.

2 What's in the cupboard?
a/the brush.

3 What's red?
a/the bucket.

3 **Rosa is on holiday in the UK, but she cannot remember some words. Read, then write the words.**

1 You eat your soup with it.
a spoon

2 You put your clothes on them.
clothes hangers

3 You put water in it when you want to clean.
a bucket

4 You cut food with one of these.
a knife

4 **Write two more definitions for words in exercise 1. Then read them to another pair and ask them to guess the words.** Students' own answers

5 **Choose a chore or activity. Tell your partner what objects you need for it. He/She guesses the chore.** Students' own answers

I've got a mop in one hand. I've got a bucket of water in the other hand. What's my chore?

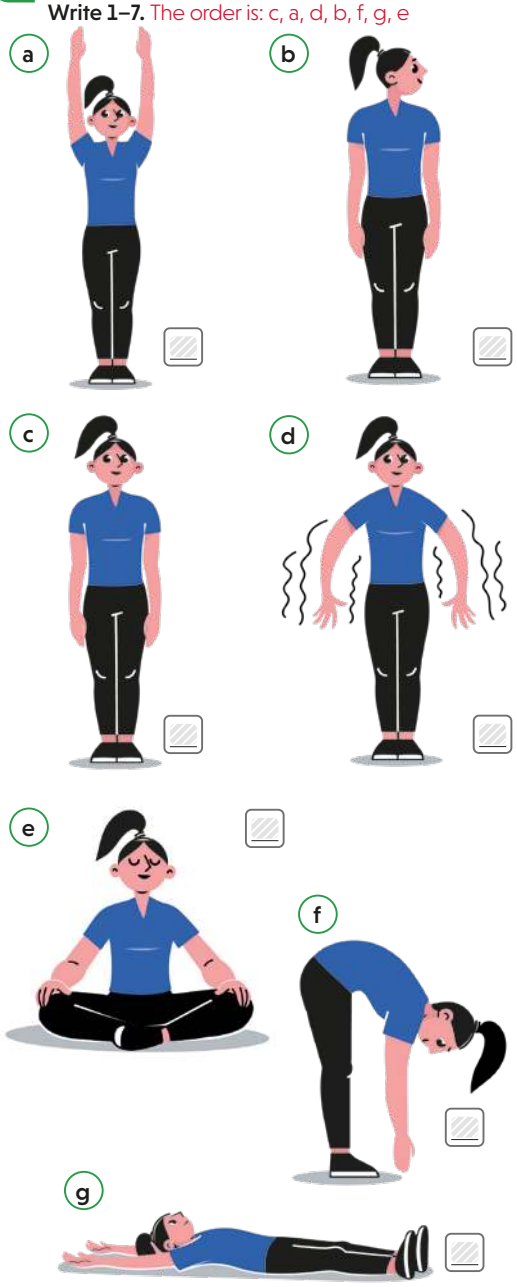
Washing the floor!



Wrap-up

Ask the students to imagine they are going to a birthday party. They have to give a household object as a present. Ask them to choose the best birthday gift and justify their choice.

1 2.83 **Look, listen and order the pictures. Write 1–7.** The order is: c, a, d, b, f, g, e



2 2.84 **Match pictures a–g in exercise 1 with the phrases in the box. Then listen, check and repeat.**

f bend over g lie (on the floor)
d shake (your hands) e sit cross-legged
c stand up straight a stretch (your body)
b turn (your head)

3 **Mime verbs and expressions from exercise 2 for your partner to guess.** Students' own answers

Look at me! What am I doing?

You're stretching your body!

4 **Read and complete the text with the words from exercise 2.**

Take a break!

It's important to take study breaks.
Try to have a short break every thirty minutes.
Why don't you move your body for five minutes? First, stand up [1] straight !
Then [2] bend over and touch your toes! You can put your arms in the air and [3] stretch your body!
You could also sit [4] cross-legged on the floor. Then close your eyes and relax.
Have a go!

5 **Make your own study break routine. Then give instructions and ask another pair to do it! Use ideas from this lesson or your own ideas.** Students' own answers

First, lie on the floor and close your eyes.

Stretch your body!

Extra idea

Play a game *Say please*. It's a version of *Simon Says* in which the instructions are followed only when you say *please*. Give various instructions from exercise 2 for the students to follow if you say *please* or ignore if you don't, e.g. *Bend over, please!* – the students bend over. *Stretch your body!* – the students don't do anything. If possible, individual students can take over the teacher's role and give instructions to their classmates.

4 Students do exercise 4.

5 Students do exercise 5.

Wrap-up

The students take turns to be the class coach and run a short workout (2–3 exercises). They come to the front of the classroom and give instructions to the rest of the class.

Objectives and materials

Vocabulary: verbs for body movements
Listening: to find specific information
Speaking: to give commands

Warm-up

Ask the students: *Do you exercise? What do you usually do?* Encourage a class discussion.

1 2.83 (00:58) Students do exercise 1.

Extra idea

Ask the students which exercises are good to relax, helpful for waking up and focusing.

2 2.84 (00:57) Students do exercise 2.

3 Students do exercise 3.

Objectives and materials

Vocabulary: birds
Listening: to find specific information
Reading: to find specific information
Speaking: to name and describe different species of birds
Optional materials: photos of birds in exercise 1, at least two of each kind (each photo showing a bird in a different place or pose)

Warm-up

Ask the students what animal groups they know (e.g. mammals, fish, insects, birds). Then tell the students the lesson is about a group of animals that lay eggs and can fly. Ask the students to guess the subject of the lesson (birds).

1 2.85 (00:27) Students do exercise 1.

Extra idea

Display the slideshow with various photos of birds and ask the students to name them.

2 Students do exercise 2.

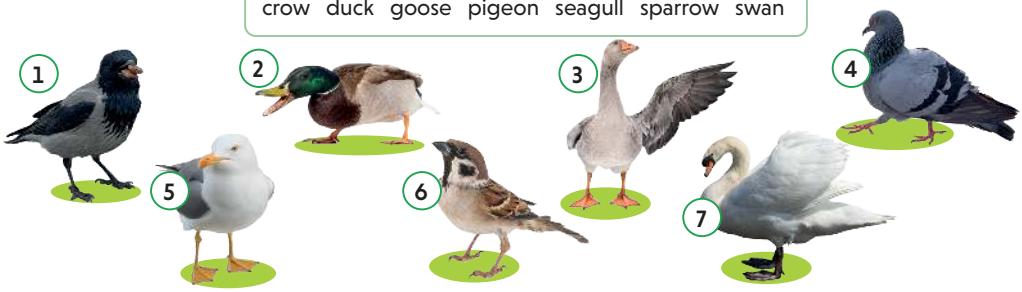
Extra idea

The students draw a bird in their notebooks and label its body parts.

5 Birds

1 2.85 **Look at photos 1–7 and at the words in the box. Listen and repeat.** Students' own answers

crow duck goose pigeon seagull sparrow swan



2 **Look at photos 1–7 again. Describe different birds for your partner to guess. Use the words in the box to help.** Students' own answers

beak feather tail wing

It's got a white body, an orange and black beak and a very long neck.

Is it a swan?

Yes, it is!

3 **Read the leaflet. Complete the sentences with one or two words.**

GREEN PARK

The park is a great place for bird lovers. Come and feed our ducks! Please don't give them junk food. You can buy special bird food from the shop.

Please don't feed the geese. They are sometimes dangerous. You can buy a book all about geese from our shop.

You can also take great photos of other wild birds in the park like crows, sparrows and swans.

Enjoy your visit!

1 You mustn't feed the geese.
2 The shop sells books and bird food.
3 The park is a great place for taking photos of wild birds.

4 2.86 **Listen to the podcast and write the name of the bird.**

The speaker says this bird:
1 can swim. sparrow
2 has a good memory. crow
3 can help humans. pigeon
4 sleeps with one eye closed. duck

5 **Use adjectives to describe the birds in exercise 1. Use the words in the box to help. Say where you can see the birds in your town.** Students' own answers

beautiful cute dangerous intelligent scary ugly wild

I think baby ducks are cute!

There are a lot of ducks in the park.



3 Students do exercise 3.

4 2.86 (01:09) **Extra idea**

Before the students listen to the recording, ask them to guess the names of the birds in each item. They could suggest more than one bird for each item, not only the birds listed in exercise 1, e.g. 1 – duck, swan; 2 – owl, parrot; 3 – pigeon, crow; 4 – swan, seagull.
Students do exercise 4.

5 Students do exercise 5.

Wrap-up

The students make a short crossword puzzle with the words from this lesson. They can either draw the clues or write definitions.

1 2.87 **Look at photos 1–8. Then listen and find four jobs the speakers talk about.** They talk about: 1 (flight attendant), 7 (tour guide), 8 (taxi driver), 2 (reporter)











2 2.88 **Match photos 1–8 with the words in the box. Then listen, check and repeat.**

5 computer programmer 1 flight attendant
6 politician 2 reporter 4 social worker 8 taxi driver
7 tour guide 3 translator

3 **Read the blog and write names of jobs from exercise 2.**

Hi!
My blog today is about jobs for people who can speak foreign languages! Can you guess the jobs?



This person:

1 looks after people on a plane. _____
2 helps individuals or groups of people with their problems. _____
3 tells tourists about history. _____
4 takes people to places in a car. _____
5 writes apps. _____
6 is a minister. _____
7 interviews interesting people. _____
8 changes texts in one language to a different language. _____

4 2.89 **Listen and choose the job.**

1 *reporter* / *social worker*
2 *flight attendant* / *taxi driver*
3 *translator* / *tour guide*
4 *computer programmer* / *politician*

5 **Choose the three most interesting jobs from exercise 2. Then tell your partner and say why you like them. You can use the words in the box to help.** Students' own answers

help people meet people
speak different languages
travel to different places

I think the most interesting job is a reporter.

Why?

Because reporters meet people and some are on TV!

Objectives and materials

Vocabulary: jobs
Listening: to find specific information
Speaking: to express preferences, to talk about jobs

Warm-up

Put the students into pairs and ask: *How many jobs can you name in one minute?* Ask the students to write as many jobs as they can.

1 2.87 (00:51) Students do exercise 1.

Extra idea

The students study the photos carefully to remember the details and then they close their books. Ask the students about the different photos, e.g. *In which photo are there headphones?* (photo 3) *In which photos is there a microphone?* (photos 2 and 6) *In which photo is there a computer screen?* (photo 5) etc.

2 2.88 (01:13) Students do exercise 2.

3 Students do exercise 3.

Answers
1 flight attendant
2 social worker
3 tour guide
4 taxi driver
5 computer programmer
6 politician
7 reporter
8 translator

4 2.89 (01:01) Students do exercise 4.

Extra idea

The students create similar texts about two other jobs.

5 Students do exercise 5.

Wrap-up

Write the following names of jobs on the board. Ask the students to guess what people do in these professions. Then have a class vote: *Which of these jobs would you like to do in the future?*
movie watcher (someone who watches films and series for a streaming service and gives their opinion on them)
professional sleeper (someone who sleeps in a new bed to check if it's comfortable)
furniture tester (someone who tests furniture)
ice rink hand holder (someone you hire to hold your hand while skating so that you don't fall)

7 The airport

Objectives and materials

Vocabulary: places at the airport

Listening: to find specific information, to define the context of the conversation

Speaking: to talk about places at the airport and what you do there

Warm-up

Ask the students: *Where do you go when you travel by train?* (railway station) *Where do you go when you travel by bus?* (bus station/stop) *Where do you go when you travel by plane?* (airport)

1 2.90 (01:01) Students do exercise 1.

2 2.91 (01:10) Students do exercise 2.

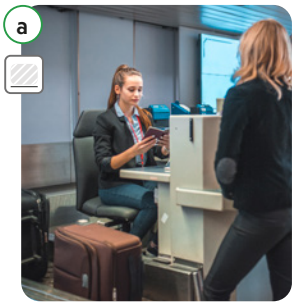
3 2.92 (01:00) **Extra idea**

To prepare the students for the task, ask them the following questions:
1 *Where do people leave their bags?* (check-in)
2 *Where do people wait for their friends and family?* (arrivals)
3 *Where do people show what they have inside their bags?* (security)
4 *Where do people wait for their flight?* (lounge)
Students do exercise 3.

4 Students do exercise 4.

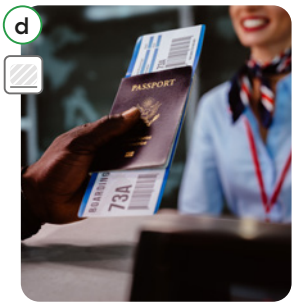
5 Extra idea

Before doing the speaking task, ask the students to write the names of places in their notebooks in the correct order.
Students do exercise 5.

















1 2.90 **Look at photos a–h. Match them with the words in the box. Then listen, check and repeat.**

e arrivals a check-in desk
g departures f duty-free shop
h gate b lounge d passport control
c security

2 2.91 **Look at the photos again. Listen to the text and put the photos in the correct order.**
The order is: g, a, c, f, b, h, d, e

3 2.92 **Listen to the dialogues. Choose where the speakers are at the airport.**

1 *gate* / *check-in desk*
2 *departures* / *arrivals*
3 *security* / *gate*
4 *passport control* / *lounge*

4 **Say what you do at different places in the airport. Your partner guesses the place.**
Students' own answers

You get on the plane here.

The gate!

Correct! And what do we do there?

5 **Look at the photos in exercise 1 again. Talk about what people do at airports and when. Then explain to another pair. Use the words in the box to help.**
Students' own answers

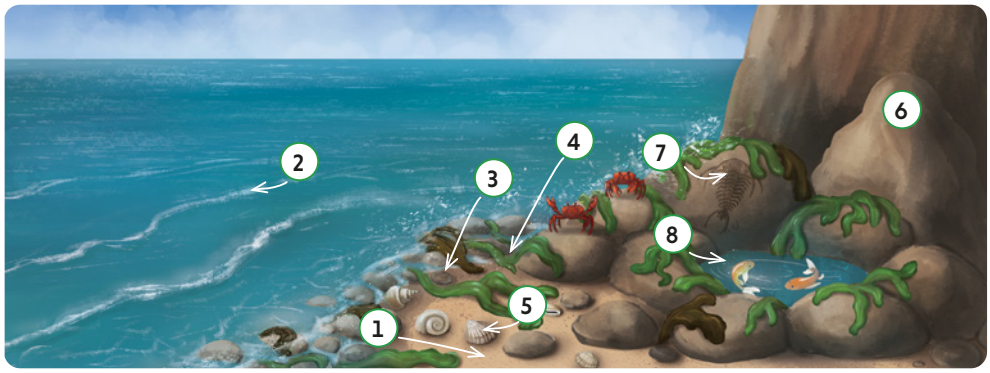
after that finally first next then

First, you go to departures.

Wrap-up

Write the names of some of the most popular airports in one column on the board and the cities in the other (in random order). Ask the students to match the airports to the cities, e.g. JFK (New York), O'Hare (Chicago), Charles de Gaulle (Paris), Heathrow (London), Schiphol (Amsterdam), Franz Josef Strauss (Munich).

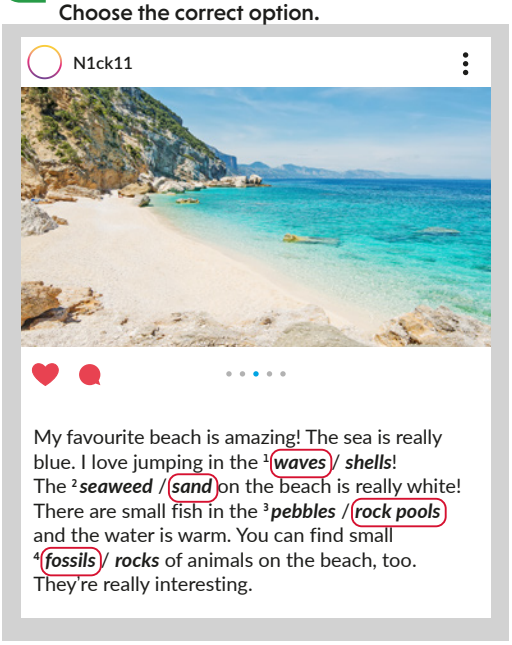
1 2.93 **Look at the picture of the beach. Then listen and find five things the boy talks about.**
He mentions: 1 (sand), 2 (waves), 4 (seaweed), 8 (rock pools), 7 (fossils)



2 2.94 **Match elements 1–8 in exercise 1 with the words in the box. Then listen, check and repeat.**

7 fossil 3 pebble 6 rock 8 rock pool
1 sand 4 seaweed 5 shell 2 wave

3 **Read the description of a favourite beach. Choose the correct option.**



4 **Draw a beach. Describe it to your partner. Use the words in exercise 1 and the words in the box to help. Then your partner draws it.** Students' own answers

behind in in front of next to
on on the left/right under



The sea is on the left. There are some big rocks near a cliff on the right.

5 **Describe your favourite beach to a partner or find a photo of a beach on the Internet. Say where it is and what you can see and do there.** Students' own answers

My favourite beach is Praia do Guincho in Portugal. It's amazing!

What's it like?

There are a lot of big waves!

Objectives and materials

Vocabulary: the beach
Listening: to find specific information
Speaking: to describe the beach
Optional materials: real-life photos of: a fossil, pebbles, rock pool, a rock, seaweed, a shell, a wave, sand; a box and a ball

Warm-up

Show the students the photos and ask: *What do they all have in common?* (you can see all of them on the beach)

1 2.93 (00:41) Students do exercise 1.

2 2.94 (00:52) Students do exercise 2.

Extra idea

Allow the students to study the picture for 90 seconds to remember as many details as possible. Then ask the students to close their books and ask questions such as:
What is number 2? (a wave)
What colour is the seaweed? (green)
What is number 7? (a fossil)
How many crabs are there? (two)

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

To revise prepositions of place, use the box and the ball. Put the ball in various places, say true and false sentences with the prepositions (e.g. *The ball is under the box*), and ask the students to say if the sentences are correct or not.

5 Students do exercise 5.

Wrap-up

The students go online to find some of the best beaches in the world. They find out the names and places and choose one they would like to visit. Then, they report their findings to the class.

Objectives and materials

Vocabulary: World Cleanup Day kit

Listening: to find specific information

Reading: to find specific information

Speaking: to talk about World Cleanup Day at your school

Writing: to write a leaflet with the rules of the event

Optional materials: rubber gloves, hand sanitiser, plastic rubbish bag

Culture note

World Cleanup Day – an annual global action, organised on the third Saturday of September.

Warm-up

Show the students the rubber gloves, the hand sanitiser and the plastic rubbish bag and elicit their names. If students struggle, provide the first letters of the words. Then ask the students on what occasion they may need these items. Once they come up with an idea, ask them what other things they may need on a cleaning day.

1 Students do exercise 1.

Extra Idea

Ask the students: *Is this a big event?*
(Yes, 60 million people in 191 countries take part in it.)

World Cleanup Day

1 **Read the poster about *World Cleanup Day* and complete the text with the words in the box.**

gloves hand sanitiser map raincoat rubbish bags snacks



2 **Read the poster and tick the information you can find there. Write the answers in your notebook.** 1, 3, 4, 5

1 when the event starts
2 when it ends
3 where you clean
4 where you meet
5 how many rubbish bags you get
6 when you have lunch

3 2.95 **Listen to Liz and Mindy talking about *World Cleanup Day*. In your notebook, complete the sentences.**

1 You can see a *World Cleanup Day* poster in the main hall.
2 Rubbish in the forest is dangerous for animals.
3 You can learn to work (well) in a team.
4 At the event, students don't pick up glass bottles.
5 Liz must talk to her parents.

4 **Work in pairs. Ask and answer the questions.** Students' own answers

1 Does your school organize *World Cleanup Day*?
2 Do you or your friends join the event? Why / Why not?
3 What places do you clean up?

Our class always joins *World Cleanup Day*. We want to live in a clean town.

5 **In pairs, design a leaflet with the rules for *World Cleanup Day*. Use *must/mustn't* and the ideas in the box.**
Students' own answers

go away from your group
go near animals listen to the teacher
put all rubbish into one bag
use hand sanitiser wear gloves

2 Students do exercise 2.

Extra idea

Students find the specific information in the text for items 1, 3, 4 and 5.
(1 21st September, 10 o'clock, 3 playing field, local park, the forest, 4 main hall at school, 5 two)

3 2.95 (01:28) Students do exercise 3.

4 Students do exercise 4.

5 Students do exercise 5.

Wrap-up

The World Cleanup Day sometimes finishes with celebrations. Ask the students to suggest some events after the clean-up, e.g. a picnic, a party, prizes for the teams with the most rubbish, etc.

Julia's blog **14th February**

VALENTINE'S DAY



Julia

February is my favourite month! Why? Because I love Valentine's Day. I like making Valentine's cards and telling people nice things. In my school, Valentine's Day is not only for teenagers who are [1] in love – it's for everyone. We say [2] 'I like you' a lot on that day. What about your school?



Basia, Poland

It's the same in my school. You don't need to have a [3] boyfriend or girlfriend. We just tell our friends that we like them or we [4] send them a message. Or when your friend is angry, it's a good day to write 'I'm sorry' on a Valentine's card. It's great for shy students, like me.



Alex, New Zealand

There is a cool tradition in my school. Every year on 14th February we have a picnic and we bring home-made Valentine's snacks. I love cooking so I bake [5] heart-shaped biscuits and make red smoothies (you can use strawberries or raspberries and bananas to make them).

1 **Match the endings a–e to beginnings 1–5 to make phrases. Write the answers in your notebook.**

1 bake c	a 'I like you'
2 be b	b in love
3 have e	c heart-shaped biscuits
4 say a	d somebody a message
5 send d	e a boyfriend/girlfriend

2 **Read the blog and complete it with the phrases in exercise 1. Write the answers in your notebook.**

3 **Read the blog again. In your notebook, answer the questions.**

Who:

1 makes special food for Valentine's Day? Alex
2 gives Valentine's cards? Julia, Basia
3 is nervous about talking to people? Basia
4 is excited about Valentine's Day? Julia

4 **Work in pairs. Plan Valentine's Day in your class. Use the ideas in the blog and expressions in the box.** Students' own answers



decorate the classroom
make friendship bracelets
organise a karaoke party
plant flowers play board games
watch films

How about making Valentine's cards?

We do it every year. Let's make friendship bracelets!

Objectives and materials

Vocabulary: Valentine's Day

Reading: to find specific information

Speaking: to talk about Valentine's Day, to give, accept and refuse suggestions

Warm-up

Write the following on the board: *WUBMV?* Tell the students it's a message you may send to someone on a special day. Ask the students for ideas: *What is the message?* (Will you be my Valentine?) *When do you send this message?* (14th February). If the students have problems with identifying the acronym, tell them it's a message people send on Valentine's Day.

1 Students do exercise 1.

Extra idea

Write the following gapped questions on the board and ask the students to complete them with the expressions in exercise 1. Then elicit the answers from the class.
Is it nice to ...? (be in love)
Do you ever ... to your friend? (say 'I like you')
Can you ...? (bake heart-shaped biscuits)

2 Students do exercise 2.

3 Students do exercise 3.

4 Students do exercise 4.

Wrap-up

Write the following on the board – the sentences on one side and languages on the other. Tell the students all of these sentences mean *I love you* in various languages. Ask the students to match the messages with the languages:
Ik hou van jou (Dutch),
Seni seviyorum (Turkish),
Aš tave myliu (Lithuanian),
Je t'aime (French),
Te amo (Spanish),
Miluji tě (Czech).

Objectives and materials

Vocabulary: carnival food and traditions

Reading: to find specific information

Speaking: to talk about carnival food and traditions

Optional materials: flour, eggs, milk, sugar, yeast, oil; alternatively – photos showing these ingredients

Warm-up

Put all of the ingredients for the students to see or display the photos. Elicit the names. Then ask: *What can you make with these ingredients? Name two things.* (doughnuts – flour, eggs, milk, yeast, sugar, oil; and pancakes – flour, eggs, milk, oil)

1 Students do exercise 1.

Extra idea

The students find the words in the text and read aloud the sentences which use these words.

2 Students do exercise 2.

Extra idea

The students work in pairs. They translate one sentence from the text in this lesson into their first language. Then, they close their books and exchange the sentence with another pair, whose task is to translate it back into English. Then, they open the books to check their answers.

Doughnuts or pancakes?

That is the question.

Carnival is a special time before the start of Lent when people organize parties, parades and eat a lot. There are two interesting festivals that celebrate everyone's favourite food: doughnuts and pancakes.



Fat Thursday

On the last Thursday before Ash Wednesday, people in Poland eat a lot of doughnuts. Why? Because they believe that eating a lot of doughnuts brings good luck. Doughnuts can have different fillings, but rose jam is the most popular. Another popular sweet food is angel wings. They are sweet crisp pastry with powdered sugar on top of them.

Shrove Tuesday

Another name of this British festival is Pancake Day. People eat a lot of pancakes with different toppings, but there is also another popular tradition – a pancake race. People run and try to toss a pancake on a frying pan at the same time. The most famous race is in Olney because that's where the pancake legend comes from. In this legend, a woman from Olney is making pancakes and hears the church bell. So, she runs to the church with a frying pan.



GUESS WHAT?!



Doughnuts are very popular in Poland and the USA. But Polish and American doughnuts look and taste different!

1 **In your notebook, match the words in English 1–7 with their Polish translations a–g. Which of the words can you use to describe the photos?**

1 Ash Wednesday f	a wyścig
2 Lent d	b nadzienie
3 doughnut g	c faworki
4 race a	d Wielki Post
5 filling b	e cukier puder
6 angel wings c	f Środa Popielcowa
7 powdered sugar e	g pączek

2 **Read the text and answer the questions. In your notebook, write *the UK*, *Poland* or *Both*.**

1 There is a sports event. the UK
2 People eat two types of food. Poland
3 Eating a lot of food can bring luck. Poland
4 The tradition comes from an old story. the UK
5 People celebrate a festival with sweet food. Both
6 The festival has got two names. the UK

3 **In your notebook, complete the sentences with the words in exercise 1.**

1 My favourite doughnut filling is strawberry jam.
2 In my family, powdered sugar is our favourite pancake topping.
3 It's a good idea to run in the pancake race before eating all this sweet food.
4 To make angel wings you need a frying pan and a lot of oil.
5 Ash Wednesday is on the first day of Lent.

4 **In pairs, ask and answer the questions.** Students' own answers

1 Which festival in the text is your favourite? Why?
2 How many doughnuts do you usually eat on Fat Thursday?
3 What is your favourite doughnut filling?
4 What is your favourite pancake topping?

My favourite festival is Shrove Tuesday. I want to run in a pancake race!

3 Students do exercise 3.

Extra idea

The students write sentences with the two words in exercise 1 they didn't use in exercise 3 (i.e. *Lent* and *doughnut*).

4 Students do exercise 4.

Wrap-up

Have a class vote for the students' favourite Fat Thursday food – doughnuts and angel wings.





1 **In pairs, describe the photos. Answer the questions.** Students' own answers

1 Who are the people in the photos?
2 What are they doing?
3 How do you think they're feeling?

I can see a family. They are celebrating ...

2 **Listen to Sally, Mike and Ania. In your notebook, complete the table.**

	Mother's Day	Father's Day
the UK	4th [2] Sunday of Lent	[4] 3rd Sunday of June
the USA	2nd Sunday of [3] May	3rd Sunday of June
[1] Poland	26th May	[5] 23rd June

3 **In your notebook, complete the messages with the words in the box.**

buy clean do make wash

Sally
I don't know what to get my parents for Mother's Day and Father's Day.

Ania
Why don't you [1] buy some chocolates?
I did that last year. I want to [2] do something nice for mum and dad.
How about making a kindness coupon? Take a piece of paper and write what you can do for someone. You can [3] wash the dishes or the car, [4] make breakfast or [5] clean the house.
Great idea! Thanks, Ania!
No problem!

4 **In your notebook, complete the kindness coupons for Mother's Day and Father's Day. Use the prompts below or your own ideas.** Students' own answers






Kindness Coupon
To: _____ From: _____
Activity: _____

5 **In pairs, ask and answer the questions.** Students' own answers

1 Do you celebrate Mother's Day and Father's Day?
2 What do you do?
3 Where do you go?
4 Do you give presents to your parents?
5 Does your school celebrate Mother's Day or Father's Day?

I usually celebrate Mother's Day at home. I make a card and ...

1 Students do exercise 1.

Extra idea
Ask the students to close their books and say sentences about the photos, either true or false. The students say if they are true or false, e.g. *The father is getting a card.* (false) *The mother has got a son and a daughter.* (false) *The children with their dad are younger than the children with their mum.* (true)

2 2.96 (01:26) Students do exercise 2.

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea
The students make colourful kindness coupons on separate slips of paper.

5 Students do exercise 5.

Wrap-up

Ask the students to imagine they want to give kindness coupons to their friend for his/her birthday. What activity can they include? Elicit some ideas (e.g. walking his/her dog at the weekend, bringing school lunch for them).

Objectives and materials

Vocabulary: Mother's Day and Father's Day traditions
Listening: to find specific information
Speaking: to talk about Mother's Day and Father's Day traditions
Optional materials: photos of your parents; post-it notes or slips of paper (one for each student)

Warm-up

Show the students photos of your parents and say a few things about them – their names, ages, and jobs. Encourage the students to say the same about their parents.

Student A
Communicative activities

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

Revise the rules for the modal verbs *must* and *mustn't*. Write the following on the board and say these are English classroom rules. Ask the students if they are correct:
You mustn't study for tests.
You must use mobile phones during the lesson.

Units 3–4

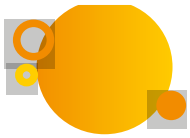
Revise the expressions for making suggestions: *Let's ...*, *How about ...?*, *Why don't we ...?* Ask the students to think about an activity they would like to do in the afternoon and write them on separate pieces of paper. Collect the papers. Walk around the class, allowing individual students to choose a piece of paper and make three different suggestions, each with a different expression.

Units 5–6

To introduce the activity and revise phrases for expressing opinions and asking for opinions, ask the students: *What about buying an animal for our classroom? What about a snake – are you OK with it?* Elicit a few answers, e.g. *I'm not sure it's a good idea. Yes, that's fine.* If necessary, ask the students to revise the phrases on page 70.

Units 7–8

Revise making past simple questions. Write the following on the board and elicit the questions about the underlined details:
George Washington 1732 – 1799 (When was he born?)
Country: the USA (Where did he live?)
Job: politician (What was his job?)
Famous for: 1st president of the USA (What was he famous for?)



Student A

Units 1–2

1 **Ask your partner about the missing rules for the Science Club. Then, answer your partner's questions.** Students' own answers

1 You _____.
2 You mustn't bring food.
3 You _____.
4 You mustn't touch anything without the teacher's permission.
5 You must wash your hands after doing the experiments.
6 You _____.

What rule is number one?

Units 3–4

2 **You want to go to the cinema with your friend. Look at your calendar and choose the day and time that is good for both of you.** Students' own answers

Day	Morning	Afternoon
Monday	school	study for English test
Tuesday	school (English test)	
Wednesday	school	
Thursday	Teachers' Day – no school!	swimming lesson
Friday	school	
Saturday		Mum's birthday party
Sunday	lunch with grandma	

Let's go to the cinema on Tuesday evening.

I'm sorry, but I'd rather not. I ...

Units 5–6

3 **You think that a guinea pig is a perfect pet for your biology classroom. In pairs, express your opinions and give suggestions. Then together choose the pet.** Students' own answers

Adopt a guinea pig today!

It's a *perfect pet* because it's:

- cute,
- good for playing with,
- friendly.



What about adopting a guinea pig? I think it's cute!

I agree. It's cute, but ...

Units 7–8

4 **Ask your partner questions about J.R.R. Tolkien to complete the fact file. Write the answers in your notebook.** Students' own answers



J.R.R. Tolkien
(1 _____–1973)
Country: 2 _____
Job: 3 _____
Famous for: 4 _____

What was J.R.R. Tolkien famous for?

5 **Read the fact file and answer your partner's questions.** Students' own answers



Marie Skłodowska-Curie (1867–1934)

Country: Poland
Job: scientist
Famous for: She won two Nobel prizes – for physics and chemistry.

Units 1–2

1 **Ask your partner about the missing rules for the Science Club. Then, answer your partner's questions.** Students' own answers

1 You mustn't be late.
2 You _____.
3 You must wear special clothes.
4 You _____ anything without the teacher's permission.
5 You _____ after doing the experiments.
6 You must clean your desk.

What rule is number two?

Units 3–4

2 **Your friend suggests going to the cinema together. Look at your calendar and choose the day and time that is good for both of you.** Students' own answers

Day	Morning	Afternoon
Monday	school	_____
Tuesday	school	study for maths test
Wednesday	school (maths test)	_____
Thursday	Teachers' Day – no school!	_____
Friday	school	look after my brother
Saturday	vacuum the house	_____
Sunday	spend time with family	_____

Let's go to the cinema on Tuesday evening.

I'm sorry, but I'd rather not. I ...

Units 5–6

3 **You think that a turtle is a perfect pet for your biology classroom. In pairs, express your opinions and give suggestions. Then together choose the pet.** Students' own answers

Adopt a turtle today!

It's a perfect pet because it's:

- clean,
- easy to keep,
- quiet.

What about adopting a turtle? I think it's easy to keep!

I'm not sure it's a good idea. I think ...

Units 7–8

4 **Read the fact file and answer your partner's questions.** Students' own answers

J.R.R. Tolkien
(1892–1973)
Country: the UK
Job: writer
Famous for: He wrote the famous fantasy books *The Hobbit* and *The Lord of the Rings*.

5 **Ask your partner questions about Marie Skłodowska-Curie to complete the fact file. Write the answers in your notebook.** Students' own answers

Marie Skłodowska-Curie
([1]_____–1934)
Country: [2]_____
Job: [3]_____
Famous for: [4]_____

What was Marie Skłodowska-Curie famous for?

Unit 1

Divide the activity into steps. First, ask the students to solve the riddles and write the answers in capital letters. Then, tell the students to underline the letters, as indicated in the clues. After that, ask the students to say the letters they underlined and write them on the board. If they have problems with the message, give them the first letters of the words that make the answer.

Unit 2

Begin the activity by naming all of the items in the pictures (can, apple, night, day, sweets, doctor, Norway). After the students solve the puzzle, ask them what it means (when people eat fruit/vitamins, they are healthy).

Unit 3

After the students figure out the message, have a class discussion. Ask the following questions: *Do you agree with this message? Is your desk always tidy? Do you tidy your desk before doing your homework?*

Unit 4

After the students do the activity, ask them to think of a situation in which they could say *Two heads are better than one*. Ask the students to describe the situations to their classmates.

Dobrze się uczysz i pewnie lubisz wyzwania, dlatego przygotowaliśmy dla Ciebie do rozwiązania zagadki. Jeśli zrobisz to poprawnie, nauczysz się kilku angielskich przysłów i poznasz ciekawe informacje.

Unit 1

Guess the subjects. Then use the numbers next to the pictures to find letters. Put the letters in the correct order to write a message in your notebook.

1 The planet Mars has two moons. — science **1, 2**

2 50 : x + 5 = 10 — maths **4**

3 For the next lesson bring: scissors, plastic bottle, ruler ... — technology **6, 6, 7**

4 The Great Pyramid of Giza is 4500 years old. — history **2, 3**

5 ctrl + x -> cut
ctrl + c -> copy — computing **1, 2**

6 Bonjour, je suis Mark. – Hello, I'm Mark. — foreign languages **2, 8**

S c h o o l i s c o o l .

Unit 2

Solve the puzzle to find out what the message is.



A n a p p l e a d a y k e e p s t h e d o c t o r a w a y .

Unit 3

Cross out the names of four household chores to find out what the message is.

T U N L O A D I T H E
D D I S H W A S H E
R Y D M A K E E S T H E
K B E D T V A C U U M I
D Y W A T E R M T H E
I N P L A N T S D

T i d y d e s k , t i d y m i n d .

Unit 4

Read the riddles and guess the body parts. Then use one of the names of body parts to complete the message in your notebook.

1 They are a strong group of ten, and you can always count on them. fingers

2 You can hold it when there is someone you love. When it is cold, you put it in a glove. hand

3 I'm on top, but I'm not a hat, I think, I dream and I chat. head

Two heads are better than one.

Unit 5

Look and guess what three animals are in the photo puzzle. Then make a word using first letters of the animals' names and complete the sentence. donkey, owl, guinea pig



A __dog__ is a man's best friend.

Unit 6

Follow the lines to find these people's birthdays. In your notebook, put the names of the people in the order of their birthdays in a year. Then use the first letter of the names to complete the message.

Steven, Mark, Ana, Robert, Tom

Robert	13th August
Ana	3rd June
Tom	12th September
Mark	20th July
Steven	21st October

Work __smart__, not hard.

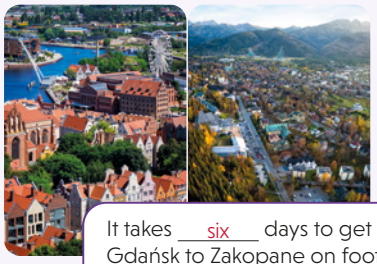


Unit 7

Look at the word cloud. How many verbs in the cloud have an irregular past form? In your notebook, complete the sentence with this number.

6 irregular verbs: meet, catch, ride, see, get, buy





It takes __six__ days to get from Gdańsk to Zakopane on foot.

Unit 8

Look at the weather forecast and read about Rita and Peter's plans. Guess where they live. Then draw weather symbols used for these cities to complete the sentence. Write the answers in your notebook.

Rita – Chicago, Peter – Miami

Houston	New York	LA	Chicago	Miami
20°C	−2°C	20°C	2°C	26°C

Rita
I'm going to stay at home all weekend. It's going to be cold and wet. I hate this weather. I think that snow is better than rain. At least you can go skiing.

Peter
The weather is going to be great this weekend – hot and sunny. It isn't going to be windy, but I'm going to take my surfboard to the beach to swim on it.

After the __rain__ comes the __sun__.

Unit 7

To make the task easier, ask the students to draw a table and write regular verbs in one column and irregular verbs in the other. Make sure that the students write both verb forms in the table – the present and the past.

Unit 8

Begin the activity by reading the weather symbols – ask the students to say what the weather is going to be in each city. After the activity, ask the students what the message means (after bad times come good times).

Unit 5

If necessary, write the names of the animals on the board, together with three distractors. After the students guess the animals, encourage them to identify the body parts of the animals.

Unit 6

Divide the activity into several steps. First, ask the students to put the dates in chronological order in their notebooks. Then, tell the students to find the names of people and write them next to the dates in their notebooks. Then ask the students to underline the first letters. After they finish the activity, ask them how they understand the message.

Workbook Answer key

Welcome unit

Lesson 1

ex. 1 (page 4)
1 am 2 is 3 are 4 is not 5 am not 6 are not

ex. 2 (page 4)
1 's, isn't 2 aren't, 're 3 'm, 'm not 4 're, aren't 5 isn't, 's 6 aren't, 're

ex. 1 (page 4)
1 interesting 2 amazing 3 friendly 4 funny 5 old 6 new 7 short 8 long 9 cool 10 big 11 clever 12 small

ex. 4 (page 4)
short – amazing – cool – funny – friendly – clever – small – old – new – long

ex. 5 (page 4)
1 an 2 a 3 an 4 an 5 a 6 a
1 c 2 f 3 e 4 a 5 b 6 d

ex. 6 (page 4)
1 – 2 a 3 an 4 – 5 – 6 a

Lesson 2

ex. 1 (page 5)
1 guitar 2 water bottle 3 tablet 4 sunglasses 5 sketchbook 6 hairbrush 7 board game
The mystery thing is: charger

ex. 2 (page 5)
1 b 2 e 3 c 4 a 5 d

ex. 3 (page 5)
2 They're Karim's sunglasses. 3 It's Lucy's school bag. 4 It's Roberto's water bottle. 5 It's Steve's charger.

ex. 4 (page 5)
1 their 2 his 3 her 4 your 5 our 6 its

ex. 5 (page 5)
a That b This c That d Those e These

Lesson 3

ex. 1 (page 6)
1 c 2 e 3 a 4 d 5 b

ex. 2 (page 6)
1 is, is at school/in a classroom 2 Is, he isn't 3 is, 's 11 years old 4 Are, they aren't

ex. 3 (page 6)
2 How old are you? 3 Are you in Year 8? 4 Are your teachers friendly? 5 What is your favourite colour?

ex. 4 (page 6)
Students' own answers

ex. 5 (page 6)
1 can 2 can't 3 can't 4 can't 5 Can, can 6 Can, can't

ex. 6 (page 6)
1 My friend can jump very high. 2 I can't swim fast. 3 My mum can make pizza very well. 4 I can play the guitar well. 5 My friends can speak English well.
Students' own answers

Lesson 4

ex. 1 (page 7)
dress – trainers – cap – socks – jumper – skirt – jeans – t-shirt – jacket – hoodie – shoes – trousers – shirt – shorts

ex. 2 (page 7)
1 cap 2 hoodie 3 t-shirt 4 jeans 5 trainers 6 jacket 7 jumper 8 shirt 9 trousers 10 socks 11 shoes

ex. 3 (page 7)
Students' own answers

ex. 4 (page 7)
1 have got 2 has got 3 have got 4 haven't got 5 haven't got 6 hasn't got

ex. 5 (page 7)
1 has got 2 has got 3 hasn't got 4 hasn't got 5 have got 6 haven't got

ex. 6 (page 7)
1 Have you got, have 2 Has Max got, hasn't 3 Have they got, haven't

Unit 1

Lesson 1 Vocabulary 1

ex. 1 (page 8)
1 b (history), 2 d (technology), 3 a (computing), 4 c (geography)

ex. 2 (page 8)
1 PE, 2 biology, 3 foreign language, 4 science, 5 art, 6 maths

ex. 3 (page 8)
Students' own answers

ex. 4 (page 8)
Students' own answers

ex. 5 (page 8)
1 maths, 2 art, 3 geography, 4 history, PE

ex. 6 (page 8)
c
The words with /k/ are: technology, cool, school, coding, computing, like, school

Lesson 2 Grammar 1

ex. 1 (page 9)
1 –, 2 s, 3 –, 4 s, 5 –

ex. 2 (page 9)
1 play, 2 like, 3 doesn't wear, 4 starts, 5 don't live, 6 love

ex. 3 (page 9)
1 do, 2 does, 3 Does, 4 Do, 5 Do, 6 do

ex. 4 (page 9)
Students' own answers

ex. 5 (page 9)
2 play, 3 Do you like, 4 do, 5 Do you play, 6 don't, 7 do, 8 meet, 9 Do you meet, 10 do, 11 go, 12 play

ex. 6 (page 9)
Suggested answers
1 Laura and Dan don't eat chicken.
2 We play football.
3 I don't take (a lot of) photos.
4 Max doesn't wear glasses.
5 Katja plays the guitar.

Lesson 3 Vocabulary and listening

ex. 1 (page 10)
1 main hall, 2 playing fields, 3 laboratory, 4 library

ex. 2 (page 10)
Vertically: toilet, corridor
Horizontally: school office, laboratory, cloakroom, playground

ex. 3 (page 10)
1 toilet, 2 playground, 3 corridor, 4 cloakroom, 5 laboratory, 6 school office

ex. 4 (page 10)
1 library, 2 canteen, 3 tuck shop, 4 cloakroom

ex. 5 (page 10)
1 playing fields, 2 gym, 3 computer room, 4 canteen, 5 staffroom

ex. 6 (page 10)
2 playground, 3 Mondays, 4 main hall

ex. 7 (page 10)
1 Drama Club, 2 Basketball Club

Lesson 4 Grammar 2

ex. 1 (page 11)
1 are, 2 is, 3 are, 4 is, 5 are, 6 is

ex. 2 (page 11)
1 there are, 2 there is, 3 there is, 4 there isn't, 5 there aren't, 6 there isn't

ex. 3 (page 11)
1 d, 2 a, 3 f, 4 c, 5 b, 6 e

ex. 4 (page 11)
1 Is there, there is, 2 Are there, there aren't, 3 Are there, there are, There are, 4 Is there, there isn't

ex. 5 (page 11)
Are there any playing fields at your school? Yes, there are. Is there a big tuck shop? No, there isn't.

ex. 6 (page 11)
1 There, 2 lot, 3 is, 4 are, 5 some, 6 a

Half-unit revision

ex. 1 (page 12)
1 history, 2 playing fields, 3 canteen, 4 tuck shop, 5 music, 6 science, 7 corridor, 8 geography

ex. 2 (page 12)
a 8 geography, b 3 canteen, c 5 music, d 1 history, e 2 playing fields, f 4 tuck shop, g 6 science, h 7 corridor

ex. 3 (page 12)
Possible answers
School subjects: art, biology, computing, foreign language, maths, PE, technology
Places at school: computer room, gym, laboratory, library, main hall, classroom, cloakroom, playground, school office, staffroom, toilet

ex. 4 (page 12)
✓: Dan – playing the guitar, Sonia – swimming, Marco – cooking, Kate – skateboarding

ex. 5 (page 12)
1 There isn't a tuck shop at Mark's school. 2 There aren't any playing fields at our school. 3 Are there any computers in the computer room? 4 There are (a lot of) books in the library. 5 There is a canteen at Aurora's school.

Lesson 5 Speaking

ex. 1 (page 13)
1 c, 2 a, 3 d, 4 b

ex. 2 (page 13)
1 must, 2 mustn't, 3 must, 4 mustn't

ex. 3 (page 13)
2 You must be quiet. 3 You mustn't eat or drink in the computer room. 4 You must keep your desk tidy.

ex. 4 (page 13)
1 must speak Spanish here, 2 must bring your Spanish book, 3 next to the library, 4 must wear your sports clothes, 5 mustn't run

ex. 5 (page 13)
Students' own answers

Lesson 6 Reading and culture

ex. 1 (page 14)
1 buildings, 2 forest, 3 VR goggles

ex. 2 (page 14)
The City Montessori School:
1 It is big. 2 It is in more than one building. / It is in many buildings. 3 Students use computers.
Milburn School
1 It is small. 2 It is in one building. 3 Students use computers and VR goggles.

ex. 3 (page 14)
1 M, 2 B, 3 M, 4 C, 5 B

ex. 4 (page 14)
1 City Montessori, 2 Milburn, 3 Milburn, 4 City Montessori

Lesson 7 Writing

ex. 1 (page 15)
1 b, 2 d, 3 a, 4 c

ex. 2 (page 15)
b, d (Dance Club, Swimming Club)

ex. 3 (page 15)
1 isn't, 2 is, 3 must, 4 mustn't, 5 are

ex. 4 (page 15)
1 I go to a strict school. 2 There's an amazing Dance Club. 3 There's a great canteen. 4 We've got some interesting lessons.

ex. 5 (page 15)
Students' own answers

Lesson 8 Language revision

ex. 1 (page 16)
1 geography, 2 art, 3 technology, 4 biology, 5 computing

ex. 2 (page 16)
1 laboratory, 2 playing fields, 3 playground, 4 school office, 5 main hall

ex. 3 (page 16)
1 does, 2 start, 3 finish, 4 starts, 5 doesn't finish, 6 Do, 7 love

ex. 4 (page 16)
1 There is, 2 There aren't, 3 Is there, there is, 4 Are there, there aren't

ex. 5 (page 16)
1 You mustn't use the pool if the teacher isn't there., 2 You must bring your swimming clothes. 3 You must listen to the teacher. 4 You mustn't run next to the pool. 5 You mustn't jump into the pool.

Catch-up and Extra Challenge

ex. 1 (page 17)
2 history, 3 biology, 4 science, 5 technology, 6 computing, 7 art, 8 PE

ex. 2 (page 17)
1 b computer room, 2 a canteen, 3 a gym, 4 a playground, 5 b tuck shop, 6 a main hall

ex. 3 (page 17)
1 live, 2 likes, 3 don't eat, 4 doesn't wear, 5 There is, 6 There aren't

ex. 4 (page 17)
1 staffroom, 2 classroom, 3 science, 4 computer room, 5 biology, 6 cloakroom, 7 geography, 8 playing fields

ex. 5 (page 17)
2 speaks, 3 live, 4 any, 5 don't, 6 is

ex. 6 (page 17)
Students' own answers

Unit 2

Lesson 1 Vocabulary 1

ex. 1 (page 18)
1 bowl, 2 plate, 3 jar

ex. 2 (page 18)
1 can, 2 plate, 3 jar, 4 tin, 5 bowl, 6 frying pan
The secret kitchen object is: carton

ex. 3 (page 18)
CARTON: juice, milk JAR: jam, honey MUG: tea, hot chocolate TIN: tuna, beans

ex. 4 (page 18)
1 chop, 2 slice, 3 fry, 4 mix, 5 add, 6 steam, 7 boil

ex. 5 (page 18)
1 pan, 2 Steam, 3 Add, 4 tin, 5 Boil

ex. 6 (page 18)
A plate of toast, a mug of tea,
A bowl of cereal, that's breakfast for me!

Lesson 2 Grammar 1

ex. 1 (page 19)
1 c, 2 a, 3 d, 4 b

ex. 2 (page 19)
1 any, 2 some, 3 some, 4 any

ex. 3 (page 19)
1 There's some water in the glass.
2 There isn't any bread on the table.
3 There aren't any eggs on the plate.
4 There are some apples in the bowl.

ex. 4 (page 19)
2 There are some grapes. 3 There's a lot of cheese. 4 There's some rice. 5 There are some tomatoes. 6 There's a lot of fruit.

ex. 5 (page 19)
2 Is there any, there is, There is a lot of
3 Are there any, there are, There are some
4 Are there any, there's an
5 Is there any, there isn't, There isn't any
6 Are there any, there aren't, There aren't any
7 Are there any, there are, There are a lot of

Lesson 3 Vocabulary and listening

ex. 1 (page 20)
1 protein, 2 dairy, 3 oil and fat, 4 carbs, 5 five-a-day

ex. 2 (page 20)
1 fast food, 2 fizzy drink, 3 dried fruit, 4 chickpeas, 5 herbs, 6 tofu, 7 fatty foods, 8 a sweet, 9 hummus

ex. 3 (page 20)
1 fast food, 2 chickpeas, 3 fatty food, 4 herbs

ex. 4 (page 20)
1 sweets, 2 Tofu, 3 carbs, 4 fizzy drinks, 5 five-a-day

ex. 5 (page 20)
1 a, 2 b, 3 b, 4 b

ex. 6 (page 20)
1 tofu, 2 meat, 3 sweets, 4 yoghurt

Lesson 4 Grammar 2

ex. 1 (page 21)
1 There aren't, 2 There isn't, 3 There is, 4 There are,

ex. 2 (page 21)
1 much, 2 many, 3 much, 4 much

ex. 3 (page 21)
1 much, 2 much, 3 many, 4 many, 5 much, 6 many
1 G, 2 R, 3 A, 4 P, 5 E, 6 S I love eating **grapes**!

ex. 4 (page 21)
1 How much, 2 How much, 3 How many, 4 How much, 5 How many

ex. 5 (page 21)
1 Are there many ingredients in hummus?
2 Is there much sugar in yoghurt? 3 Are there many carbs in pasta? 4 Is there much salt in crisps?

ex. 6 (page 21)
Students' own answers

Half-unit revision

ex. 1 (page 22)

	Emily	Alana	Leo
Kitchen objects	a frying pan	a carton	a bowl
Activities	add milk	fry the omelette	mix the eggs

ex. 2 (page 22)
1 oil (F) 2 protein (I) 3 chickpeas (V) 4 carbs (E) 5 sugar (A) 6 meat alternative (D) 7 sugar (A) 8 dairy (Y)
For a healthy diet, eat your **five-a-day**!

ex. 3 (page 22)
There are some cakes. There's a lot of lemonade. There is an egg. There aren't any potatoes. There is a lot of yoghurt.

ex. 4 (page 22)
2 How many carbs are there in pasta / in a salad? 3 Are there many healthy ingredients in a salad / in pasta? 4 Is there much sugar in fizzy drinks?

Lesson 5 Speaking

ex. 1 (page 23)
food – snacks, **drink** – fruit juice, **other** – card and balloons, **cake** – buy a cake

ex. 2 (page 23)
1 Can you buy a present? 2 Would you mind bringing some crisps? 3 Could you make a cake? 4 Would you mind buying a card?

ex. 3 (page 23)
1 c, 2 d, 3 a, 4 b
(✓) 1 c, 2 d
(✗) 3 a, 4 b

ex. 4 (page 23)
1 Could, 2 sure, 3 Would, 4 can't, 5 you, 6 problem

ex. 5 (page 23)
Suggested answers:
1 birthday on Sunday, 2 have a (surprise) party, 3 Can you buy a card?, 4 I'm sorry, but I can't., 5 Could you bring some dips?, 6 No problem., 7 Would you mind making a cake?, 8 Yes, sure., 9 Can/Could you bring some fizzy drinks?, 10 Sorry, but I don't think that's a good idea.

ex. 6 (page 23)
Students' own answers

Lesson 6 Reading and culture

ex. 1 (page 24)
1 a, 2 c, 3 b

ex. 2 (page 24)
1 c, 2 b, 3 a

ex. 3 (page 24)
1 b, 2 a, 3 c

ex. 4 (page 24)
1 Bureks, 2 Pad See Ew, 3 Shrimp tostadas, 4 Bureks, 5 Shrimp tostadas, 6 Pad See Ew

Lesson 7 Writing

ex. 1 (page 25)
Photo B

ex. 2 (page 25)
Hi, guys! Welcome to my blog.
What's cooking today?
Today's dish is a healthy tomato pasta with tofu and vegetables.
There are a lot of vegetables in it, so it's a great way to get your five-a-day.
There's a lot of protein in tofu and it's a good meat alternative.

ex. 3 (page 25)
1 Boil, 2 Chop, 3 Fry, 4 Slice, 5 Add, 6 mix

ex. 4 (page 25)
Students' own answers

Lesson 8 Language revision

ex. 1 (page 26)
1 Slice, 2 bowl, 3 Add, tin, 4 Mix, 5 chop, 6 boil

ex. 2 (page 26)
1 protein, 2 chickpeas, 3 fizzy drinks, 4 dairy, 5 fast food, 6 carbs

ex. 3 (page 26)
1 e, 2 c, 3 d, 4 a, 5 f, 6 b

ex. 4 (page 26)
1 b, 2 a, 3 b, 4 a

ex. 5 (page 26)
1 **Ben:** Let's have a surprise party for Elena on Saturday. 2 **Anna:** OK! Can you buy a birthday card? 3 **Ben:** Yes, sure. I know a good card shop.

Could you bring a cake? 4 **Anna:** No problem! I can make the cake tomorrow. Would you mind buying some snacks? 5 **Ben:** I'm sorry, but I can't. I haven't got any money. Can you bring biscuits and sweets? 6 **Anna:** Sorry, but I don't think that's a good idea. They aren't healthy foods. 7 **Ben:** OK, see you on Saturday!

Catch-up and Extra Challenge

ex. 1 (page 27)
1 bowl, 2 carton, 3 frying pan, 4 plate, 5 jar, 6 mug

ex. 2 (page 27)
1 hummus, 2 Fatty food, 3 dairy, 4 protein

ex. 3 (page 27)
1 some, 2 any, 3 a lot of, 4 a lot of, 5 How much, 6 How many, 7 much, 8 many

ex. 4 (page 27)
Students' own answers

ex. 5 (page 27)
1 Are there any snacks in the kitchen? 2 Yes, there are. We've got crisps and hummus. Is there any lemonade? 3 Yes, there is. I'm thirsty! Are there any bananas? 4 No, there aren't. There isn't any fruit. Are there any sweets? 5 No, there aren't. They aren't good for you! Is there any tofu? 6 Yes, there is. It's a good meat alternative.

ex. 6 (page 27)
1 much, 2 Not, 3 many, 4 many, 5 any, 6 some, 7 How, 8 any

Revision Units 1–2

ex. 1 (page 28)
1 d, 2 c, 3 e, 4 a

ex. 2 (page 28)
1 playing fields, 2 cloakroom, 3 canteen, 4 classroom

ex. 3 (page 28)
1 bowl, 2 plate, 3 Chop, 4 Steam, 5 add, 6 slice, 7 fry

ex. 4 (page 28)
1 five-a-day, 2 protein, 3 dried, 4 fatty; fizzy

ex. 5 (page 28)
1 don't like, 2 knows, 3 Does Emily speak; 4 don't eat, 5 do they learn

ex. 6 (page 28)
1 There aren't, 2 Is there; there is, 3 There are, 4 Are there; there aren't

ex. 7 (page 28)
1 any, 2 some, 3 any, 4 an, 5 a lot of, 6 a, 7 a lot of

ex. 8 (page 28)
1 d, 2 a, 3 e, 4 c, 5 b

ex. 9 (page 29)
1 mustn't use, 2 Could you make/bake/buy / Can you make/bake/buy

ex. 10 (page 29)
1 b, 2 d, 3 a, 4 c

ex. 11 (page 29)
1 c, 2 b

ex. 12 (page 29)
1 help your brain work fast, 2 a lot of vitamins, 3 Brown rice and pasta, 4 a lot of protein

ex. 13 (page 29)
Students' own answers

Unit 3

Lesson 1 Vocabulary 1

ex. 1 (page 30)
1 limit, 2 have, do, 3 manage

ex. 2 (page 30)
1 spend time with your family, 2 study hard, 3 spend time outdoors, 4 make time to relax, 5 get enough sleep

ex. 3 (page 30)
1 spend time with your family, 2 get enough sleep, 3 study hard, 4 spend time outdoors, 5 make time to relax

ex. 4 (page 30)
Students' own answers

ex. 5 (page 30)
1 a, 2 b, 3 b, 4 a

ex. 6 (page 30)
I spend time with my friend,
I do sports with my c@t,
I eat healthy food,
@nd I always wear my h@t!

Lesson 2 Grammar 1

ex. 1 (page 31)
1 Jay never drinks fizzy drinks. 2 Olivia is usually relaxed. 3 Ada's snacks are always healthy. 4 We often play football after school.

ex. 2 (page 31)
1 always, 2 usually, 3 often, 4 sometimes, 5 hardly ever, 6 never

ex. 3 (page 31)
2 Katja usually eats healthy food. 3 Tom and Grace hardly ever go to the park. 4 Silvia never meets friends after school. 5 Max and Sara always study hard.

ex. 4 (page 31)
1 b, 2 e, 3 d, 4 f, 5 a, 6 c

ex. 5 (page 31)
2 We sometimes go to the café. / We go to the café twice a week. 3 They do sport every day. / They often do sport. 4 We study English three times a week. / We sometimes study English. 5 I am always happy. / I am happy every day.

Lesson 3 Vocabulary and listening

ex. 1 (page 32)
1 clear, 2 do, 3 wash, 4 take

ex. 2 (page 32)
1 put my clothes away, 2 unload the dishwasher, 3 clean, 4 feed the pet, 5 water the plants, 6 set the table

ex. 3 (page 32)
1 take, 2 load, 3 vacuum, 4 look after

ex. 4 (page 32)

	Lucy	Max	Simon	Kate
load the dishwasher		✓	✓	
unload the dishwasher	✓			
make your bed	✓	✓	✓	✓
put your clothes away	✓	✓		✓
feed the dog		✓		
walk the dog	✓			
take the rubbish out				✓

Everyone **makes their bed**.

ex. 5 (page 32)
1 morning, 2 twice, 3 mum, 4 after, 5 three

Lesson 4 Grammar 2

ex. 1 (page 33)
1 likes, 2 hates, 3 mopping, 4 love

ex. 2 (page 33)
1 b, 2 d, 3 c, 4 a

ex. 3 (page 33)
1 cleaning, 2 loading, 3 making, 4 taking, 5 putting, 6 setting

ex. 4 (page 33)
1 Pedro likes making his bed. 2 Sasha doesn't like putting his clothes away. 3 Clara loves taking the dog for a walk. 4 My sister hates loading the dishwasher.

ex. 5 (page 33)
2 Do you like watering the plants? Yes, I do. I love it! 3 Do you like clearing/setting the table? No, I don't. I don't like it! 4 Do you like taking the rubbish out? Yes, I do. I like it!

ex. 6 (page 33)
Students' own answers

Half-unit revision

ex. 1 (page 34)
1 limit, 2 unload, 3 do, 4 make, 5 manage, 6 feed, 7 water, 8 spend, 9 clear
Do you **look after** your brother or sister? (Students' own answers)

ex. 2 (page 34)
feed pet (twice a day)
make bed (every day), take dog for a walk (once a day)
clear table (three times a week)
wash up (twice a week)
vacuum (once a week)
look after my sister (once a month)
load dishwasher (hardly ever)
Eva, feed our pet twice a day

ex. 3 (page 34)
1 I don't like setting the table. 2 He hates doing the washing-up. 3 Do you like putting your clothes away? 4 Does your friend like making his bed?

ex. 4 (page 34)
1 d, 2 a, 3 c, 4 f, 5 e, 6 b

Lesson 5 Speaking

ex. 1 (page 35)
1 b, 2 a

ex. 2 (page 35)
1 playing, 2 meet, 3 going, 4 make

ex. 3 (page 35)
1 b, 2 d, 3 a, 4 c
A: 2 d, 4 c R: 1 b, 3 a

ex. 4 (page 35)
1 How, 2 rather, 3 why, 4 Thanks, 5 Let's, 6 love

ex. 5 (page 35)
1 Let's go, 2 Thanks, I'd love to, 3 How about bringing, 4 I'm sorry, I'd rather not, 5 Why don't we meet, 6 that isn't a good idea, 7 That sounds nice, 8 Great idea

ex. 6 (page 35)
Students' own answers

Lesson 6 Reading and culture

ex. 1 (page 36)
1 teenager, 2 tweenager, 3 child

ex. 2 (page 36)
1

ex. 3 (page 36)
1 c, 2 a, 3 d, 4 b

ex. 4 (page 36)
1 J, 2 S, 3 S, 4 J, 5 J, 6 S

Lesson 7 Writing

ex. 1 (page 37)
Students' own answers

ex. 2 (page 37)
do your homework, spend time outdoors, make time to relax, do your chores

ex. 3 (page 37)
1 I enjoy skateboarding. 2 I really like spending time with friends. 3 We really enjoy going to town. 4 I love eating healthy food.

ex. 4 (page 37)
1 so, 2 like eating, 3 because, 4 enjoy helping, 5 like spending, 6 love playing, 7 because, 8 so

ex. 5 (page 37)
Students' own answers

Lesson 8 Language revision

ex. 1 (page 38)
1 e, 2 d, 3 f, 4 c, 5 a, 6 b

ex. 2 (page 38)
Lara: do the washing-up, water the plants, feed the pet
Sam: put my/his clothes away, set the table, load the dishwasher

ex. 3 (page 38)
1 I often go skateboarding. 2 They hardly ever play football. 3 We always spend time outdoors on Sunday. 4 They go online every day. 5 We have English lessons three times a week. 6 I visit my grandparents once a month.

ex. 4 (page 38)
1 like taking, 2 love going, 3 don't like putting, 4 hate making, 5 likes doing

ex. 5 (page 38)
1 How, 2 idea, 3 don't, 4 nice, 5 let's, 6 love

Catch-up and Extra Challenge

ex. 1 (page 39)
1 spend time with your family, 2 make time to relax, 3 limit your time online, 4 have a passion and do it regularly

ex. 2 (page 39)
1 often, 2 sometimes, 3 How often, 4 three times a week, 5 every day

ex. 3 (page 39)
1 like, 2 don't like, 3 loves, 4 hate

ex. 4 (page 39)
Suggested answers:
study hard, make time to relax, get enough sleep, limit your time online, load the dishwasher, take the rubbish out, vacuum, water the plants, take the dog for a walk, make your bed

ex. 5 (page 39)
1 I/We learn English three times a week. 2 I sometimes go to the café. 3 He/She/My friend loves skateboarding. 4 I brush my teeth twice a day. 5 I don't like eating fast food.

Unit 4

Lesson 1 Vocabulary 1

ex. 1 (page 40)
1 short, 2 dark, 3 curly, 4 eyes

ex. 2 (page 40)
1 finger, 2 hand, 3 elbow, 4 arm, 5 back

ex. 3 (page 40)
1 head, 2 knee, 3 neck, 4 leg, 5 foot

ex. 4 (page 40)
Robot b

ex. 5 (page 40)
1 head, 2 shoulders, 3 arms, 4 hands, 5 fingers, 6 body, 7 legs, 8 feet

ex. 6 (page 40)
My new **robot** is very cool,
She's **clever** and she goes to school,
She's **got** a long green nose,
Thirty-five fingers and twenty **toes**!

Lesson 2 Grammar 1

ex. 1 (page 41)
1 aren't, 2 isn't, 3 's, 4 isn't, 5 'm not, 6 're

ex. 2 (page 41)
1 Rex and Ruby, 2 Simon, 3 Suzie, 4 Zack and Jenna

ex. 3 (page 41)
1 Julia is dancing, she isn't making a cake. 2 Anita and Sara are playing football, they aren't washing the car. 3 I'm not sleeping, I'm doing my homework. 4 You aren't setting the table, you're singing a song.

ex. 4 (page 41)
1 Is Dave doing the washing-up? 2 Are Silvia and Alan taking the dog for a walk? 3 Are Noah and Olivia washing the car? 4 Is Tania watering the plants? 5 What is Tania doing? 6 What are Noah and Olivia doing?

ex. 5 (page 41)
1 Yes, he is. 2 Yes, they are. 3 No, they aren't. 4 No, she isn't. 5 She is doing her homework/ studying (hard). 6 They are watching TV.

ex. 6 (page 41)
Students' own answers

Lesson 3 Vocabulary and listening

ex. 1 (page 42)
1 upset, 2 annoyed, 3 happy

ex. 2 (page 42)
1 scared, 2 surprised, 3 angry, 4 unhappy

ex. 3 (page 42)
1 d, 2 f, 3 a, 4 e, 5 c, 6 b

ex. 4 (page 42)
1 bored, 2 nervous, 3 stressed, 4 proud, 5 annoyed

ex. 5 (page 42)
1 Lucy, 2 Evan, 3 Beth, 4 Sam

ex. 6 (page 42)
1 excited, proud, 2 scared, nervous, 3 bored, relaxed, 4 surprised, confident

Lesson 4 Grammar 2

ex. 1 (page 43)
1 usually, 2 always, 3 often, 4 sometimes, 5 every

ex. 2 (page 43)
Present simple: never, once a day, every week, hardly ever, always
Present continuous: right now, now, at the moment

ex. 3 (page 43)
1 a do b am doing, 2 a are playing b play, 3 a is watching b watches, 4 a feels b is feeling

ex. 4 (page 43)
1 are you doing, 2 am making, 3 Do you always make, 4 am feeling, 5 am waiting, 6 play, 7 love, 8 don't usually do

ex. 5 (page 43)
Students' own answers

Half-unit revision

ex. 1 (page 44)
1 shoulder, 2 toes, 3 head, 4 finger, 5 knee, 6 elbow

ex. 2 (page 44)

			S	C	A	R	E	D
	N	E	R	V	O	U	S	
			L	O	N	E	L	Y
					F			
S	U	R	P	R	I	S	E	D
		P	R	O	U	D		
			S	T	R	E	S	S	E	D
					A	N	G	R	Y	
		E	X	C	I	T	E	D		

Marta is feeling **confident** today.

ex. 3 (page 44)
1 c, 2 a, 3 e, 4 b, 5 f, 6 d
1 Gina is dancing now. 2 Alexia and Sam are playing football right now. 3 Rory and Max aren't walking to school now. They're on the bus. 4 Jakub isn't eating pizza at the moment. He is eating pasta. 5 Karla isn't painting a picture right now. She is taking a photo. 6 Ivan is reading a book at the moment.

ex. 4 (page 44)

	Simon	Chris	Ben
Activity now	playing football	talking on the phone	making a robot
Hobby every Saturday	goes to dance classes	plays basketball	goes skateboarding

Lesson 5 Speaking

ex. 1 (page 45)
1 watching videos, 2 park, 3 stressed, 4 help

ex. 2 (page 45)
1 going, go, 2 watch, limiting, 3 practising, worry

ex. 3 (page 45)
1 are you doing, 2 scared, 3 You shouldn't, 4 What about, 5 something, 6 tired, 7 You should, 8 good idea

ex. 4 (page 45)
1 are you doing, 2 am making, 3 am feeling, 4 make, 5 playing, 6 a good idea, 7 something else, 8 should, 9 right, 10 What about, 11 Thanks

ex. 5 (page 45)
Students' own answers

Lesson 6 Reading and culture

ex. 1 (page 46)
a sign, b deaf

ex. 2 (page 46)
2

ex. 3 (page 46)
1 90,000, 2 300, 3 150,000

ex. 4 (page 46)
1 F, 2 T, 3 F, 4 F, 5 T, 5 F

Lesson 7 Writing

ex. 1 (page 47)
1 can't, 2 worried

ex. 2 (page 47)
1 Amelia, 2 Joe, 3 Joe, 4 Joe

ex. 3 (page 47)
1 shouldn't, should, 2 should, shouldn't

ex. 4 (page 47)
Suggested answer
Hi, Sam. I'm really upset today! My phone isn't working. It's new! There is one good thing. I can use my old one, but it's very slow.
I don't know what to do. Any ideas?
Hi, Max. Oh no! That's terrible! You should take it to the shop and get a different phone. What about going into town later?

ex. 5 (page 47)
Suggested answers
Hi, Olivia. I'm angry today! My brother is wearing my new jacket again! There is one good thing. He's got big feet so he isn't wearing my new trainers too!
I don't know what to do. Any ideas?
Hi, Max. Not again! You should speak to your brother. Explain that you feel upset because he often wears your clothes. And you shouldn't get angry. It isn't good for you.
Here's a photo of us last weekend. We're cycling in the park. We're smiling because we're happy. What about going to the park later?

Lesson 8 Language revision

ex. 1 (page 48)
1 head, 2 neck, 3 arm, 4 elbow, 5 hand, 6 finger, 7 leg, 8 knee, 9 foot

ex. 2 (page 48)
1 surprised, 2 excited, 3 lonely, 4 stressed, 5 annoyed

ex. 3 (page 48)
1 I am writing right now. 2 Are they playing football now? 3 Olivia isn't sitting next to me right now. 4 Where is Sam going now?

ex. 4 (page 48)
1 are you doing, 2 am watching, 3 watch, 4 goes 5 is playing, 6 do you usually do, 7 do, 8 am relaxing

ex. 5 (page 48)
Anna: Hi, Steve! What are you doing?
Steve: I'm a bit bored so I'm playing a video game.
Anna: What about riding our bikes in the park this afternoon?
Steve: That's a great idea! Actually, there's something else.
Anna: What is it?
Steve: I'm worried about our tests next week.
Anna: You shouldn't worry! You always work hard.
Steve: You're right. Thanks Anna! See you later.

Catch-up and Extra Challenge

ex. 1 (page 49)
1 knee, 2 elbow, 3 arm, 4 shoulder, 5 back, 6 head

ex. 2 (page 49)
1 c, 2 a, 3 d, 4 b

ex. 3 (page 49)
1 go, 2 are listening, 3 gives, 4 do you do, 5 Are you watching, 6 aren't eating

ex. 4 (page 49)
Students' own answers

ex. 5 (page 49)
Suggested answers
Lisa plays basketball every Saturday, she doesn't watch TV. Lisa is dancing at the moment, she isn't eating.
Cara and Tom ride their bikes every Saturday, they don't skateboard. Cara and Tom are reading (a comic / a book) at the moment, they aren't playing a video game.

Revision Units 3–4

ex. 1 (page 50)
1 c, 2 d, 3 a, 4 b

ex. 2 (page 50)
1 feed, 2 take, 3 water, 4 dishwasher, 5 vacuum/wash/clean

ex. 3 (page 50)
1 leg, 2 neck, 3 body, 4 hands, 5 elbows

ex. 4 (page 50)
1 angry, 2 confident, 3 unhappy, 4 excited

ex. 5 (page 50)
1 Charlie meets his friends once a week.
2 Jane spends time outdoors every Sunday.
3 We do sport three times a week.

ex. 6 (page 50)
1 hates unloading, 2 love feeding, 3 like looking, 4 don't like putting

ex. 7 (page 50)
1 are you doing, 2 'm looking, 3 Is it moving, 4 aren't flashing

ex. 8 (page 50)
1 visit, 2 isn't working, 3 'm not doing, 4 play

ex. 9 (page 51)
1 c, 2 b

ex. 10 (page 51)
1 What, 2 need, 3 wrong, 4 happening, 5 second, 6 Hold

ex. 11 (page 51)
1 managing your time, 2 once a week, 3 limit his time online

ex. 12 (page 51)
1 b, 2 c

ex. 13 (page 51)
Students' own answers

Unit 5

Lesson 1 Vocabulary 1

ex. 1 (page 52)
1 friendly, 2 interesting, 3 clever, 4 noisy

ex. 2 (page 52)
1 tortoise, 2 capybara, 3 alpaca, 4 meerkat, 5 lizard, 6 donkey

ex. 3 (page 52)

beautiful = cute	beautiful ≠ ugly
fast ≠ slow	wild ≠ farm
interesting ≠ boring	scary = dangerous

Students' own answers

ex. 4 (page 52)
1 intelligent, 2 farm, 3 dangerous, 4 cute, 5 endangered

ex. 5 (page 52)
1 beautiful, 2 fast, strong, 3 cute, 4 scary, poisonous, 5 intelligent, 6 endangered

ex. 6 (page 52)
/ɪ/, /i/ 5: noisy, scary, friendly, is, race
/aɪ/ 3: tiger, quiet, spider

Lesson 2 Grammar 1

ex. 1 (page 53)
old – 1, wild – 1, amazing – 3, quick – 1, hard-working – 3, loud – 1, colourful – 3, sunny – 2, strong – 1

ex. 2 (page 53)
1 faster, slower, 2 bigger, fatter, 3 more beautiful, more intelligent, 4 cuter, nicer, 5 noisier, friendlier, 6 better, worse

ex. 3 (page 53)
more dangerous – 3, larger – 4, stronger – 1, thinner – 2, uglier – 5

ex. 4 (page 53)
1 Monkeys are more intelligent than sheep.
2 Lizards are bigger than spiders. 3 Tortoises are slower than capybaras. 4 Dolphins are better swimmers than people.

ex. 5 (page 53)
1 Crocodiles are worse swimmers than dolphins.
2 Meerkats are faster than capybaras. 3 Parrots are noisier than owls. 4 Guinea pigs are cuter than sheep. 5 Alpacas are bigger than lizards. 6 Tigers are more dangerous than donkeys.

Lesson 3 Vocabulary and listening

ex. 1 (page 54)
1 feather, 2 paw, 3 shell, 4 tongue

ex. 2 (page 54)
1 b, 2 d, 3 c, 4 f, 5 a, 6 e

ex. 3 (page 54)
1 paws, 2 feathers, 3 beak, 4 scales, 5 tail, 6 tongue

ex. 4 (page 54)
1 c, 2 d, 3 a, 4 b

ex. 5 (page 54)
1 b, 2 b, 3 a, 4 c, 5 b, 6 a

Lesson 4 Grammar 2

ex. 1 (page 55)

+est	the tallest
+st	the cutest
y → iest	the happiest
x2 + est	the hottest
irregular	the best

ex. 2 (page 55)
1 the ugliest, 2 the worst, 3 the fastest, 4 the most beautiful, 5 the cutest, 6 the biggest

ex. 3 (page 55)
1 the biggest, 2 the most dangerous, 3 the best, 4 the longest, 5 the scariest, 6 the cutest

ex. 4 (page 55)
1 The great white shark is the longest. 2 The tuna fish is the shortest. 3 The tuna fish is the slowest. 4 The great white shark is the fastest.
5 The dolphin is the friendliest. 6 The great white shark is the most dangerous.

ex. 5 (page 55)
Students' own answers

Half-unit revision

ex. 1 (page 56)
1 donkey, 2 tortoise, 3 lizard, 4 capybara, 5 sheep, 6 tiger, 7 snake, 8 spider

ex. 2 (page 56)
Suzie – guinea pig, Joe – alpaca, Matt – owl, Kate – meerkat

ex. 3 (page 56)
1 longer than, shorter than, 2 bigger than, noisier than, 3 smaller than, cuter than, 4 more intelligent than, better swimmer than, 5 friendlier than, faster than

ex. 4 (page 56)
1 the cutest, Suzie, 2 the most intelligent, Rover, 3 the longest, Daisy, 4 the biggest, Rex
5 the friendliest, Beanie

Lesson 5 Speaking

ex. 1 (page 57)
3

ex. 2 (page 57)
1 c, 2 f, 3 b, 4 a, 5 e, 6 d

ex. 3 (page 57)
1 think, sure, 2 Let's, with, fine, 3 think, so, right

ex. 4 (page 57)
1 What, 2 think, 3 agree, 4 sure it's a good, 5 you think about, 6 OK with, 7 don't think so, 8 right, 9 that OK, 10 that's fine

ex. 5 (page 57)
Students' own answers

Lesson 6 Reading and culture

ex. 1 (page 58)
1 jungle, 2 river

ex. 2 (page 58)
2 C, 3 A, 4 D, 5 B

ex. 3 (page 58)
1 F, 2 F, 3 T, 4 T

ex. 4 (page 58)
1 (For) 8–10 years. 2 (Their) webbed feet.
3 5 minutes. 4 10-20 capybaras.

Lesson 7 Writing

ex. 1 (page 59)
2

ex. 2 (page 59)
1 To begin with, 2 Next, 3 Another thing to think about

ex. 3 (page 59)
2 I love birds. That's why I want to get a parrot. I want to get a parrot because I love birds.
3 Snakes are dangerous. That's why they/snakes aren't good pets. Snakes aren't good pets because they are dangerous.

ex. 4 (page 59)
1 because, 2 tortoise, 3 guinea pig, 4 To begin with, 5 That's why, 6 tortoise, 7 guinea pig, 8 Next, 9 because, 10 Another thing to think about, 11 tortoise, 12 guinea pig, 13 tortoise

Lesson 8 Language revision

ex. 1 (page 60)
endangered-beautiful-slow-dangerous-poisonous
1 slow, 2 beautiful, 3 poisonous, dangerous, 4 endangered

ex. 2 (page 60)
1 shell, 2 scale/scales, 3 tongue, 4 fur, 5 whisker/whiskers, 6 tail, 7 paw

ex. 3 (page 60)
1 An alpaca is bigger than a sheep. 2 A shark is more dangerous than a dolphin. 3 A guinea pig is noisier than a rabbit. 4 A meerkat is cuter than a capybara.

ex. 4 (page 60)
1 the tallest, 2 the longest, 3 the best, 4 the most intelligent, 5 the biggest, 6 the cutest

ex. 6 (page 60)
1 think, 2 sure, 3 about, 4 OK, 5 so, 6 right, 7 fine

Catch-up and Extra Challenge

ex. 1 (page 61)
1 c, 2 f, 3 a, 4 e, 5 d, 6 b

ex. 2 (page 61)
1 beak, 2 claws, 3 wing, 4 feather, 5 tail

ex. 3 (page 61)
1 bigger, 2 fastest, 3 more (interesting) than, 4 better, 5 the slowest, 6 the cutest

ex. 4 (page 61)
1 paws (the others are animals), 2 poisonous (the others are parts of the body), 3 feather (the others are adjectives to describe animals), 4 shell (the others are adjectives to describe animals), 5 tiger (the others are parts of the body), 6 beautiful (the others are animals)

ex. 5 (page 61)
Students' own answers

Unit 6

Lesson 1 Vocabulary 1

ex. 1 (page 62)
1 M, 2 O, 3 O, 4 M

ex. 2 (page 62)
1 March, 2 June, 3 September, 4 October, 5 August, 6 April

ex. 3 (page 62)
2 April, 3 May, 5 July, 6 August, 8 October, 9 November, 11 January, 12 February

ex. 4 (page 62)
Irregular: two-second, three-third
One or two letters change: twenty-twentieth, twenty-five-twenty-fifth
Add –th/-h: eight-eighth, thirteen-thirteenth

ex. 5 (page 62)
1 c 2 d 3 a 4 b

ex. 6 (page 62)
1 22nd April/the twenty-second of April, 2 3rd May/the third of May, 3 8th August/the eighth of August, 4 1st June/the first of June, 5 (Sunday) 7th July/the seventh of July

ex. 7 (page 62)
Theo's thirteenth birthday is on the fourth day of the fifth month of the year!

Lesson 2 Grammar 1

ex. 1 (page 63)
2 Mr Gramson wasn't at a water park. 3 The friends were in different places. 4 The weather was sunny and hot. 5 Will's birthday cake wasn't big. 6 I was at a campsite with Ada, Olivia and Jay. 7 You weren't bored with your friends.

ex. 2 (page 63)
1 were, 2 was, 3 was, 4 were, 5 were, 6 was

ex. 3 (page 63)
1 weren't, 2 wasn't, 3 wasn't, 4 weren't, 5 wasn't, 6 weren't

ex. 4 (page 63)
1 weren't, 2 was, 3 wasn't, 4 was, 5 were, 6 weren't, 7 was, 8 were

ex. 5 (page 63)
1 was, 2 weren't, 3 were, 4 were, 5 wasn't, 6 was

Lesson 3 Vocabulary and listening

ex. 1 (page 64)
1 1605, 2 1800, 3 1964, 4 2010

ex. 2 (page 64)
1 b, 2 f, 3 e, 4 d, 5 a, 6 c

ex. 3 (page 64)
1 explorer, 2 pilot, 3 poet, 4 inventor, 5 nurse, doctor

ex. 4 (page 64)
1 artist, 2 pilot, 3 doctor, 4 composer, 5 inventor, 6 poet

ex. 5 (page 64)
1 scientist, 2 nurse, 3 inventor

ex. 6 (page 64)
1 T, 2 F, 3 F, 4 T, 5 T, 6 F

Lesson 4 Grammar 2

ex. 1 (page 65)
1 were, 2 wasn't, 3 was, 4 were, 5 were, 6 wasn't

ex. 2 (page 65)
1 Was, was, 2 Were, were, 3 Was, wasn't, was, 4 Were, weren't, were

ex. 3 (page 65)
1 Was, wasn't, was, was, was 2 were, were, Were, weren't, were

ex. 4 (page 65)
1 Was she/Cochrane an astronaut? No, she wasn't. 2 Was she/Cochrane an inventor? Yes, she was. 3 Where was she/Cochrane born? She/Cochrane was born in the USA. 4 When was she/Cochrane born? She/Cochrane was born in 1839. 5 What was her grandfather's job? He was an inventor. 6 Why was she/Cochrane famous? She was the inventor of the dishwasher.

ex. 5 (page 65)
Students' own answers

Half-unit revision

ex. 1 (page 66)
1 December 2 July 3 November 4 August 5 September 6 June

ex. 2 (page 66)
1 doctor/nurse, 2 nurse/doctor, 3 astronaut, 4 composer, 5 astronomer

ex. 3 (page 66)
2 Tolkien and Dickens weren't doctors, they were writers. 3 Marie and Pierre Curie weren't painters, they were scientists. 4 Shakespeare wasn't a scientist, he was a poet.

ex. 4 (page 66)
Where were you born? I was born in Spain.
Was your brother at school yesterday? No, he wasn't. He was ill.

ex. 5 (page 66)
1 Were you at school? 2 Was your friend at home? 3 Where were your parents? 4 What time was lunch?

Lesson 5 Speaking

ex. 1 (page 67)
1 Silvia's 2 No, he can't. His team is in the final of the swimming competition. 3 A present. 4 She wishes him good luck in the competition.

ex. 2 (page 67)
1 luck, 2 nice, 3 go, 4 luck, friend, 5 news, done, 6 remembering

ex. 3 (page 67)
1 Thanks, 2 news, 3 Well, 4 nice, 5 Congratulations, 6 way, 7 friend, 8 luck

ex. 4 (page 67)
Students' own answers

Lesson 6 Reading and culture

ex. 1 (page 68)
1 the elements, 2 self-portrait

ex. 2 (page 68)
2

ex. 3 (page 68)
1 B, 2 P, 3 B, 4 M

ex. 4 (page 68)
1 T, 2 F, 3 F, 4 T

Lesson 7 Writing

ex. 1 (page 69)
1 famous, 2 three, 3 interesting, 4 First, 5 Third, 6 finish

ex. 2 (page 69)
a 1, b 2, c 3, d 4

ex. 3 (page 69)
1 was, was, 2 wasn't, was, 3 was, were, 4 was, was, 5 were, weren't

ex. 4 (page 69)
Students' own answers

Lesson 8 Language revision

ex. 1 (page 70)
1 February, 2 April, 3 June, 4 September, 5 December, 6 eighth, 7 eleventh, 8 fourteenth

ex. 2 (page 70)
1 astronaut, 2 doctor, 3 inventor, 4 composer, 5 astronomer

ex. 3 (page 70)
1 wasn't, 2 was, 3 was, 4 weren't, 5 were, 6 were

ex. 4 (page 70)
1 Were, were, 2 Was, was, 3 were, Were, wasn't

ex. 5 (page 70)
1 for, 2 way, 3 nice, 4 news, 5 luck, 6 friend

Catch-up and Extra Challenge

ex. 1 (page 71)
1 c, 2 a, 3 d 4 b, 5 e

ex. 2 (page 71)
1 pilot, 2 nurse, 3 astronaut, 4 inventor, 5 composer, 6 painter

ex. 3 (page 71)
1 wasn't, was, 2 weren't, were, 3 was, wasn't 4 Were, was

ex. 4 (page 71)
Students' own answers

ex. 5 (page 71)
Students' own answers

Revision Units 5–6

ex. 1 (page 72)
1 spider, poisonous, 2 dolphin, endangered, 3 alpacas, farm, 4 tortoise, scary

ex. 2 (page 72)
1 fins, 2 shells, 3 whiskers, 4 tongues

ex. 3 (page 72)
(2) the eighth of April, (3) 30/08, (4) the eleventh of November, (1) 29/02

ex. 4 (page 72)
1 nurse, 2 astronomer, 3 composer

ex. 5 (page 72)
1 worse, 2 fatter, 3 noisier, 4 more dangerous

ex. 6 (page 72)
1 the longest, 2 the most intelligent, 3 the ugliest, 4 the biggest

ex. 7 (page 72)
1 was, 2 wasn't, 3 weren't, were, 4 was

ex. 8 (page 72)
1 were, 2 was, 3 Were, 4 was, 5 Were, 6 weren't

ex. 9 (page 73)
1 What do you think / How, 2 Congratulations

ex. 10 (page 73)
1 c, 2 d, 3 a, 4 b

ex. 11 (page 73)
1 d, 2 c, 3 a

ex. 12 (page 73)
1 c, 2 e, 3 b, 4 a

ex. 13 (page 73)
Students' own answers

Unit 7

Lesson 1 Vocabulary 1

ex. 1 (page 74)
1 play, 2 use, 3 do, 4 go

ex. 2 (page 74)
1 book fair, 2 clothes swap, 3 conservation workshop, 5 treasure hunt, 6 esports tournament, 7 immersive VR experience, 8 yoga class,

ex. 3 (page 74)
1 book fair, 2 immersive VR experience, 3 yoga class, 4 treasure hunt, 5 conservation workshop, 6 clothes swap

ex. 4 (page 74)
Possible answers

go running	*I go running every day.*
use social media	*How often do you use social media?*
play video games	*I enjoy playing video games.*
arrive early/late	*I always try to arrive early.* *I don't arrive late.*

ex. 5 (page 74)
1 d, 2 f, 3 a, 4 c, 5 e, 6 b

ex. 6 (page 74)
Today is a very long day for me,
First, it's yoga class in room 203,
Then, I'm going to a clothes swap
And last, a conservation workshop!

Lesson 2 Grammar 1

ex. 1 (page 75)

+ ed	cooked, visited
+ d	danced, loved
x2 + ed	chatted, stopped
~~y~~ + ied:	studied, tidied

ex. 2 (page 75)
1 listened, watched, cleaned, 2 played, stayed, 3 studied, tidied, 4 chatted, swapped, 5 used, lived, decided

ex. 3 (page 75)
1 watched, 2 studied, 3 tidied, 4 decided, 5 swapped

ex. 4 (page 75)
Suggested answers
2 We didn't study the new words in English class, we played a game. 3 The children helped their parents make tea, they didn't tidy their rooms. 4 Sam didn't decide to go to a book fair, he stayed at home. 5 Lucy looked for treasure at the event, she didn't swap clothes.

ex. 5 (page 75)
Did you go to a clothes swap last weekend? Yes, I did.
Did they do a yoga class yesterday? No, they didn't.
Did Max go on a treasure hunt last weekend? Yes, he did.

Lesson 3 Vocabulary and listening

ex. 1 (page 76)
1 c, 2 a, 3 b

ex. 2 (page 76)
1 bus, 2 car, 3 coach, 4 ferry, 5 taxi, 6 motorbike, 7 helicopter, 8 train, 9 plane, 10 tram, 11 on foot

ex. 3 (page 76)
on water ferry, **in the air** helicopter, plane, **on land (many people)** bus, coach, train, tram, underground, **on land (1–5 people)** motorbike, car, taxi, on foot

ex. 4 (page 76)
1 go (to school) by car, 2 catch, 3 get on, get off, 4 go (to school) on foot

ex. 5 (page 76)
1 c, 2 a, 3 b, 4 a

ex. 6 (page 76)
1 hasn't got a bike, 2 (more) eco-friendly, 3 early, 4 hardly ever, 5 in a city, 6 spend time outdoors

Lesson 4 Grammar 2

ex. 1 (page 77)
1 taught 2 wore 3 spoke 4 took 5 read 6 built

ex. 2 (page 77)
1 bought, 2 caught, 3 came, 4 did, 5 got, 6 went, 7 had, 8 met, 9 rode, 10 saw

ex. 3 (page 77)
1 didn't go, 2 caught, 3 didn't ride, 4 met, 5 had, 6 didn't see

ex. 4 (page 77)
2 didn't catch the bus to school this morning. She went by car. 3 Sammy didn't watch TV last night. He did his homework. 4 They didn't to Mallorca by plane last summer. They went by ferry.

ex. 5 (page 77)
Students' own answers

Half-unit revision

ex. 1 (page 78)
1 book fair, 2 yoga class, 3 clothes swap, 4 theatre workshop, 5 treasure hunt, 6 esports tournament

ex. 2 (page 78)
on foot, car, tram, motorbike, taxi, ferry, bus, underground, coach, train, plane
The mystery form of transport is: helicopter

ex. 3 (page 78)
1 Mikel rode an elephant. 2 He didn't buy a snake. 3 He met Taylor Swift. 4 He didn't find (any) treasure. 5 He didn't buy a helicopter. 6 He played the guitar (in a concert).

ex. 4 (page 78)
Possible answers
1 caught a helicopter, 2 rode a horse, 3 met the king, 4 had tea, 5 went shopping, 6 bought a tortoise, 7 went home

Lesson 5 Speaking

ex. 1 (page 79)
1 Andy, 2 Carla, 3 Carla, 4 Andy

ex. 2 (page 79)
1 How, amazing, 2 What, on, 3 How, about, 4 anything, did, 5 like, How, By

ex. 3 (page 79)
1 are you, 2 thanks, 3 How, 4 What did, 5 How was, 6 anything, 7 like, 8 Where, 9 How did

ex. 4 (page 79)
Students' own answers

ex. 5 (page 79)
Students' own answers

Lesson 6 Reading and culture

ex. 1 (page 80)
1 bridge, 2 platform, 3 tunnel

ex. 2 (page 80)
1 b, 2 c, 3 a

ex. 3 (page 80)
1 Akari 2 Sandra 3 Max, Sandra 4 Max

ex. 4 (page 80)
1 T 2 F (Sandra was scared when she saw the sharks.) 3 T 4 F (It isn't the fastest train in the world.)

Lesson 7 Writing

ex. 1 (page 81)
1 A treasure hunt, 2 Friends, 3 By bus, 4 Walked round the castle, did puzzles, looked for clues. 5 It was fun and we met some interesting people.

ex. 2 (page 81)
1 castle, 2 bus, 3 walked, 4 puzzles, 5 enjoyed

ex. 3 (page 81)
1 b, 2 d, 3 a, 4 c

ex. 4 (page 81)
a wait [4], b was [3], c went, with [1], d didn't go, caught [2]

ex. 5 (page 81)
Students' own answers

ex. 6 (page 81)
Students' own answers

Lesson 8 Language revision

ex. 1 (page 82)
1 yoga class, 2 theatre workshop, 3 book fair, 4 immersive VR experience

ex. 2 (page 82)
1 tram, 2 on foot, 3 train, coach, 4 helicopter, plane

ex. 3 (page 82)
1 I studied yesterday evening. 2 Did you help your parents with the chores last weekend? 3 Ben didn't use social media yesterday. 4 Karen swapped clothes at the event. 5 We didn't play online games yesterday. 6 When did you tidy your room?

ex. 4 (page 82)
1 Did you go, 2 did, 3 did you buy, 4 bought, 5 didn't go, 6 met, 7 had

ex. 5 (page 82)
1 fine, 2 about, 3 weekend, 4 like, 5 How, 6 time

Catch-up and Extra Challenge

ex. 1 (page 83)
1 clothes swap, 2 conservation workshop, 3 esports tournament, 4 treasure hunt

ex. 2 (page 83)
1 car, 2 motorbike, 3 train, 4 ferry, 5 bus, 6 helicopter

ex. 3 (page 83)
1 listened, 2 met, 3 didn't watch, 4 didn't buy, 5 Did you catch, did

ex. 4 (page 83)
Possible answers
1 a bus, a coach, a ferry 2 a bus, a coach, a train, a tram 3 helicopter, underground, bus, coach, car, taxi 4 a motorbike, a bike, a scooter, a skateboard

ex. 5 (page 83)
Students' own answers

Unit 8

Lesson 1 Vocabulary 1

ex. 1 (page 84)
1 c, 2 a, 3 d, 4 b

ex. 2 (page 84)
1 freezing, 2 cloudy, 3 windy, 4 snowy, 5 foggy, 6 stormy

ex. 3 (page 84)
Student's own answers

ex. 4 (page 84)
1 winter, 2 freezing, 3 snowy, 4 spring, 5 warm, 6 windy, 7 summer, 8 hot, 9 sunny, 10 autumn, 11 stormy, 12 foggy

ex. 5 (page 84)
1 winter, 2 warm, 3 hot, 4 wet, 5 autumn, 6 stormy, 7 rainy, 8 dry, 9 spring

ex. 6 (page 84)
Will always walks in warm wet windy weather.
Victor loves driving heavy vans in November.

Lesson 2 Grammar 1

ex. 1 (page 85)
1 are, 2 is, 3 isn't, 4 is/'s, 5 are, 6 am/'m not, 7 are/'re

ex. 2 (page 85)
1 We are going to visit a museum. 2 I am going to buy a new book. 3 My friend is going to watch TV. 4 Marcus is going to go shopping.

ex. 3 (page 85)
1 b, 2 d, 3 a, 4 c

ex. 4 (page 85)
1 isn't going to stay, 's going to go, 2 aren't going to spend, isn't going to be, 're going to relax, 3 'm not going to sunbathe, isn't going to be, 's going to be

ex. 5 (page 85)
1 is going to take, 2 are going to camp, 3 aren't going to go, 4 isn't going to ride, 5 are going to swim, 6 am going to see

Lesson 3 Vocabulary and listening

ex. 1 (page 86)
1 garden, 2 park, 3 sea, 4 forest

ex. 2 (page 86)
1 ocean, waterfall, lake, river, 2 island, beach, 3 forest, jungle, countryside, 4 mountain, cliff, volcano, 5 desert

ex. 3 (page 86)
1 ocean, 2 desert, 3 mountain, 4 island, 5 jungle

ex. 4 (page 86)
1 countryside, 2 river, 3 forest, 4 mountains, 5 lake, 6 island

ex. 5 (page 86)
1 b, 2 d, 3 a

ex. 6 (page 86)
1 c, 2 b, 3 c, 4 c, 5 a, 6 b

Lesson 4 Grammar 2

ex. 1 (page 87)
1 going, 2 isn't, 3 aren't, 4 is, 5 have

ex. 2 (page 87)
1 c, 2 a, 3 b, 4 d

ex. 3 (page 87)
1 Are you going to ride, am, 2 Is your friend going to listen, isn't, 3 Are your teachers going to give, are, 4 Are we going to have, aren't

ex. 4 (page 87)
Possible questions
1 Is your friend going to (watch video clips) (later)?
2 Are you going to (go to school) (tomorrow)?
3 Is your mum going to (go to work) (at the weekend)? 4 Are you and your friends going to (play football) (after school)?
Students' own answers

ex. 5 (page 87)
Students' own answers

Half-unit revision

ex. 1 (page 88)
Possible answers
Summer – hot, dry, sunny (warm)
Overlap – warm, cloudy (sunny, dry)
Winter – freezing, snowy

ex. 2 (page 88)
volcano, cliff, river, desert, countryside, ocean
The mystery word is: island

ex. 3 (page 88)
1 F 2 T 3 F 4 F 5 F 6 F

ex. 4 (page 88)
Students' own answers

Lesson 5 Speaking

ex. 1 (page 89)
1 He invites him to a music event (in the park).
2 No. He's busy. 3 He invites him to another music event. 4 Yes.

ex. 2 (page 89)
1 b, 2 d, 3 a, 4 c

ex. 3 (page 89)
1 Would, afraid, 2 Can, busy, 3 like, love, inviting

ex. 4 (page 89)
Possible answers
2 Would you like to ride your bike in the park on Saturday? Yes, I'd love to.
3 Can you go swimming at the beach at the weekend? Yes, I can go.
4 Would you like to have a walk in the mountains tomorrow? I'm really sorry, but I'm busy tomorrow.

ex. 5 (page 89)
Students' own answers

Lesson 6 Reading and culture

ex. 1 (page 90)
1 erupt, 2 lava, 3 ash cloud

ex. 2 (page 90)
1 b, 2 a, 3 d, 4 c

ex. 3 (page 90)
1 T, 2 T, 3 NM, 4 F, 5 F

ex. 4 (page 90)
1 Vulcan, the Roman god of fire. 2 It is a group of volcanoes (around the Pacific Ocean). 3 It's 310 m high. 4 It can be 1,250ºC.

Lesson 7 Writing

ex. 1 (page 91)
1 cousins, 2 a lake, 3 good, 4 swimming, 5 waterfall, 6 boots

ex. 2 (page 91)
1 Guess, 2 weather, 3 After, 4 busy, 5 free, 6 let

ex. 3 (page 91)
1 c, 2 a, 3 d, 4 b

ex. 4 (page 91)
Possible answers
1 Bring your camera (so you can take some photos)!
2 Remember to bring a hat! 3 Bring some money (so you can buy a book).

ex. 5 (page 91)
Students' own answers

Lesson 8 Language revision

ex. 1 (page 92)
1 c, 2 a, 3 b, 4 d

ex. 2 (page 92)
1 beach, ocean, 2 desert, 3 jungle, 4 mountain

ex. 3 (page 92)
2 'm going to go, 'm not going to play,
3 're going to go to, aren't going to watch,
4 isn't going to go canoeing, 's going to walk

ex. 4 (page 92)
1 Is your friend going to stay, isn't, 2 Are you going to visit, are, 3 are your friends going to do

ex. 5 (page 92)
Ben: Hi, Josie. Can you come to a sports event? It's on Saturday in the park.
Josie: I'm afraid I can't. I've got a basketball match on Saturday.
Ben: OK. Would you like to come hiking in the mountains on Sunday?
Josie: I'm really sorry, but I'm busy on Sunday morning.
Ben: We're going to go in the afternoon. Are you free then?
Josie: Yes, I am. I'd love to go. Thank you for inviting me.
Ben: Great!

Catch-up and Extra Challenge

ex. 1 (page 93)
1 foggy, 2 wet, 3 freezing, 4 stormy, 5 snowy, 6 cloudy, 7 windy, 8 warm

ex. 2 (page 93)
1 waterfall, 2 island, 3 volcano, 4 jungle, 5 lake, 6 desert

ex. 3 (page 93)
1 I am going to go to the beach tomorrow.
2 Max isn't going to go swimming.
3 Where are they going to go on holiday?
4 What are you going to do tonight?

ex. 4 (page 93)
1 season → freezing, 2 ferry → waterfall, 3 funny → sunny, 4 holiday → jungle, 5 weather → summer

ex. 5 (page 93)
1 **I'm** not going to, 2 He's going **to** watch, 3 We **aren't/are not** going to, 4 They're going to **play**, 5 are **going** to have

ex. 6 (page 93)
2 When are you going to go on holiday?
3 Who is Sam going to go to the lake with?
4 How are they going to go to the theatre?
5 What is the weather going to be like?

Revision Units 7–8

ex. 1 (page 94)
1 book fair, 2 yoga class, 3 immersive VR experience, 4 conservation workshop

ex. 2 (page 94)
1 underground 2 coach 3 train 4 ferry

ex. 3 (page 94)
1 warm/sunny, 2 cloudy, 3 foggy, 4 freezing, 5 snowy, 6 autumn

ex. 4 (page 94)
1 cliff, 2 river, 3 beach, 4 countryside

ex. 5 (page 94)
1 played, 2 didn't study, 3 planted

ex. 6 (page 94)
1 Did you do, 2 did, 3 went, 4 did you get, 5 caught, 6 Did you meet, 7 didn't, 8 bought

ex. 7 (page 94)
1 It's going to be stormy tomorrow. 2 I'm not going to sleep in a tent this summer. 3 My friends aren't going to take their phones on.

ex. 8 (page 94)
1 are you going to, 2 'm going to, 3 is your sister going to, 4 isn't, 5 's going to

ex. 9 (page 95)
1 What was it like, 2 Would you like to, 3 I'm (really) sorry, 4 Thank you for

ex. 10 (page 95)
1 b, 2 a

ex. 11 (page 95)
1 a, 2 c, 3 b

ex. 12 (page 95)
1 national park, 2 15, 3 hiking, 4 waterfall

ex. 13 (page 95)
Students' own answers

Student's book Audioscript

Welcome unit

1.1

Ana: My favourite things are my charger, my cool sunglasses, my guitar and my water bottle! What about you Jack?
Jack: My favourite things are my new board game, my sketchbook, my hairbrush and of course, my tablet!
Ana: Jack! It's my tablet, too.
Jack: Sorry, you're right. It's our tablet!

1.2

1 tablet **2** hairbrush **3** water bottle **4** board game **5** guitar **6** charger **7** sketchbook **8** sunglasses

1.3

1 Whose charger is it?
It's Ana's charger. / It's Ana's.
2 Whose sunglasses are they?
They're Ana's sunglasses. / They're Ana's.
3 Whose hairbrush is it?
It's Jack's hairbrush. / It's Jack's.
4 Whose water bottle is it?
It's Ana's water bottle. / It's Ana's.
5 Whose sketchbook is it?
It's Jack's sketchbook. / It's Jack's.
6 Whose board game is it?
It's Jack's board game. / It's Jack's.
7 Whose guitar is it?
It's Ana's guitar. / It's Ana's.

1.4

Hugo: Hi! I'm Hugo. What's your name?
Shan: My name's Shan.
Hugo: How old are you?
Shan: I'm eleven.
Hugo: Me, too.
Shan: Are you in Year 6?
Hugo: Yes, I am. Is this our classroom?
Shan: No, it isn't. Our classroom is Room 4. Hey! There's Mr Brown and Mrs Jones!
Hugo: Are they our teachers?
Shan: No, they aren't. They teach Year 5. Our teacher is Mrs Randall.
Hugo: Is she nice?
Shan: Yes, she is. She's very kind.

1.5

Hugo: Look, Shan! A guitar!
Liam: Can you play the guitar, Hugo?
Hugo: Yes, I can! Can you play the guitar?
Liam: No, I can't!
Hugo: What can you do?
Liam: I can make a pizza.
Hugo: I can't. But I can ride a scooter!
Liam: I can, too!

1.6

1 jacket **2** cap **3** shirt **4** trousers **5** jumper **6** T-shirt **7** hoodie **8** jeans **9** shorts **10** skirt **11** shoes **12** trainers **13** socks **14** dress

1.7

Adrian: What a cool photo!
Katy: It's our favourite clothes photo!
Adrian: I love my blue hoodie. It's so comfortable. I love my sporty cap, too.
Katy: And I love my warm green jacket and my smart red shoes!

1.8

Katy: Adrian, have you got my green jacket?
Adrian: No, I haven't. Dad's got it. It's in the car.
Katy: Phew! ... Oh no! I haven't got my charger! Have you got it?
Adrian: Yes, I have! Sorry. It's in my bag.
Katy: Eer, have you got my socks?
Adrian: No, I haven't, Katy.
Katy: Oh dear. They're at home.
Adrian: Oh no! My blue T-shirt isn't in my bag!
Katy: It's OK. Mum and dad have got it. It's in their bag.
Adrian: Have they got my sketchbook?
Katy: No, they haven't ... It's at home on the sofa ...

Unit 1

1.9

Girl: Hi, everyone. Welcome to our special *Back to school* podcast! Here's Liam! Hi! Is it good to be back?
Liam: Yes, it is! It's great to see all my friends.
Girl: What subjects have you got today?
Liam: I've got maths now! It's cool. Numbers are easy. Then it's history. The past is so interesting!
Girl: What's your favourite subject?
Liam: Spanish.
Girl: Me, too! Foreign languages like Spanish help us make friends on holiday.

1.10

art biology computing foreign language geography history maths PE science technology

1.11

1
Adult: Have you got the scissors?
Child: Yes ...
Adult: Cut the box here. Can you see? ... Careful!
2
Child 1: What's the shortcut for 'copy'?
Child 2: It's 'control' and 'C'.
3
Adult: Look at the map everyone. Now find Paris!
4
sounds of children playing basketball outside

1.12

Science is difficult, computing is cool!
Music and technology are great at our school!

1.13

Daniel: What subjects have you got today, Julia?
Julia: I've got biology, maths and English this morning and PE this afternoon. But my number one day is tomorrow. I love Thursdays because I've got my favourite subject, history, and we go home at three o'clock! What's your favourite day, Daniel?
Daniel: Today!
Julia: Cool. Why?
Daniel: Because I've got technology and PE this morning. They're my favourite subjects.

1.14

Meet the team!
Emily White
11 years old
I love maths.
I'm an inventor. I make apps.
Superpower: I can write with my left and right hand.
Jack White
12 years old
I'm into sports.
Superpower: I can swim really fast!
Mia Roberts
11 years old
I love nature.
I'm vegetarian.
I make a vlog.
Superpower: I know the names of 50 dinosaurs!
Paulo Torres
11 years old
Photos.
Drawing and painting.
See my gallery here.
Superpower: I don't eat chocolate, but I'm good at baking cakes.
Emily: Hurry up! We're late!
Jack: What time does school start?
Emily: It starts at 9 o'clock.
Jack: OK. Wait for me!
Paulo: Hey, Jack! Do you want to go to the cafe with me and Mia after school?
Jack: You bet! But who's Mia?
Paulo: She's a new student at our school. She lives near me.
Jack: Mia? Is that an Italian name? Does she speak Italian?
Paulo: No, she doesn't! See you later!

1.15

Hurry up! We're late!
Wait for me!
You bet!

1.16

Daniela: I can help you choose some clubs Alek.
Alek: Thanks Daniela. It's my first day at school!
Daniela: What about Science Club? It's on Wednesdays in the laboratory.
Alek: I'm not sure ... Film Club sounds interesting.
Daniela: It's in the Main Hall on Fridays. What about Dance Club?
Alek: Maybe ...
Daniela: It's in the gym on Mondays.
Alek: Um, I really want to join Coding Club.
Daniela: It's in the computer room.
Alek: Is Book Club in the library?
Daniela: Yes, that's right. And don't forget about Football Club. It's outside on the playing fields and it starts today!
Alek: I want to join all the clubs!

1.17

computer room gym laboratory (lab) library main hall playing fields

1.18

1 toilet **2** staffroom **3** classroom **4** playground **5** tuck shop **6** corridor **7** cloakroom **8** canteen **9** school office

1.19

Girl: We've got fifteen ... no, seventeen clubs at school!
Boy: What's 'Furry Friends Club'?
Girl: I'm in 'Furry Friends'. We help animals with no home. It isn't at school.
Boy: Where do you meet?
Girl: In an animal centre at 16 Green Street. It's on Saturday mornings.
Boy: I want to join 'Furry Friends'. I love animals. ... Um, I can't see a Skateboarding Club. My favourite subject's PE!
Girl: It's OK, we've got a Skateboarding Club. It's on Fridays at twelve o'clock. It's in the playground in good weather. We use the gym on rainy days.

1.20

Girl 1: Hi! Can you tell me about your ideal school?
Boy 1: Sure.

Girl 1: Is there a playground?
Boy 1: Yes, there is, and it's got a trampoline.
Girl 1: Is there a tuck shop?
Boy 1: No, there isn't, but there's a canteen.
Girl 1: Is there a swimming pool?
Boy 1: Yes, there is, and a gym. I love PE!
Girl 1: Are there any clubs?
Boy 1: Yes, there are. There's a Coding Club and a Film Club.
Girl 1: What about the classrooms? Are there any books?
Boy 1: No, there aren't, but we've all got a computer.
Girl 1: Sounds fantastic. Thanks!

1.21
Daniela: This is our English classroom.
Charlie: It's really nice!
Daniela: We must keep it tidy. And we must put litter in the bin!
Charlie: Where's the gym? We've got PE tomorrow.
Daniela: Look. It's here, next to the library. Oh, you must bring your sports clothes tomorrow!
Charlie: Mmm. Something smells good! Is there a canteen?
Daniela: Yes, the food's amazing! Oh, but we mustn't eat in our classroom. Charlie, it's science now. We mustn't be late! Oh, and we mustn't use our phones in class!
Charlie: Ah, thanks!

1.22
Schools in Remote Places
Imagine you live hundreds of kilometres from a town or city.
This is true for many children in the world. So, how do they study?
Xixuaú, Brazil
Xixuaú is a small village in the Brazilian rainforest. The school has only got one classroom and teacher, and there aren't any books. But the students have got a computer, and they can use the Internet. They find information online, and they speak to students in other countries.
There are lessons in maths, history, science and geography. The students learn about the rainforest and the animals that live there, too.
The School of the Air, Australia
Many children live in remote places in Australia. There isn't a school, so they have lessons with their teacher online. They also use books that they receive at the start of the school year.
There are only ten lessons a week, in music, science, and other subjects. Then students do a lot of homework. Every year, all the students meet in one place, to play games and spend time with friends.

1.23
Check your score!
Exercise 1
1 maths **2** foreign languages **3** history **4** science
Exercise 2
1 computer room **2** laboratory (lab) **3** main hall
Exercise 3
1 canteen **2** cloakroom **3** staffroom
Exercise 4
1 don't go **2** teaches **3** Do you get **4** doesn't have **5** does school start
Exercise 5
1 Is there, there is **2** Are there, there aren't, there's
Exercise 6
1 must wear **2** mustn't bring **3** must listen **4** mustn't use **5** must help

1.24
School subjects
art – plastyka, sztuka
biology – biologia
computing – informatyka
foreign language – język obcy
geography – geografia
history – historia
maths – matematyka
PE – wychowanie fizyczne
science – nauki ścisłe
technology – technika

1.25
Places at school 1
computer room – sala komputerowa
gym – sala gimnastyczna
laboratory (lab) – laboratorium
library – biblioteka
main hall – hol szkoły
playing fields – boiska

1.26
Places at school 2
canteen – stołówka
classroom – klasa, sala lekcyjna
cloakroom – szatnia
corridor – korytarz
playground – dziedziniec (przed szkołą)
school office – sekretariat szkoły
staffroom – pokój nauczycielski
toilet – toaleta
tuck shop – sklepik szkolny

1.27
Real English
Hurry up! We're late! – Pospiesz się! Jesteśmy spóźnieni!
Wait for me! – Zaczekaj na mnie!
You bet! – Pewnie!/Oczywiście!

1.28
Talking about rules and obligations
We must keep it tidy. – Musimy utrzymać porządek.
We must put litter in the bin. – Musimy wrzucać śmieci do kosza.
We must bring sports clothes tomorrow. – Musimy jutro przynieść ubrania sportowe.
We mustn't eat in our classroom. – Nie wolno jeść w klasie.
We mustn't be late. – Nie wolno się spóźniać.
We mustn't use our phones in class. – Nie wolno używać telefonów w klasie.

Unit 2

1.29
Hi, everyone! Me and my family get up late on Sundays so we don't have breakfast. We have brunch at eleven o'clock, an awesome mixture of breakfast and lunch!
This is our brunch today! A bowl of cereal, and a jar of strawberry jam for our toast! Mmm! There are some tuna fish sandwiches on the blue plate next to a tin of tuna fish. Yum! The two vegetarian burgers in the frying pan smell great! There are always eggs and a healthy salad on our brunch table, and we steam vegetables, too.
These are our drinks today! A mug of hot chocolate, cartons of fruit juice and cans of coconut water.

1.30
bowl can carton frying pan jar mug plate tin

1.31
Hi again everyone! Watch and find out how to make an easy brunch!
Let's start with a vegetarian burger!
Fry the burgers in a frying pan.
Now for a salad. Chop some tomatoes and slice an onion. Put them in a bowl with some lettuce and mix everything together.
OK, so let's cook the eggs! First, boil water like this. Ow! It's very hot! Then put the eggs in the boiling water and wait for five minutes. Good. They're ready to eat!
It's easy to steam vegetables, too! Look!
You can add a little salt to the vegetables, but not too much. It isn't good for you!

1.32
add boil chop fry mix slice steam

1.33
A jar of honey, a tin of beans,
A bowl of apples and a plate of cheese!

1.34
Film night snacks
Emily: See you tonight at 8 for film night?
Paulo: Sounds good!
Mia: Great! See you then!
Jack: What shall we make for film night?
Emily: Let's have a look in the cupboard. There are some crisps, a tin of tuna, and there's a bottle of olive oil. Oops!
Jack: Careful!
Emily: Wait a minute. We can use my app. You type in ingredients, and it gives you a recipe.
Jack: Brilliant idea!
Emily: Are there any avocados?
Jack: Yes, there are. There are a lot of avocados.
Emily: And is there any yoghurt?
Jack: Yes, there is.
Emily: Let's make an avocado dip then. We can have it with crisps and vegetables.
Avocado dip
1 Mix avocados and yoghurt in a bowl.
2 Add some salt and pepper.
3 Chop some onions and put them on top.

1.35
Sounds good!
Careful!
Brilliant idea!

1.36
Hi, everyone! Today's topic is healthy eating! I'm sure you all know fruit and vegetables are very good for our health. But do you eat your five-a-day? That means fruit or a vegetable five times every day! It's also important to eat carbs like bread, rice and potatoes and food with protein. There's a lot of protein in meat, fish and eggs. Let's not forget dairy food. I like cheese and yoghurt, and my favourite drink is milk!
People who eat well eat a good variety of food. They use healthy oil and, now this is really important, there isn't much sugar in their diets! Eating a lot of biscuits and chocolate is bad for you because there's a lot of sugar in them! Thanks for listening!

1.37
carbs dairy five-a-day oil and fat protein

1.38
a dried fruit **b** chickpeas **c** hummus **d** herb
e tofu **f** fizzy drink **g** sweet
h fatty food **i** fast food

1.39
Julia: Look! There's an interesting questionnaire on this site about healthy and unhealthy food!
Jason: OK.
Julia: So, question 1. Do you have your five-a-day?
Jason: Yes, I do!
Julia: Sometimes ... OK, so no! Question 2. What do you eat for your five-a-day?
Jason: Um, different types of fruit and vegetables – oh, and I love dried fruit. It's good for you, too!

Julia: Question 3. What protein do you eat?
Jason: We eat a lot of fish at home with herbs, not salt! Herbs are very healthy!
Julia: We eat a lot of chicken. Question 4. Do you eat any meat alternatives?
Jason: Yes, I do. There's always some tofu in our fridge at home.
Julia: Same here! It's so easy to cook!
Jason: Chickpea and hummus are also great meat alternatives. I make hummus with Dad.
Jason: Question 5: Do you eat any unhealthy foods?
Julia: I sometimes eat fast food! I love sweets, but they aren't healthy so I don't eat them.
Jason: And I love chips. I know there's a lot of fat in them, but ...
Julia: I sometimes drink fizzy drinks at school! ... Mum says I can't drink them at home.
Jason: Julia! Don't drink that! There's a lot of sugar in fizzy drinks. Here's some water!

1.40
Girl: I'm thirsty. Let's buy some drinks. There are some cans here.
Boy: OK, but I don't want one of these fizzy drinks. There are a lot of unhealthy ingredients in those drinks.
Girl: Really? How do you know?
Boy: You can see on the label, here on the side of the can. Look, tell me, is there much sugar?
Girl: Yes, there is.
Boy: And are there many carbs?
Girl: Yes, there are. There are a lot! But hey, there isn't much salt.
Boy: Come on. Let's go and buy some coconut water.

1.41
Rafael: Ana, look! Ms Adams' birthday is tomorrow.
Ana: Let's have a party. A surprise party!
Rafael: OK! Can you bring a cake?
Ana: Yes, sure. My mum makes great cakes. Could you buy a big birthday card?
Rafael: No problem. I know a cool card shop.
Ana: Great! Would you mind making sandwiches for the party?
Rafael: Sorry, but I don't think that's a good idea. There are twenty-four students in our class. I think a cake and a card are fine.
Ana: OK. ... Can you buy some crisps?
Rafael: I'm sorry, but I can't. I haven't got any money.
Teacher: Is everything all right you two?
Rafael: Fine thanks. Bye.
Ana: See you tomorrow!

1.42
Healthy dishes
Girl: Hi, guys! What is a healthy dish from your country?
Spanakorizo is a healthy dish from Greece. You mix spinach, onions and rice, and add some herbs and lemon juice. There are carbs in rice, and a lot of vitamins in spinach. People eat it for lunch or dinner. There isn't any meat in it, so it's great for vegetarians.
Maria, Greece
Shakshuka is a popular breakfast in my country. It's easy to make. You fry onions, garlic, red pepper and tomatoes in a frying pan, and then cook eggs on top. There's protein in the eggs, and a lot of healthy fats. Eat it with bread for extra carbs. It's delicious!
Karim, Tunisia
Bibimbap is a dish we eat at New Year. It's a bowl with rice and different types of vegetables, like carrots, mushrooms and cucumber. People usually add meat and an egg, but you can make it with tofu, too. It's healthy because it's got everything – protein, carbs and fat.
Do-yun, South Korea

1.43
Check your score!
Exercise 1
1 b **2** c **3** d **4** a
Exercise 2
1 Slice **2** bowl **3** steam
Exercise 3
1 fizzy **2** protein **3** alternative **4** Dried
Exercise 4
1 b **2** c **3** b **4** a
Exercise 5
1 many **2** much **3** many **4** much **5** much
Exercise 6
1 make **2** sorry **3** Can **4** buying **5** problem

1.44
Kitchen objects
bowl – miska
can – puszka (np. na napój)
carton – karton
frying pan – patelnia
jar – słoik
mug – kubek
plate – talerz
tin – puszka (np. na konserwę)

1.45
Cooking words
add – dodawać
boil – gotować
chop – siekać
fry – smażyć
mix – mieszać
slice – kroić
steam – gotować na parze

1.46
Talking about food
carbs – węglowodany
dairy – nabiał
five-a-day – owoc lub warzywo pięć razy dziennie
oil and fat – olej i tłuszcz
protein – białko

1.47
Food choices
chickpeas – ciecierzyca
dried fruit – suszone owoce
fast food – śmieciowe jedzenie
fatty food – tłuste jedzenie
fizzy drink – napój gazowany
hummus – humus
herb – zioło
sweet – cukierek, słodycz
tofu – tofu

1.48
Real English
Sounds good! – Brzmi dobrze!
Careful! – Ostrożnie!
Brilliant idea! – Genialny pomysł!

1.49
Making and responding to requests
Can you (bring a cake)? – Czy możesz (przynieść ciasto)?
Yes, sure. – Tak, oczywiście.
Could you (buy a big birthday card)? – Czy mógłbyś/mogłabyś (kupić dużą kartę urodzinową)?
No problem. – Żaden problem.
Would you mind (making sandwiches for the party)? – Czy miałbyś/miałabyś coś przeciwko (zrobieniu kanapek na przyjęcie)?
Sorry, but I don't think that's a good idea. – Przepraszam, ale myślę, że to nie jest dobry pomysł.
I'm sorry, but I can't. – Przepraszam, ale nie mogę.

Revision Units 1–2

1.50
Speaker 1
I go to a school for young musicians. We do all the usual subjects, and we spend three hours a day on music. It means we spend a lot of time at school. We have concerts at lunchtime, and sometimes in the evening, too. I don't have time for hobbies.
Speaker 2
There are students from all over the world at my school. We learn a lot of foreign languages here. Lessons are in English, but we study French, Spanish and Chinese. We often practise these languages in the playground! The teachers are friendly, and we often go on school trips.
Speaker 3
Maths, science and technology are important subjects at my school. I love science, so my favourite place is the laboratory. We've got a great computer room, too. We spend a lot of time there, but we use laptops in all our lessons. And there's a coding club after school. My friends love it.

Unit 3

1.51
Girl: Hey, look at this magazine. Nine steps to a healthy lifestyle!
Boy: Heh ... Photo one is my favourite. I always make time to relax!
Girl: I don't. I'm so *busy*! Look at step 2! The idea is we must get enough sleep. I sleep *a lot!*
Boy: Me, too! Photo 3 means it's important to spend time outdoors. We both do that.
Girl: And Photo 8 is about studying hard. I do my homework every day.
Boy: But we must manage our time so we don't spend our lives doing homework! That's what step 7 means.
Girl: Hey, photo 5 is so true! I have a passion and do it regularly!
Boy: Really?
Girl: Reading of course!

1.52
1 make time to relax **2** get enough sleep **3** spend time outdoors **4** have a well-balanced diet **5** have a passion and do it regularly **6** your time online **7** manage your time **8** study hard **9** spend time with your family

1.53
1 Mum: It's a lovely day. Why don't you play in the garden?
2 Child 1: I've got a maths test tomorrow.
Child 2: Let's revise together!
3 Child 1: Is Drama Club good?
Child 2: Good? It's fantastic! I want to be an actor!
4 Dad: It isn't a good idea to study all the time. You must try to relax!
Child 2: I know ...
5 Mum: Debora, where's your brother? Let's visit grandma!
6 Child 1: My lunch today is pasta with tofu and vegetables.

1.54
Jackie has a passion and she does it regularly. It's spending time with her cat called Emily!

1.55
Let's go out!
Jack: Hi, guys! I need your help. Emily usually spends Saturday in her room and she's always on her phone or computer. She hardly ever goes out. Can you take her somewhere?
Mia: How often do you go to town on Saturday? Never! Come on, let's go!
Emily: Hold on! I need my phone.

Paulo: Mia and I come here every day after school. The smoothies are delicious!
Emily: But it's always busy on Saturday.
Mia: Come on. Let's go in.
Emily: Has it got wi-fi?
Jack: What's up guys? Where are you?
Mia: In the park. It's my favourite place. I come here once or twice a week. Paulo often comes here to draw. It looks like Emily loves it here, too!
Jack: Well, at least she's outdoors!

1.56
I need your help.
Come on, let's go!
Hold on! I need my phone.
What's up guys?

1.57
Marek: Hi, Sofia!
Sofia: Hi, Marek. Can you play?
Marek: Sorry. I must set the table so it's ready for dinner. Oh, Tilly's here! She's hungry! My chore this week is to feed the pet, too! Talk to you later!
Sofia: OK, bye!
Marek: Here's your dinner, Tilly!
Dad: Marek?
Marek: Yes, Dad?
Dad: Can you do my chores tomorrow? I'm really sorry, but I'm very busy this week.
Marek: Sure. I can load the dishwasher after dinner, and I can wash the car! It's dirty!
Dad: That's great! And can you vacuum the floor tomorrow, too?
Marek: But that's Katy's chore Dad! ... Katy never does anything!
Dad: Katy has Theatre Club tomorrow. But she can do your chores on Thursday. Is that OK?
Marek: Yes, Dad ...

1.58
clean
clear the table
do the washing-up
feed the pet
load the dishwasher
look after my brother/sister
make my bed
put my clothes away
set the table
take the dog for a walk
take the rubbish out
unload the dishwasher
vacuum
wash the car
water the plants

1.59
Today's podcast is about your favourite topic, chores! ... Just kidding! Listen to three of my friends talking about chores and cool chore hacks!
1
On Saturdays I take the rubbish out and I clean the kitchen floor. It's usually OK, but I want my Mum to buy a robot to do that! Oh, and I make lunch on Sundays, too with Mum and Dad. I like cooking and I love spending time with my family. I don't hate chores like some of my friends.
2
My favourite chore is looking after my little sister at the weekend when Mum and Dad are busy. We play lots of games and listen to music. I do chores every day. I really hate doing the washing-up. We haven't got a dishwasher, but we have a new robot that cleans the kitchen floor!
3
I must study hard and I'm always very busy, but of course I do chores, too. Doing chores isn't my favourite activity and we don't have a robot to help! *But* I put my headphones on and I sing and dance to cool songs so doing chores isn't so bad!

1.60
Interviewer: Ana, do you like doing chores at home?
Ana: No way! I hate cleaning my room and putting my clothes away. But we've got a dog. His name's Coco. I like taking him for a walk in the park. He's so cool!
Interviewer: Olivier, what chores do you like doing?
Olivier: We all do different chores at home. I usually set the table for dinner, and I love doing that. Then after dinner, I clear the table, and load the dishwasher, but that's boring!
Interviewer: Martha, what chores do you do at home?
Martha: I make my bed every day, and I sometimes take the rubbish out.
Interviewer: Do you like taking the rubbish out?
Martha: No, I don't, but I like making my bed in the morning. I like my room tidy.

1.61
Dad: Charlie, why don't you spend some time outdoors? It's a lovely day.
Charlie: Thanks, but that isn't a good idea. I've got a science test tomorrow.
Dad: Don't worry about the test. I know you study hard.
Dad: It's Daniela! ... Charlie's here.
Daniela: Hi, Mr Jones! Hey, Charlie, let's play football in the park.
Charlie: I'm sorry, but I'd rather not. I must study for the science test.
Dad: You must make time to relax, Charlie.
Daniela: I know, how about going to the ice cream shop!
Charlie: Oh ... OK then. Thanks, I'd love to!
Daniela: We can meet Rafael and Ana, too!
Charlie: That sounds nice. Great idea!

1.62
1 Let's play video games!
2 How about playing volleyball?
3 Why don't we go to the park?
4 We can make pancakes for brunch!

1.63
Youth lifestyles
Slovenia
"We love doing sports!"
Children in Slovenia have an active lifestyle. They usually walk or cycle to school. At primary school, they do about five hours of PE every week, and they can do sports like basketball, volleyball or gymnastics in the afternoon. At secondary school, 35% of students take part in sports competitions. They often spend the weekend in nature, too. Hiking and cycling are popular, with skiing in winter. There's even a national holiday once a year for sports!
Iceland
"We spend time with family and friends."
In Iceland, family is important. Children spend a lot of time at home, and they often spend the weekend with their parents. Uncles, aunts and cousins also live nearby. Family is one reason why children in Iceland are healthy and happy. They do a lot of activities with friends, too. Iceland is a safe country, so they can meet outdoors. There are sports activities, and many clubs where they can try new things, like dance and music.

1.64
Check your score!
Exercise 1
1 enough sleep **2** well-balanced diet **3** time outdoors **4** time online
Exercise 2
1 have – b **2** make – a **3** spend – c
Exercise 3
1 make **2** put **3** clear **4** dishwasher
Exercise 4
1 often **2** every **3** hardly **4** once
Exercise 5
1 like doing **2** loves watering **3** don't like taking **4** hates setting **5** doesn't like washing
Exercise 6
1 go **2** I'd **3** playing **4** watch **5** I'd love to

1.65
Healthy lifestyle
get enough sleep – spać odpowiednio długo
have a passion and do it regularly mieć pasję i regularnie ją rozwijać
have a well-balanced diet – mieć dobrze zbilansowaną dietę
limit your time online – ograniczać swój czas w sieci
make time to relax – wygospodarować czas na odpoczynek
manage your time – zarządzać swoim czasem
study hard – uczyć się pilnie
spend time outdoors – spędzać czas na świeżym powietrzu
spend time with your family – spędzać czas z rodziną

1.66
Household chores
clean – myć
clear the table – sprzątnąć ze stołu
do the washing-up – pozmywać naczynia
feed the pet – nakarmić zwierzę domowe
load the dishwasher – włożyć naczynia do zmywarki
look after my brother/sister – opiekować się bratem/siostrą
make my bed – posłać łóżko
put my clothes away – sprzątnąć ubrania
set the table – nakryć do stołu
take the dog for a walk – wyprowadzić psa na spacer
take the rubbish out – wynieść śmieci
unload the dishwasher – wyjąć naczynia ze zmywarki
vacuum – odkurzyć
wash the car – umyć samochód
water the plants – podlać rośliny

1.67
Real English
I need your help. – Potrzebuję Twojej/Waszej pomocy.
Come on, let's go! – Chodźmy!
Hold on! I need my phone. – Zaczekaj! Potrzebuję mojego telefonu.
What's up guys? – Co słychać? / Jak leci?

1.68
Making suggestions and responding to them
Why don't you (spend some time outdoors)? – A może (spędzisz trochę czasu na świeżym powietrzu)?
Thanks, but that isn't a good idea. – Dzięki, ale to nie jest dobry pomysł.
How about (going to the ice cream shop)? – Co Ty na to, aby (pójść do lodziarni)?
I'm sorry, but I'd rather not. – Przepraszam, ale wolałbym/wolałabym nie.
Thanks, I'd love to! – Dzięki, z przyjemnością!
We can (meet Rafael and Ana). – Możemy (spotkać się z Rafaelem i Aną).
That sounds nice. Great idea! – To brzmi dobrze. Świetny pomysł!
Let's play (football in the park). – Zagrajmy w (piłkę nożną w parku).

Unit 4

1.69

Interviewer: Congratulations, Lisa!
Lisa: Thanks!
Interviewer: Let's talk about your robots.
Lisa: Right! Their names are Chip and Stella! Chip's got two feet, but he hasn't got any toes!
Interviewer: One foot is yellow and the other is green!
Lisa: Stella's got ten toes and her feet are both white!
Interviewer: I love her blue arms.
Lisa: Her two elbows are black. Can you see?
Interviewer: Yes, I can. She's very cool.
Lisa: Do you like Chip's red legs?
Interviewer: Yes, I do!
Lisa: But his two knees are black. Oh, they can both walk! Look!
Interviewer: Wow! That's so cool!

1.70

1 head **2** neck **3** body **4** arm **5** elbow **6** toe **7** back **8** shoulder **9** hand **10** finger **11** leg **12** knee **13** foot

1.71

Hi, everyone! I'm Jack! Listen and do what I say!
Stand up everybody! That's it!
Jump on your left leg!
Now wave your arms and move your body!
Clap your hands twice!
Turn your head right!
Now turn your head left!
Touch your knees!
Now touch your toes!
Put your left hand on your right shoulder!
Now touch your back with your left! That's it!
Good!

1.72

My new robot's got long fingers and toes,
I know he's cool, but he's got no nose!

1.73

He's dancing!
Mia: Hi, Paulo. What are you doing?
Paulo: I'm trying to make a robot, but I can't follow the instructions. It's Marty the Robot XY600.
Mia: Wait a second. I'll help you. ... OK, I'm looking at the manual online now.
Paulo: That's it! All done! The batteries are in.
Mia: Is he turning his head?
Paulo: No, he isn't. Nothing's happening.
Mia: OK, I'm calling you now.
Paulo: Look! His eyes are flashing blue, and his arms are moving up and down.
Mia: Is he waving?
Paulo: No, he isn't. He's dancing!
Paulo: Now, he's speaking.
Mia: What's he saying?
Marty the robot: Hello. I'm Marty. I'm from the future!
Mia: What's happening now? What's that noise?
Paulo: I don't know. Something's wrong. His head's going round and round, and he isn't responding. Help!

1.74

Wait a second. I'll help you.
That's it! All done!
Nothing's happening.
Something's wrong.

1.75

angry annoyed bored confident excited lonely nervous proud scared stressed surprised unhappy upset

1.76

Alice: Look, Alice. What a cool questionnaire!
Ben: Let's do it, Ben! So, what's your answer to question 1? I think you feel nervous before tests.
Alice: No, not *nervous*. I just feel unhappy!
Ben: I like tests so usually I feel confident! Question 2. 'You're waiting for a friend and she's late.' I'm sure you feel annoyed!
Alice: Correct. It's so rude to be late!
Ben: I feel bored because I have nothing to do! Actually, all my answers are c.
Alice: Even number 3? You're losing a video game and you feel excited?
Ben: Yes!
Alice: I feel angry! Question 4 says ...

1.77

1
Girl: When do you feel excited, Josh?
Boy: I always feel excited when it's my birthday. I love getting presents.
Girl: How are you feeling now?
Boy: I'm tired because I've got a lot of homework.
2
Boy 1: What's the matter, Anna? Are you OK?
Girl: I'm a bit nervous.
Boy 1: Is it about the history test? I know it's important.
Girl: Yes. I usually feel confident, but not today.
3
Girl: Why is George so annoyed right now?
Boy 1: There's a problem with his phone. It isn't working.
Girl: He's usually so relaxed, he hardly ever gets annoyed.
Boy 1: I know, but he can't live without his phone!
4
Adult 1: Congratulations, Lena! Are you surprised to win the competition?
Girl 3: Not really. Our robot is amazing!
Adult 1: So, how are you feeling now?
Girl 3: I'm feeling proud, very proud.

1.78

Rafael: Yes!!!
Charlie: Hi! What are you doing here alone?
Rafael: I'm playing a new game.
Charlie: Are you OK?
Rafael: Yes, I'm OK. I'm just a bit bored.
Charlie: You shouldn't look at your phone all day. It isn't good for your eyes or your back.
Rafael: I know, but I love playing games.
Charlie: What about spending more time with your friends?
Rafael: Thanks. You're right. Actually, there is something else.
Charlie: What is it?
Rafael: I don't like maths, it's difficult. I play games to relax.
Charlie: You should ask Ms Adams for help.
Rafael: I know, but I'm a bit nervous ...
Charlie: You shouldn't worry! What about coming to Maths Club with me? It's fun and we can all help you.
Rafael: That's a good idea. Thanks Charlie!
Charlie: It starts at four o'clock.
Rafael: OK, let's go!

1.79

1
Girl: I'm really annoyed. My phone isn't working!
Boy: What about turning it off and on again?
2
Boy: I'm a bit nervous about the test tomorrow.
Girl: You should study this evening.
3
Girl: I feel lonely. My best friend is on holiday.
Boy: You shouldn't stay at home alone. Meet your other friends!

1.80

More than words!
So, you think you can read emotions, but what about reading emotions in other countries? Do people show their feelings in the same way?
Thailand
In Asian countries, people often hide their emotions. In Thailand, many people smile when they're happy, but also when they feel nervous or sad. They hardly ever show angry feelings. They don't speak in a loud voice or move their hands, because this means that they're annoyed.
People nod their head to say "yes", but also when they want to say "no". This is because it isn't polite to say "no" in Thailand.
Italy
In Italy, people are open, and they often show their emotions. They're usually talkative, and they like asking questions.
A conversation in Italian can sound angry. This is because people often speak loud, but the speakers are usually just happy or excited. People move their hands a lot when they speak to show how they feel. In fact, there are ways to say things using only your hands in Italy!

1.81

Check your score!
Exercise 1
1 leg **2** arm **3** hand **4** neck
Exercise 2
1 feet **2** toes **3** head **4** shoulder
Exercise 3
1 annoyed **2** confident **3** lonely **4** proud
Exercise 4
1 are you making **2** isn't working **3** 'm putting **4** are moving **5** 's running
Exercise 5
1 b **2** c **3** c **4** a
Exercise 6
1 c What about **2** d You should **3** a You shouldn't **4** b What about

1.82

Body parts
arm – ręka
back – plecy
body – ciało
elbow – łokieć
finger – palec u ręki
foot – stopa
hand – dłoń
head – głowa
knee – kolano
leg – noga
neck – szyja
shoulder – ramię
toe – palec u stopy

1.83

Feelings and emotions
angry – zły
annoyed – poirytowany
bored – znudzony
confident – pewny siebie
excited – podekscytowany
lonely – samotny
nervous – zdenerwowany
proud – dumny
scared – przestraszony
stressed – zestresowany
surprised – zaskoczony
unhappy – nieszczęśliwy
upset – poddenerwowany, zmartwiony

1.84

Real English

Wait a second. I'll help you. – Zaczekaj chwilę. Pomogę Ci.
That's it! All done! – Skończone! Wszystko gotowe!
Nothing's happening. – Nic się nie dzieje.
Something's wrong. – Coś jest nie tak.

1.85

Expressing emotions and giving advice

I'm OK. I'm just a bit (bored). – Wszystko w porządku. Jestem tylko trochę (znudzony).
You shouldn't (look at your phone all day). – Nie powinieneś / Nie powinnaś (wpatrywać się w swój telefon cały dzień).
What about (spending more time with friends)? A może (spędzisz trochę czasu z przyjaciółmi)?
You should (ask Ms Adams for help). – Powinieneś/ Powinnaś (poprosić Panią Adams o pomoc).
I know, but I'm a bit (nervous). – Wiem, ale jestem trochę (zdenerwowany).

Revision Units 3–4

1.86

1 I'm feeling stressed today. **2** How about going to the cinema this evening? **3** Why don't we go hiking next weekend? **4** I can't do my science homework. It's very difficult!

1.87

Boy: Katy, you love skateboarding. Do you have a healthy lifestyle?
Girl: I think so. I usually get up early, at five o'clock. I have breakfast, brush my teeth, and go to the skatepark for two hours.
Boy: What about school?
Girl: I study at home, so I do my classes online. I study in the morning and go to the skatepark again in the afternoon.
Boy: Do you eat special food?
Girl: Not really. I have a well-balanced diet. My favourite lunch is rice, chicken and vegetables.
Boy: Do you make time to relax?
Girl: Well, I try to spend time with my family every day. I love looking after my little brother.
Boy: What do you hate doing?
Girl: I hate cleaning my room! I make my bed and tidy my room, but I hate cleaning it.
Boy: What do you do in the evening?
Girl: I go to bed at about half past nine. I'm always tired, and it's important for me to get enough sleep.

Unit 5

1.88

Girl: Look at the farm animals in number one! I love the grey donkey.
Boy: Me, too, but I think wild animals are more for me. The lion and the tiger in number four are beautiful. I love their colours!
Girl: But some tigers are very dangerous. They can attack people! They're scary!
Boy: What about number 2? The capybara is so cute! It's got a big body and small legs. Are capybaras endangered?
Girl: No, they aren't. There are a lot of them in South America.
Boy: Hey, let's choose number 6!
Girl: No way! Spiders aren't beautiful. I think they're ugly! And some are dangerous. They are sometimes poisonous.
Boy: What about number three?
Girl: No thanks. I've got a small tortoise. He's interesting, but he's very *slow*! Well, my favourite is *The acrobats of the sea*! Dolphins are so intelligent. I think they can understand people!
Boy: OK. So let's choose number five then!

1.89

a sheep **b** donkey **c** alpaca **d** capybara **e** meerkat **f** tortoise **g** lizard **h** lion **i** tiger **j** dolphin **k** spider **l** owl **m** guinea pig

1.90

beautiful cute dangerous endangered farm intelligent poisonous scary slow ugly wild

1.91

Girl: Five friendly capybaras, six scary spiders!
Boy: Nine noisy monkeys, twenty wild guinea pigs!

1.92

Meet the meerkats
Jack: Here we are. How about seeing the alpacas first? They're so cute!
Mia: Meerkats are cuter. Let's go there.
Emily: Maybe later.
Emily: What are they? Are they guinea pigs?
Paulo: No, they're capybaras. They're bigger than guinea pigs, and they bite, too! Guinea pigs are friendlier.
Mia: OK, but meerkats are more interesting. Can we see them now?
Jack: Did you know that some lizards can change colour? They're more beautiful than snakes.
Paulo: Yes, and snakes are more dangerous.
Paulo: I love monkeys. They're so intelligent.
Emily: And they're faster than humans!
Mia: But meerkats are more intelligent. Come on guys! Look at this face.
Jack: Oh my gosh! They're so small, but their eyes are really big!
Emily: You're right, Mia. They are cuter than all the other animals!
Mia: See, I told you!

1.93

Here we are.

Did you know that ...?
Oh my gosh!
I told you!

1.94

1 Tortoises are slower than rabbits.
2 Monkeys are more intelligent than mice.
3 Alpacas are friendlier than donkeys.
4 Sharks are better swimmers than crocodiles.

1.95

Boy: What animal shall we choose as our mascot?
Girl: How about a lion? Lions are wild and strong.
Boy: I'm not sure ... We could have a shark! Sharks are stronger than lions.
Girl: That's true, but they're scarier than lions, too!
Boy: I've got a better idea. What about an owl? Owls are intelligent.
Girl: Or ... a parrot? I think parrots are friendlier than owls.
Boy: Maybe, but I think owls are more interesting than parrots.
Girl: OK, let's choose an owl then.

1.96

Eve: Adrian, look at those photos! The lion is amazing!
Adrian: I love the whiskers on its face and its brown fur.
Eve: And look at the four big paws!
Adrian: Fluffy, the owl, has got beautiful wings.
Eve: Yes, its feathers on the tail are all different colours. And look at the claws on its feet!
Adrian: It's got a small white beak! So cute!
Eve: Hmm, I think the dolphin is more beautiful than the owl.
Adrian: You can't say that Eve. It's just different!
Eve: The fin on its back and its tail help it swim.
Adrian: The giant tortoise is uglier than the other animals.
Eve: I don't think it's ugly. It's got a really beautiful shell and the scales on its legs are really interesting!
Adrian: And look at its big pink tongue!

1.97

1 fin **2** tail **3** beak **4** feather **5** wing **6** claw **7** whisker **8** fur **9** paw **10** tongue **11** shell **12** scale

1.98

Hi, everyone! I'm here today to talk about different animals your school can adopt.
Firstly, what about adopting an owl like Fluffy? There are five types of owl in the UK. Fluffy is a barn owl. That's B-A-R-N. We make sure barn owls have a place where they can live. Schools that adopt an owl can have a lovely present, an interesting book about owls with lots of fun facts. For example, owls' wings are much quieter than other birds' wings when they fly. This is because of their feathers.
Another animal you could adopt is an African lion, like Leonard. Leonard doesn't live in Africa. He lives in a safari park in the UK so you can visit him! But remember, lions are often dangerous. We help people understand these beautiful animals better. Schools that adopt a lion can have a photo of a lion and a lion T-shirt for everyone! To finish, here's a fun fact. Lions move their tails to show other lions they are in a bad mood!

2.1

There are eight types of bear in the world, and they live in many different countries. Polar bears can grow to about 3 metres. They are the biggest of the big bears. They're very beautiful, but for many people, panda bears, with their black and white fur and small black eyes, are the cutest. And did you know that panda bears are also very quiet? They're the quietest animals in the world. Bears can be scary, of course. The scariest of all is the brown bear, but you hardly ever meet them in the wild. In fact, *they're* scared of people. Brown bears look for food at night, and they're very good at it. They've got the best noses, and they're also very clever. Some people say that the brown bear is the most intelligent bear in the world.

2.2

Ana: Hey, let's buy Rafael a book for his birthday. He loves animals!
Daniela: What about this book about guinea pigs? I think guinea pigs are cute.
Ana: I agree. Guinea pigs are cute, but I'm not sure it's a good idea. He likes wild animals. What do you think about the book about crocodiles? I think it's a great present. Are you OK with it?
Daniela: I'm sorry, but I don't think so. It's smaller than the other books. But I love this one about dolphins!
Ana: Can I see it? It looks really interesting. And dolphins are more intelligent than guinea pigs and friendlier than crocodiles.
Daniela: You're right! Excuse me. How much is it?
Boy: One pound twenty. I'm selling everything to help animals.
Ana: That's great! But I've only got one pound. Is that OK?
Boy: Yes, that's fine.

2.3

Botswana, Africa
Botswana is home to 130,000 elephants, the biggest population in the world. But these elephants are endangered. One problem is that they often go to local farms at night to look for food – and this makes the farmers angry!

Now there's a clever solution - bees! Elephants are scared of bees! They're intelligent animals, and they know that bees can hurt them. So, farmers are putting beehives around their farms. When the elephants see the bees, they run away. The farmers also use the bees to make honey. This way, the farmers are happy, and the elephants are safe.
Colombia, South America
People say the cotton-top tamarin is the cutest monkey in the world. There are only 6,000 in the wild, and they all live in forests in Colombia. But these forests are endangered. Local people use wood from the trees when they cook, and there's also plastic waste. Another problem for the monkeys is that they are popular pets.
Proyecto Titi is trying to help. Thanks to this project, people now cook in a different way. Women collect plastic waste and use it to make bags. And they make toy monkeys that they can sell.
The people make money, and they save the monkeys, too.

2.4
Check your score!
Exercise 1
1 donkey **2** lizard **3** dolphin **4** spider
Exercise 2
1 endangered **2** poisonous **3** intelligent **4** scary
Exercise 3
1 tail **2** shell **3** wing **4** whiskers
Exercise 4
1 bigger **2** stronger **3** better **4** friendlier **5** more beautiful
Exercise 5
1 longest **2** worst **3** most dangerous **4** the noisiest
Exercise 6
1 about **2** sure **3** right **4** agree

2.5
Animals
alpaca – alpaka
capybara – kapibara
dolphin – delfin
donkey – osioł
guinea pig – świnka morska (kawia domowa)
lion – lew
lizard – jaszczurka
meerkat – surykatka
owl – sowa
sheep – owca
spider – pająk
tiger – tygrys
tortoise – żółw

2.6
Adjectives to describe animals
beautiful – piękny
cute – uroczy
dangerous – niebezpieczny
endangered – zagrożony
farm – wiejski, rolny
intelligent – inteligentny
poisonous – jadowity
scary – przerażający
slow – powolny
ugly – brzydki
wild – dziki

2.7
Animals: parts of the body
beak – dziób
claw – pazur
feather – pióro
fin – płetwa
fur – futro
paw – łapa
scale – łuska
shell – skorupa
tail – ogon
tongue – język
whisker – wąs, wibrys
wing – skrzydło

2.8
Real English
Here we are. – Jesteśmy na miejscu.
Did you know that ...? – Czy wiedziałeś/wiedziałaś, że...?
Oh my gosh! – Ojej!
I told you! – A nie mówiłem/mówiłam?

2.9
Expressing opinions and asking for opinion
I think (guinea pigs are cute). – Myślę, że (świnki morskie są urocze).
I agree. – Zgadzam się.
I'm not sure it's a good idea. – Nie jestem pewien/pewna, że to jest dobry pomysł.
What do you think about (the book about crocodiles)? – Co myślisz (na temat książki o krokodylach)?
Are you OK with it? – Czy to Ci pasuje?
I don't think so. – Nie sądzę.
You're right! – Masz rację!
Is that OK? – Czy to jest w porządku?
Yes, that's fine. – Tak, to jest w porządku.

Unit 6

2.10
1
Jack: Excuse me! I'm Jack!
Melissa: I'm Melissa.
Jack: Can I ask you a question?
Melissa: Sure!
Jack: What's your favourite month of the year?
Melissa: That's easy. May!
Jack: Why's that?
Melissa: My birthday is on the twenty-third of May!
2
Jack: Hello! My name's Jack.
Martin: Hi! I'm Martin.
Jack: Martin, what's your favourite month of the year?
Martin: My favourite month. Hmm. That's a difficult question! Some people don't like the first month of the year because it's cold. But I love it! I often go skiing with my family in January.
3
Jack: Hi! I'm Jack. What's your name?
Sofia: Sofia.
Jack: Sofia, I'm interviewing teens about their favourite months. What's your favourite?
Sofia: Eer, October. My cousins always come to stay and we spend a lot of time outdoors. We skateboard in the park every day.

2.11
January February March April May June July August September October November December

2.12
1 A month with three letters.
2 A month with nine letters.
3 A month when you don't go to school.
4 A month with five letters that finishes with 'H'.
5 Your birthday month.

2.13
Ordinal numbers
first; second; third; fourth; fifth; sixth; seventh; eighth; ninth; tenth; eleventh; twelfth; twentieth; twenty-first; twenty-second
Dates
the fifth of August; the twenty-third of May

2.14
1
Girl: Where is the lab?
Boy: It's on the first floor.
2
Girl: When's your birthday?
Boy: It's on the second of November.
3
Girl: This book is very old.
Boy: It's from the nineteenth century.
4
Girl: Who is in the picture?
Boy: It's King Henry VIII!
5
Girl: When's the last day of school this year?
Boy: The 25th of June.

2.15
Thelma's eleventh birthday is on the thirteenth of the twelfth month of the year!

2.16
Jack's special day
Teacher: It's your turn, Jack.
Jack: Thanks! My special day was the 17th of May last year. It wasn't my birthday or a holiday ...
Jack: ... it was the day of the basketball finals. We were all very nervous. Luckily, our friends were there to cheer us on.
Emily: Come on, guys!
Paulo: You can do it!
Jack: We weren't very good in the first half. The score was 35-43.
Coach: Don't give up! Give it your best shot!
Jack: We were better in the second half. With 15 seconds to go, the score was 65–66. Then ... it was 67–66!
Crowd: Yes!
Jack: We were the winners! I was so proud, it was the best day of my life!
Emily and Paulo: The champions!

2.17
It's your turn.
Don't give up!
Give it your best shot!
The champions!

2.18
1 It was my birthday. **2** I was very excited. **3** All my friends were there. **4** We were in the garden. **5** My cake and presents were on the table. **6** I was 13 years old!

2.19
1
Adult: Good morning! Please open your books at page 17!
2
an adult singer singing a scale to warm up
3
Man: Action!
Boy: There's a lion in the garden!
Woman: You're joking!
4
sound of someone dancing – their feet

2.20
Boy: Look at picture one. It's Ludwig van Beethoven!
Girl: He was a great composer. My dad loves listening to his music.
Boy: Number two is Amelia Earhart! She was a pilot! I love her old plane!
Girl: I know number three. That's Neil Armstrong! He was an astronaut.
Boy: He was the first person to walk on the Moon! Look! Number four is Tolkien!
Girl: What an amazing writer! I'm reading *The Hobbit* at the moment!

Boy: And number five is Marie Skłodowska-Curie, the scientist. She was Polish because she was born in Poland, but she was French, too!
Girl: Who's number six?
Boy: Pablo Picasso! He was a very famous Spanish painter.
Girl: Oh, right! And number seven is Florence Nightingale. She was a famous nurse.
Boy: Number eight is Thomas Edison. He was an inventor with a lot of ideas!
Girl: Is number nine Nicolaus Copernicus, the Polish astronomer?
Boy: Yes, that's right. And who's that in picture ten?
Girl: It's Alexander Fleming. He was a doctor.

2.21

astronaut astronomer composer doctor explorer inventor nurse painter pilot poet scientist writer

2.22

seventeen hundred
eighteen sixty-five
nineteen oh five
two thousand and five

2.23

1
I think Nicolaus Copernicus was an amazing astronomer! We understand more about the Sun, stars and planets because of him! But I think the most amazing person is the astronaut Neil Armstrong! He was the first person on the Moon on 20th July, 1969. That was very dangerous in those days. My grandma can remember watching him on TV!
2
My grandad loves listening to Beethoven's music. I know he was a great composer, but his music isn't for me. I think Neil Armstrong was amazing! I love films about astronauts and space! But is he the most amazing? I'm not sure! I think Florence Nightingale is amazing, too because I want to be a nurse! I really can't choose one person.
3
I think Marie Curie is amazing. First, she was a great scientist. Doctors can help people in hospitals today because of her work. Second, she was a woman. It was difficult for women to study and work in the past. She was the first woman to win a Nobel Prize for science in 1903 and then again in 1911!

2.24

Girl: Hi and welcome to our *Famous Lives* podcast. Today, we're talking about Amelia Earhart. Alex, what can you tell us about her?
Boy: Hi! Well, Amelia Earhart was American. She was from the USA.
Girl: And she was a pilot, right?
Boy: Yes, but that wasn't her first job. First, she was a nurse, and later, she was also a writer. But we remember her today because she was one of the first women pilots. Her real passion was flying.
Girl: And was it dangerous to fly in those days?
Boy: Yes, it was. Planes weren't safe, but she wasn't afraid.
Girl: And why was she important?
Boy: Because she was the first woman to fly solo across the Atlantic.
Girl: That's amazing!

2.25

Ana: Hi, Rafael, happy birthday!
Rafael: Thanks for remembering. Come in! My birthday party is on Saturday. I hope you can come.
Ana: Oh no! I can't ... I'm so sorry, Rafael.
Rafael: Oh ...
Ana: My volleyball team is in the final on Saturday ...
Rafael: That's great news Ana, well done!
Ana: Thanks. That's nice of you. I'm the team captain this year, so it's important.
Rafael: You're the captain now? Congratulations, way to go!
Ana: Here, it's from me and Daniela.
Rafael: It's so cool. Thanks a lot! Hey, let's meet Sunday to celebrate!
Ana: Great! Sorry, I must go now.
Rafael: Thanks again. Good luck on Saturday!
Ana: Thanks Rafael. You're a good friend.
Rafael: Bye!

2.26

2
Girl 1: I'm in the school team!
Boy 1: That's great news! Well done!
Girl 1: That's nice of you.
2
Girl 2: Happy birthday!
Boy 2: Thanks for remembering!
3
Girl 1: Good luck in the art competition.
Boy 1: Thanks. You're a good friend.

2.27

The Best Air and Space Museums!
The Smithsonian Air and Space Museum, Washington D.C., the USA
A great place to find out about the history of flying! There are over 150 planes here. There's the Wright Brothers' *Flyer*, the first plane to fly, and Amelia Earhart's famous red plane.
For me, the section on space was the best. You can see the *Discovery Space Shuttle*, and part of Apollo 11. This was home to Neil Armstrong and the other astronauts when they were on their mission to the Moon. It was amazing to see REAL objects that were in space!
There are other cool things – like a section on *Star Trek*. It's free, too!
Bourget Air and Space Museum, Paris, France
Do you want to be an astronaut? Then this is the place to visit. You can find out what it's like to go to space. There are exercises to train your body, and you can sit in a practice spaceship. For me, the best part was the take-off. It was amazing! The videos were cool, too! Real astronauts talk to you from space and tell you about their daily life there.
There are also old and famous planes here. My favourite was the *Concorde*, which was the fastest passenger plane in the world. It was more expensive to sit in it, but it was fun!

2.28

Check your score!
Exercise 1
1 August **2** twelfth **3** September **4** twenty-third
Exercise 2
1 the nineteenth of January; **2** the eighth of May; **3** the thirtieth of October; **4** the twenty-fifth of March
Exercise 3
1 nurse **2** composer **3** explorer **4** scientist
Exercise 4
1 was **2** weren't **3** wasn't **4** were
Exercise 5
1 were you **2** Was your mum **3** wasn't **4** Were your parents **5** were
Exercise 6
1 c **2** a **3** d **4** b

2.29

Months
January – styczeń
February – luty
March – marzec
April – kwiecień
May – maj
June – czerwiec
July – lipiec
August – sierpień
September – wrzesień
October – październik
November – listopad
December – grudzień

2.30

Ordinal numbers
first – pierwszy
second – drugi
third – trzeci
fourth – czwarty
fifth – piąty
sixth – szósty
seventh – siódmy
eighth – ósmy
ninth – dziewiąty
tenth – dziesiąty
eleventh – jedenasty
twelfth – dwunasty
twentieth – dwudziesty
twenty-first – dwudziesty pierwszy
twenty-second – dwudziesty drugi

2.31

Years
1700 (seventeen hundred) – rok tysiąc siedemsetny
1865 (eighteen sixty-five) – rok tysiąc osiemset sześćdziesiąty piąty
1905 (nineteen oh five) – rok tysiąc dziewięćset piąty
2005 (two thousand and five) – rok dwa tysiące piąty

2.32

Jobs
astronaut – astronauta/astronautka
astronomer – astronom/astronomka
composer – kompozytor/kompozytorka
doctor – lekarz/lekarka
explorer – odkrywca/odkrywczyni
inventor – wynalazca/wynalazczyni
nurse – pielęgniarz/pielęgniarka
painter – malarz/malarka
pilot – pilot/pilotka
poet – poeta/poetka
scientist – naukowiec/naukowczyni
writer – pisarz/pisarka

2.33

Real English
It's your turn. – Twoja kolej.
Don't give up! – Nie poddawaj się!
Give it your best shot! – Daj z siebie wszystko!
The champions! – Mistrzowie!

2.34

Congratulating people, expressing wishes and replying to them
Happy birthday! – Wszystkiego najlepszego z okazji urodzin!
Thanks for remembering! – Dzięki za pamięć!
That's great news! – Wspaniałe wieści!
Well done! – Dobra robota!
Thanks. That's nice of you. – Dzięki. To miło z twojej strony.
Congratulations, way to go! – Gratulacje, tak trzymać!
Good luck (on Saturday)! – Powodzenia (w sobotę)!
You're a good friend. – Jesteś dobrym przyjacielem / dobrą przyjaciółką.

Revision Units 5–6

2.35

All animals are different, but the body of each animal helps them to live in their environment. For example, camels live in deserts, like the Sahara. They've got big feet to help them walk on sand, and their fur helps them to stay cool in hot weather. Of course, camels have got a hump on their back, too. They use the fat in this hump to travel for days without food or water.
Polar bears live on ice. Their big paws help them to walk on the ice and to swim. Their bodies have fat to keep them warm. And did you know that polar bears are black under their white fur, and that their tongue is dark blue or black, too? This also helps them to stay warm.
Flamingos live near salt water. Their long legs are good for walking in water because they hardly ever swim. They've got long necks and long beaks to look for food in the water. And they often stand on one leg and put their head under one wing to help them stay warm.

Unit 7

2.36

Alfie: A lot is happening this weekend! Look at these ads!
Jessica: Why don't we go to the theatre workshop? I want to be an actor!
Alfie: I'm not sure. Hmm ... I think the conservation workshop looks interesting. What about learning how to plant vegetables?
Jessica: It's a good idea, but we can read about that on the Internet.
Alfie: Yes, you're right.
Jessica: We could go on the family treasure hunt! We just follow instructions on an app and walk round town.
Alfie: Or we can play online games in an esports tournament!
Jessica: I like watching esports on the Internet. They stream some tournaments on TV, too.
Alfie: Just a minute! There's a clothes swap!
Jessica: What's a clothes swap?
Alfie: You give people clothes you don't want any more and they give you some clothes. It's free. You can get some interesting clothes!
Jessica: That's a great idea! Let's go to the clothes swap.
Alfie: OK! But we must arrive early. Is half past eight OK?
Jessica: On a Saturday? ... OK!

2.37

book fair clothes swap conservation workshop esports tournament immersive VR experience theatre workshop treasure hunt yoga class

2.38

1 I really enjoy reading! **2** I love playing online games! **3** I want some new clothes, but I haven't got much money. **4** I want to move my body and learn something new. **5** My favourite subject is Drama!

2.39

arrive discover follow plant stream swap

2.40

The conservation workshop is in Room 503,
Do you want to go? Just follow me!

2.41

Last weekend
Emily: Hi, Mia. Wow! That's the coolest T-shirt ever!
Mia: Thanks! I was at a clothes swap on Sunday. I swapped five things! So, what about you? How was your weekend?
Paulo: I watched an esports tournament. They streamed it all weekend!
Mia: Did you watch all the games on your laptop?
Paulo: No, I didn't. I watched the games on my phone!
Paulo: What about you, Emily? What did you do?
Emily: Well, I didn't want to stay at home, so I decided to go on a treasure hunt. We walked around town and looked for clues. It was so cool!
Mia: And you Jack? Did you stay at home?
Jack: Yes, I did. I studied, and I helped my parents. I didn't enjoy it that much!
Mia: Well, why don't we all do something together next weekend? How about a theatre workshop?
Jack: That sounds like fun!

2.42

That's the coolest T-shirt ever!
It was so cool!
That sounds like fun!

2.43

1 on foot **2** train **3** underground **4** bus **5** coach **6** tram **7** motorbike **8** helicopter **9** plane **10** taxi **11** ferry **12** car

2.44

Martina: Gabriel, look at this leaflet. Are you eco-friendly?
Gabriel: Usually ... but I always go to school by car with Dad.
Martina: Gabriel ...
Gabriel: I know cars aren't eco-friendly. I wanted to go by bike last week, but Mum says bikes are dangerous on some roads near home.
Martina: I understand. Why don't you go to school on foot?
Gabriel: Different reasons! I didn't walk here this morning because of the big books in my school bag. How about you? How do you get around?
Martina: I catch the bus to school. I get on the bus at the bus stop near my house in the morning. I get off the bus at the bus stop near school. We haven't got a car so we go everywhere by bus and train! And we've all got bikes!
Gabriel: You are really eco-friendly!

2.45

1
Girl: Do you ever come to school by bus?
Boy: Only when I can't go with Dad, like last Friday. The bus arrived at the bus stop fifteen minutes late!
Girl: Oh dear ... What about the underground or a tram?
Boy: There isn't a station near my house and there isn't a tram stop.
2
Boy: What type of transport do you like the most?
Girl: Well, I like planes and helicopters, but I really love ferries. They're so cool. We go by plane to visit my grandparents in Spain.
Boy: Martina, planes, helicopters and ferries aren't very eco-friendly. Look at the leaflet!
Girl: Maybe we should go by train next year.
Boy: Good idea!
3
Girl: Hey, look at my photos! I was at a conservation workshop with my family last Sunday.
Boy: Did you enjoy it?
Girl: Yes, I did. It was fun. We planted trees and flowers!
Boy: Did you plant any vegetables?
Girl: No, we didn't.

2.46

Boy: Alisha, did you come to school by bus today?
Alisha: No, I didn't. I came by tram. I got on near my house and got off near school.
Boy: OK. How did you go on holiday last year?
Alisha: I went to Paris by plane with my family. We were lucky, we bought cheap tickets.
Boy: Right, and did you catch a train last year?
Alisha: Yes, I did. My family and I went to London by train.
Boy: How did you get around there?
Alisha: We got around by underground. London's a big city, and it's the best way.
Boy: Did you travel by coach last year?
Alisha: No, I didn't. Oh, wait a minute. Yes, I did. We went on a school trip to an aquapark, and we went by coach.

2.47

Ana: Morning! How are you?
Charlie: OK. I'm tired! I didn't get enough sleep last night.
Ana: Why? What did you do at the weekend?
Charlie: I went to an esports tournament yesterday.
Ana: What was it like?
Charlie: It was amazing!
Ana: Where was it?
Charlie: It was in Main Hall in the town centre.
Ana: How did you get there?
Charlie: By bus.
Ana: What time did it start?
Charlie: It started at two o'clock on Saturday afternoon, but it finished late. I played in five games. How was your weekend? Did you do anything fun?
Ana: Yes, I did! I went to a Samba workshop!
Charlie: Cool!
Ana: Look at my photos!

2.48

A Nigerian teenager's blog
Boy 1: Last weekend, I went to a music workshop. I wanted to learn how to play the drums. Did you know that music is very important here in Nigeria?
In the past, people used music to tell stories about our culture. Music also helped people when they worked on farms or did chores. Nowadays, we play and sing at every important event in our lives.
Drums are a traditional instrument, but there are others, too. Children sometimes make their own instruments from cans or plants. What about you? What did you do?
Girl 1: I had a calligraphy class. Calligraphy is the traditional way of writing in China. In the past, people used a brush to draw pictures, or characters. Each word in my language is a different character!
I think it's important to learn about our culture. I started calligraphy when I was seven, and I love it!
Girl 2: I went to a dance class. Irish dancing is part of our culture. I first saw it when I was three and decided to learn.
In the past, people only danced at social events, but now there are competitions, too. A lot of young people post video clips of their dances online. It's so cool!

2.49

Check your score!
Exercise 1
1 immersive VR experience **2** yoga class
3 book fair **4** theatre workshop
Exercise 2
1 conservation workshop **2** clothes swap
3 esports tournament **4** treasure hunt
Exercise 3
1 underground **2** coach **3** helicopter **4** ferry
Exercise 4
1 We didn't play basketball last weekend.
2 I helped my parents. **3** Did he use social media?
4 She didn't stay at home. **5** They studied science.
Exercise 5
1 did, come **2** caught **3** got **4** Did, ride **5** did

Exercise 6
1 Did you do **2** was it **3** did it start **4** it like

2.50

Events and activities
book fair – targi książki
clothes swap – wymiana ubrań
conservation workshop – warsztaty ekologiczne
esports tournament – turniej e-sportowy
immersive VR experience – wciągające doświadczenie wirtualnej rzeczywistości
theatre workshop – warsztaty teatralne
treasure hunt – poszukiwanie skarbu
yoga class – lekcja jogi

2.51

Useful verbs
arrive – przyjechać
discover – odkryć
follow – podążać
plant – sadzić
stream – transmitować na żywo
swap – wymienić

2.52

Getting around
bus – autobus
car – samochód
coach – autokar
ferry – prom
helicopter – helikopter
motorbike – motocykl
on foot – pieszo
plane – samolot
taxi – taksówka
train – pociąg
tram – tramwaj
underground – metro

2.53

Real English
That's the coolest T-shirt ever! – To najfajniejsza koszulka, jaką widziałem/widziałam!
It was so cool! – To było super!
That sounds like fun! – Brzmi fajnie!

2.54

Asking for and giving information about a past event
Morning! How are you? – Cześć! Jak się masz?
I'm tired! – Jestem zmęczony!
What did you do at the weekend? – Co robiłeś/robiłaś w weekend?
I went to (an esports tournament yesterday). – Poszedłem/Poszłam na (turniej e-sportowy wczoraj).
What was it like? – Jak było?
It was amazing! – Było wspaniale!
Where was it? – Gdzie się odbywał?
It was (in Main Hall in the town centre). – Odbywał się (w Hali Głównej w centrum miasta).
How did you get there? – W jaki sposób tam dotarłeś/dotarłaś?
By bus. – Autobusem.
What time did it start? – O której godzinie się zaczął?
It started at (two o'clock on Saturday afternoon). – Zaczął się o (drugiej po południu w sobotę).
How was your weekend? – Jak Tobie upłynął weekend?
Did you do anything fun? – Robiłeś/Robiłaś coś fajnego?

Unit 8

2.55

Hi, everyone! I'm Lily! What's the weather like around the world today? Let's listen and find out!
1 Hello there! It's warm and dry here in Spain! It's great weather for a T-shirt, shorts and sunglasses!
2 It isn't warm here in New Zealand. It's freezing! It's best to stay indoors. Do you need to go out? Then wear a warm jacket, boots, a hat and a scarf!
3 It's cold in Canada, too. Everywhere is white in my town. It's snowy! You can have lots of fun in snowy weather. People are skiing here!
4 Hello from Poland! The weather in my town isn't very good today. The sky is very grey. It's cloudy and stormy! Today is a good day for playing board games at home with your family!
5 Hi! Do you live in China like me? You need your umbrella today because it's rainy. It's very wet and very windy! Oh no! There goes my hat!
6 Good morning! It's foggy here in London today. We can't see much! It's dangerous in the city on foggy days, so be careful on your bikes!
Thank you weather reporters! Tomorrow's topic is seasons! What's your favourite season? Do you like snowy winter? What about beautiful spring flowers or sunny summer weather? My favourite season is autumn ...

2.56

cloudy dry foggy freezing snowy stormy warm wet windy

2.57

Lily: Hi, everyone! Today's topic is seasons. It's summer in the UK. It's warm and sunny here, but it was wet and cold yesterday! The weather here changes a lot!
Gill: Yes, that's right. It's summer here, but in some places in the world it's winter! It's cold and grey today in Melbourne, Australia and in the city of Perth, it's stormy!
Lily: Really? Perth is the sunniest city in Australia!
Gill: Not today!
Lily: Did you know that some places in the world don't have four seasons? Quito in Ecuador has just two, a wet season and a dry season. It's the dry season at the moment.
Gill: It's lovely and warm in Quito today, but it isn't hot.

2.58

Vicky loves walking with Wilma in very windy weather,
Victor loves swimming with Vlad in very snowy weather!

2.59

What should I take?
Mia: Help! I don't know what to pack for my holiday tomorrow.
Emily: Let me see. Tell me about your plans.
Mia: Well, I'm going to go to a nature camp. We're going to go hiking and canoeing.
Emily: OK. It's hot and sunny, so you're going to need a T-shirt and shorts.
Mia: And we're going to go swimming, too.
Mia: ... and I need a jacket and three jumpers.
Emily: Are you kidding? It's summer!
Mia: We aren't going to stay in a hotel and it's going to be freezing in a tent at night.
Mia: I'm not going to take my phone.
Emily: No phone? Why not?
Mia: We can't use phones. They're going to teach us to live in the wild. My dad's going to lend me his camera.
Emily: Hang on. How long is this holiday, Mia?
Mia: Three days.
Emily: I can't believe it!

2.60

Let me see.
Are you kidding?
Hang on.
I can't believe it!

2.61

1 She's going to take photos. **2** I'm going to read a book. **3** They aren't going to sunbathe. **4** We're going to spend time outdoors. **5** He isn't going to stay at home.

2.62

Hi, everyone. I'm playing my new immersive VR game! You can visit different places from home! So, let's start!
Wow! I'm on a small boat on an ocean. There's water all around me. The ocean is so blue!
Now I'm walking in a big jungle with a lot of trees. They're beautiful! I can hear jungle animals – hey, there's a monkey!
Now I can hear water. It's a waterfall! I'm going to take a photo.
I'm not in the jungle now. I'm in some beautiful green countryside. The birds and sheep are noisy!
Wow! Now I'm in ...

2.63

1 countryside **2** ocean **3** island **4** cliff **5** desert **6** mountain **7** beach **8** volcano **9** river **10** lake **11** waterfall **12** jungle

2.64

1
James: Hi, Mel.
Mel: Hello, James.
James: Hey, I've got a great new immersive VR game. I went to Argentina yesterday ... in my game!
Mel: Cool! Did you see the famous waterfalls, the Iguazu Falls?
James: No, I didn't.
Mel: Did you see any beaches and cliffs?
James: No, I didn't. But I saw the Andes mountains! They were snowy! You really feel like you are there in this game.
2
James: I'd love to go to Argentina this summer, but Dad says we can't. We're going to go camping near home.
Mel: That sounds great, James.
James: What about you, Mel?
Mel: Well, we aren't going to see family this summer. We're going to visit Scotland! We're going to go to some islands and we're going to catch a ferry!
3
James: I'm sorry, Mel, but I must go. I'm going to go climbing with my cousins this afternoon. We're going to go to the new climbing wall next to the river!
Mel: Have fun, James! I'm going to go to the river, too, but I'm not going to go climbing. I'm going to ride my scooter with my sister.

2.65

1 Where are you going to go? **2** Who are you going to go with? **3** How are you going to get there? **4** What's the weather going to be like? **5** What are you going to see? **6** What are you going to do there?

2.66

Girl: Where are you going to go on holiday this year, Hugo?
Boy: I'm going to go to the mountains.
Girl: Who are you going to go with?
Boy: I'm going to go with my parents and sister.
Girl: How are you going to get there?
Boy: We're going to go by train.
Girl: What's the weather going to be like?
Boy: It's going to be freezing and snowy!
Girl: What are you going to see there?
Boy: I'm going to see forests and a beautiful lake.
Girl: What are you going to do there?

Boy: I'm going to go hiking and skiing. I can't wait!

2.67

Rafael: Daniela! Can you come to the end-of-term class picnic? It's on 28th June in the park next to the lake.
Daniela: I'm afraid I can't. I've got a piano exam in the morning.
Rafael: The picnic is in the afternoon!
Daniela: Great, then I can come!
Rafael: Excuse me Ms Adams. Would you like to come to our class picnic?
Daniela: It's on 28th June!
Rafael: Our parents are going to be there.
Ms Adams: I'm really sorry, but I'm busy then. There are music exams at school.
Daniela: But the exams are in the morning! Are you free in the afternoon?
Ms Adams: Yes, I am. I'd love to go. Thank you for inviting me.
Daniela and Rafael: Great!

2.68

1 Would you like to play chess tomorrow morning? **2** Can you come to the mountains with me and my family at the weekend? **3** Are you free tomorrow afternoon? **4** Would you like to go to the cinema with me on Saturday evening?

2.69

The World in Colours!
There are many natural wonders in the world. These are the top three places I plan to see when I'm older.
Peru
The first place I'm going to visit is Rainbow Mountain, in the Andes in Peru. It's 5,200 metres high, and 14 different colours! The colours are from minerals in the rocks. Before 2013, the mountain was under snow, but now you can see it in summer. I'm going to hike to the top and see alpacas. I can't wait!
Indonesia
Next, I'm going to go to Indonesia. There are 147 volcanoes in this country, but Kawah is the best. The lava is blue! It's like magic! Then, I'm going to go to the island of Komodo. The biggest lizard in the world lives there. It's three metres long, and very dangerous! The island has beautiful pink beaches, too. Amazing!
Turkey
The third place I'm going to visit is Pamukkale, in Turkey. I'm going to see the waterfall there. Water from hot springs comes down the side of a cliff, and it makes white pools. The water in these pools can be hot or warm. I'm going to swim in one of those pools. There's no other place like it!

2.70

Check your score!
Exercise 1
1 windy **2** sunny **3** freezing **4** cloudy
Exercise 2
1 winter **2** summer **3** spring **4** autumn
Exercise 3
1 jungle **2** desert **3** island **4** cliff
Exercise 4
1 My parents aren't going to visit a museum. **2** My sister is going to do her homework. **3** I'm not going to stay at home. **4** My friend isn't going to play video games. **5** We're going to have a picnic in the park.
Exercise 5
1 Are you going to go, am **2** are your friends going to do, is it going to start
Exercise 6
1 sorry **2** Can **3** afraid **4** Would **5** inviting

2.71

Weather
cloudy – pochmurny
dry– suchy
foggy – mglisty
freezing – mroźny
snowy – śnieżny
stormy – burzowy
warm – ciepły
wet – mokry
windy – wietrzny

2.72

Seasons
spring – wiosna
summer – lato
autumn – jesień
winter – zima

2.73

Geographic features
beach – plaża
cliff – klif
countryside – wieś
desert – pustynia
island – wyspa
jungle – dżungla
lake – jezioro
mountain – góra
ocean – ocean
river – rzeka
volcano – wulkan
waterfall – wodospad

2.74

Real English
Let me see. – Zobaczmy.
Are you kidding? – Żartujesz?
Hang on. – Poczekaj.
I can't believe it! – Nie wierzę!

2.75

Making, accepting and refusing invitations
Can you come to (the end-of-term class picnic)? – Czy możesz przyjść na (piknik z okazji końca semestru)?
I'm afraid I can't. – Obawiam się, że nie mogę.
Great, then I can come. – Świetnie, w takim razie mogę przyjść.
Would you like to come to (our class picnic)? – Czy chciałbyś/chciałabyś przyjść na (nasz piknik klasowy)?
I'm really sorry, but I'm busy then. – Przepraszam, ale jestem wtedy zajęty/zajęta.
Are you free (in the afternoon)? – Czy jesteś wolny/wolna (po południu)?
Yes, I am. I'd love to go. Thank you for inviting me. – Tak, jestem. Z chęcią przyjdę. Dziękuję za zaproszenie.

Revision Units 7–8

2.76

Speaker 1
My last birthday was in July, so it was in the school holidays. First, my parents gave me presents. My favourite one was a skateboard. Then, I went to an aquapark with my friends. It was hot and sunny, and we spent the afternoon swimming and having fun. In the evening, we had pizza in a restaurant. My perfect day!
Speaker 2
I wanted to go to the zoo, but my birthday's in February and it was rainy, so we went to a VR immersive experience instead. It started on an island in summer. Then the season changed, and it was snowy and cold. It was so cool! Then I played other games. It was better than the zoo in the end.
Speaker 3
Last year my birthday was on a school day, and I had a test! I studied and had cake, but I didn't celebrate. So, this year, I'm going to do something different. I'm going to go on a treasure hunt with my friends. Then in the evening, I'm going to have a big party in our garden. I can't wait!

Vocabulary extension

2.77

1 primary school **2** university **3** language school **4** boarding school **5** secondary school **6** nursery school

2.78

Sam: Hi, everyone! I'm Sam!
Sarah: And I'm Sarah!
Sam: Our podcast today is about schools in the UK! There are lots of different types of school! My sister is only three years old, and she – goes to a nursery school. She loves painting and singing songs, but she likes playing with her friends best.
Sarah: Children start primary school in England when they are five. They stay in primary school for six years.
Sam: We're eleven, and we're in Year 6! We start Year 7 in secondary school after the summer holidays!
Sarah: My neighbour is in Year 8. He's at boarding school.
Sam: Really? Does he like it?
Sarah: Yes, he does. He loves the book club and he's in the hockey team. His school is very near, so he comes home every weekend.

2.79

Adult: Good morning! Today's lesson is about kitchen equipment! Look! Do you know what this is? Don?
Boy: Yes! That's a food processor. We have one at home. It can do everything!
Adult: Good! Yes, it can chop, slice and mix food and do lots of other things. And this is a blender. It's great for making drinks like smoothies and milkshakes.
Boy: Excuse me.
Adult: Yes, Don?
Boy: Is that a microwave?
Adult: Yes, it is. You use it to make food hot very quickly. And look, this is an oven. They aren't very fast. It takes me about an hour to cook a chicken in my oven.
Boy: Is that for baking cakes?
Adult: Yes, it is. It's a baking tin. You need it to bake cakes in the oven.

2.80

1 baking tin **2** microwave **3** whisk **4** grill **5** food processor **6** blender **7** oven

2.81

1 vacuum cleaner **2** fork **3** mop **4** spoon **5** brush **6** clothes hanger **7** knife **8** bucket

2.82

Alex: Can I help you grandma?
Grandma: Thank you, Alex! Can you set the table for lunch?
Alex: Sure. Where are the knives and forks?
Grandma: They're in the dishwasher with the plates.
Alex: Oh no! I'm really sorry!
Grandma: Don't worry! It's OK! Let's clean the floor.
Alex: Where's the brush?
Grandma: It's in the big cupboard.

Alex: I can wash the floor, too!
Grandma: Thank you, Alex! Can you use the red bucket? Here's the mop.
Alex: OK!

2.83
Let's take a break!
Stand up straight!
Now put your arms high in the air and stretch your body! Do you feel tall? Good!
Now shake your hands.
Turn your head left. And now right.
Bend over and touch your toes like this.
Now lie on the floor and stretch your body again.
Do you feel relaxed?
Sit cross-legged, close your eyes and relax.
Now let's get back to work!

2.84
a stretch (your body) **b** turn (your head) **c** stand up straight **d** shake (your hands) **e** sit cross-legged **f** bend over **g** lie (on the floor)

2.85
crow duck goose pigeon seagull sparrow swan

2.86
Today's podcast is all about birds we see every day in our towns and cities.
We often see sparrows in our garden, or crows high up in trees, but most people don't know much about them. For example, sparrows know how to swim! Crows are sometimes noisy, but they are also very intelligent. They can remember our faces!
There are a lot of pigeons in towns and cities, too. People often don't know that pigeons can fly very fast. Humans can teach these clever birds to take messages long distances.
Here are some more fun bird facts. Swans can sleep on the water! And guess what! Ducks often sleep with one eye open to watch out for danger! Geese and seagulls are also very interesting ...

2.87
Boy: This blog post is interesting. It's about jobs for people who can speak different languages.
Girl: Flight attendants must speak different languages. They travel all over the world! My uncle can speak five languages!
Boy: That's amazing!
Girl: He's a tour guide. He takes visitors from different countries to interesting places in our town and talks about its history.
Boy: My aunt can speak lots of languages, too. She's a taxi driver. She drives people from all over the world in her car.
Girl: I want to be a reporter. Reporters sometimes make TV programmes in different countries.

2.88
1 flight attendant **2** reporter **3** translator **4** social worker **5** computer programmer **6** politician **7** tour guide **8** taxi driver

2.89
1
Hello, this is John Smith from Fast TV. Today, I'm talking to Mr Jenkins, whose cat has the longest whiskers in the world ...
2
Woman: Good morning, where would you like to go?
Girl: The train station, please. Can we get there in 15 minutes?
Woman: Sure ...
3
This house is 200 years old. First it was a theatre, then ...
4
Dear listeners, I want to change the city to make it better for everyone, vote for me and ...

2.90
a check-in desk **b** lounge **c** security **d** passport control **e** arrivals **f** duty-free shop **g** departures **h** gate

2.91
Boy: I'm really excited about our trip to London. This is my first time on a plane.
Girl: I think flying is fun! I love airports.
Boy: What do we need to do when we arrive at the airport?
Girl: First, we go to the departures area. We take our big bags to the check-in desk. We just take our small bags on the plane.
Boy: What happens next?
Girl: We go to security. They make sure we haven't got any dangerous things. After that, we can go shopping in a duty-free shop. Some things are cheaper there than in normal shops. Then we sit down and wait in the lounge.
Boy: Where do we get on the plane?
Girl: A place called a gate. The gates have got numbers. Don't worry about flying. It's cool! When the plane arrives, we get off and go to passport control. Then we find our bags and go to the arrivals area.
Boy: Thanks. But I'm nervous!

2.92
1
Man: How many bags have you got?
Boy: Just this one. Here you are.
2
Girl: There's grandma! Grandma, we're here!
Woman: Lovely to see you! How was the flight?
3
Man: Can I open your bag?
Boy: Sure.
4
Girl: Security was slow!
Man: We are sorry, but flight T67 is delayed.

2.93
Girl: What are you going to do in the school holidays?
Boy: We're going to go to my favourite beach! It's amazing!
Girl: What's it like?
Boy: It's very big. There's a lot of white sand. I love the sea. There are some waves, but they aren't very big. Sometimes there's green or brown seaweed on the beach. I don't like it very much. But I love the rock pools! You can even find some small fish in them!
Girl: Are there any fossils of animals?
Boy: Yes, there are!

2.94
1 sand **2** wave **3** pebble **4** seaweed **5** shell **6** rock **7** fossil **8** rock pool

Festivals

2.95
Mindy: Hi, Liz! Are you busy?
Liz: Hi, Mindy. No, what's up?
Mindy: Do you know about the *World Cleanup Day*? It's on Saturday.
Liz: Yes, there's a big poster in the main hall.
Mindy: I join it every year. Do you want to come with me?
Liz: I'm not sure ...
Mindy: Oh, come on! The forest is so dirty. There are plastic bottles, paper, and a lot of other rubbish. Someone must clean it up. Just think of all the animals that live in the forest – all this rubbish is dangerous for them.
Liz: You're right – the forest looks horrible.
Mindy: And you can learn new things during the event.
Liz: Really? Like what?
Mindy: How to work well in a team, how to recycle rubbish and ... how to make a video. Ms Jenkins wants to post it on the school website.
Liz: That sounds amazing. OK, what do I need?
Mindy: Nothing! Just your lunch box. They give you everything on Saturday morning. You get two bags – one for paper and one for plastic. Teachers and parents pick up the glass bottles.
Liz: OK, I must ask my parents. Can I call you back in the evening?
Mindy: Sure!

2.96
Sally: So what present have you got for your mum, Mike?
Mike: A present? What are you talking about, Sally?
Sally: Are you joking? Mother's Day is in four days!
Mike: No, it's not. It is in two months.
Sally: Well, maybe in the USA. In the UK, we celebrate it in March.
Mike: Really? When?
Sally: Mother's Day is always on the fourth Sunday of Lent. In the past people called it Mothering Sunday. Some children didn't live with their parents, so they usually came home for Easter on that day.
Mike: I didn't know that. In the USA Mother's Day is always on the second Sunday of May. What about in Poland, Ania?
Ania: It's different. In Poland, Mother's Day is always on 26th of May. And Father's Day is on 23rd of June – again, always the same date.
Mike: In the USA the date of Father's Day is different every year. It's the third Sunday of June.
Sally: It's the same in the UK. Anyway, do you have any ideas for presents, guys?

Workbook Audioscript

Welcome unit

01

Teacher: Look at all these things! Whose are they? Can you remember? Let's see ... Whose water bottle is it?
Sally: It's Roberto's water bottle.
Teacher: That's right! Whose sunglasses are they?
Max: They're Karim's sunglasses.
Teacher: Well done! Whose sketchbooks are they?
Sally: They're Aleesha's sketchbooks.
Teacher: Correct! Whose charger is it?
Max: It's Steve's charger.
Teacher: Yes, that's right. Whose schoolbag is it?
Sally: It's Lucy's school bag.
Teacher: Yes, that's right! Well done!

02

Daniel: Have you got all your things?
Luisa: Yes, I have ... Oh no! Where are my sunglasses?
Daniel: Are those your sunglasses?
Luisa: Yes, they are! Great, I've got my sunglasses. Have you got your tablet?
Daniel: Yes, I have ... but I haven't got my charger! I can't use my tablet. Have you got your hoodie?
Luisa: No, I haven't, but it's warm. I don't want my hoodie now. Have you got your trainers?
Daniel: Yes, I have. Here they are ... what about you? Have you got your trainers?
Luisa: Yes, I have. Mum and dad have got their trainers too, so we can all do sports.
Daniel: Great!
Luisa: But mum and dad haven't got their socks!
Daniel: No problem! I've got all my socks. Mum and dad can have some of my socks!

Unit 1

03

David: Hi, Sara. Have we got a maths lesson now? Maths is cool!
Sara: No, we've got art now and we're late. Hurry up!
David: Wait for me! Art isn't easy, but I love it! What's your favourite subject?
Sara: My favourite subject is geography. It's interesting. What about you?
David: I like history, but my favourite subject is PE.

04

Technology is cool,
It's an easy lesson at school.
Coding in computing is fun, too!
I like school – what about you?

05

Mr Smith: Good morning, everyone! We've got two new clubs this year. Basketball Club is on Wednesday at one o'clock. It's after lunch. It's on the playground in good weather or in the gym on rainy days. It's with Mr Langdon. Drama Club is on Mondays at four o'clock, so it's after school. It's in the main hall. It's with Mrs Dench.
So, that's Wednesdays at one o'clock for Basketball Club. It's in the playground or the gym ... and Drama Club is at four o'clock on Mondays in the main hall.

06

Toby: This is the science lab.
Suzie: Wow, it's amazing!
Toby: Look, here are the lab coats. We must wear them in science lessons.
Suzie: Oh, that's a good idea.
Toby: And we mustn't eat or drink in the lab. Oh, we've got art tomorrow. You must bring your art things.
Suzie: OK. Is there a library?
Toby: Yes, there is. It's next to the staffroom. You must be quiet in the library and you mustn't use your phone there.
Suzie: Ah, thanks!

07

Olivia: This is our Spanish classroom. You must speak Spanish here.
Matt: It's really nice.
Olivia: And you must bring your Spanish book.
Matt: Right, OK. Is there a gym?
Olivia: Yes, it's next to the library. You must wear your sports clothes there.
Matt: What lesson have we got now?
Olivia: It's maths now. We mustn't be late! Oh, and we mustn't run in the corridor.
Matt: OK, let's walk – fast!

08

Student: Can you show me the school?
You:
Student: The playing fields are great! Is there a canteen?
You:
Student: Right, OK. And is there a gym?
You:
Student: OK, thanks!

09

Big and small!
City Montessori School
This school in India is famous because it has got over 60,000 students and over 4,500 teachers! There are over 1000 classrooms and about 45 students in every class. The school is in many different buildings around the town. There are lessons in music, PE, dance, foreign languages, computing, debating and other school subjects.
Milburn School
This school in England is really small – there are sometimes only 15 or 9 students and one teacher! There's only one classroom and all the students learn together. There isn't a playground or a lab, but they have got a lot of computers and some amazing VR goggles! Once a week, all the students must go to a different school for PE, French and music lessons. The students also have Forest School and they learn about plants, animals and making things outside.

Unit 2

10

Fry some onion in a frying pan.
Steam the carrots.
Add the carrots to the onions.
Fry some meat with the onions and carrots.
Add a tin of tomatoes.
Boil some water and add pasta to the water.
When it is ready, eat your meal!

11

A plate of toast, a mug of tea,
A bowl of cereal, that's breakfast for me!

12

Presenter: Welcome to Good Food! Today, we're talking to teenagers about their diets.
Olivia: Hi, I'm Olivia. I eat a lot of fruit and vegetables, five-a-day is no problem for me. I don't eat meat or fish, but I eat chickpeas and tofu for protein. I eat a lot of salt. I love it on my food!
Paul: I'm Paul. I love fizzy drinks, but they're not good for me. I only drink one every week. We eat a lot of fish, fruit and vegetables and some meat. I only eat cake on Saturday, not on Sunday or other days.
Lucy: I'm Lucy. My favourite foods are fish and a lot of salad or vegetables, and rice with meat or beans. I love yoghurt ... and cake! I don't eat sweets or chocolate, but I eat a lot of fruit.
Cameron: Hi, I'm Cameron. I don't have fizzy drinks, cakes or sweets, but I really like some fast food. I eat healthy carbs and protein, too. I like fruit and vegetables. I don't like yoghurt, but I love smoothies.

13

Zoe: It's Marta's birthday on Saturday.
Tim: Let's have a surprise party at my house. Would you mind bringing some snacks?
Zoe: No problem. We've got some crisps and dips.
Tim: And could you buy some lemonade?
Zoe: Sorry, but I don't think that's a good idea. Marta doesn't like lemonade.
Tim: OK, we can have fruit juice.
Zoe: Great! Can you get a card and some balloons?
Tim: Yes, sure.
Zoe: And can you make a cake?
Tim: I'm sorry, but I can't. But I can buy one!

14

David: It's Tom's birthday next week.
You: *pause*
David: Sorry, I can't.
You: *pause*
David: No problem. Would you mind bringing some food?
You: *pause*
David: Can you bring a lot of biscuits?
You: *pause*

15

Street food
Street food is food you can buy and eat outside. You'll find different types of street food in many countries and they're often traditional dishes, not fast food. Here are three of my favourites!
1 PAD SEE EW is a dish people eat in Thailand. It's noodles, chicken, Chinese broccoli and garlic. You boil the noodles in water and fry the other ingredients in a pan. Then you add the noodles and a delicious sauce. It's a healthy dish because it's got everything – protein, carbs and vegetables.
2 SHRIMP TOSTADAS are a healthy dish from Mexico. They're quick and easy to make. Chop onion, avocado and tomato with a herb called coriander. Fry the shrimp in a frying pan. Put black bean sauce on a tortilla and then add the other ingredients. There's protein in the shrimp, and a lot of healthy fats. They're delicious!
3 BUREKS are popular in Turkey. People eat them for breakfast or a snack, often with a yoghurt dip. You mix meat, potatoes and some herbs. Then you cover this with pastry and cook it. You can also make them with cheese and spinach so they are great for vegetarians. There are even fruit bureks.

16

Narrator: How much water do you drink every day?
Hannah: I drink a lot of water! At least five glasses a day.

Narrator: How much chicken do you eat?
Hannah: Not much. I eat a lot of fish, but I don't eat much chicken or red meat.
Narrator: How many vegetables do you eat every day?
Hannah: I love vegetables. I eat a lot of vegetables every day.
Narrator: How many apples do you eat every week?
Hannah: I eat a lot of fruit, but I don't eat many apples.

Language revision 1–2

17

1
Boy: Mmm ... Mac and cheese looks good.
Girl: Yes, but it says here that there are a lot of carbs and fat in it!
Boy: I know, but I'm very hungry. What do you want to eat?
Girl: Tofu and vegetables stir-fry. It's delicious and it's very healthy, why don't you try it?
Boy: I hate tofu. But look, there's some chicken stir-fry.
Girl: OK, let's pay for these meals. We can eat them in my house.

2
Welcome to the Science Club. Before we start, there are a few things to remember. Please don't be late, because we only have this laboratory until 4 pm, OK? And remember that you must wear lab clothes. You mustn't touch anything without my permission and you must be careful. But the good news is you can use your smartphones to look for information when you do the projects. Any questions?

Unit 3

18

Tom: What do you do every day?
Maya: Well, I study hard after school every day, but I don't study at the weekend. Hockey is my passion and I play it every day.
Tom: What do you do at the weekend?
Maya: I spend time with friends and family and I love it. I don't make enough time to relax.
Tom: Do you manage your time OK?
Maya: Well, I don't always get enough sleep ... but I limit my time online.
Tom: What about your diet ... have you got a balanced diet?
Maya: Well, I eat healthy food six days every week, and I eat a lot of fruit and vegetables. I only eat fast food on Saturday. I think I have a balanced diet!

19

I spend time with my friend,
I do sports with my cat,
I eat healthy food,
And I always wear my hat!

20

Lucy: Me and my brother Max both have chores. I'm busy in the afternoon, so I usually do my chores every morning before school. I unload the dishwasher and I take the dog out for a walk. Max feeds the dog in the morning and in the evening. And he loads the dishwasher after dinner. My mum takes the rubbish out, so we don't do that. We both make our beds and put our clothes away twice a week.
Simon: We haven't got a pet so I don't walk the dog or feed the cat. I never unload the dishwasher, but I load the dishwasher after breakfast and after dinner. I make my bed every day. My sister Kate always puts our clothes away. She makes her bed every day, too. She takes the rubbish out three times a week.

21

1 Does your sister like doing the washing-up? **2** Do you have a balanced diet? **3** Do you usually take the dog for a walk? **4** Do you usually make your bed? **5** How often does your friend take the rubbish out? **6** How often do you spend time with your family?

22

Joe: It's a lovely day. How about going to the park after school?
Sam: Thanks, but that isn't a good idea. I'm very tired today.
Joe: Let's go to the café tomorrow then.
Sam: I'm sorry, but I'd rather not. I've got Computer Club.
Joe: I know! Why don't we go for pizza at the weekend?
Sam: Oh ... OK! Thanks, I'd love to!
Joe: After pizza, we can go to the park and meet Lidia and David.
Sam: That sounds nice. Great idea!

23

Simon: Let's go to the skateboard competition. It's on Sunday morning in the skate park.
You: *pause*
Simon: Oh, great! How about meeting early to practise?
You: *pause*
Simon: Oh, OK. Why don't we practise tomorrow after school?
You: *pause*
Tom: I know! I can come to your house on Sunday at eleven o'clock. We can go together.
You: *pause*

24

Our lives
Spain
Spanish tweenagers usually have a healthy lifestyle. They like spending time with family and friends, watching TV and listening to music. They spend a lot of time outdoors, too – they meet friends and go to the park or do sports. Football and basketball are both very popular. At home, over 75% of tweens help with chores. The most common chore is looking after their brothers and sisters. Other chores include cleaning, cooking, shopping and making their beds.
Japan
Life is very busy for most young people in Japan. They study hard and some even go to extra lessons after school. It's important to get good marks. Many tweens are in sports clubs after school, and some go to other clubs such as music or art. Family is also very important. In their free time, they watch films, meet friends at the shopping centre and read books or manga comics. Students do chores at school – they clean their classrooms every day and do the washing-up after lunch.

Unit 4

25

Hi! I'm Mateo and this is my robot. His name is Robbo. He's got a big head with big eyes. His legs aren't long, they're short. He can move things, but he hasn't got any hands or fingers. You can't see his toes because of his boots. His shoulders are black and his big body is grey. His neck is very short, but he can move his head.

26

My new robot is very cool,
She's clever and she goes to school,
She's got a long green nose,
Thirty-five fingers and twenty toes!

27

Presenter: Today we're talking about feelings. What are you doing? How are you feeling? Leave a message and tell us!
Sam: I'm Sam. I'm at Computer Club today. I'm feeling excited because we're learning to code. We're writing code for our robots! Some of my friends think Computer Club is boring, but I'm not bored at all. I think it's interesting. I'm proud of my work.
Lucy: I'm Lucy and I'm doing my guitar exam today. I love playing the guitar, but I don't like doing exams. I'm feeling scared! My brother is always confident in exams, but I'm always nervous. I'm very nervous today!
Evan: I'm Evan. I'm at home. I usually play video games with my friend, but he's visiting his grandparents. I'm a bit bored! I'm watching a funny film and I'm smiling a lot. I'm feeling relaxed and happy.
Beth: I'm Beth. I'm at the sports centre with my friends. We're watching a basketball game. Our team is winning! They hardly ever win. I'm surprised they're winning, but I'm happy about it. Now I'm feeling confident they can win!

28

My robot friends are very busy today! What are they doing?
Gina is dancing now. She loves dancing!
Alexia and Sam love sport. They are playing football right now.
Rory and Max aren't walking to school now. They're on the bus.
Jakub isn't eating pizza at the moment. He doesn't like pizza. He's eating pasta.
Karla likes art, but she isn't painting a picture right now. She is taking a photo.
Ivan loves reading. He's reading a book at the moment.
What about you? What are you doing now?

29

Marta: Hi! What are you doing?
Clara: I'm a bit bored so I'm watching videos on my phone.
Marta: What about going to the park? It's a lovely day.
Clara: But I love watching videos!
Marta: You should spend time outdoors. You shouldn't look at your phone for hours. It isn't good for your eyes.
Clara: You're right. Actually, there is something else.
Marta: What is it?
Clara: I'm a bit stressed about my art project.
Marta: You shouldn't worry! What about coming to Art Club with me? We can help you.
Clara: That's a great idea! Thanks, Marta.

30

You: *pause*
Arlo: I'm in the park. I'm waiting for David, but he's late – again! I'm feeling a bit upset.
You: *pause*
Arlo: Good idea! Actually, there's something else.
You: *pause*
Arlo: Well, I'm always busy. We've got exams soon and I'm in the football team. We play a lot of games. I'm feeling a bit stressed.
You: *pause*
Arlo: You're right.
You: *pause*
Arlo: That's a good idea! Thanks!

31

Talk to me!

Anna is talking to her friend James, but she isn't speaking. She's moving her hands because she's talking in sign language. Why? Anna is deaf. In sign language, you move your hands, face and body to communicate, you don't speak.

Anna uses BSL (British Sign Language) because she lives in Manchester in Britain. Over 150,000 people in Britain use BSL and for almost 90,000 people it's their first language. More and more schools in Britain are now teaching and using BSL. But not all deaf people use BSL – there are over 300 different sign languages in the world. If you go to another country, you must learn a new sign language.

Sign language is interesting. Sometimes one sign means the same as a long sentence when you speak. Sometimes there isn't a sign for a word and you must spell it with your fingers. This is 'fingerspelling'. People often fingerspell things like their name or address, but you can fingerspell any word.

Language revision 3–4

32

Hi everyone! Today's podcast is about one activity that I think is very important for a healthy lifestyle. We all know that it's good to get enough sleep and have a well-balanced diet, but it's hard to do these things when you don't manage your time well. What do I do to manage my time? Once a week, I make a list of things to do every day. And they are not just chores or homework. I always remember to put on my list one or two things I love doing, like spending time with my family or following my passion – cycling. Managing your time can also help you stop doing things that are bad for you. This week, I'm trying to limit my time online so I've got just 30 minutes for my smartphone today. Which ends now! Bye!

Unit 5

33

Luisa: What's your favourite animal?
David: I love tigers. I think they're beautiful.
Luisa: They're lovely animals. They're fast and strong, too. I like tigers, but my favourite animals are lizards. Many people think they're ugly, but I think they're cute! I love their colours.
David: But they're not very interesting! Some lizards are poisonous, too. I think they're scary.
Luisa: Do you like owls?
David: They're intelligent birds.
Luisa: I agree. I like wild birds. Some owls are endangered and it's really sad.
David: I know! We should help them!

34

The race

The noisy, scary tiger moves fast.
The quiet, friendly spider is last!

35

Presenter: Hello! Today four students are giving us animal puzzles. Listen and guess the animals!
Sara: My favourite animal hasn't got fur or whiskers. It's got beautiful feathers and a short tail. Its wings are about 70 cm across. It usually goes out at night and it can see very well in the dark. It's got a small beak, and it catches small animals with its long claws. It doesn't live in the water, it lives in trees. It can fly.
Max: My favourite animal can't fly. It can run fast and it's beautiful. It hasn't got any fur, but it's got four legs and a long tail. It's got a long tongue, too. I love looking at its scales. It can change colour. These animals live in many different countries and they aren't endangered. Some people have them for pets. Most of these animals can't swim.
Luisa: My favourite animal can swim very well, but it isn't a dolphin. It's got fur, four big paws with lots of claws and a long tail. It's very strong and it can run fast. It can run over 50 kilometres an hour! That's much faster than people. It can see very well in the dark. It is an endangered animal.
Jacob: My favourite animal has got a tail, but it hasn't got any legs. It can swim very fast and it's friendly and intelligent. It lives in the water, but it hasn't got any scales. Sometimes you can see its fin in the water when it is swimming. It isn't a shark so it isn't dangerous or scary.

36

Max: Let's buy Olivia a water bottle for her birthday. I know she wants a new one.
Lisa: What do you think about this bottle? I think it's cool. Are you OK with it?
Max: I'm sorry, but I don't think so. It's the biggest bottle and it's not easy to carry. But I love this one.
Lisa: I'm not sure it's a good idea. It's the most expensive, it's ten pounds!
Max: You're right!
Lisa: I think this is the most boring bottle, but it's the cheapest. I don't like it. What do you think about it?
Max: I agree. What about this bottle? It's interesting. It's not the cheapest or the most expensive. It's six pounds. Is that OK?
Lisa: Yes, that's fine. It's perfect!

37

Sam: Hey, let's buy a present for Grace's birthday. I think a jacket is a good present.
You: *pause*
Sam: What do you think about trainers? I think they're a great present! Are you OK with them?
You: *pause*
Sam: You're right! I know, Grace loves music. What about a ticket for a concert?
You: *pause*
Sam: These tickets cost ten pounds. Is that OK?
You: *pause*

38

All about capybaras

1 Capybaras are the biggest rodents in the world. They grow to about 130 cm long and 50 cm tall and are around 35–70 kg. Most capybaras live in the jungle in South America near rivers. They live for 8–10 years.
2 They're aquatic animals that spend a lot of time in or near the water and their bodies are perfect for this. They've got webbed feet to help them swim fast. Their eyes and small ears are at the top of their heads so they can see and hear well in water. When they dive, they can close their ears and stay under the water for 5 minutes. During the hottest part of the day, they relax in the water. Capybaras can even sleep in the river!
3 These cute animals can eat 3–3.5 kg of grass and water plants every day so they need very strong teeth. Their teeth grow all their lives.
4 Capybaras are very friendly and they live in groups of 10–20. You often see capybaras with other animals such as monkeys or birds – the birds sit on their backs! The most dangerous animals for capybaras are the big cats in the jungle.
5 They're fast and noisy. They can run faster than people, about 35 km an hour! They communicate with the other animals in their group all the time and make lots of different noises.

Unit 6

39

Hi! I'm Marta. Today is the twenty-second of April. It's near my birthday!

My birthday is on the third of May.

My sister Emilia's birthday is in August. It's on the eighth of August.

So, what's my favourite day? I love my birthday, but my favourite day is our school's Picnic Day. On Picnic Day, families come to school with lots of food. This year it's on the first of June.

Emilia's favourite day isn't our school's Picnic Day. It's World Chocolate Day! This year it's on Sunday the seventh of July. Emilia loves chocolate!

40

Theo's thirteenth birthday is on the fourth day of the fifth month of the year!

41

Presenter: Good morning! Today we're talking to teenagers about what jobs they want to do. So, tell us, what job do you want to do and why? Is it because of an amazing person?
Emma: Hi, I'm Emma. When my grandma was young, there weren't many women scientists or astronomers. It was very difficult for a woman to do these jobs. There was only one woman scientist in her town – my grandma! My mum's an astronomer and my dad's a composer, but I want to be a scientist like my grandma.
David: Hi, I'm David. When I was younger, the astronaut Neil Armstrong was the most amazing person for me! My dream was to be an astronaut. But now, I want to have a job with people. I like helping people and I think a nurse is the perfect job for me. I think it's more interesting than a doctor.
Alina: Hi, I'm Alina. I think the artist Pablo Picasso and the writer J.R.R. Tolkien were amazing people. I like making things too, but I don't think an artist or a writer is the right job for me. I want to make robots so people's jobs are easier in the future. That's why inventor is the best job for me.

42

Lucas: Happy birthday, Silvia!
Silvia: Hi, Lucas, thanks for remembering! Come in. My party is next weekend. Can you come?
Lucas: Oh no, sorry, I can't. It's the final of the swimming competition and my team is in it.
Silvia: Congratulations! Way to go!
Lucas: Thanks, Silvia. That's nice of you. I'm the team captain this year.
Silvia: You're the captain? That's great news, Lucas! Well done!
Lucas: Thanks. Here's a present for you.
Silvia: Thanks, Lucas. You're a good friend. Hey, why don't we meet next week?
Lucas: Good idea. Sorry, I must go now.
Silvia: Thanks again. Good luck in the competition!

43

Sara: Hi! Happy Birthday!
You: *pause*
Sara: Oh no! I'm sorry, I can't. I'm in a basketball competition on Saturday. It's the final.
You: *pause*
Sara: Thanks, that's nice of you. I'm the captain this year, so it's important.
You: *pause*
Sara: Thanks. Here's a present from me.
You: *pause*
Sara: Great. I'm sorry, I have to go now.
You: *pause*

44

Amazing people!

Famous scientist: Marie Skłodowska-Curie (1867–1934)

1 Marie's birth name was Maria Skłodowska and she was born in Poland.
2 Science was her passion, but in Poland then university was only for men. That's why she was a student and later a teacher at a university in Paris, France.
3 Her husband, Pierre Curie, was also a scientist.
4 She was the first woman to win a Nobel Prize, a very important prize. She was a winner twice, in 1903 and 1911.
5 She's famous for finding two new elements, *radium* and *polonium*. The name *polonium* was for her country, Poland.
6 Marie was good at sport. Swimming, riding a bike and climbing mountains were her favourite sports.
7 She was the youngest of five children. Her parents were teachers.
8 Her laboratory was in a small shed in the garden.

Famous painter: Pablo Picasso (1881–1973)

1 His birth name was Pablo Diego José Francisco de Paula Juan Nepomuceno Crispín Crispiniano María de los Remedios de la Santísima Trinidad Ruiz Picasso, but he's usually called Pablo Picasso.
2 He was born in Spain in 1881 and his father was a painter and an art teacher. Picasso was the oldest of three children.
3 As a child, Picasso was very good at art. His first word was *lápiz* which means *pencil* in Spanish.
4 He was at art schools in Barcelona and Madrid in Spain, but Paris, France, was his home from around 1904.
5 Picasso wasn't scared of trying new styles of art. He was the first person to paint collages and he was famous for starting *Cubism* in 1907.
6 Dogs and birds were two of his favourite animals. His most famous dog's name was Lump.
7 There are over 13,500 paintings by Picasso and one of the most famous was *Guernica*. When he was older, many of his paintings were self-portraits.
8 He was also a poet and a writer.

Language revision 5-6

45

1 I want to be a scientist so my favourite day is the National Science Day which is on 28th February. It's a very special day in India because it celebrates the famous Indian scientist, Sir C. V. Raman who was the Nobel Prize winner. In my school we do science presentations about the things that are interesting for us. Last year my presentation was about space travel.
2 I love the National Pet Day. In the USA we celebrate it on 11th April. I think it's a great day because we learn how to look after our pets well and keep them healthy. There are pet lovers' meetings and you can buy things for your pet cheaper, too. In my older sister's school, the students can bring their dogs on that day.
3 Reading is my passion so my special day is World Book Day. Outside the UK it's on 23rd April, but here we celebrate it on the first Thursday in March. In our school we dress up as our favourite characters or meet with local writers. But the best thing is that every student gets a special voucher that they take to a bookshop and get a book for free.

Unit 7

46

Presenter: Are you doing something interesting today? Leave a message and describe what you are doing right now! Then we play your messages on our show and guess where you are.
beep
Tania: Hi, I'm Tania. I'm reading a story and listening to a talk by a writer. It's fun!
beep
Katja: My name's Katja. I'm learning about science. I'm wearing some goggles on my head.
beep
Paul: I'm doing an activity to make my body strong. It helps me relax. I'm Paul.
beep
Rory: My name's Rory. I'm following a map. I'm looking for something.
beep
Sara: I'm Sara and I'm with my friend Isaac. We're planting things and making this place look beautiful.
beep
Luisa: I love clothes. I'm getting a jacket and some trainers, but I'm not buying them! Oh, I'm Luisa.

47

Today is a very long day for me,
First, it's yoga class in room 203,
Then, I'm going to a clothes swap
And last, a conservation workshop!

48

Presenter: Today, we're talking to teenagers about transport. Sonia, did you use any transport last weekend?
Sonia: No, I didn't. I was in town with my friends, but it's near my house so I always go on foot. It's eco-friendly. I haven't got a bike, so I can't ride there. Some of my friends catch the bus or go by tram. My best friend rides her scooter or skateboard!
Presenter: Paco, what about you? Did you use any transport last weekend?
Paco: Yes, I did! I visited my cousin. We usually go by car, but this time we tried the train. It was fast and the train arrived a little early. I love travelling by train! I like flying too, but planes aren't very eco-friendly so we hardly ever fly.
Presenter: And Tina, what about you? What transport did you use last weekend?
Tina: I live in a city so I often use the underground or trams. I don't often catch a bus. Last weekend I didn't use any transport. I used my scooter to go to the park. I love riding my scooter around the park. It's good to spend time outdoors.
Presenter: Thank you. And next ...

49

Carla: Hi, Andy. How are you?
Andy: I'm fine, thanks. How about you?
Carla: I'm tired. I went to a basketball tournament on Sunday with my family. We went by car.
Andy: What was it like?
Carla: It was great! It started at twelve o'clock and it finished late. How was your weekend? Did you do anything fun?
Andy: Yes, I did! I went to a theatre workshop on Saturday. It was amazing.
Carla: Where was it?
Andy: It was in the theatre in town.
Carla: How did you get there?
Andy: By tram. Look at my photos!

50

Sara: Hi. How are you?
You: *pause*
Sara: I'm fine. What did you do at the weekend?
You: *pause*
Sara: I went to an immersive VR experience with my family.
You: *pause*
Sara: It was amazing!
You: *pause*
Sara: It was at the sports centre.
You: *pause*
Sara: We went by bus.

51

What was the best thing you did on your last holiday?

1 I went to London, England, by plane with my family. We did lots of interesting things. I really enjoyed our boat trip on the river. The best thing was the day we went to the *Harry Potter* Museum. It was amazing! You can see some places, clothes and other things from the films. I loved seeing the famous train. We saw how they made the films and did special effects. We also went to Platform 9 3/4! It was great and I learned a lot.
Max
2 Last summer, we visited Sydney in Australia. For me, the best thing was the aquarium. It's got over 13,000 fish and other sea animals. I discovered a lot about sea animals. When we walked through the shark tunnel, I was scared! The sharks are very near you! We did some other fun things. We went across the famous bridge on foot, but you can go across it by car, train and tram, too. We also went to some of the fantastic beaches. I went swimming in the sea a lot – I love it!
Sandra
3 We went to stay with my cousins in Tokyo, Japan, for three weeks. We visited lots of interesting museums, parks and other places. I went to a really big shopping centre with my cousins and I bought a new jacket. The best thing? We went to another city, Kyoto, on the bullet train. It goes really fast – about 320 km/h! It isn't the fastest train in the world, but it was amazing. We had a great time.
Akari

Unit 8

52

Presenter: Today we're talking about the weather. Can you tell us about the weather at different times of year where you live?
Alex: Hi, I'm Alex and I live in Sydney in Australia. It's August now so it's winter here. In winter, it's usually warm and sunny. In summer, it's hot and sunny! It's usually sunny here, it isn't often wet or foggy. My favourite season is autumn.
Susan: Hi, my name's Susan and I'm from Scotland. It's August so it's summer now ... but today it's stormy and rainy. The weather often changes a lot! Yesterday, it was hot and dry! My favourite season is spring. It's often rainy, but I love it!

53

1 Will always walks in warm wet windy weather.
2 Victor loves driving heavy vans in November.

54

Luisa: I'm Luisa. In this photo, I'm on the beach, but it isn't by the ocean – it's by a big lake! There's an island in the lake and you can catch a small ferry to visit it. You can't see the island in the photo, but you can see the mountains and the forest. In the forest, there's a small waterfall. It's beautiful. In summer, we go swimming in the lake and my brother goes canoeing, too.
Carrie: Hi, I'm Carrie. This is a photo from my last holiday. I'm by a big waterfall in a beautiful forest and it's very noisy! The river has got a lot of water and it's moving fast. The river goes all the way to the sea, about 50 km from here. There are some amazing beaches there. Next summer, we're

going to visit my cousins in Brazil and camp in the jungle by the Amazon River. I can't wait! One day I want to go to the desert, too!

Natalia: I'm Natalia. Last summer, I visited Costa Rica with my brother, sister and parents. It's amazing. This photo is from our trip to the jungle. We saw lots of wild animals in the trees. There is a big volcano in the jungle – it's isn't a mountain! My brother wanted to climb the volcano, but we didn't. On another day, we went to a lake and went on a ferry around it. We saw waterfalls and some islands, too.

55

Pete: Hi, Alex! Would you like to come to a music event on Saturday? It's in the park.

Alex: I'm really sorry, but I'm busy on Saturday evening. It's my cousin's birthday.

Pete: But the event is in the afternoon, from 12.30 pm to 3.30 pm.

Alex: I'm afraid I can't. We're going to drive to my cousin's house in the afternoon.

Pete: Can you come on Sunday? The event is on Sunday, too, at the same time. Are you free then?

Alex: Yes, I am. I'd love to go! Thank you for inviting me.

Pete: Great!

56

Sara: Hi! Can you go swimming at the beach on Saturday?

You: *pause*

Sara: We can go on Saturday afternoon. Are you free then?

You: *pause*

Sara: Great! Would you like to ride your bike in the park on Sunday?

You: *pause*

Sara: I'm really sorry, but I'm busy then.

You: *pause*

Sara: That sounds great! I'd love to.

You: *pause*

57

Volcanoes

Today, we're going to find out more about volcanoes!

1 About volcanoes

The word 'volcano' is from the name 'Vulcan', the Roman god of fire! Volcanoes can be 'active' or 'extinct'. Active means the volcano is going to erupt again some time. An extinct volcano isn't active and it probably isn't going to erupt ever again.

2 Where do we find them?

There are volcanoes in many different places. The 'Ring of Fire' is a group of volcanoes that goes around the Pacific Ocean. About 75% of the most dangerous volcanoes in the world are in it, like Mount Fuji in Japan. There are volcanoes under our oceans, too. When these volcanoes erupt, they can create islands from lava. There are even volcanoes on other planets!

3 Big and small

Volcanoes are many different sizes. Mauna Loa in the USA is over 300 m higher than Mount Everest – the highest mountain in the world! From the bottom of the sea to the top of the volcano, it is about 9,170 m high. The Taal Volcano is one of the smallest active volcanoes in the world, it's only 311 m tall.

4 What is lava like?

When volcanoes erupt, lava comes out. Lava is very hot – it can be up to 1,250°C – and it can move fast and burn the countryside and towns near it. When it stops moving, lava goes hard and becomes rock.

Language revision 7–8

58

Welcome back to *A Teen in Museum* podcast. I'm Joan and I usually talk about the museums I visited and give you advice on what not to miss and where to avoid. But last weekend, my friend and I went to see something unusual. It was *Van Gogh and Friends – The Immersive Experience* and it was about famous painters. My friend Sam isn't interested in art that much and he didn't want to go at first. But he went with me and it wasn't boring for him at all. The main part of the experience is in a very big hall, where you can discover the history of the painters' lives and watch their paintings all around you. Then, you walk into Van Gogh's bedroom from his famous painting and you can take a selfie in Monet's garden. But the best thing of all was the VR experience where you just put on the VR glasses and you fly over the fields of flowers and explore the towns and buildings in the paintings. It was so great that we went on the VR journey twice! Don't miss it!

Lista ścieżek jest dostępna na stronie: **www.staffroom.pl**.

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dla nauczyciela



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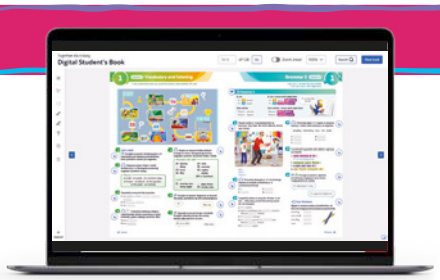
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