

# TEAM UP PLUS

dla klasy

V

## Teacher's Power Pack

### **Team Up Plus Online Practice**

Use *Team Up Plus Online Practice* to:

- assign online homework
- mark activities automatically
- monitor your students' progress

Need help? Speak to your local OUP Representative or contact Customer Support at [eltsupport@oup.com](mailto:eltsupport@oup.com).

**A student access code for *Team Up Plus Online Practice* can be found in the *Team Up Plus Practice Books*.**

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# Introducing *Team Up Plus*

## Methodology

*Team Up Plus* is a five-level British English course written specifically for upper primary school students, with particular emphasis on meaningful communication, skills development and exam preparation.

These are the key features of the *Team Up Plus* methodology:

### Hands-on language presentation

Students immediately interact with the dialogue that opens each unit, checking their understanding of meaning and context, and giving them the chance to try out new structures.

### Guided discovery

Students explore the meaning and usage of new language before they move on to more formal presentation and practice.

### Communicative practice

Dialogue work and personalization are emphasized at each level, and pairwork activities and games are included throughout.

### Cultural awareness

A focus on the UK and other English-speaking countries is placed within the context of the wider world.

### Skills development

In every unit, students apply and extend what they have learnt through targeted skills lessons designed to build their competence in each individual skill.

### Exam preparation

Students become familiar with the requirements of the school leaving English exam through frequent exam practice activities within the main units, as well as a *Repetitorium* at the back of the book.

### Self-assessment

Students regularly review and measure their progress. Each Practice Book unit ends with a *My Progress* page which consolidates the new language and helps develop learner independence.

### Values

The topics in *Team Up Plus* have been carefully chosen to stimulate reflection on a broad range of issues related to citizenship and the development of socially responsible values. These are highlighted in the teaching notes for each unit.

### Support for mixed-ability classes

The course has been designed for use with groups of students of mixed-ability. The Class Book caters for diversity, and there is a wealth of extra material available on the Oxford Teachers' Club, which teachers can use to supplement the course according to the needs of their students.

## Course components

### Class Book

The Class Book contains:

- eight teaching units
- a **Welcome** unit reviewing basic vocabulary and grammar typically covered in lower primary
- a **Culture** lesson in every unit giving an insight into life in the UK and other English-speaking countries
- a song in every unit
- four **Fun time** sections
- two **Festival** lessons
- an eight-page **Repetitorium** section ensuring comprehensive preparation for the school leaving exam in English

### Student's MP3 audio CD

The MP3 audio CD contains all listening material for the Class Book.

### Practice Book

The Practice Book contains:

- graded exercises to consolidate and practise the grammar, vocabulary, everyday phrases and skills presented in the Class Book
- a **My Progress** page in every unit to consolidate the new language and help develop learner independence
- a **Wordlist** with Polish translations and a pronunciation guide
- accompanying audio available online

### Teacher's Power Pack (TPP)

The Teacher's Power Pack contains:

- a tour of a Class Book unit
- an overview of unit objectives and materials available both in print and online
- teaching tips and answers for all the Class Book material
- ideas to help teachers adapt activities for use with less confident or more confident classes
- interesting facts teachers can use to motivate their students
- audio transcripts

### Class audio CDs

Each set of class audio CDs contains listening material for the Class Book.

## Teacher's Resource DVD-ROM

There is one Teacher's Resource DVD-ROM for each level of *Team Up Plus*.

The DVD-ROM contains:

- short documentary films giving insight into life in the UK and other English-speaking countries
- short drama sequences providing a real-life context to the functional language presented in the Class Book
- photocopyable worksheets to go with the DVD-ROM
- a wealth of other teacher's resources including:
  - photocopyable **Reinforcement** and **Extension** worksheets to reinforce the grammar and vocabulary presented in the Class Book, and provide extended practice for stronger students
  - photocopyable **Grammar cards** designed to make the grammar structures presented in the Class Books more accessible to visual and kinaesthetic learners
  - ideas for ways of using **Grammar cards**
  - photocopyable **Flashcards** with illustrations of all the key vocabulary in the Class Book
  - ideas for supplementary games and activities including for students with SEN
  - suggestions for ways of supporting dyslexic students
  - background cultural information

## Classroom Presentation Tool

Oxford Classroom Presentation Tool is software that allows teachers to present Class Book content on screen, and manipulate it in an interactive way. It can be used either on an interactive whiteboard (IWB) or on a data projector with a laptop or PC.

Interactive Classroom Presentation Tool activities include:

- instant play audio
- instant play DVD clips
- exercise answer keys
- language practice exercises (including mazes, matching exercises, categorization, vocabulary anagrams and more)
- language review games

The interactive audio and DVD player also appears on screen.

## Digital material: *Team Up Plus Online Practice*

A grammar section for the course is also found online.

Make sure that students know where to find this:

[www.teamupplus.oxfordonlinepractice.com](http://www.teamupplus.oxfordonlinepractice.com)

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## Oxford Teachers' Club

The photocopyable teaching resources on the Teacher's Resource DVD-ROM are also available online on the Oxford Teachers' Club.

The website also includes:

- editable progress tests (tests A and B)
- dyslexia-friendly versions of progress tests (test C)
- easy to administer 'Five-minute tests' to check on student recall of the grammar and vocabulary content of the preceding lesson
- diagnostic tests
- listening material for the tests
- four videos about teaching students with Special Educational Needs (SEN)
- planning materials
- answer keys for all Practice Book material

## Student's website

[www.oup.com/elt](http://www.oup.com/elt)

The Student's *Fun Zone* includes language games and exercises providing further practice of the structures and vocabulary presented in each unit of the course.



Oxford Parents is a website where your students' parents can find out how they can help their child with English. They can find lots of activities to do in the home or in everyday life. Even if the parent has little or no English, they can still find ways to help. We have lots of activities and videos to show parents how to do this.

Studies have shown that practising English outside the classroom can really help children become more confident using the language. If they speak English with their parents, they will see how English can be used in real-life situations and this can increase the students' motivation.

Parents can help by practising stories, songs, and vocabulary that the students have already learnt in the classroom. Tell your students' parents to visit [www.oup.com/elt/oxfordparents](http://www.oup.com/elt/oxfordparents) and have fun helping their children with English!

## Using the Class Book

### Welcome

The **Welcome** unit offers eight pages of vocabulary and grammar practice covering language students have seen in the previous level.

### Main units

Each main unit is divided as follows:

**Presentation** 2 pages

**Vocabulary** 1 page

**Grammar** 1 page

**Communication** 1 page

**Grammar** 1 page

**Skills** 2 pages

**Culture** 1 page

**Review** 1 page

### Presentation

The presentation dialogue on the left-hand page exposes students to the theme, grammar, vocabulary and functions of the unit in a photostory format. The exercises on the right-hand page allow students to explore, use and personalize the language of the unit before it is formally presented and practised on the **Vocabulary** and **Grammar** pages.

The photostories reflect the aspirations of the students, using familiar contexts to motivate and engage them. Each unit focuses on a different episode in the lives of the characters.

In grade 5, we follow the story of Tom. Tom loves basketball, but he is having problems with poor marks in his other school subjects. In the end, with the help of a friend, Tom makes the right choices and everything works out for the best.

In the next grade, we follow the story about a team of students who work together to come up with a winning idea, which will be of great benefit to their school.

Following on from the presentation text, students complete a series of questions to check basic comprehension. The **Check it out!** box feature draws students' attention to useful colloquial expressions in the dialogue.

### Language focus

The exercises in the **Language focus** section familiarize students with the language of the unit. Students focus on the target language in relation to specific scenes from the photostory. In the **Focus on you** and **Pairwork** exercises, students have the opportunity to try out the new language in a personalized context, following carefully controlled models.

### Vocabulary

Each unit presents two vocabulary sets related to the topic of the unit and previewed in the presentation lesson. The main set appears on the Vocabulary page, and a secondary set is presented on the Skills page. **Look!** boxes contain useful tips and draw attention to potential pitfalls including, spelling rules, exceptions or irregular forms, collocations and notes about English usage.

Students once again have the opportunity for guided speaking practice with a **Pairwork** activity at the end of the lesson.

### Grammar

Each unit has two grammar pages. The grammar boxes model the form of the key structures from the presentation text, and the grammar point is explained in more detail in the **Grammar reference** section of the *Online Practice*.

Having already experimented with the new structures earlier in the unit, students are encouraged to reflect on correct usage in more detail. The grammar exercises provide practice of form and usage, moving from carefully controlled exercises to more demanding production.

Each grammar page has an optional **Finished?** activity. These optional fun activities are designed for fast finishers and provide flexibility in mixed ability classes. There is also a **Game!** feature on one of the grammar pages which provides personalized practice in a less formal context.

### Communication

One page in every unit focuses on everyday English. The language is presented in a dialogue. The dialogue also reviews the vocabulary and grammar from the previous pages, and exposes students to the language of the subsequent grammar page.

A **Pronunciation** activity draws students' attention to either a specific sound or the use of intonation. The students then listen to this language in different contexts before practising it themselves in the **Pairwork** activity.

### Skills

Two pages of every unit contain targeted skills work designed to equip students with the necessary strategies to build confidence and competence in reading, listening, speaking and writing.

Skills lessons also provide a way of consolidating and recycling the language students have studied throughout the unit, whilst exploring different aspects of the unit topic.

Reading texts deal with the main topic of the unit in a factual way using real-life contexts. Comprehension exercises start with a skimming activity followed by more detailed questions that gradually increase in difficulty as the series progresses.

Listening activities extend the topic of the unit. A variety of activity formats are used to help students develop listening comprehension skills.

The Speaking and Writing sections give students the opportunity to respond to the unit topic with their own ideas. To help students organize their ideas, both sections usually begin with a written preparation stage. The aim is to strike a balance between giving clear, guided models on the page on the one hand, and allowing students freedom to express themselves and experiment with newly acquired vocabulary and structures on the other.

### Culture

At the end of every unit, there is a **Culture** lesson based on a reading text, which provides students with an insight into a particular aspect of British culture, or broadens the students' knowledge of life in English-speaking countries. The texts are supported with comprehension exercises, which start with a skimming activity followed by more detailed questions.

Each **Culture** lesson concludes with a group project designed to help students develop their language skills and their creativity. Students work together in teams using the notes and instructions for the project and a supporting text in the Practice Book.

## Review

Each unit finishes with a **Review** lesson which consolidates the new vocabulary, grammar structures and everyday language of the unit. There is a corresponding **My Progress** section in the Practice Book, which allows students to reflect on their progress and encourages them to take responsibility for their own learning.

## Fun time

The **Fun time** lessons after every two main units review the language of the preceding units in the fun, motivational context of a cartoon story.

## Songs

There is one song included in every unit. References are provided on the relevant pages of the Class Book, and the lyrics can be found at the back of the book. There is a while-listening task for each song in the Songs section.

## Practice Book

Practice Book units are five pages long and provide thorough practice and reinforcement of the language and skills taught in the Class Book. The Practice Book exercises can be completed in class, or, if students have a copy of the book, for homework.

At the back of the Practice Book is a comprehensive wordlist arranged unit by unit for students to refer to.

## Classroom management

### An English-speaking environment

- Use English for classroom instructions as often as possible, and ask students to use English as well. For example: *Open your books at page 10. Let's look at exercise 3. Put up your hand. Work in pairs. Ask your partner.*
- Students should be encouraged to use expressions such as: *How do you say ... in English? How do you spell ...? I don't understand. Please can you repeat that? Can you say that more slowly, please? Can we listen to that again, please? Can I go to the toilet?*

### Managing large classes

Large classes are easier to manage if routines are established, such as:

- Write a plan of the day's activities on the board.
- Make sure that everyone understands the task before they start. Give clear examples and ask students to provide a few as well.
- Set time limits for all activities and remind students of time limits, for example: *You have two minutes left.*
- Walk around the class, monitoring while students work.
- Get to know students' personalities and learning styles so that they can reach their maximum potential in class.
- Allow stronger students to help weaker students while ensuring that there is always an atmosphere of mutual respect and understanding.

### Group and pairwork

The interaction students get from working in small groups or in pairs is vital in a language classroom, and students quickly get used to what to expect. Here are some tips for organizing group work in large classes:

- Don't have more than five students per group.
- Set up group activities quickly by allocating students with a letter (A, B, C, etc.). Students form groups with other students who have the same letter.
- Demonstrate tasks with one pair or group at the front of the class.
- Set a time limit and keep reminding students of it.

### Team work icon

There are several exercises that have the *Team work* icon. This is to indicate the exercises where students can work collaboratively together. Working together will help students gain confidence and they will also learn from each other.

### Speaking icon

Students will find carefully structured communication activities in every lesson of *Team Up Plus*. These are important as a means of consolidating the students' learning and as opportunities for them to have some fun.

### Feedback

It is important for students to have a sense of how they have performed. Provide feedback while monitoring activities. Alternatively, an exercise can be assessed afterwards with the whole class: students can put up their hands to indicate how many answers they shared in pairs or groups, how hard or easy the task was, etc.

Encourage students to behave well using a points system. Award points to pairs or groups that don't make too much noise. Deduct points from pairs or groups that are too noisy or who are not speaking in English.

# A tour of *Team Up Plus dla klasy V*

The presentation dialogue in the **Language focus** section exposes students to the theme, target grammar structures, vocabulary and functions of the unit in a photostory format. Students explore the meaning and usage of the language in manageable chunks before they move on to more formal presentation and practice.

The photostory uses familiar contexts to motivate and engage students.

Students focus on the target language.

## 6 Are there any tomatoes?

**Check it out!**

What? / Czego?	Ham / Kabanosy
Is there any? / Czy jest?	Yes / Tak
Is there any? / Czy jest?	No / Nie
Is there any? / Czy jest?	Yes / Tak
Is there any? / Czy jest?	No / Nie

**1** **Sluchanie** Połączaj nagrania. Tom wie cheć jeść, ponieważ ...

a) zjadł coś smacznego. b) chce się pouczyć. c) jest zmęczony.

Tom and Dev are at Kate's house.  
Dev: I'm hungry. Is there any food in the fridge, Kate?  
Kate: Here! Yes, there is, but there isn't much. There's some ham. Would you like a ham sandwich?  
Dev: Yes, OK. Are there any tomatoes?  
Kate: No, there aren't. There's lots of lettuce.  
Dev: Yuck! I hate lettuce. Is there any cheese?  
Kate: No, there isn't. There are some carrots, but there aren't many.  
Dev: Yummy ... a ham and carrot sandwich!  
Kate: Very funny, Dev. Anyway, how many ham sandwiches do you want?  
Dev: Just two. What about you, Tom?  
Tom: No, not for me, thanks. I'm not hungry.

**2** **Czytanie** Prze czytaj tekst. Odpowiedz na pytania ustnie, w parach.

1. What does Kate put in Dev's sandwich?
2. What vegetables are in the fridge?
3. What mark did Tom get in his Maths test?
4. What did Tom find in the photocoper?
5. Does Tom's teacher know he cheated?

**3** **Prze czytaj** dialogi i przeczytaj go. Następnie zaprezentujcie go w grupach.

## 6 Language focus

**4** Ułóż wyrazy i wyrażenia, tak by powstały pytania i odpowiedzi. Napisz te pytania i odpowiedzi w zeszycie.

Dev: I'm hungry. Is there any food in the fridge, Kate?	Dev: There's some ham.
Dev: Yes, OK.	Dev: Kate? Any / Is / Fridge / there / in / the / food
Dev: any / Are / tomatoes? / there	Dev: Here! Yes, there is, / much / there / but / isn't
Kate: lettuce / lots of / There's	Dev: like / you / Is / sandwich / / ham / Would
Dev: cheese? / Is / any / there	
Kate: carrots / There / some / are / many / aren't / there / but	
Dev: Yummy! ... a ham and carrot sandwich!	
Kate: Very funny, Dev. Anyway, how many ham sandwiches do you want?	
Dev: Just two.	
Tom: No, not for me, thanks. I'm not hungry.	

**5** **Prze czytaj** nagrania i sprawdź odpowiedzi. Następnie połączaj nagrania jeszcze raz i powtórz je.

**6** **Prze czytaj** dialogi z wyrażeniami z ramki. Wykorzystaj je podobnie jak w or. 4.

an apple / an ice cream / an orange / a sandwich / some cheese / some ham

A. I'm hungry.	B. What about you, Mark?
B. Would you like ...?	C. No, not for me, thanks.
A. Yes, OK.	

**7** **Prze czytaj** dialogi z chw. 6 w trzypodobnych grupach.

Language focus Unit 6 67

Useful expressions from the dialogue are introduced with their Polish translations.

Students check their comprehension of the story.

Students act out the story.

Students try out new language in a personalized context.

## Presentation

Prepare students to read and listen to the text by looking at the pictures. Ask students, in Polish if necessary, what is happening in the main picture and if they can remember what has happened in the story so far.

Refer students to the vocabulary in the *Check it out!* box to help students predict what the story is about.

Encourage teamwork by allowing students to act out the story. As the course develops, students will have more control over how they act out the dialogues.

## Language focus

Read the instructions together carefully. Then ask students to look at the example. In a **less confident class**, work through the dialogues, checking answers as you go. In a **more confident class**, allow students to complete the dialogues independently.

Students listen to the dialogues to check their answers. Listen again and drill the dialogues chorally to practise pronunciation of new language.

Put students into pairs to practise the dialogues. Encourage students to stand up and speak for additional speaking practice to make the activity realistic, enjoyable and motivational.

The **Vocabulary** section presents the main vocabulary set of the unit using pictures and a listening activity. It also stimulates students to remember other related vocabulary items previously taught, and enables students to practise the new vocabulary, at both word and sentence level, in a personalized context.

6

## Vocabulary

### Food and drink

**1** **Wzrost** Dopasuj nazwy produktów spożywczych z ramki do właściwych obrazków. Wskazuj obrazki i podawaj nazwy. Następnie posłuchaj nagrania i sprawdź odpowiedzi.

apple beef biscuit bread carrot cheese chicken egg milk  
mango orange juice potato rice salmon tomato tuna water yoghurt






















**Look!**

Zwierzę	Mięso
cow	beef
pig	pork/ham
sheep	mutton
oie:	
lamb	lamb
chicken	chicken
duck	duck

**2** Przerysuj tabelkę do zeszytu. Uzupełnij ją wyrazami z ćw. 1 i dopisz nazwy innych produktów spożywczych, które znasz.

Fruit	Vegetables	Meat	Fish	Dairy products	Drinks
apple	carrot	beef	salmon	yoghurt	water

**3** **Team work** Zadawajcie sobie nawzajem pytania o produkty spożywcze i odpowiadajcie na te pytania.

A What food do you like?  
B I like pizza and chocolate.  
A What food do you hate?  
B I hate eggs and lettuce.  
A What about drinks?  
B I like cola, but I don't like milk.

say-eight

68 Unit 6 Vocabulary

New words are recorded on the audio CD to give a model for pronunciation.

Students answer before they listen and check.

Useful tips on lexical sets, spelling rules, etc. are provided.

Students learn new vocabulary with the help of pictures.

Students personalize the new language through a speaking task.

### Presenting new words

Present and practise the new words using the pictures in the Class Book, mime or other games. Flashcards are available to print from the Oxford Teachers' Club, or you can use the electronic flashcards on the Classroom Presentation Tool to introduce the new vocabulary set. Find these in the Resources tab.

### Practising new words

Drill the vocabulary chorally until students are confident with it. Encourage students to work with a partner of a similar level to practise using the language in a personalized way. Encourage students to be supportive and respectful of one another and help each other with speaking tasks. Provide error correction tasks in a **more confident class**.

The first **Grammar** section presents the target grammar structures of the unit in clear, simple tables and provides a variety of activities through which students can practise the new structures. Having already seen the new language in the **Story** and **Language Focus** sections of the unit, students can now focus on the correct usage in more detail. The practice activities range from controlled exercises focusing on form, to freer personalized exercises. There are also additional activities for **more confident classes** or fast finishers.

## Grammar

6

Key grammar structures are presented in tables.

### Countable / Uncountable nouns

Rzeczowniki policzalne		Rzeczowniki niepoliczalne
L. pojedyncza	L. mnoga	Tylko l. pojedyncza
an apple	apples	bread
a tomato	tomatoes	cheese

1 Przeczytaj tabelkę do zeszytu. W każdej kolumnie wpisz nazwy produktów spożywczych ze s. 68.

Rzeczowniki policzalne		Rzeczowniki niepoliczalne
L. pojedyncza	L. mnoga	Tylko l. pojedyncza
an egg	eggs	milk

### some / any

Rzeczowniki policzalne		Rzeczowniki niepoliczalne
L. pojedyncza	L. mnoga	Tylko l. pojedyncza
+ There's an apple.	There are some apples.	There's some bread.
- There isn't an apple.	There aren't any apples.	There isn't any bread.
7 Is there an apple? Yes, there is. No, there isn't.	Are there any apples? Yes, there are. No, there aren't.	Is there any bread? Yes, there is. No, there isn't.

2 Wybierz właściwą odpowiedź. Zapisz odpowiedzi w zeszycie.

I had an /any apple at lunch.

I had an apple at lunch.

- There aren't some /any eggs in the fridge.
- Is there any/a milk in the bottle?
- Are there some/any biscuits on your desk?
- There isn't some/any cheese in the sandwich.
- There's some/a rice in the cupboard.
- There are a/some potatoes in the saucepan.
- Is there any/a mango on the table?
- Have you got some/any yoghurt?

Próbki A sandwich s. 104 (1/2/3)

3 Napisz w zeszycie zdania z formami *are some, aren't any, is some i isn't any*.

In Kate's fridge, there are some carrots. (✓)

There isn't any milk. (X)

- There is ham. (✓)
- There are tomatoes. (X)
- There is yoghurt. (X)
- There are eggs. (✓)
- There is cheese. (X)
- There is orange juice. (✓)

4 **Teamwork** Do każdego pytania dobierz właściwą odpowiedź. Udzielcie odpowiedzi na głos, w parach.

- Is there any cheese in these sandwiches?
  - Yes, there are.
  - Yes, there is.
  - Yuck! I hate cheese.
- Are there any apples?
  - No, there aren't.
  - No, there isn't.
  - There isn't much.
- Is there any water in the fridge?
  - No, thanks.
  - No, there aren't.
  - No, there isn't.

**Game!**

5 **Teamwork** Napisz w zeszycie nazwy sześciu produktów spożywczych, które znajdują się w twojej lodówce. Następnie zadawajcie sobie w parach pytania i odpowiadajcie na nie, jak w przykładzie.

A Are there any eggs?  
 B Yes, there are. (= 1 point)  
 A Is there any milk?  
 B No, there isn't. (= 0 points)

**Finished?**

Sprawdź, czy masz dobrą pamięć! Przyjrzyj się obrazkowi przez dwie minuty. Następnie go zakryj i napisz w zeszycie zdania, jak w przykładzie.



There's some cheese. Grammar Unit 6 69

Students recognize and use the target grammar in a more challenging practice exercise.

Students first practise the target grammar in controlled practice activities.

A unit song provides additional contextualized practice of the target grammar.

Fast finishers can do the *Finished?* activity whilst the teacher works with less confident students.

### Introducing and practising grammar

Look at the grammar table together and elicit grammar rules from the students. You can use the grammar cards provided online to explain and practise the language further.

Look at example items given for exercises together as a class. In a **less confident class**, continue to work through the answers together or ask students to do so in pairs. Allow students in a **more confident class** to work through exercises independently. Tell students to check their answers in pairs before feeding back.

Provide additional practice of the grammar using the corresponding Practice Book. Online Extension and Reinforcement activity sheets are also provided for **more confident** and **less confident students** respectively.

### Song

Teaching tips to exploit the language of the songs are provided on page 74.

In the **Communication** section, everyday functional language is presented through a model dialogue, which students listen to and read aloud. Students listen to the language in different contexts before practising it in a personalized pairwork activity. A pronunciation activity draws students' attention either to specific phonemes or intonation patterns.

Students listen to and complete a dialogue.

# 6 Communication

## Ordering food and drink

**1** **02:33** **Team work** **Posłuchaj nagrania i przeczytaj tekst. Uzupełnij dialog nazwami z ramki. Udzielcie odpowiedzi na głos, w parach. Następnie posłuchaj nagrania jeszcze raz i sprawdź odpowiedzi.**

cake chicken cola orange juice potato tuna

Waitress How can I help you?  
 Mark I'd like a sandwich, please.  
 Waitress OK. What would you like to drink?  
 Mark Can I have a glass of , please?  
 Waitress Large or small?  
 Mark Large, please.  
 Waitress Right. And what about you? What would you like?  
 Susan I'd like a baked with , please.  
 Waitress OK. Would you like a drink?  
 Susan Yes, please. I'll have a glass of and I'd like some , too.  
 Waitress OK. That's £15.20, please.

**2** **02:39** **Posłuchaj nagrania i powtórz je.**

Pytamy	Odpowiadamy
What would you like to eat/drink?	I'd like a .../I'll have a .../Can I have a ...?
Would you like a ...?	Yes, please./No, thanks.

**3** **02:20** **Wymowa** **Posłuchaj, jak wymawiamy wyrażenie would you.** Następnie posłuchaj nagrania jeszcze raz i powtórz je.

What would you like to eat?	Would you like a sandwich?
What would you like to drink?	Would you like a glass of cola?

**4** **02:21** **Posłuchaj nagrania. Zanotuj w zeszytcie, co zamawiają goście.**

- The man eats and drinks .
- The girl has .
- The boy has and .

**5** **02:21** **Team work** **Dobierzcie się w trzyposobowe grupy. Zamawiajcie potrawy i napoje z menu, jak w przykładzie.**

A How can I help you?  
 B I'd like ...  
 A And would you like ...?  
 B Yes, please./No, thanks.  
 A Right. And what about you? What would you like to eat?  
 C I'll have ...

**Menu**

Sandwiches	
chicken, egg and tomato	£3.50
Baked potatoes with cheese, tuna	£3.80
Burger and chips	£6.80
Carrot cake	£2.20
Fresh fruit (apple, banana, mango)	£0.60
Drinks	
coffee	£2.10
tea	£1.75
cola	(small) £1.60 (large) £2.40
orange juice	£2.30
water	£1.50

70 Unit 6 Communication

Students repeat the target language using audio as a model.

Students focus on pronunciation or intonation.

Students complete a dialogue to practise the language and pronunciation from the lesson in a personalized speaking activity.

### Teaching communication skills

- Look at the picture and discuss the topic of the dialogue with the class.
- Ask students to look at the dialogue and complete it using the information provided. Monitor, praise and check throughout.
- Play the audio to listen to the pronunciation of the functions. Drill the pronunciation chorally and individually to prepare students for the later stages of the lesson.
- Allow students time to write the final dialogue in their notebooks for future reference.

- Ask students to stand up and speak with a partner to use the language and pronunciation in a realistic and fun way. Ideas for extending pronunciation exercises are provided in the teaching notes.
- For some units, you can also use the Teacher's Resource DVD-ROM to develop students' language further. Worksheets are provided both online and on the Teacher's Resource DVD-ROM.

The second **Grammar** section presents new target grammar structures in clear, simple tables and provides a variety of activities through which students can practise the new structures. The students have already focused on some of the grammar of the unit and they now look at other aspects of the same main point or a new point. As on the first Grammar page, the practice activities range from controlled exercises focusing on form, to freer personalized exercises. There are also additional activities for **more confident classes** or fast finishers.

Key grammar structures are presented in tables.

Students first practise the target grammar in a controlled practice activity focusing on form.

Students explore the usage of the new language.

Fast finishers can do the *Finished?* activity whilst the teacher works with less confident students.

6

## Grammar

### lots of / much / many

Rzeczowniki policzalne	Rzeczowniki niepoliczalne
+ There are lots of eggs.	There's lots of bread.
- There aren't many eggs.	There isn't much bread.
? Are there many eggs?	Is there much bread?

**1** Uzupełnij zdania formami *lots of*, *much* i *many*. Napisz odpowiedzi w zeszytach.

My brother eats lots of meat.  
There aren't many tomatoes.

- Luke likes  cheese in his sandwiches.
- Do we need  eggs for this recipe?
- You didn't buy  potatoes.
- Karen eats  vegetables.
- There isn't  water in the fridge.
- You didn't eat  rice.
- She doesn't drink  orange juice.

### How much ...? / How many ...?

Rzeczowniki policzalne	Rzeczowniki niepoliczalne
How many sandwiches do you want?	How much ham have we got?

**2** Przeczytaj przepis na koktajl truskawkowy. Uzupełnij pytania wyrażeniami *How much* i *How many*. Napisz te pytania w zeszytach. Następnie dopisz odpowiedzi.

RECIPE

#### Strawberry Milkshake

For six people:  
500 grams of yoghurt  
1 litre milk  
24 large strawberries  
100 grams of strawberry ice cream  
1 orange

How much yoghurt is there in the recipe?  
500 grams

- milk is there?
- strawberries are there?
- strawberry ice cream is there?
- oranges are there?
- people is the recipe for?

**3** **Team work** Uzupełnij każdą lukę w tekście jednym z podanych wyrazów i wyrażeń. Udzielcie odpowiedzi na głos, w parach.

A Right, Emma. <sup>1</sup>... people are coming to your party?  
B Well, about 20, I think.  
A OK, so we need <sup>2</sup>... bread for sandwiches.  
<sup>3</sup>... bread have we got?  
B We haven't got <sup>4</sup>... We need to buy some bread. What about beef? <sup>5</sup>... beef is there in the fridge?  
A Well, there's <sup>6</sup>... beef, but there isn't <sup>7</sup>... yoghurt. There aren't <sup>8</sup>... tomatoes.  
B Is there <sup>9</sup>... orange juice?  
A Yes, but there isn't <sup>10</sup>...  
B OK. Let's go shopping!

1 a How      b How much      c How many  
2 a a        b some            c any  
3 a How much    b How many      c Not much  
4 a much        b some            c many  
5 a How        b How much      c How many  
6 a much        b many            c lots of  
7 a much        b many            c some  
8 a much        b many            c some  
9 a a            b some            c any  
10 a much        b many            c any

**Finished?**

Napisz w zeszytach pytania do nauczycielki / nauczyciela. Użyj wyrażeń *How much ...?* i *How many ...?*

How much milk is there in your fridge?

Grammar Unit 6 71

**Introducing and practising grammar**  
Look at the grammar table together and elicit grammar rules from the students. You can use the grammar cards provided online to explain and practise the language further. Look at example items given for exercises together as a class. In a **less confident class**, continue to work through the answers together or ask students to do so in pairs. Allow students in a **more confident class** to work through exercises independently. Tell students to check their answers in pairs before feeding back.

Play the game to review the language in a fun and motivational way. Tips for teaching games and extending activities are provided in the teaching notes and online. Provide additional practice of the grammar using the corresponding Practice Book pages. Online Extension and Reinforcement activity sheets are also provided for more confident and less confident students respectively.

The **Skills** section provides a focused study of skills all related by topic. There are a variety of Reading text types, which reinforce the language students have learnt throughout the unit. Listening activities extend the topic further. A variety of activity formats are used to help students develop listening comprehension skills. The Speaking and Writing sections give students the opportunity to respond to the unit topic with their own ideas. To help students organize their ideas, both sections usually begin with a written preparation stage. A second Vocabulary set, which complements the topic of the unit, is also presented and practised.

Students are given structured support for the speaking activity.

Students learn a second set of vocabulary.

Students read and listen to a text which expands on the topic of the unit.

Students respond to the unit topic by writing a personalized text.

Students read for general and for specific information.

Students listen for specific information.

**Reading skills**

Prepare students for reading by looking at the picture and title of the text and asking them to predict what it is about.

**Listening skills**

Prepare students for listening by first reading the statements or questions. Allow students to listen to the text twice.

**Vocabulary skills**

In a **more confident class**, ask students to look at the wordpool box to find and match the expressions to the pictures before they listen and check. In a **less confident class**, play the audio and ask students to listen and match the phrases and pictures.

**Speaking skills**

Use the table to provide support for speaking practice. Encourage **more confident students** to use additional vocabulary when speaking.

**Writing skills**

Use the writing model to provide support to develop students' own writing.

The **Culture** section provides extended reading practice and the chance for students to learn about an aspect of British culture thematically linked to the unit. The section concludes with a group *Project* designed to help students develop their language skills and their creativity. Students work together in teams using the notes and instructions for the project on the corresponding Practice Book page. The **Review** section consolidates the vocabulary, grammar and functions covered in the unit. There's a corresponding *My Progress* section in the Practice Book, which allows students to reflect on their progress.

**Students read and comprehend a text about an aspect of British culture.**

**Vocabulary and grammar from the unit is reviewed through a variety of controlled practice exercises.**

**Students practise communicative functions.**

**A glossary box provides translations for more difficult vocabulary and expressions.**

**Students complete a comprehension task in pairs to consolidate their understanding of the text.**

**Students work as a team to complete a collaborative project.**

**Students reflect on their own progress over the course of the unit.**

## Culture

Before reading, look at the glossary box provided. Ask **more confident students** to guess the meaning of the language from the context of the text before they look at the Polish translations.

## Project

Look at the project instructions and talk about the different stages and tasks that will build up the project. Encourage everyone to share their opinions. Students can complete their projects in class or as homework. You can ask students to present their completed projects to the class, then display students' work around the classroom.

## Review

In a **less confident class**, allow students to check their answers together in pairs. In a **more confident class**, put the answers on the board and encourage students to check their own work. Monitor as they do this and discuss any areas which students had particular difficulty with.

## My Progress

Ask students to read the sentences and decide how they feel about the different sections of the unit. Talk to the students individually if possible. Use the corresponding *Repetitorium* section in the Teacher's Power Pack as well as the Extension and Reinforcement worksheets for further practice.

The exercises in the **Repetitorium** section at the back of the Class Book relate to exam task types found in the end of primary exam (Egzamin ósmoklasisty). They focus on the skills students need in order to master these tasks in preparation for the exam. Each page has useful tips and exam practice activities, which further consolidate the target language and topic of the corresponding unit.

6

## Repetitorium

**1** **3.1.a** **Sprawdź się!** Usłyszysz cztery nagrania poświęcone jedzeniu. Na podstawie usłyszanych informacji dopasuj zdania (a-e) do właściwych osób (1-4). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej osoby. Zapisz odpowiedzi w zeszyte.

This person ...

- a likes to eat healthy food.
- b works at a restaurant.
- c thinks their friend is a good cook.
- d is talking about their favourite food.
- e wants to become a chef.



**2** **3.5-b** **Sprawdź się!** Wysłuchaj dwukrotnie dwóch tekstów. Na podstawie usłyszanych informacji wybierz właściwą odpowiedź (a-c) na każde pytanie. Pytania 1-3 odnoszą się do pierwszego tekstu, a pytania 4-6 – do drugiego tekstu. Udziel odpowiedzi na głos.

1 Which does Taryia like best?

- a riding a horse
- b riding a bike
- c skateboarding

2 What sport does Sam like?

- a cycling
- b tennis
- c football

3 What are the friends talking about?

- a their free-time activities
- b the weather
- c school

4 The speaker was ...

- a in a race.
- b in a competition.
- c on holiday.

5 What did the speaker do with the prize money?

- a She bought a cookbook.
- b She bought a cooking pot.
- c She did something nice for her family.

6 The speaker ...

- a introduces a TV programme.
- b describes an experience.
- c complains about something.




**Wskazówka!**

Przeczytaj uważnie pytania i odpowiedzi, zanim wysłuchasz nagrania. W trakcie słuchania skup się na zrozumieniu znaczenia całego tekstu. Nie musisz rozumieć znaczenia wszystkich wyrazów i wyrazów. Postaraj się wskazać odpowiedzi, które podano, by cię zmylić, a następnie wybierz poprawną odpowiedź z dwóch pozostałych. Zastanów się, która odpowiedź pasuje do znaczenia wyrazów użytych w nagraniu.

**110** Unit 6 Repetitorium

Students are given a useful tip to help with their preparation for the end of primary exam (Egzamin ósmoklasisty).

Students do graded exam-style questions.

Students practise the skill highlighted in the tip box.

### Exam training

Read the tip with the class and emphasize its importance. Explain that in end of primary exams, there are a limited number of task types and it is important to get used to them.

# Welcome

## Aims

- **Vocabulary:** Countries and nationalities, Family, School subjects, Possessions, Sports equipment, Animals, Adjectives, My room, Daily routines and free-time activities, Sports, Clothes
- **Grammar:** *a / an, some / any, There is / There are, be:* Present simple, *this, that, these, those, have got*, Imperatives, Present simple, Adverbs of frequency, *can* (ability)
- **Communication:** Talking about possessions, Talking about clothes, Talking about what's in your school bag
- **Writing:** Write about your classroom

Section	Aims	Materials
<b>Countries and nationalities</b> <b>Family</b> <i>CB + Classroom</i> <i>Presentation Tool p4</i>	<ul style="list-style-type: none"> <li>• Review vocabulary for countries and nationalities.</li> <li>• Review family vocabulary.</li> </ul>	Practice Book p2
<b>School subjects</b> <b>Possessions</b> <b>Sports equipment</b> <i>CB + Classroom</i> <i>Presentation Tool p5</i>	<ul style="list-style-type: none"> <li>• Review vocabulary for school subjects using a spelling exercise.</li> <li>• Review possessions and provide spoken practice.</li> <li>• Review sports equipment.</li> </ul>	Class audio CD1, track 1 Practice Book pp2–3 Song – <i>Favourite possessions!</i> Song exercise CB p102
<b>Animals</b> <b>Adjectives</b> <b>My room</b> <i>CB + Classroom</i> <i>Presentation Tool p6</i>	<ul style="list-style-type: none"> <li>• Review animal vocabulary.</li> <li>• Review adjectives.</li> <li>• Review bedroom vocabulary.</li> </ul>	Practice Book p3
<b>Daily routines and free-time activities</b> <b>Sports</b> <b>Clothes</b> <i>CB + Classroom</i> <i>Presentation Tool p7</i>	<ul style="list-style-type: none"> <li>• Review verbs related to daily routines.</li> <li>• Review sports equipment vocabulary and spelling.</li> <li>• Review clothes vocabulary at word and sentence level.</li> </ul>	Practice Book p4
<b>Grammar</b> <b><i>a / an</i></b> <b><i>some / any</i></b> <b><i>There is / There are</i></b> <i>CB + Classroom</i> <i>Presentation Tool p8</i>	<ul style="list-style-type: none"> <li>• Review indefinite articles <i>a</i> and <i>an</i> with nouns.</li> <li>• Review <i>some</i> and <i>any</i> in affirmative and negative sentences.</li> <li>• Review <i>There is / There are</i> using spoken and written practice.</li> </ul>	Practice Book p4
<b>Grammar</b> <b><i>be: Present simple</i></b> <b><i>this, that, these, those, have got</i></b> <i>CB + Classroom</i> <i>Presentation Tool p9</i>	<ul style="list-style-type: none"> <li>• Review <i>be: Present simple</i> in a profile and personalized writing task.</li> <li>• Review <i>this, that, these, those</i>.</li> <li>• Review <i>have got</i> in a personalized writing task.</li> </ul>	Practice Book pp4–5
<b>Grammar</b> <b>Imperatives</b> <b>Present simple</b> <i>CB + Classroom</i> <i>Presentation Tool p10</i>	<ul style="list-style-type: none"> <li>• Review imperatives using class rules.</li> <li>• Review the present simple.</li> </ul>	Practice Book p5
<b>Grammar</b> <b>Adverbs of frequency</b> <b><i>can</i> (ability)</b> <i>CB + Classroom</i> <i>Presentation Tool p11</i>	<ul style="list-style-type: none"> <li>• Review adverbs of frequency at word and sentence level.</li> <li>• Review <i>can</i> for ability in written questions and answers.</li> </ul>	Practice Book p5

# 1

## Tom is playing today

### Aims

- **Vocabulary:** Physical descriptions, Parts of the body
- **Grammar:** Present continuous (affirmative, interrogative and short answers), Possessive pronouns, *Whose ... ?*
- **Communication:** Making requests
- **Pronunciation:** Rising and falling intonation in requests
- **Reading:** Basketball stars coach young teens
- **Listening:** A telephone conversation about summer camp
- **Writing:** A paragraph about what someone is doing at camp
- **Culture:** Wimbledon
- **Team project:** A poster about a sports event in Poland

Section	Aims	Materials
<b>Presentation</b> <i>CB + Classroom</i> <i>Presentation Tool p12</i>	<ul style="list-style-type: none"> <li>• Present new language (present continuous and physical descriptions) in an engaging, realistic context via a serialized story.</li> </ul>	Class audio CD1, track 2
<b>Language focus</b> <i>CB + Classroom</i> <i>Presentation Tool p13</i>	<ul style="list-style-type: none"> <li>• Practise and personalize the target language in manageable chunks.</li> </ul>	Class audio CD1, track 3 Practice Book p6
<b>Vocabulary</b> <i>CB + Classroom</i> <i>Presentation Tool p14</i>	<ul style="list-style-type: none"> <li>• Present new vocabulary (physical descriptions).</li> <li>• Practise it at word and sentence level.</li> <li>• Personalize the new language.</li> </ul>	Class audio CD1, tracks 4–5 Practice Book p6
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p15</i>	<ul style="list-style-type: none"> <li>• Present and practise present continuous affirmative.</li> <li>• Present and practise the spelling variations of the target language.</li> <li>• Present and practise possessive pronouns.</li> </ul>	Practice Book p6
<b>Communication</b> <i>CB + Classroom</i> <i>Presentation Tool p16</i>	<ul style="list-style-type: none"> <li>• Present and practise making requests.</li> <li>• Develop students' intonation.</li> </ul>	Class audio CD1, tracks 6–8 Practice Book p7
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p17</i>	<ul style="list-style-type: none"> <li>• Present the present continuous interrogative and short answers.</li> <li>• Raise awareness of the difference between <i>who's</i> and <i>whose</i>.</li> <li>• Practise the target language using a song.</li> </ul>	Class audio CD1, track 9 Practice Book p7 Reinforcement worksheet 1 Extension worksheet 1 Song – <i>Your computer</i> Song exercise CB p102
<b>Skills</b> <i>CB + Classroom</i> <i>Presentation Tool pp18–19</i>	<ul style="list-style-type: none"> <li>• Present and practise vocabulary for parts of the body.</li> <li>• Read and understand an article about basketball.</li> <li>• Listen to and understand a telephone conversation.</li> <li>• Practise asking and answering questions about holiday camps.</li> <li>• Write a continuous text about what someone is doing at a summer camp.</li> </ul>	Class audio CD1, tracks 10–12 Practice Book p8
<b>Culture</b> <i>CB + Classroom</i> <i>Presentation Tool p20</i>	<ul style="list-style-type: none"> <li>• Read and understand a text about the Wimbledon tennis tournament.</li> </ul>	Class audio CD1, track 13 Practice Book p9
<b>Project</b> <i>CB + Classroom</i> <i>Presentation Tool p20</i>	<ul style="list-style-type: none"> <li>• Make a poster about a Polish sporting event.</li> <li>• Enable students to work together to produce a group project.</li> </ul>	
<b>Review</b> <i>CB + Classroom</i> <i>Presentation Tool p21</i>	<ul style="list-style-type: none"> <li>• Review the vocabulary, grammar and functional language from the unit.</li> </ul>	Practice Book p10
<b>Repetitorium 1</b> <i>CB + Classroom</i> <i>Presentation Tool p105</i>	<ul style="list-style-type: none"> <li>• Develop skills for the Grammar and vocabulary section of the end of primary exam (Egzamin ósmoklasisty).</li> </ul>	Class audio CD3, track 1

## 2

## Tom isn't listening

**Aims**

- **Vocabulary:** Housework, Household objects
- **Grammar:** Present continuous negative, Adverbs of manner, Present simple / Present continuous
- **Communication:** Apologizing and making excuses
- **Pronunciation:** /ɒ/ and /əʊ/
- **Reading:** Out of the frying pan (Shrove Tuesday in the UK)
- **Listening:** A description of a robot that can do housework
- **Writing:** A description of a robot
- **Culture:** Free-time in the UK
- **Team project:** A survey about free-time activities

Section	Aims	Materials
<b>Presentation</b> <i>CB + Classroom</i> <i>Presentation Tool p22</i>	<ul style="list-style-type: none"> <li>• Present new language (present continuous negative, adverbs of manner and vocabulary for housework) in an engaging, realistic context via a serialized story.</li> </ul>	Class audio CD1, track 14
<b>Language focus</b> <i>CB + Classroom</i> <i>Presentation Tool p23</i>	<ul style="list-style-type: none"> <li>• Practise and personalize the target language in manageable chunks.</li> </ul>	Class audio CD1, track 15 Practice Book p11
<b>Vocabulary</b> <i>CB + Classroom</i> <i>Presentation Tool p24</i>	<ul style="list-style-type: none"> <li>• Present vocabulary for housework.</li> <li>• Practise it at word and sentence level.</li> <li>• Personalize the new language.</li> <li>• Practise the target language using a song.</li> </ul>	Class audio CD1, tracks 16–17 Practice Book p11 Song – <i>A special day</i> Song exercise CB p102
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p25</i>	<ul style="list-style-type: none"> <li>• Present and practise present continuous negative verbs.</li> <li>• Develop students' spelling and understanding of adverbs of manner.</li> </ul>	Practice Book p11
<b>Communication</b> <i>CB + Classroom</i> <i>Presentation Tool p26</i>	<ul style="list-style-type: none"> <li>• Present and practise apologizing and making excuses.</li> <li>• Enable students to recognize the difference between /ɒ/ and /əʊ/ phonemes.</li> </ul>	Class audio CD1, tracks 18–21 Practice Book p12
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p27</i>	<ul style="list-style-type: none"> <li>• Present and practise the difference between the present simple and present continuous.</li> <li>• Review adverbs of frequency.</li> </ul>	Practice Book p12 Reinforcement worksheet 2 Extension worksheet 2
<b>Skills</b> <i>CB + Classroom</i> <i>Presentation Tool pp28–29</i>	<ul style="list-style-type: none"> <li>• Read and understand an article about Shrove Tuesday in the UK.</li> <li>• Present and practise vocabulary for household objects.</li> <li>• Practise asking and answering questions about household jobs.</li> <li>• Listen to and understand a description.</li> <li>• Write a description of a robot.</li> </ul>	Class audio CD1, tracks 22–24 Practice Book p13
<b>Culture</b> <i>CB + Classroom</i> <i>Presentation Tool p30</i>	<ul style="list-style-type: none"> <li>• Read about the ways British teenagers spend their free-time.</li> </ul>	Class audio CD1, track 25 Practice Book p14
<b>Project</b> <i>CB + Classroom</i> <i>Presentation Tool p30</i>	<ul style="list-style-type: none"> <li>• Write and take a survey about free-time activities.</li> <li>• Enable students to work together to produce a group project.</li> </ul>	
<b>Review</b> <i>CB + Classroom</i> <i>Presentation Tool p31</i>	<ul style="list-style-type: none"> <li>• Review the vocabulary, grammar and functional language from the unit.</li> </ul>	Practice Book p15
<b>Repetitorium 2</b> <i>CB + Classroom</i> <i>Presentation Tool p106</i>	<ul style="list-style-type: none"> <li>• Improve Reading comprehension skills for the end of primary exam (Egzamin ósmoklasisty).</li> </ul>	
<b>Fun time 1</b> <i>CB + Classroom</i> <i>Presentation Tool pp32–33</i>	<ul style="list-style-type: none"> <li>• Review the language of the preceding units in a fun, motivational context.</li> </ul>	Class audio CD1, track 26

# 3

## Were you at the party?

### Aims

- **Vocabulary:** House and furniture, The home
- **Grammar:** *be*: Past simple (affirmative, negative and questions), Information questions with *was / were*, Prepositions of place, *There was / There were*
- **Communication:** Agreeing and disagreeing
- **Pronunciation:** Sentence stress
- **Reading:** Top places to visit in Peru
- **Listening:** A conversation about a holiday
- **Writing:** A postcard
- **Culture:** Buckingham Palace – a famous British house!
- **Team project:** A poster and text about a famous building

Section	Aims	Materials
<b>Presentation</b> <i>CB + Classroom</i> <i>Presentation Tool p34</i>	<ul style="list-style-type: none"> <li>• Present new language (<i>be</i>: Past simple) and review emotions vocabulary in an engaging, realistic context via a serialized story.</li> </ul>	Class audio CD1, track 27
<b>Language focus</b> <i>CB + Classroom</i> <i>Presentation Tool p35</i>	<ul style="list-style-type: none"> <li>• Practise and personalize the target language in manageable chunks.</li> </ul>	Class audio CD1, track 28 Practice Book p16
<b>Vocabulary</b> <i>CB + Classroom</i> <i>Presentation Tool p36</i>	<ul style="list-style-type: none"> <li>• Present new vocabulary for house and furniture and practise it at word and sentence level.</li> <li>• Review language in a meaningful context using a DVD.</li> </ul>	Class audio CD1, tracks 29–30 Practice Book p16 DVD-ROM 1 – <i>Describing your bedroom</i> (DVD 1 worksheet)
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p37</i>	<ul style="list-style-type: none"> <li>• Present and practise <i>be</i>: Past simple and enable students to personalize the language.</li> <li>• Present and practise <i>was / were</i> information questions.</li> <li>• Practise the target language using a song.</li> </ul>	Class audio CD1, track 31 Practice Book p16 Song – <i>Party time</i> Song exercise CB p103
<b>Communication</b> <i>CB + Classroom</i> <i>Presentation Tool p38</i>	<ul style="list-style-type: none"> <li>• Present and practise agreeing and disagreeing.</li> <li>• Practise the intonation and stress of these functions.</li> </ul>	Class audio CD1, tracks 32–35 Practice Book p17
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p39</i>	<ul style="list-style-type: none"> <li>• Present and practise prepositions of place.</li> <li>• Present and practise <i>there was</i> and <i>there were</i>.</li> </ul>	Practice Book p17 Reinforcement worksheet 3 Extension worksheet 3
<b>Skills</b> <i>CB + Classroom</i> <i>Presentation Tool</i> <i>pp40–41</i>	<ul style="list-style-type: none"> <li>• Present and practise vocabulary for the home.</li> <li>• Read and understand a leaflet about places to visit in Peru.</li> <li>• Listen to and understand a conversation about a holiday.</li> <li>• Practise asking and answering questions about Pompeii.</li> <li>• Write a postcard about a visit to the Parthenon following a model.</li> </ul>	Class audio CD1, tracks 36–38 Practice Book p18
<b>Culture</b> <i>CB + Classroom</i> <i>Presentation Tool p42</i>	<ul style="list-style-type: none"> <li>• Read and understand a text about Buckingham Palace.</li> <li>• Learn cultural information. Review language in a meaningful context.</li> </ul>	Class audio CD1, track 39 Practice Book p19 DVD-ROM 2 – <i>Broughton Castle</i> (DVD 2 worksheet)
<b>Project</b> <i>CB + Classroom</i> <i>Presentation Tool p42</i>	<ul style="list-style-type: none"> <li>• Make a poster about a famous building in Poland.</li> <li>• Enable students to work together to produce a group project.</li> </ul>	
<b>Review</b> <i>CB + Classroom</i> <i>Presentation Tool p43</i>	<ul style="list-style-type: none"> <li>• Review the vocabulary, grammar and functional language from the unit.</li> </ul>	Practice Book p20
<b>Repetitorium 3</b> <i>CB + Classroom</i> <i>Presentation Tool p107</i>	<ul style="list-style-type: none"> <li>• Develop skills for the Listening section of the end of primary exam (Egzamin ósmoklasisty).</li> </ul>	Class audio CD3, tracks 2–3

# 4

## You failed another test!

### Aims

- **Vocabulary:** Jobs, Transport
- **Grammar:** Past simple: regular verbs, Past simple negative
- **Communication:** Asking for travel information
- **Pronunciation:** Word stress
- **Listening:** Conversations about transport
- **Reading:** Christopher Columbus
- **Writing:** A paragraph about the life of a famous person
- **Culture:** Transport in London
- **Team project:** Writing and taking a survey about local transport

Section	Aims	Materials
<b>Presentation</b> <i>CB + Classroom</i> <i>Presentation Tool p44</i>	<ul style="list-style-type: none"> <li>• Present new language (past simple affirmative and negative and vocabulary of jobs) in an engaging, realistic context via a serialized story.</li> </ul>	Class audio CD1, track 40
<b>Language focus</b> <i>CB + Classroom</i> <i>Presentation Tool p45</i>	<ul style="list-style-type: none"> <li>• Practise and personalize the target language in manageable chunks.</li> </ul>	Class audio CD1, track 41 Practice Book p21
<b>Vocabulary</b> <i>CB + Classroom</i> <i>Presentation Tool p46</i>	<ul style="list-style-type: none"> <li>• Present new vocabulary for jobs and practise it at word and sentence level.</li> <li>• Personalize the new language.</li> </ul>	Class audio CD1, track 42 Practice Book p21
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p47</i>	<ul style="list-style-type: none"> <li>• Present and practise the past simple with regular verbs.</li> <li>• Practise the different ways of saying <i>-ed</i> endings.</li> </ul>	Class audio CD1, tracks 43–44 Practice Book p21
<b>Communication</b> <i>CB + Classroom</i> <i>Presentation Tool p48</i>	<ul style="list-style-type: none"> <li>• Present and practise ways of asking for travel information.</li> <li>• Develop awareness of syllables and word stress.</li> </ul>	Class audio CD1, tracks 45–47 Practice Book p22
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p49</i>	<ul style="list-style-type: none"> <li>• Present and practise the past simple negative.</li> </ul>	Practice Book p22 Reinforcement worksheet 4 Extension worksheet 4
<b>Skills</b> <i>CB + Classroom</i> <i>Presentation Tool</i> <i>pp50–51</i>	<ul style="list-style-type: none"> <li>• Present and practise vocabulary for transport.</li> <li>• Listen to and understand conversations about transport.</li> <li>• Read and understand a text about Christopher Columbus.</li> <li>• Practise talking about a famous person.</li> <li>• Write a continuous text about a famous person using factual prompts.</li> <li>• Practise the target language using a song.</li> </ul>	Class audio CD1, tracks 48–51 Practice Book p23 DVD-ROM 3 – <i>Charlie Chaplin</i> (DVD 3 worksheet) Song – <i>Transport problems</i> Song exercise CB p103
<b>Culture</b> <i>CB + Classroom</i> <i>Presentation Tool p52</i>	<ul style="list-style-type: none"> <li>• Read and understand a text about transport in London.</li> <li>• Practise reading for specific information.</li> </ul>	Class audio CD1, track 52 Practice Book p24
<b>Project</b> <i>CB + Classroom</i> <i>Presentation Tool p52</i>	<ul style="list-style-type: none"> <li>• Write and take a survey about local transport.</li> <li>• Enable students to work together to produce a group project.</li> </ul>	
<b>Review</b> <i>CB + Classroom</i> <i>Presentation Tool p53</i>	<ul style="list-style-type: none"> <li>• Review the vocabulary, grammar and functional language from the unit.</li> </ul>	Practice Book p25
<b>Repetitorium 4</b> <i>CB + Classroom</i> <i>Presentation Tool p108</i>	<ul style="list-style-type: none"> <li>• Develop skills for the Grammar and vocabulary section of the end of primary exam (Egzamin ósmoklasisty).</li> </ul>	
<b>Fun time 2</b> <i>CB + Classroom</i> <i>Presentation Tool pp54–55</i>	<ul style="list-style-type: none"> <li>• Review the language of the preceding units in a fun, motivational context.</li> </ul>	Class audio CD1, track 53

# 5

## What did you do last night?

### Aims

- **Vocabulary:** Television, Films
- **Grammar:** Past simple: irregular verbs, Past simple negatives and short answers using *did*, Question words + the Past simple
- **Communication:** Buying a cinema ticket
- **Pronunciation:** /s/, /k/ and /tʃ/
- **Listening:** A conversation about a trip to the cinema
- **Writing:** A paragraph about a film you liked and a film you didn't like
- **Reading:** Daniel Radcliffe
- **Culture:** British cinema
- **Team project:** A poster about favourite film characters

Section	Aims	Materials
<b>Presentation</b> <i>CB + Classroom</i> <i>Presentation Tool p56</i>	<ul style="list-style-type: none"> <li>• Present new language (past simple affirmative, negative and question forms using irregular verbs, and film vocabulary) in an engaging, realistic context via a serialized story.</li> </ul>	Class audio CD2, track 1
<b>Language focus</b> <i>CB + Classroom</i> <i>Presentation Tool p57</i>	<ul style="list-style-type: none"> <li>• Practise and personalize the target language in manageable chunks.</li> </ul>	Class audio CD2, track 2 Practice Book p26
<b>Vocabulary</b> <i>CB + Classroom</i> <i>Presentation Tool p58</i>	<ul style="list-style-type: none"> <li>• Present new vocabulary for television and practise it at word and sentence level.</li> <li>• Provide personalized practice to motivate students.</li> </ul>	Class audio CD2, tracks 3–4 Practice Book p26
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p59</i>	<ul style="list-style-type: none"> <li>• Present and practise past simple irregular verbs.</li> </ul>	Practice Book p26
<b>Communication</b> <i>CB + Classroom</i> <i>Presentation Tool p60</i>	<ul style="list-style-type: none"> <li>• Present and practise buying a cinema ticket.</li> <li>• Enable students to recognize the difference between the phonemes /k/, /s/ and /tʃ/.</li> <li>• Review language in a meaningful context using a DVD.</li> </ul>	Class audio CD2, tracks 5–8 Practice Book p27 DVD-ROM 4 – <i>Buying a cinema ticket</i> (DVD 4 worksheet)
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p61</i>	<ul style="list-style-type: none"> <li>• Present and practise past simple negative and short answers using <i>did</i>.</li> <li>• Present and practise question words with the past simple.</li> <li>• Practise the target language using a song.</li> </ul>	Class audio CD2, track 9 Practice Book p27 Reinforcement worksheet 5 Extension worksheet 5 Song – <i>Big quiz show</i> Song exercise CB p103
<b>Skills</b> <i>CB + Classroom</i> <i>Presentation Tool</i> <i>pp62–63</i>	<ul style="list-style-type: none"> <li>• Present and practise vocabulary for films.</li> <li>• Listen to and understand a conversation about the cinema.</li> <li>• Practise asking and answering questions about film.</li> <li>• Write a continuous text from the prompts to write about your favourite film.</li> <li>• Read and understand a text about Daniel Radcliffe.</li> <li>• Read for gist and specific information.</li> </ul>	Class audio CD2, tracks 10–12 Practice Book p28
<b>Culture</b> <i>CB + Classroom</i> <i>Presentation Tool p64</i>	<ul style="list-style-type: none"> <li>• Read and understand a text about British cinema.</li> <li>• Practise reading for specific information.</li> <li>• Learn about cultural information and review language in a meaningful context using a DVD.</li> </ul>	Class audio CD2, track 13 Practice Book p29 DVD-ROM 5 – <i>James Bond and Pinewood</i> (DVD 5 worksheet)
<b>Project</b> <i>CB + Classroom</i> <i>Presentation Tool p64</i>	<ul style="list-style-type: none"> <li>• Make a poster about your favourite characters in films.</li> <li>• Enable students to work together to produce a group project.</li> </ul>	
<b>Review</b> <i>CB + Classroom</i> <i>Presentation Tool p65</i>	<ul style="list-style-type: none"> <li>• Review the vocabulary, grammar and functional language from the unit.</li> </ul>	Practice Book p30
<b>Repetytorium 5</b> <i>CB + Classroom</i> <i>Presentation Tool p109</i>	<ul style="list-style-type: none"> <li>• Develop skills for the Reading section of the end of primary exam (Egzamin ósmoklasisty).</li> </ul>	

# 6

## Are there any tomatoes?

### Aims

- **Vocabulary:** Food and drink, Food containers
- **Grammar:** Countable / Uncountable nouns, *some / any*, *lots of / much / many*, *How much ... ? / How many ... ?*
- **Communication:** Ordering food and drink
- **Pronunciation:** *would you* in questions and offers
- **Writing:** A short text about your diet
- **Reading:** Polish Cuisine: What's cooking?
- **Listening:** An account of two diets
- **Culture:** British TV show *Junior Masterchef*
- **Team project:** Creating an exciting menu

Section	Aims	Materials
<b>Presentation</b> <i>CB + Classroom</i> <i>Presentation Tool p66</i>	<ul style="list-style-type: none"> <li>• Present new language (countable and uncountable nouns, determiners and vocabulary for food and drink) in an engaging, realistic context via a serialized story.</li> </ul>	Class audio CD2, track 14
<b>Language focus</b> <i>CB + Classroom</i> <i>Presentation Tool p67</i>	<ul style="list-style-type: none"> <li>• Practise and personalize the target language in manageable chunks.</li> </ul>	Class audio CD2, track 15 Practice Book p31
<b>Vocabulary</b> <i>CB + Classroom</i> <i>Presentation Tool p68</i>	<ul style="list-style-type: none"> <li>• Present new vocabulary for food and drink and practise it at word and sentence level.</li> <li>• Provide personalized practice to motivate students.</li> </ul>	Class audio CD2, track 16 Practice Book p31
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p69</i>	<ul style="list-style-type: none"> <li>• Present and practise countable and uncountable nouns.</li> <li>• Present and practise <i>some / any</i>.</li> <li>• Practise the target language using a song.</li> </ul>	Class audio CD2, track 17 Practice Book p31 Song – <i>A sandwich</i> Song exercise CB p104
<b>Communication</b> <i>CB + Classroom</i> <i>Presentation Tool p70</i>	<ul style="list-style-type: none"> <li>• Present and practise ordering food and drink.</li> <li>• Raise awareness of the different pronunciation of <i>would you</i>.</li> <li>• Review language in a meaningful context using a DVD.</li> </ul>	Class audio CD2, tracks 18–21 Practice Book p32 DVD-ROM 6 – <i>Ordering food and a drink</i> (DVD 6 worksheet)
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p71</i>	<ul style="list-style-type: none"> <li>• Present and practise <i>lots of / much / many</i> and questions with <i>How much ... ?</i> and <i>How many ... ?</i></li> <li>• Review countable and uncountable nouns.</li> </ul>	Practice Book p32 Reinforcement worksheet 6 Extension worksheet 6
<b>Skills</b> <i>CB + Classroom</i> <i>Presentation Tool pp72–73</i>	<ul style="list-style-type: none"> <li>• Present and practise vocabulary for food containers.</li> <li>• Practise asking and answering questions in a survey.</li> <li>• Write a continuous text from the prompts about your diet.</li> <li>• Read and understand a text about Polish cuisine.</li> <li>• Listen to and understand a description of two diets.</li> </ul>	Class audio CD2, tracks 22–24 Practice Book p33
<b>Culture</b> <i>CB + Classroom</i> <i>Presentation Tool p74</i>	<ul style="list-style-type: none"> <li>• Read and understand a text about the British TV show <i>Junior Masterchef</i>.</li> <li>• Practise reading for specific information.</li> </ul>	Class audio CD2, track 25 Practice Book p34
<b>Project</b> <i>CB + Classroom</i> <i>Presentation Tool p74</i>	<ul style="list-style-type: none"> <li>• Create an interesting international menu.</li> <li>• Enable students to work together to produce a group project.</li> </ul>	
<b>Review</b> <i>CB + Classroom</i> <i>Presentation Tool p75</i>	<ul style="list-style-type: none"> <li>• Review the vocabulary, grammar and functional language from the unit.</li> </ul>	Practice Book p35
<b>Repetitorium 6</b> <i>CB + Classroom</i> <i>Presentation Tool p110</i>	<ul style="list-style-type: none"> <li>• Develop skills for the Listening section of the end of primary exam (Egzamin ósmoklasisty).</li> </ul>	Class audio CD3, tracks 4–6
<b>Fun time 3</b> <i>CB + Classroom</i> <i>Presentation Tool pp76–77</i>	<ul style="list-style-type: none"> <li>• Review the language of the preceding units in a fun, motivational context.</li> </ul>	Class audio CD2, track 26

**Aims**

- **Vocabulary:** Geography, The weather
- **Grammar:** Comparative adjectives (long and short), Comparative adjectives (irregular), Comparisons using *as ... as*
- **Communication:** Asking for tourist information
- **Pronunciation:** The *schwa* /ə/ in words and connected speech
- **Listening:** A weather forecast
- **Writing:** A description of the weather
- **Reading:** Aleksander Doba
- **Culture:** Come to Scotland!
- **Team project:** A poster about a beautiful place in Poland

Section	Aims	Materials
<b>Presentation</b> <i>CB + Classroom</i> <i>Presentation Tool p78</i>	<ul style="list-style-type: none"> <li>• Present new language (comparative adjectives and geography and weather vocabulary) in an engaging, realistic context via a serialized story.</li> </ul>	Class audio CD2, track 27
<b>Language focus</b> <i>CB + Classroom</i> <i>Presentation Tool p79</i>	<ul style="list-style-type: none"> <li>• Practise and personalize the target language in manageable chunks.</li> </ul>	Class audio CD2, track 28 Practice Book p36
<b>Vocabulary</b> <i>CB + Classroom</i> <i>Presentation Tool p80</i>	<ul style="list-style-type: none"> <li>• Present new vocabulary for geography and practise it at word and sentence level.</li> <li>• Provide personalized practice to motivate students.</li> </ul>	Class audio CD2, track 29 Practice Book p36
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p81</i>	<ul style="list-style-type: none"> <li>• Present and practise comparative adjectives (long and short).</li> </ul>	Practice Book p36
<b>Communication</b> <i>CB + Classroom</i> <i>Presentation Tool p82</i>	<ul style="list-style-type: none"> <li>• Present and practise asking for tourist information.</li> <li>• Raise awareness of the weak sound <i>schwa</i> /ə/ in words and connected speech.</li> <li>• Review language in a meaningful context using a DVD.</li> </ul>	Class audio CD2, tracks 30–33 Practice Book p37 DVD-ROM 7 – <i>Asking for tourist information</i> (DVD 7 worksheet)
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p83</i>	<ul style="list-style-type: none"> <li>• Present and practise irregular comparative adjectives.</li> <li>• Present and practise comparatives using <i>as ... as</i>.</li> </ul>	Practice Book p37 Reinforcement worksheet 7 Extension worksheet 7
<b>Skills</b> <i>CB + Classroom</i> <i>Presentation Tool</i> <i>pp84–85</i>	<ul style="list-style-type: none"> <li>• Present and practise vocabulary for the weather.</li> <li>• Listen to and understand a weather forecast.</li> <li>• Practise asking and answering questions about the weather.</li> <li>• Write a continuous text describing the weather.</li> <li>• Read and understand a text about Aleksander Doba.</li> <li>• Practise the target language using a song.</li> </ul>	Class audio CD2, tracks 34–37 Practice Book p38 Song – <i>On holiday</i> Song exercise CB p104
<b>Culture</b> <i>CB + Classroom</i> <i>Presentation Tool p86</i>	<ul style="list-style-type: none"> <li>• Read and understand a text about Scotland.</li> <li>• Practise reading for specific information.</li> <li>• Review language in a meaningful context using a DVD.</li> </ul>	Class audio CD2, track 38 Practice Book p39 DVD-ROM 8 – <i>Cape Town</i> (DVD 8 worksheet)
<b>Project</b> <i>CB + Classroom</i> <i>Presentation Tool p86</i>	<ul style="list-style-type: none"> <li>• Create a poster about a beautiful place in Poland.</li> <li>• Enable students to work together to produce a group project.</li> </ul>	
<b>Review</b> <i>CB + Classroom</i> <i>Presentation Tool p87</i>	<ul style="list-style-type: none"> <li>• Review the vocabulary, grammar and functional language from the unit.</li> </ul>	Practice Book p40
<b>Repetitorium 7</b> <i>CB + Classroom</i> <i>Presentation Tool p111</i>	<ul style="list-style-type: none"> <li>• Develop skills for the Functional language section of the end of primary exam (Egzamin ósmoklasisty).</li> </ul>	Class audio CD3, track 7

**Aims**

- **Vocabulary:** Feelings and emotions, illnesses
- **Grammar:** Superlative adjectives (regular and irregular), *one / ones*
- **Communication:** Making a phone call
- **Pronunciation:** /h/
- **Reading:** Colour your emotions
- **Listening:** Favourite colours
- **Writing:** A paragraph about colours
- **Culture:** Birthdays in Britain
- **Team project:** A plan for a celebration

Section	Aims	Materials
<b>Presentation</b> <i>CB + Classroom</i> <i>Presentation Tool p88</i>	<ul style="list-style-type: none"> <li>• Present new language (superlative adjectives and vocabulary of emotions) in an engaging, realistic context via a serialized story.</li> </ul>	Class audio CD2, track 39
<b>Language focus</b> <i>CB + Classroom</i> <i>Presentation Tool p89</i>	<ul style="list-style-type: none"> <li>• Practise and personalize the target language in manageable chunks.</li> </ul>	Class audio CD2, track 40 Practice Book p41
<b>Vocabulary</b> <i>CB + Classroom</i> <i>Presentation Tool p90</i>	<ul style="list-style-type: none"> <li>• Present new vocabulary for feelings and emotions and practise it at word and sentence level.</li> <li>• Provide personalized practice to motivate students.</li> </ul>	Class audio CD2, track 41 Practice Book p41
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p91</i>	<ul style="list-style-type: none"> <li>• Present and practise regular superlative adjectives.</li> </ul>	Practice Book p41
<b>Communication</b> <i>CB + Classroom</i> <i>Presentation Tool p92</i>	<ul style="list-style-type: none"> <li>• Present and practise making a phone call.</li> <li>• Practise the pronunciation of /h/.</li> </ul>	Class audio CD2, tracks 42–45 Practice Book p42
<b>Grammar</b> <i>CB + Classroom</i> <i>Presentation Tool p93</i>	<ul style="list-style-type: none"> <li>• Present and practise irregular superlative adjectives.</li> <li>• Present and practise <i>one</i> and <i>ones</i>.</li> <li>• Practise the target language using a song.</li> </ul>	Class audio CD2, track 46 Practice Book p42 Reinforcement worksheet 8 Extension worksheet 8 Song – <i>The happiest person in class</i> Song exercise CB p104
<b>Skills</b> <i>CB + Classroom</i> <i>Presentation Tool pp94–95</i>	<ul style="list-style-type: none"> <li>• Present and practise vocabulary for illnesses.</li> <li>• Read and understand a text about the link between colours and emotions.</li> <li>• Listen to and understand people talking about colours.</li> <li>• Practise asking and answering questions about favourite colours.</li> <li>• Write a continuous text about colours and emotions.</li> </ul>	Class audio CD2, tracks 47–49 Practice Book p43
<b>Culture</b> <i>CB + Classroom</i> <i>Presentation Tool p96</i>	<ul style="list-style-type: none"> <li>• Read and understand a text about birthdays in Britain.</li> <li>• Practise reading for specific information.</li> </ul>	Class audio CD2, track 50 Practice Book p44
<b>Project</b> <i>CB + Classroom</i> <i>Presentation Tool p96</i>	<ul style="list-style-type: none"> <li>• Create a poster about a celebration in Poland.</li> <li>• Enable students to work together to produce a group project.</li> </ul>	
<b>Review</b> <i>CB + Classroom</i> <i>Presentation Tool p97</i>	<ul style="list-style-type: none"> <li>• Review the vocabulary, grammar and functional language from the unit.</li> </ul>	Practice Book p45
<b>Repetitorium 8</b> <i>CB + Classroom</i> <i>Presentation Tool p112</i>	<ul style="list-style-type: none"> <li>• Develop skills for the Grammar and vocabulary section of the end of primary exam (Egzamin ósmoklasisty).</li> </ul>	
<b>Fun time 4</b> <i>CB + Classroom</i> <i>Presentation Tool pp98–99</i>	<ul style="list-style-type: none"> <li>• Review the language of the preceding units in a fun, motivational context.</li> </ul>	Class audio CD2, track 51

## CB p4

### Teaching tip – Warm up

Welcome back students to class with this speaking activity. Introduce yourself by saying, *Hello, I'm (name). My favourite colour is (colour) and I like (band)*. In a **less confident class**, write these sentences on the board, omitting the words in brackets. Tell students to use these sentences to introduce themselves.

Encourage students to say something they like that begins with the same first letter as their name, e.g. *I'm Ana. My favourite colour is red and I like athletics*. In a **more confident class**, simply do this activity without the help of the written sentences on the board.

### Teaching tip – Using a notebook

Tell students to record exercises along with vocabulary and grammar in their own notebooks, so that they have all of the information that they need when they are studying at home and revising for their exams.

Encourage students to record all the answers from each unit under headings, for example, *Welcome unit, Vocabulary – Countries*. They should also write the Class Book page and exercise numbers. To help them find information, they could write the answers in different colours for each aspect of language, e.g. blue for vocabulary, red for grammar.

Tell them it's useful to draw small pictures or write short sentences in English to illustrate the meaning of new vocabulary.

## Answer key

### EXERCISE 1

- 1 the UK, British
- 2 Canada, Canadian
- 3 Japan, Japanese
- 4 the USA, American
- 5 Brazil, Brazilian

### EXERCISE 2

- |           |                |
|-----------|----------------|
| 1 sister  | 6 dad          |
| 2 mum     | 7 aunt         |
| 3 grandma | 8 uncle        |
| 4 cousins | 9 grandparents |
| 5 brother |                |

### For extra practice:

Practice Book p2

## CB p5

### Extension activity – exercises 1–4

Play *Describe it!* Divide the class into two teams. Ask them to choose their own team name, e.g. *Team Heroes* and *Team Superstars*. In a **less confident class**, ask pairs of students from each team to take turns coming to the front and secretly choosing an object from the exercises. Allow the pair to step outside of the classroom and discuss how they will describe the object, e.g. *It's black. I speak with it*. They then take turns describing it to their team. Their team must guess what they are describing, e.g. *It's a mobile phone*. In a **more confident class**, play the game as above, but ask students to come to the front individually to describe the vocabulary.

### Teaching tip – Song

Play the song as many times as necessary for students to sing along with confidently.

There is a karaoke version of the all songs on the Oxford Classroom Presentation Tool. This can be used when students are confident with the song, or when using it later, to check if students remember it.

## Answer key

### EXERCISE 1

- |             |           |
|-------------|-----------|
| 1 Music     | 5 German  |
| 2 Geography | 6 History |
| 3 Science   | 7 Art     |
| 4 English   |           |

### EXERCISE 2

- |                  |                |
|------------------|----------------|
| 1 watch          | 5 poster       |
| 2 comics         | 6 computer     |
| 3 football       | 7 skates       |
| 4 football cards | 8 mobile phone |

### EXERCISE 4

- |            |            |
|------------|------------|
| 1 shorts   | 5 bat      |
| 2 goal     | 6 racket   |
| 3 goggles  | 7 T-shirt  |
| 4 trainers | 8 swimsuit |

### For extra practice:

Practice Book pp2–3

### Song tip TPP p74

## CB p6

### Extension activity – exercise 3

After exercise 3, ask students to draw a simple picture of their bedrooms. In a **less confident class**, ask students to show the picture to their partner. They then point to items in the picture and say the English words.

In a **more confident class**, students pass their pictures to the person next to them and say the names of the furniture. As they say it, their partner listens and writes the name next to the correct item, labelling it. They give the picture back to the original student, who checks the words, ticking them if they are spelt correctly. They then swap roles.

### DID YOU KNOW?

The world's largest spider (by mass) is a bird-eating spider called the *Theraphosa Blondi*. It's often called the *Goliath spider*. It can weigh up to 170 grams, which is the same as an ice-hockey puck. It also has very big fangs to eat birds with, which can measure between 2 and 4 centimetres!

## Answer key

### EXERCISE 1

- 1 dog
- 2 horse
- 3 spider
- 4 snake
- 5 parrot
- 6 lizard
- 7 rabbit
- 8 hamster
- 9 budgie

### EXERCISE 2

- 1 b
- 2 c
- 3 a
- 4 d
- 5 f
- 6 e

### EXERCISE 3

- 1 desk
- 2 chair
- 3 lamp
- 4 bed
- 5 mirror
- 6 wardrobe
- 7 rug
- 8 carpet
- 9 bookshelf

### For extra practice:

Practice Book p3

## CB p7

### Teaching tip – Inclusive classrooms

In a **less confident class**, write the verbs on the board and elicit meaning as a class. Students match the pictures to the words before completing exercise 1.

In a **more confident class**, students write a short text about their favourite day of the week.

### Extension activity – exercise 3

Ask students to draw four stick figures in their notebooks. In a **more confident class**, ask them to draw and colour clothes on two of the stick figures: one boy and one girl. Tell them not to show anyone! Then, ask students to describe one picture to the person next to them, who listens and draws the clothes and colours that they hear on the remaining stick figures. Students can look and compare when they have finished. They then swap roles.

In a **less confident class**, get each student to draw two stick figures: one to describe and one to listen and draw on.

### Optional activity – Game!

Play *Bingo!* with the class (See the Optional games and activities on the Teacher's Resource DVD-ROM). In a **less confident class**, ask students to write nine words from CB p7 in their notebooks. Students then cross off the words as they hear you call them out. In a **more confident class**, ask students to choose their nine words without looking back at their Class Book.

## Answer key

### EXERCISE 1

- |               |                       |
|---------------|-----------------------|
| 1 go swimming | 4 play computer games |
| 2 have lunch  | 5 go to the cinema    |
| 3 watch TV    | 6 go to bed           |

### EXERCISE 2

- 1 karate 2 football 3 tennis 4 basketball  
5 swimming 6 cycling

### EXERCISE 3

- 1 T-shirt 2 jacket 3 skirt 4 shoes 5 cap  
6 jumper 7 trousers 8 trainers

### EXERCISE 4

Students' own answers

### For extra practice:

Practice Book p4

## CB p8

### Teaching tip – Using a notebook

When students record grammar structures in their notebooks, encourage them to write their answers as a chunk of language. For example, for exercise 1, they write *1 a pen, 2 an ice cream*. This gives the grammar context (in this instance indefinite articles).

### Teaching tip – exercise 5

Ask the class to draw a box in their notebooks. Tell them that this is their imaginary desk at home. Ask them to fill it with six objects from CB p8. In a **less confident class**, ask them to draw the objects. In a **more confident class**, get students to write the names of the objects under each picture. They must keep the list a secret!

Students then work in pairs. Student A asks, *Is there a TV?* If the answer is *No*, it's then student B's turn to ask a question. If the answer is *Yes*, student A asks another question. They continue until all the items have been discovered.

## Answer key

### EXERCISE 1

- 1 a
- 2 an
- 3 a
- 4 an
- 5 a
- 6 an

### EXERCISE 2

- 1 some
- 2 any
- 3 some
- 4 any
- 5 any

### EXERCISE 3

- 1 b
- 2 c
- 3 a
- 4 b
- 5 a

### EXERCISE 4

- 1 Are there any books on your desk?
- 2 Is there a mirror in your bedroom?
- 3 Are there any sandwiches in your bag?
- 4 Is there a film on TV tonight?
- 5 Are there any pets in your school?

### EXERCISE 6

Students' own answers

### For extra practice:

Practice Book p4

## CB p9

### Teaching tip – Inclusive classrooms

In a **less confident class**, write the following on the board: *Dee's surname is Anderson. Her friends' names are Helen and Kelly.*

Ask students to check the factfile and correct the sentences as a class. Elicit the use of *isn't* and *aren't*.

Ask students to underline the relevant information in the factfile before doing exercise 1.

In a **more confident class**, ask students to correct the false sentences.

### Extension idea – exercise 2

Bring a selection of pictures of ordinary people to class. You will need one for each student. Write factfile headings on the board similar to the ones in exercises 1 and 2, e.g. *Name, Age, Country*. Ask students to copy them into their notebooks.

Give each student a picture of a person to write about.

In a **less confident class**, they show their picture and information to their partner and use sentences to describe them, e.g. *She's 22. She's from Italy. Maths isn't her favourite subject.*

In a **more confident class**, ask students to ask and answer questions about their person in pairs, e.g. *Where is she from? She's from Italy.*

## Answer key

### EXERCISE 1

- 1 isn't
- 2 's
- 3 are
- 4 isn't
- 5 aren't
- 6 are

### EXERCISE 2

- 1 *What's your name? My name's ...*
- 2 *How old are you? I'm ...*
- 3 *Are you from Poland? Yes, I am. / No, I'm not.*
- 4 *Is your favourite subject Music? Yes, it is. / No, it isn't.*
- 5 *Who are your friends? They are ...*
- 6 *Is One Direction your favourite band? Yes, it is. / No, it isn't.*

### EXERCISE 3

- 1 These
- 2 This
- 3 That
- 4 Those

### EXERCISE 4

- 1 Selena has got a sister, but she hasn't got a brother.
- 2 Martin and Sophie have got bikes, but they haven't got skateboards.
- 3 Peter has got two dogs, but he hasn't got a cat.

### EXERCISE 5

- 1 Have / haven't
- 2 Has / has
- 3 Have / have
- 4 Has / hasn't
- 5 Have / haven't

### For extra practice:

Practice Book pp4–5

## CB p10

### Extension activity – exercise 1

Create a class contract. As a class, brainstorm rules that students should follow when they are in your English class. Ideas may be: *Speak English* and *Don't run in class*. You can include rules for the teacher such as *Play games* and *Use songs*. Make sure there is a mixture of *Dos* and *Don'ts*. Write up the list and place it on the board as a poster. Ask all of the students to sign the contract and sign it yourself. You can then refer to it throughout the year to aid classroom management.

### Extension activity – exercise 3

In a **more confident class**, write the following on the board:

- 1 *Where do you live?*
- 2 *What time / you / wake up?*
- 3 *What time / you / go to school?*
- 4 *What / you / after school?*

Get students to write the full questions on a piece of paper.

In a **less confident class**, simply write the full questions on the board for students to copy. Now, have a mill drill. Students walk around the class and ask five different students the questions. The other students must answer for themselves.

## Answer key

### EXERCISE 1

- 1 Don't use
- 2 Stand up
- 3 Don't eat
- 4 Walk
- 5 Don't leave

### EXERCISE 2

- 1 a 2 c 3 b 4 d 5 e 6 b 7 c 8 e

### EXERCISE 3

- 1 Does Jenny have ice cream for breakfast?  
No, she doesn't. She has a sandwich for breakfast.
- 2 Do Sam and Kevin play football?  
No, they don't. They play basketball.
- 3 Does John play the guitar?  
No, he doesn't. He plays the piano.
- 4 Do Ed and Laura live in a small house?  
No, they don't. They live in a big house.

### EXERCISE 4

- 1 What does her mum teach? Her mum teaches Geography.
- 2 What time does her school start? It starts at 9 o'clock.
- 3 What does Mel do after school? She does her homework.
- 4 What do Mel and her friends do after dinner? After dinner, they chat on the Internet.

### For extra practice:

Practice Book p5

## CB p11

### Extension activity – exercise 2

Complete a class survey. Elicit five activities from the class and write them across the top of the board, e.g. *get up early*, *play football*, *eat dinner at six*, *play the guitar*. On the left of the board, write the adverbs of frequency: *always*, *usually*, *often*, *sometimes*, *rarely* and *never*. Draw a grid. Ask students how often they do each activity and tick the square that corresponds to the most common frequency among the class.

In a **more confident class**, ask students to write sentences about the results of the survey, e.g. *Five students in our class always get up early*. In a **less confident class**, write the beginnings of the sentences on the board for students to copy and complete, e.g. *We always ...*, *We never ...*

### Extension activity – exercise 3

Write a number of activities from exercise 3 on word cards and place them on the walls around the room, e.g. *sing*, *ski*, *play the guitar*, *swim*.

Put students into pairs. Ask them to walk around the class and ask and answer questions with their partner about what they can do, e.g. *Can you sing? Yes, I can. Can you ski? No, I can't*. Groups move around until all of the students have discussed all of the activities.

## Answer key

### EXERCISE 1

- 1 usually
- 2 often
- 3 sometimes
- 4 rarely

### EXERCISE 2

- 1 Paula always has a shower before breakfast.
- 2 Our teacher is never late for class.
- 3 Ken usually gets up at 8 a.m.
- 4 They rarely go to bed before 10 p.m.
- 5 I often go cycling with my dad.
- 6 He's often happy.

### EXERCISE 3

- 1 Can Robbie play cards? No, he can't. He can't play cards, but he can play chess.
- 2 Can the children swim? Yes, they can. They can swim, but they can't ride a bike.
- 3 Can Olivia play the guitar? No, she can't. She can't play the guitar, but she can play the piano.
- 4 Can Mark ski? Yes, he can. He can ski, but he can't do athletics.
- 5 Can his little brother read a book? No, he can't. He can't read a book, but he can write (his name).

### For extra practice:

Practice Book p5

## CB p12

**Story**

Kate is interviewing Coach Carson and Tom about the basketball team. Tom is the team's best player. While Tom is talking to Kate, he gets a phone call from his mum. He's in big trouble!

**Teaching tip – Presentation**

Ask the class about sports, e.g. *What sports can you play at school? Are you in a sports team? Do you enjoy playing team sports, like basketball, or an individual sport, like tennis? Do you play sport for your school? What is it?*

Before students read, look at the main photo. Introduce the students to the main characters of *Team Up Plus dla klasy V*. You can find them on the title page at the beginning of the book. On CB p12, we see Tom, Kate and Coach Carson. Talk about what each of them is doing: *Tom is playing basketball, Kate is talking to Coach Carson, etc.*

**Teaching tip – Acting out the story**

Model words you think students will find hard to pronounce. Then, model the lines of the dialogue for the students and encourage them to read chorally to build confidence. First, students repeat after you. Then, ask the class to read the following piece of dialogue chorally to you, e.g. you read for *Kate*, while the class reads chorally as *Coach Carson*. Then, you read as *Kate* and *Mum*, and the class reads as *Tom*.

Ask students to work in groups of four to read the dialogues together. Invite one or two groups of students to act out their dialogues for the class.

**Answer key**

📞 1-2

**EXERCISE 1**

1 A big match in December

**EXERCISE 2**

- 1 magazine
- 2 Coach Carson
- 3 is
- 4 every day
- 5 mum

## CB p13

**Teaching tip – Language focus, Using a notebook**

Make sure students know how to organize their notebooks so they are easy to navigate and use when studying at home. Encourage students to use headings. Work completed in notebooks for this unit should be under the heading *Unit 1 Tom is playing today*. Students should then write the Class Book page number, i.e. *CB p13*, and the number of the exercise, e.g. *4*, along with their answers so they can contribute in class feedback stages. For the dialogue completion task in exercise 4, ask students to write numbers 1–3 on the left of their page in their notebook. Then, ask them to read the dialogues and write the full answers, e.g. *1 Are we winning?*

**Answer key**

📞 1-3

**EXERCISES 4 AND 5**

- 1 Are we winning?
- 2 How often do you train?
- 3 Whose phone is ringing?

**EXERCISE 6**

Students' own answers

**For extra practice:**

Practice Book p6

## CB p14

### Teaching tip – Vocabulary

Show the pictures from exercise 1 on a whiteboard using the Oxford Classroom Presentation Tool. Write the vocabulary on the left of the board. Say each word twice for students to repeat chorally. Call out the words in random order and ask students to come to the front of the class and point to the correct person. Ask the rest of the class if they agree. Say the words for students to repeat.

If you do not have a whiteboard, draw simple stick figures on the board to explain the language, e.g. a tall stick man next to a short one, and long hair next to short hair, etc.

### Teaching tip – Using a notebook

Encourage students to create a clear record of this vocabulary in their notebooks. Ask students to write the heading *Physical descriptions* in red or green at the top of their notebook page. Tell them to write the adjectives and draw a small picture next to each one to give the words meaning. They should group the adjectives according to what they describe, e.g. group *spiky*, *straight* and *wavy* together as they describe hair.

### Extension activity – Game!

After exercise 3, play *Guess who?* Bring a selection of pictures of famous people to class. Make sure they are pictures of people that students will know so they engage in the activity. Also, make sure they differ in appearance, e.g. *tall*, *short*, *black hair*, *blonde hair*. Place them on the board and elicit their names from the students. Then, put students into pairs. Students take turns secretly choosing a famous person from the board to describe. They use the language from the lesson. Their partner listens and guesses who it is.

## Answer key

1-4

### EXERCISE 1

1 c 2 d 3 b 4 a

1-5

### EXERCISE 2

1

1 slim 2 short 3 wavy 4 brown 5 blue

2

1 tall 2 slim 3 long 4 brown

### EXERCISE 3

Students' own answers

### For extra practice:

Practice Book p6

## CB p15

### Teaching tip – Grammar, Using a notebook

For sentence completion exercises, ask students to write full sentences so the language has meaning and context and will be more understandable when students look back at their notebook. For example, exercise 2, *I am looking at the picture in exercise 1*. Not simply *am looking*. Refer students to the Grammar reference section of the *Online Practice*. Students can refer to the Grammar reference section throughout the course.

### Exam tip – exercise 1

Encourage your students to read the sentences and think about what information is missing before they read the options. When they read the options, they can see if their idea, or something similar, is there.

### Teaching tip – Inclusive classrooms

In a **less confident class**, write the verbs on the board and ask students to write the gerund form. Check as a class for mistakes.

In a **more confident class**, ask students to draw a similar scene. Students then exchange drawings with their partners and write sentences using the present continuous to describe them.

### DID YOU KNOW?

Wearing make-up is one of the quickest and cheapest ways of changing your appearance. One of the most popular make-up brands in the world is Max Factor. It was founded in 1909 by Polish cosmetician Maksymilian Faktorowicz. He later changed his name to Max Factor. He was from the Łódź Province, but he emigrated to California with his family in 1904 and took his company with him. They specialized in movie make-up for the stars. It was run by his family for generations.

## Answer key

### EXERCISE 1

1 a 2 c 3 a

### EXERCISE 2

1 'm looking 2 is wearing 3 is swimming

4 are playing 5 is listening 6 are playing

### EXERCISE 3

1 You're writing an email.

2 I'm having a shower.

3 He's getting up now.

4 She's sitting in the garden.

5 They're running in the park.

6 He's swimming in the swimming pool.

7 They're wearing their school uniform.

8 She's dancing in her bedroom.

9 It's stopping in front of the school.

### EXERCISE 4

1 mine 2 their 3 hers 4 yours 5 ours 6 your

### For extra practice:

Practice Book p6

### For grammar reference:

Team Up Plus Online Practice

## CB p16

### Extension idea – exercise 3

Once the class has done exercise 3, ask your students to sit in a circle on the floor or on chairs. If you have a big group, ask them to push their chairs away from their desks so they are able to move freely. The students repeat the expressions again, but this time, when the intonation rises, they stand up and when the intonation falls, they sit down.

Work through the expressions as a class. Select pairs of students to repeat the functions and stand up and sit down as appropriate for the rest of the class to see.

### Teaching tip – Using a notebook

Encourage students to keep a clear record of dialogues from communication exercises in their notebooks. For this page, ask students to write the full dialogues from exercise 3 in their notebooks so that they have a copy of requests and appropriate responses.

### Teaching tip – exercise 4

Write request ideas on separate pieces of paper. Use ideas from exercise 4, e.g. *borrow a book, close the window*. Make one for every student in the class and hand them out. Ask students to walk around making a correct request to another student who should answer appropriately, e.g. *Could I borrow your book, please? Yes, you can.*

## Answer key

🔊 1-6

### EXERCISE 1

- c
- a
- b

### For extra practice:

Practice Book p7

## CB p17

### Teaching tip – Grammar, Using a notebook

When students have repeated the new grammar structures in the table in exercise 1, tell them to copy the table neatly into their notebooks.

Ask students to write full questions and answers in their notebooks for the grammar exercises on this page. These will demonstrate the use of the present continuous more clearly and will be more meaningful for students when they look back at their work, e.g. exercise 1, *I Are you wearing red socks?*

### Teaching tip – Inclusive classrooms

In a **less confident class**, write the following verbs on the board: *have, stop* and *write*. Explain that some verbs have spelling changes when they add *-ing*, e.g. *having, stopping, writing*.

In a **more confident class**, ask your students to write two more questions to ask their partners.

## Answer key

### EXERCISE 1

- Are, wearing
- Is, playing
- Are, waiting
- Am, sitting
- Are, listening

### EXERCISE 2

- Are the students doing their homework? Yes, they are.
- Is Mum having breakfast? No, she isn't.
- Is Mark watching TV? Yes, he is.
- Is it raining? Yes, it is.
- Are Paul and Jenny listening to music? Yes, they are.
- Is Harry sending a text message? No, he isn't.
- Is the car stopping? No, it isn't.
- Is Dad writing a letter? Yes, he is.

### EXERCISE 4

- Where is she going? She's going to school.
- What are you watching? I'm watching a DVD.
- Where is he sleeping? He's sleeping on the sofa.
- What are they playing? They're playing cricket.
- What is he wearing? He's wearing a T-shirt, shorts and a cap.

### EXERCISE 5

- Who's
- Who's
- Whose
- Who's
- Whose

### For extra practice:

Practice Book p7

Reinforcement worksheet 1

Extension worksheet 1

### For grammar reference:

Team Up Plus Online Practice

Song tip TPP p74

## CB pp18–19

### Teaching tip – Skills

#### Vocabulary skills tip

In some units, such as this, the second vocabulary set is an extension of the first. Suggest students add this set to the same page of their notebooks as they put the first set, so it is easy to find.

For the vocabulary on this page, encourage students to draw a stick figure in their notebooks and label it as in the Class Book in order to record the vocabulary, so its meaning is memorable.

#### Reading skills tip

Prepare the class for reading the text by asking them to read the title, look at the pictures and suggest what the text is about. Then, ask students to look at the questions in exercise 3. Encourage your students to read the questions and think about possible answers before they read the text. It will help them recognize the information as they read. This helps them to seek out answers more efficiently. This is an important exam technique.

#### Listening skills tip

Write the first part of the sentences 1–4 on the board and read them aloud to the students, or ask students to read them.

Give each student two sticky notes. Ask them to write a large *a* on one and a large *b* on the other. Refer students to the *a* and *b* answers in their Class Book. Tell students you will play David's monologue and then pause the audio CD after he gives each answer. Students must listen and hold up the correct answer, *a* or *b*.

Play the recording again for students to complete exercise 4 in their notebooks.

#### Writing skills extension activity

In a **more confident class**, give students an additional free writing task by asking them to write you a postcard from the holiday camp they are staying at. Create a simple postcard worksheet, with a writing space on the left and an address and stamp area on the right. Show them how to set out a postcard starting with *Dear ...*, and ending with *Love, ...*. They can draw a picture on the front of the card. Alternatively, this could be done in students' notebooks.

### Teaching tip – Inclusive classrooms

In a **less confident class**, ask students to underline the relevant information from the posters before they complete the writing task.

In a **more confident class**, ask students to prepare a camp poster of their own. Encourage them to think of the type of camp, the location and activities to do in the morning, afternoon and evening. They then exchange posters with their partners and write a short text about them.

#### DID YOU KNOW?

The world's tallest man is Sultan Kösen from Turkey. He is 251 cm tall. He also has the largest hands at 28.5 cm each. That is almost as big as your Class Book! How big are your hands?

## Answer key and audio transcript

1-10

#### EXERCISE 1

1 head 2 ear 3 neck 4 body 5 feet 6 nose  
7 mouth 8 arm 9 hand 10 leg

1-11

#### EXERCISE 2

They are working at a summer basketball camp in the UK.

#### EXERCISE 3

1 b 2 c 3 b 4 a

1-12

#### EXERCISE 4

- David** Hello  
**Lewis** Hi, David. It's Lewis here. How are you?  
**David** Oh, hi, Lewis! I'm fine, thanks.  
**Lewis** Hey! Where are you?  
**David** I'm in Aylesbury. It's near London. I'm staying at a summer camp here.  
**Lewis** Really? What type of camp is it?  
**David** It's for performing arts. You know, drama, music and dance.  
**Lewis** Wow! What's it like?  
**David** It's fantastic! I'm doing a drama course.  
**Lewis** Do you do the course all day?  
**David** No, we don't. We always practise in the mornings, but we do different activities in the afternoons and evenings.  
**Lewis** What other activities are there?  
**David** Oh, lots of things. We usually do sport in the afternoons. You can play football and tennis or go swimming. I usually play football. Then, in the evenings we watch films or have a disco. It's really good!  
**Lewis** What's your favourite activity?  
**David** Oh, the drama course, definitely. Oh Lewis, it's dinner time. Thanks for calling.  
**Lewis** No problem. Bye for now.  
**David** Bye.

#### ANSWERS

1 b 2 b 3 a 4 a

#### EXERCISE 6

Students' own answers

#### For extra practice:

Practice Book p8

## CB p20

### Extension activity – exercise 2

In a **more confident class**, write the numbers for this activity on cards and place them around the room. Tell students to cover exercise 2. They then read and / or listen to the text again, focusing on the numbers in it. When they have finished, ask students to walk around the room and read the numbers. Can they remember what the numbers refer to? Tell students to try and write the answers from memory in their notebooks. They then check their answers with a partner before you go through the answers with the class.

In a **less confident class**, do the activity as above, but allow students to work in pairs and to take their Class Books with them to find and check their answers.

### Teaching tip – Project

Have a class discussion to brainstorm ideas for their project. List the different stages of the project on the board so the instructions are clear.

Put students in groups to do the project. Emphasize that they need to work together to complete this task. Encourage them to discuss their skills and ensure that all members of a group have a suitable role. Go round the class monitoring and making suggestions, e.g. *Peter, you're good at drawing. Why don't you draw the pictures? Marta, can you do nice lettering for the heading?*

## Answer key

1-13

### EXERCISE 1

- 1 It's in London.
- 2 purple and green
- 3 white
- 4 strawberries and cream
- 5 They're students from the tennis club and from local schools.
- 6 Because they can't sit down or talk to the players.

### EXERCISE 2

- 1 b
- 2 e
- 3 d
- 4 c
- 5 a

### For extra practice:

Practice Book p9

## CB p21

### Teaching tip – Review

If you set the exercises in the Revision section as homework, check the answers at the beginning of the next lesson. Invite one student to read out his / her answers for the others to check their work against. Students should raise their hand if they think they've spotted a mistake. Encourage students to discuss answers respectfully and considerately.

Remember to encourage students to write full answers for sentence completion exercises, e.g. for exercise 1, students should write, *I Tanya has got long, curly, black hair*, and not simply *I long, curly, black*, so the language is more meaningful when students review it.

## Answer key

### EXERCISE 1

- 1 long, curly, black
- 2 short, blonde
- 3 tall, short
- 4 green

### EXERCISE 2

Possible order

- 1 beard
- 2 slim
- 3 head
- 4 glasses
- 5 mouth
- 6 spiky
- 7 neck
- 8 nose

### EXERCISE 3

- 1 *dancing*
- 2 running
- 3 sitting
- 4 stopping
- 5 studying
- 6 writing
- 7 swimming
- 8 using

### EXERCISE 4

- 1 c
- 2 c
- 3 a
- 4 b
- 5 b
- 6 a

### EXERCISE 5

- 1 c
- 2 b

### For extra practice:

Practice Book p10  
Repetitorium CB p105

## CB p22

**Story**

Tom and his mother are talking in the kitchen. Tom has got a bad school report and his mother is upset. His teacher says he doesn't listen and is late for class. His mother says he also doesn't help at home. Tom makes excuses.

**Teaching tip – Presentation**

Before you read, look at the photo and ask, *How do you think Tom feels in this picture? How do you think his mother feels? Why do you think they feel like that?* Allow students to answer in Polish, as they might not know the English words for emotions.

Allow the students to read the text quickly to check their guesses and find the appropriate English words. Then allow them to read for more detail to answer exercise 2.

**Teaching tip – Acting out the story**

Play the audio CD. Pause the recording after each line, so students listen to the sentences then repeat. Allow them to read the text at the same time if it helps.

Model the lines for the students and encourage them to read chorally to build confidence. Model the change of stress in a sentence that has an exclamation mark (!). It is usually spoken louder as the person is cross or excited. Also, model the pronunciation of difficult words such as *terrible* and *understand*. Then, ask students to read the dialogue in pairs. Invite two or three confident pairs to act out their dialogue to the class.

**Answer key**

🎧 1-14

**EXERCISE 1**

1 b

**EXERCISE 2**

- 1 isn't
- 2 every day
- 3 often
- 4 doesn't
- 5 difficult

## CB p23

**Extension activity – End of lesson**

Choose a selection of phrases and collocations from the text, e.g. *school report, read carefully, What's the problem? work hard, not fair, really busy, make life difficult and help in the house.*

In a **less confident class**, write each phrase on two cards, e.g. *school* and *report* or *make* and *life difficult*. Place the first part of each phrase on the left of the board in a column. Hand out the second part of each phrase to confident students. Ask them to come to the front and place it next to the correct word on the board to complete the collocation or phrase. Tell the rest of the class to watch and change any pieces of paper they feel are incorrect. Drill the pronunciation, focusing on connected speech.

In a **more confident class**, simply write the first half of the phrase on the board. Ask individual students to come to the front and write the missing words on the board. Then continue the activity as above.

**DID YOU KNOW?**

The most common subjects in British schools are English, Maths and Science, followed by Geography and History. When students start at secondary school, they have the opportunity to try a range of other subjects for up to two years to decide which ones they'll sit exams in later in school. All students must try the optional subjects of modern foreign languages, such as French and Spanish, Art and Design Technology (where they work with wood and metal to create machines or crafts).

**Answer key**

🎧 1-15

**EXERCISES 4 AND 5**

- 1 It's terrible
- 2 he doesn't listen
- 3 You aren't listening!

**EXERCISE 6**

Students' own answers

**For extra practice:**

Practice Book p11

## CB p24

### Teaching tip – Vocabulary

Write the verbs from the housework collocations on cards (*tidy, do, put, clean, clear / lay, load / unload* and *make*). Place these around the room.

Call out the noun, noun phrase or gerund that collocates with these verbs, e.g. *washing machine*. Students must walk, or run, to the correct verb that it collocates with, i.e. *load / unload*. This activity is great for kinaesthetic students and students with **dyslexia**.

### Teaching tip – Using a notebook

Encourage students to create a clear record of this vocabulary in their notebooks under the heading *Housework* written in their chosen colour at the top of their notebook page. Explain to students that the expressions in this vocabulary set are made up from verb + noun combinations (*collocations*). Tell students it's useful to notice which words often come together as collocations. This will help them develop their knowledge of English.

### Teaching tip – Inclusive classrooms

In a **less confident class**, write the housework collocations on the board. Ask students to choose one of the collocations. Then students come up to the front and act out their collocation for the rest of the students to guess. In a **more confident class**, do this without writing the collocations on the board.

### SENs

This multisensory approach to vocabulary is helpful to dyslexic students. To promote memory skills, ask students to remember which activities their partners acted out.

### DID YOU KNOW?

Making the bed is a chore we have to do every day. It's not much fun now, but it used to be much worse. Before mattresses were invented, people used to sleep on a series of ropes tied across a bed frame. The tighter the ropes, the more comfortable people thought the bed was. The ropes would slowly loosen in the night. When you made your bed, you had to untie all of the ropes, put them back on tightly, and then put the bed linen back on.

## Answer key

🎧 1-16

### EXERCISE 1

1 j 2 g 3 k 4 l 5 b 6 e 7 d 8 f  
9 a 10 h 11 c 12 i

### EXERCISE 2

1 make 2 do 3 tidy 4 puts 5 load, unloads  
6 does 7 does 8 does

### EXERCISE 3

Students' own answers

### For extra practice:

Practice Book p11

### Song tip TPP p74

## CB p25

### Teaching tip – Inclusive classrooms

In a **less confident class**, prepare a set of cards with the adjectives and a separate set of cards with adverb suffixes. Make sure to include spelling changes: e.g. *-ly, -ally, -ily, -lly* or same word. Show one adjective to the class. Students point to the correct suffix and write the full adverb in their notebooks.

In a **more confident class**, show only the adjectives. Students come up to the front and write the adverbs on the board.

### Teaching tip – Grammar, Using a notebook

Encourage students to write clear and accurate grammar examples and notes in their notebooks.

Also, refer students to the Grammar reference section in *Team Up Plus Online Practice*. Students can refer to the Grammar reference throughout the course.

### Extension activity – exercise 5

After exercise 5, write the sports and housework activities on one set of word cards and the adverbs of manner on another set. Divide the class into two teams. A pair from the first team comes to the front and picks up an activity and an adverb. The pair act out their activity in the manner of the adverb. Their team must guess what they are doing to win the point. For example, *You're playing football badly!*

## Answer key

### EXERCISE 1

- 1 Peter and Emily aren't doing their homework.
- 2 I'm not sitting in the living room.
- 3 Trevor isn't playing football.
- 4 We aren't listening to music.
- 5 She isn't wearing a green dress.
- 6 The cat isn't sleeping.
- 7 Jade isn't sending a text message.
- 8 The students aren't talking to their teacher.

### EXERCISE 2

- 1 We aren't going to the shops. We're going to the cinema.
- 2 She isn't watching TV. She's listening to a CD.
- 3 They aren't working. They're having lunch.
- 4 I'm not studying Maths. I'm studying History.
- 5 He isn't sleeping. He's surfing the Internet.
- 6 She isn't wearing a dress. She's wearing a skirt and a T-shirt.
- 7 He isn't writing an email. He's doing a school project.
- 8 We aren't doing our homework. We're playing computer games.

### EXERCISE 4

- 1 quietly 2 beautifully 3 badly 4 fast 5 well

### EXERCISE 5

Students' own answers

### For extra practice:

Practice Book p11

### For grammar reference:

Team Up Plus Online Practice

## CB p26

### Teaching tip – exercise 1

Ask students to look at the cartoon in exercise 1. Ask the class, *Who is in the picture? There is a problem; what do you think it is?* Accept all answers from your students.

In a **more confident class**, ask students to listen to the dialogue in the Class Book once and see if their ideas are correct. In a **less confident class**, allow students to listen and read the dialogue as they listen to provide support.

### Teaching tip – Using a notebook

Encourage students to keep a clear record of dialogues from communication exercises in their notebooks. For this page, ask students to write the full dialogues from exercise 1 in their notebooks.

### Teaching tip – exercise 3

Write /ɒ/ on the left of the board and the words *got, on, hot, dog* underneath it in a column. Drill the words from top to bottom and then in a random order. Next, write /əʊ/ on the right of the board and the words *window, go, hotel, don't* and *coat* underneath it. Drill as before.

Tell students to stand in a line, one behind the other. If you have a large class, ask them to stand at their desks. Tell them to step left if the word has an /ɒ/ in it and right if it has an /əʊ/ in it. Say the words in random order and students step. In a **more confident class**, ask confident students to come to the front and say the words for the class. In a **less confident class**, put students into pairs, and ask them to take turns saying the words to each other and stepping left or right.

## Answer key

🕒 1-18

### EXERCISE 1

1 1 English book 2 at home 3 bring it tomorrow  
2 1 CD 2 home 3 Monday

🕒 1-21

### EXERCISE 4

/ɒ/ got, on, sorry, stop  
/əʊ/ don't, go, home, photo

### EXERCISE 5

Students' own answers

### For extra practice:

Practice Book p12

## CB p27

### Teaching tip – Grammar, Using a notebook

Ask students to write full sentences or questions for their answers in exercise 3 in their notebooks. Also, ask students to underline the time expressions used in each, e.g. *What are you doing at the moment? I go to the cinema every Saturday.* This will reinforce the different uses of the present simple and present continuous.

### Teaching tip – exercise 1

After looking at the grammar box on page 27, write *every day* on the left of the board and *now* on the right. Brainstorm ideas from the class of things they do every day, e.g. *I do the washing-up*, and things they are doing now, e.g. *We're studying English*. Write the ideas on the board using the correct grammar, i.e. the present simple for every day and the present continuous for now.

## Answer key

### EXERCISE 1

1 read  
2 isn't listening  
3 plays  
4 Is ... doing  
5 Do ... watch  
6 doesn't do  
7 is helping

### EXERCISE 2

1 always  
2 once a week  
3 every day  
4 often  
5 at the moment  
6 this morning  
7 today

### EXERCISE 3

1 are you doing  
2 go  
3 don't walk  
4 's watching  
5 don't get up  
6 does she play  
7 aren't wearing

### EXERCISE 4

1 b 2 c 3 e 4 g

### EXERCISE 5

1 go  
2 aren't studying  
3 're playing  
4 plays  
5 isn't working  
6 's cooking

### For extra practice:

Practice Book p12  
Reinforcement worksheet 2  
Extension worksheet 2

### For grammar reference:

Team Up Plus Online Practice

## CB pp28–29

### Teaching tip – Skills

#### Reading skills tip

Put students into pairs. Tell them they are going to make a poster for the Olney pancake race informing people about what is going to happen. Go through the information the students should put on the poster: what the race is, when it is, where it's from and to, what competitors have to bring (a frying pan and a pancake) and who can enter.

#### Exam tip – Reading

Ask students to make a note of key words in the text to help them summarize each paragraph and work out the main topic of each one.

#### Teaching tip – Vocabulary, Using a notebook

This second vocabulary set is an extension of the first. Suggest students add this set to the same page of their notebooks, so it is easy to find.

Encourage students to draw pictures of the objects in their notebooks and label them with the word, the letter and the description, e.g. *1 b bucket (You can put lots of water in this.)* This encourages thorough examination of the language, making it meaningful and memorable.

#### Speaking skills tip

Revise the housework collocations from CB p24 and write them on the board. Put students into pairs and tell them to take turns asking and answering about whether they do the household jobs. Tell students to listen carefully to their partner.

They then change partners and tell their new partner about what their old partner said. This provides students with a reason to listen and gives them something specific to say.

#### Listening skills tip

Divide the class into groups of three or four. Give each group the seven household tasks from the exercise on separate pieces of paper. As they listen to the text about the Mahru-Z robot, students place the things that it *can* do on the left, and things it *can't* do on the right. Monitor the class as they listen. Go through the correct answers with the class.

#### Writing skills extension activity

In a **less confident class**, divide the class into small groups of two or three students. Ask them to draw their robot. Display the pictures and ask groups to say one special thing about their robot.

In a **more confident class**, put students into pairs and get them to create the ultimate robot using both students' ideas. Encourage them to display this robot on a poster and write their description underneath. This process will allow them to write and re-write their work, and so practise an important skill.

#### DID YOU KNOW?

A few UK schools are using robots to help teachers in class. A robot called Nao has been created by Aldebaran Robotics. It is about 50 cm tall and has a head, arms and a body like a person. It can recognize pictures on flashcards and say the words. It can also dance! Children love learning with Nao because it doesn't judge them if they get an answer wrong. The robot works especially well with children with severe learning difficulties, such as autism.

## Answer key and audio transcript

1-22

#### EXERCISE 1

- b
- e
- a
- c

#### EXERCISE 2

- False (They're 2,000 years old)
- True
- True
- False (It's only for women.)
- False (Lots of money goes to charity.)

1-23

#### EXERCISE 3

- b
- c
- h
- g
- e
- d
- a
- f

1-24

#### EXERCISE 6

*Mahru-Z* is a new robot from Korea. It's 1 m 30 cm tall. It's got arms and legs, and it's got two eyes.

*Mahru-Z* can do lots of housework. It can clean and do the washing-up, and it can do the dusting.

It can't cook very well, so don't ask it for a pizza! And it can't talk, but it always listens to you!

It can also take things from one room to another room. It walks carefully and slowly. It's fantastic!

#### ANSWERS

*Mahru-Z* can: clean the house, do the washing-up, do the dusting, listen

#### EXERCISE 7

Students' own answers

#### For extra practice:

Practice Book p13

## CB p30

### Extension activity – exercise 1 and 2

Ask students to write a list of five things they can do in their free-time. In a **more confident class**, ask the students to do this independently. In a **less confident class**, students can do this in pairs.

Divide the class into groups of four students. Each student tells the rest of the group what they do in their free-time using their list. Together, they discuss the ideas saying which activities are the same, or different from their own. As a group, they then write a final Top Five! list of great ideas.

Then, brainstorm a final list from the class, one idea at a time from each group. If students have answered in Polish, write English translations on the board. Tell students that the ideas they give you must be *different* from the other groups. This will encourage them to listen to the other students. Once you have a final list, allow students time to write these in their notebooks.

### Teaching tip – Project

As in Unit 1, look at the project instructions and talk about the different stages and tasks of the project. Discuss the different skills for the different elements. Emphasize that students need to work together to produce one piece of work and that they all contribute to it.

To make this survey communicative, seat each group in a different area of the class. One student stays in place with the class survey to ask questions and record the results. The three remaining students move to the group to the left and answer that group's questions. Swap so different members of the group are asking the survey each time. Continue until each student has had at least one turn asking questions and all students have answered each group's questions.

## Answer key

🕒 1-25

### EXERCISE 1

- 1 b
- 2 c
- 3 a

### EXERCISE 2

- 1 b
- 2 a
- 3 c
- 4 b

### For extra practice:

Practice Book p14

## CB p31

### Teaching tip – Review

If you choose to do the revision in class, make sure the class completes each exercise at the same time: ask students to answer the questions in exercise 1, then stop. They then check their answers in pairs and feed back their answers to the class. This enables you to deal with any problems the students have with the language straight away.

Encourage students to treat one another's answers respectfully and considerately.

Encourage students to write full answers, e.g. for exercise 1, *1 load the dishwasher, 2 put the rubbish out*, so the collocation or chunk of grammar is practised and it is more meaningful when students review it.

## Answer key

### EXERCISE 1

- 1 d
- 2 f
- 3 e
- 4 c
- 5 b
- 6 a

### EXERCISE 2

- 1 knife and fork
- 2 spoon
- 3 iron
- 4 bucket
- 5 saucepan
- 6 vacuum cleaner

### EXERCISE 3

- 1 tall
- 2 head
- 3 hands
- 4 heavy
- 5 wavy
- 6 leg

### EXERCISE 4

- 1 quickly
- 2 slowly
- 3 early
- 4 well

### EXERCISE 5

- 1 b
- 2 a
- 3 c
- 4 a
- 5 c
- 6 c
- 7 a

### EXERCISE 6

- 1 b
- 2 c

### For extra practice:

Practice Book p15  
Repetytorium CB p106

## CB p32–33

### Story – Fun time

Eve is trying to get a job at a takeaway restaurant. She has an interview with the manager, Mr Patel. He introduces her to the team that works at the restaurant. They all have a talent. He gives Eve a job after she corrects a spelling mistake in his shop's sign. Her talent is she reads carefully.

### Teaching tip – Fun time

Elicit jobs that are at a takeaway restaurant by playing *Hangman*. (See the Optional games and activities on the Teacher's Resource DVD-ROM.) Elicit words such as *manager, chef, waiter and driver*.

Play the audio CD for the story to the students before they see the cartoon. Tell them to write down four nouns and / or verbs that they hear. Ask a **more confident class** to write six words. Then, ask the class what happened in the story. They can use the words they have written down to help them.

Ask students to read the story and check whether a) they actually heard the words and b) they spelt the words correctly.

### Teaching tip – Acting out the story

Play the audio CD again for students to listen to the story before acting it out.

Read through the story as a class chorally and individually. Model any words the students have trouble with, e.g. *delivers, mending, beautifully and assistants*, and drill them until students are confident. Put the students into groups to practise the story. In a smaller class, put them in groups of three. Two students can take the roles of Eve and Mr Patel. The other student could be all of the remaining roles, i.e. Eve's mother, Mrs Patel, Toby and Hannah.

Ask as many groups to act out the story for the class as you can.

### Teaching tip – exercise 6

Do exercise 6 as a game before you ask students to write sentences. Ask students to close their books. Tell them they are going to see a picture. Show the pictures on the whiteboard using the Classroom Presentation Tool for 20 seconds. If you're using the Class Book, ask the class to open their books, look at picture 1 for 20 seconds, then close their books.

The first person to say which person in that picture is different and why, is the winner. In a **less confident class**, students may shout out their answers in Polish. Then, translate these into English as a class.

## Answer key

1-26

### EXERCISE 2

- 1 Eve
- 2 Mr Patel
- 3 Mrs Patel
- 4 Toby
- 5 Hannah
- 6 Eve

### EXERCISE 4

Students' own answers

### EXERCISE 5

- 1 football (cross) basketball (tick)
- 2 calculator (cross) mobile phone (tick)
- 3 bike (cross) skateboard (tick)
- 4 cup (cross) knife and fork (tick)

### EXERCISE 6

- 1 The boy with the comic. He isn't listening to music.
- 2 The boy in the purple T-shirt. He isn't wearing trousers.
- 3 The girl sitting at the table. She isn't doing the washing-up.
- 4 The girl with the straight brown hair. She isn't studying / writing.

## CB p34

## Story

Kate and Dev didn't see Tom yesterday. He's grounded because his school report was bad. Kate and Dev visit him at home. He's upset because he's not allowed to play basketball and his team isn't doing well without him.

## Teaching tip – exercise 1

Choose vocabulary from the text which might be difficult, e.g. *strange, grounded, downstairs, come over, the score, my fault* and *disaster*. Write them on the board in a vertical column. Tell students to cover the *Check it out!* box.

In a **less confident class**, ask students to work in pairs and check the meaning of these words in a bilingual dictionary before they read.

In a **more confident class**, write the definitions on pieces of paper before the lesson. In class, ask students to predict the meaning of these words. Then give the definitions to individual students and ask them to read the definitions out before matching them to the words on the board.

## Teaching tip – Acting out the story

Before students practise the dialogue in groups, drill it chorally to build confidence. Model the intonation of questions, i.e. rising intonation in the middle of the question with falling intonation on the last word. Then ask students to read the dialogue in pairs.

Put students into groups of three and assign roles. The roles are similar in length allowing less confident students to play a significant role in this episode. Invite groups of students to act out the dialogue in front of the class.

## Answer key

1-27

## EXERCISE 1

1 Tom's school report was bad.

## EXERCISE 2

- 1 terrible
- 2 happy
- 3 angry
- 4 bad

## CB p35

## Teaching tip – Using a notebook, exercise 4

Ask students to write the correct punctuation in their questions and sentences in their notebooks, e.g. *So, what was the score? We were terrible!*

## Extension activity – exercise 7

In a **less confident class**, brainstorm a number of places that students go to, e.g. *school, home, football games, hockey practice*. Write these ideas on individual sticky notes.

In a **more confident class**, ask individual students to write a place they might go to on a sticky note. Each student places the paper on their forehead. Get students to walk around the class asking, *Where were you last night?* The other students look at their sticky note and respond, e.g. *I was at hockey practice*. Encourage students to talk to several other students to drill the target language.

## DID YOU KNOW?

*Being grounded* was originally an American term, but it has become popular in the UK, too. It is a form of punishment for children or teenagers who have done something their parents feel is wrong. This means that for a few days they can't leave home without their parents, apart from going to school. They are not allowed go out with friends, play sports or do fun things, like play computer games or watch films on TV.

## Answer key

1-28

## EXERCISES 4 AND 5

- 1 No, he wasn't.
- 2 So, what was the score?
- 3 We were terrible!
- 4 Where were you last night?
- 5 Why were you at home?
- 6 It wasn't my fault!

## EXERCISE 6

Students' own answers

## For extra practice:

Practice Book p16

## CB p36

### Teaching tip – Vocabulary

Draw and label the rooms of the house on the board. Write the household chores from CB p24 on pieces of paper and put them in one pile, and the names of the rooms from CB p36 in another.

Invite students to pick up a piece of paper from each pile. They then make a sentence using words on both cards, e.g. *I'm doing the ironing in the bathroom*. The rest of the class decide whether this is probable or not, e.g. *No, you do the ironing in your living room or kitchen!*

### Teacher's Resource DVD-ROM 1 – Describing your bedroom

The DVD-ROM provides extension activities for further practice of the language of the unit.

### Teaching tip – Using a notebook

After you've completed exercises 1 and 2, encourage students to draw an outline of a simple house in their notebooks to record this vocabulary, i.e. a rectangle with two large rooms at the top (first floor) and four smaller ones at the bottom (ground floor). Ask them to write the names of the rooms in each rectangle and then add the furniture that is in that room, e.g. *Bedroom: 1 wardrobe, 2 bed, 3 poster*. Ask students to draw pictures of furniture that they have trouble remembering.

### Teaching tip – Inclusive classrooms

In a **less confident class**, draw an outline of a simple house on the board and label each room, e.g. *living room, kitchen, bathroom*, etc. Prepare a set of cards with furniture words. Ask students to come up to the board and stick each furniture card to the correct room.

In a **more confident class**, set a time limit and turn this into a speed game. Students have two minutes to organize all the furniture successfully. The student that takes the least time wins the game.

### SENs

Add simple drawings to the furniture word cards to make the vocabulary set more visual and easier to remember.

## Answer key

🕒 1-29

### EXERCISE 1

A bedroom B bathroom C stairs D hall  
E living room F dining room G kitchen

🕒 1-30

### EXERCISE 3

a armchair 13 b bath 8 c bed 2 d chair 16  
e rug 14 f desk 7 g lamp 4 h mirror 5 i poster 3  
j carpet 10 k curtain 17 l sink 18 m sofa 11  
n bookshelf 6 o table 15 p toilet 9 q TV 12  
r wardrobe 1

### For extra practice:

Practice Book p16

Teacher's Resource DVD-ROM 1 – *Describing your bedroom*  
DVD 1 worksheet

## CB p37

### Teaching tip – Recording grammar in notebooks

As in previous units, encourage students to record the grammar tables from each unit in their notebooks, so that they can refer to them outside the classroom.

### Extension activity – exercise 3

Write each time expression from exercise 3 on a separate A4 piece of paper. Write enough expressions so there is one for every group of two or three students. Stick them up around the classroom.

Divide students into pairs or threes. Ask each group to stand in front of a different time expression.

In a **more confident class**, encourage each student to ask a question with *was* and *were* using the time expression, e.g. *Were you cold last night? Was your mum at home yesterday morning?*

In a **less confident class**, write a question on each piece of paper for each time expression using *was* and *were*, e.g. *Were you hungry an hour ago? Were you twelve three months ago? Was it hot yesterday?*

For both types of class set a time limit. Get feedback from the class on which questions they answered the same way as their partner.

### DID YOU KNOW?

Journalists ask questions in interviews to find out interesting stories and information from the interviewees. The world's longest interview was with a Norwegian crime writer, Hans Olav Lahlum. It lasted for 30 hours! He did it to break the world record. People called the TV station and asked him to stop talking!

## Answer key

### EXERCISE 1

1 was 2 were 3 wasn't 4 wasn't 5 were 6 weren't

### EXERCISE 2

1 Was your grandad at home yesterday? No, he wasn't.  
2 Was Jessica in Brazil last summer? Yes, she was.  
3 Were Jack and Ryan at football on Sunday? Yes, they were.  
4 Was Johnny Depp in the film *The Hobbit*? No, he wasn't.

### EXERCISE 3

1 three months ago 4 yesterday morning  
2 last week 5 yesterday evening  
3 two days ago 6 last night

### EXERCISE 4

1 Where were you yesterday?  
2 When were you in Lublin?  
3 How was the film?  
4 How old were you in June?

### For extra practice:

Practice Book p16

### For grammar reference:

Team Up Plus Online Practice

### Song tip TPP p74

## CB p38

### Teaching tip – Using a notebook

Encourage students to keep a clear record of dialogues from communication exercises in their notebooks. For this page, ask students to write the full dialogues from exercise 1 along with the table showing Heidi and Luke's opinions with ticks and crosses. This will give their notes meaning for self-study.

### Teaching tip – Pronunciation, exercise 3

Write the heading *Agree* on the left of the board and elicit the expressions the class are studying, i.e. *So do I*, and *Neither do I*. Write them under the heading. Then write *Disagree* on the right of the board. Again, elicit the appropriate expressions, i.e. *Really? I do*, and *Really? I don't*, and write them under the heading.

Say the expressions to the class and ask where the stress is. Mark the stress with a red circle above the correct words, as in exercise 3. Now, say the expressions to your class, clapping the word as you stress it, e.g. for *So do I*, you would clap *So* and *I*. Do this rhythmically to show the sing-song nature of English. Get the class to stand up and copy your pronunciation, saying and clapping the stress of each of the expressions. Then point to the expressions and get the class to repeat, first chorally and then individually, with claps.

## Answer key

🎧 1-32

### EXERCISE 1

- 1 Robert Pattinson
- 2 Emma Watson
- 3 Robbie Williams
- 4 Beyoncé

🎧 1-35

### EXERCISE 4

- Scott** Hey, Amy. What do you think of Katy Perry?  
**Amy** I don't like her.  
**Scott** Really? I do. I think she's fantastic.  
**Amy** I like rap.  
**Scott** So do I.  
**Amy** Jay-Z is great.  
**Scott** No, he isn't. will.i.am is my favourite!  
**Amy** He's good, too.

### ANSWERS

- 1 Jay-Z
- 2 Katy Perry
- 3 will.i.am

### For extra practice:

Practice Book p17

## CB p39

### Teaching tip – Recording grammar in notebooks

Encourage students to draw simple pictures to record their prepositions of place, such as a box and a ball, e.g. the ball on the box for *on* and the ball between two boxes for *between*. Tell students to write a sentence under each picture to show the preposition in use.

### Extension activity – exercise 1

Use building blocks or objects to review prepositions of place. Divide students into pairs. Get the students to make a partition between them using their books, so they can't see what their partner is doing.

Give each pair of students the same number and colour of blocks. One of the students arranges their blocks into a shape. They then instruct the other student to organize their blocks in the same way using the correct prepositions, e.g. *The blue block is on the yellow block. The black block is next to the yellow block.* The two students then compare blocks to see if they are the same.

### Exam tip – exercise 1

Encourage students to read the sentences and then think of the missing prepositions before they look at the options in exercise 1. They can then read the options a–c, and check that their answer is there. They then choose and write the correct answer in their notebooks.

### Teaching tip – Inclusive classrooms

Draw a simple picture of a room with some furniture. Show the picture to your students for a few seconds and then hide it. In a **less confident class**, elicit the name of the furniture and the prepositions and write them on the board. In pairs, students write sentences to describe the picture: e.g. *There was a chair near the table.*

In a **more confident class**, ask students to draw the same picture from memory. Tell them they can ask questions: e.g. *Was there a chair near the table?* Students show their picture and spot any differences.

## Answer key

### EXERCISE 1

1 a 2 c 3 b 4 a 5 c 6 b

### EXERCISE 2

- |                 |                 |
|-----------------|-----------------|
| 1 There was     | 5 There was     |
| 2 There weren't | 6 There wasn't  |
| 3 Was there     | 7 Were there    |
| 4 There were    | 8 There weren't |

### For extra practice:

Practice Book p17  
Reinforcement worksheet 3  
Extension worksheet 3

### For grammar reference:

Team Up Plus Online Practice

## CB pp40–41

### Teaching tip – Skills

#### Reading skills tip

Prepare the class for reading the text by finding out what they know about *Peru*. Bring a world map to class. Ask students, *Where is Peru? Can you find it on the map? What things can you visit in Peru?*

Write the names of some famous places on the board: *Mount Everest, Machu Picchu, the Pyramids of Giza, the Eiffel Tower, Chan Chan, the Amazon Rainforest*. Ask, *Which of these famous places do you think are in Peru?* Students read the text to see if they were correct.

#### Listening skills tip

Students play *Vocabulary Grab* (see the Optional games and activities on the Teacher's Resource DVD-ROM). This will help them listen for specific information.

Before you play, write all of the possible answers from exercise 4 onto separate pieces of paper. Check the meaning and pronunciation of any words they may have trouble with, e.g. *Cuzco*.

#### Speaking skills tip

Stick a large picture of Pompeii, or write *Pompeii*, on the board. Ask students what they know about this place.

In a **less confident class**, provide extra support by writing the question prompts on the board, e.g. *What / Pompeii?* Elicit the full question, e.g. *What was Pompeii?*

#### Writing skills tip

Get students to write the postcards on actual postcards that you bring to class. If these aren't available, draw the basic outline of a postcard on pieces of paper or card (with a vertical line down the middle and horizontal lines on the right for the address). Give them out to your students. Allow them to draw a picture of the Parthenon on the front of their cards and write messages on the back. You could then display these in class.

### Teaching tip – Inclusive classrooms

In a **less confident class**, write the relevant information about the Parthenon on the board. As a class, complete the sentences:

The Parthenon was *a temple in Greece*.

It was on *the Acropolis Hill*.

It was *near Athens*.

It was important for the *ancient Greeks*.

They built it in *440 BC*.

In a **more confident class**, ask students to write a factfile of their own about a place they have visited. Students exchange factfiles with their partners and write a short text about it.

## Answer key and audio transcript

1-36

### EXERCISE 1

1 c 2 a 3 b 4 b 5 a 6 a

1-37

### EXERCISE 2

garden

### EXERCISE 3

1 True 2 False 3 False 4 False 5 False 6 True

1-38

### EXERCISE 4

**Girl** Hi Stevie. Was your holiday good?

**Boy** Fantastic, thanks. I was in Peru.

**Girl** Peru! Were you with your family?

**Boy** I was with my sister. Alice is a student in Lima, the capital of Peru. She's studying the Incas.

**Girl** Were you in Lima all the time?

**Boy** No, only for two days. After that, we were in Cuzco and Machu Picchu. It was a four-day tour with three days in Cuzco and one day in Machu Picchu.

**Girl** Was Cuzco good?

**Boy** Really good! Cuzco was the capital city of the Incas, and there are still lots of old buildings there. But there are also some good shops and restaurants. It's a great place.

**Girl** Is Cuzco near the sea?

**Boy** No, it's in the mountains. It's very high up.

**Girl** Is Machu Picchu a long way from Cuzco?

**Boy** It's about 112 kilometres. You can go by car or take the train. The train journey was four hours. Then there was 25 minutes in a bus. Machu Picchu is also high up in the mountains, and the bus was very slow.

**Girl** Was it cold in the mountains?

**Boy** No, it wasn't. It was quite hot, and there wasn't any rain. What about you? How was your holiday?

**Girl** Me? Oh I was ...

### ANSWERS

1 c 2 a 3 b 4 c 5 b 6 a

### EXERCISE 5

Students' own answers

### EXERCISE 6

1 Naples

2 Romans

3 Vesuvius

4 volcano

5 79

### EXERCISE 7

Students' own answers

**For extra practice:**

Practice Book p18

## CB p42

### Extension activity – Culture

Students write an acrostic poem about Buckingham Palace. In a **less confident class**, divide the class into pairs or small groups. Give each group a large piece of paper with the letters B, U C, K, I, N, G, H, A, M, P, A, L, A, C, E written vertically down the left-hand side. Brainstorm a number of words which are related to the palace. These may be nouns, verbs or adjectives. Write one word for each letter in Buckingham Palace on the board. Students then use these words, and others they think of, to write their poem using the letters down the left as a starting letter, e.g.

*Big house,  
Union Jack,  
Cold,  
Kings, etc.*

### Teaching tip – Project

Talk about the different stages and tasks that will build up the project. Emphasize that students need to work together to produce one piece of work and that they have all contributed to.

Put students in groups to do the project. Encourage students to take on a different role from the last project. To make this project communicative, encourage students to use English throughout. You may want to review some functional language to support this, such as *Can I have the red pen please?* and *Sorry, what did you say?* This classroom language enables the students to use chunks of language in a natural and meaningful way.

### Teacher's Resource DVD-ROM 2 – Broughton Castle

The DVD-ROM provides extension activities for this unit focusing on culture and recycling language.

## Answer key

🔊 1-39

### EXERCISE 1

- 1 c
- 2 a
- 3 d
- 4 e
- 5 b

### EXERCISE 2

- 1 a
- 2 a
- 3 c
- 4 a

### For extra practice:

Practice Book p19

Teacher's Resource DVD-ROM 2 – Broughton Castle

DVD 2 worksheet

## CB p43

### Teaching tip – Review

Ask students to check their answers in pairs. Ask them to circle the numbers next to any questions they disagree on in their notebooks.

Call on pairs of students to give you the answer for each question. If they differ, ask the student who got it correct why that is the right answer. They may do so in Polish or in English. Encourage students to discuss answers respectfully and considerately. This discussion encourages the class to think about why an answer is right or wrong, which is an important learner-training skill.

## Answer key

### EXERCISE 1

- 1 i
- 2 c
- 3 h
- 4 e
- 5 a
- 6 d

### EXERCISE 2

- 1 knife and fork
- 2 basketball
- 3 spoon
- 4 iron
- 5 bucket
- 6 swimming

### EXERCISE 3

- 1 on
- 2 in
- 3 between

### EXERCISE 4

- 1 Kate wasn't at a dance class. She was at a party.
- 2 Dev wasn't at school. He was at a basketball game.
- 3 Tom's mum and dad weren't at work. They were at the cinema.

### EXERCISE 5

- 1 Is Peter running in the race? No, he isn't.
- 2 Are Natalie and Emma reading in the living room? Yes, they are.
- 3 Are the boys playing computer games? Yes, they are.
- 4 Are you making a cake? Yes, I am.

### EXERCISE 6

- 1 c
- 2 a

### For extra practice:

Practice Book p20

Repetitorium CB p107

## CB p44

## Story

Tom is doing badly at school. He doesn't care about his marks. He wants to be a basketball player so he doesn't think that he needs to do well at school. His mum and his coach disagree. They won't let him play until he does better at Maths.

## Teaching tip – Presentation

Look at the picture and the title of the unit, *You failed another test!* Ask, *What do you remember about the characters so far? What do you think this episode is about?* Allow students to quickly read the text to see if their predictions were correct.

## Teaching tip – Acting out the story

Practise the dialogue together chorally, then individually. Model harder words along with the tone of their expression such as *I don't believe it! Get real! Don't make excuses!* Encourage students to think about the emotions of the people in each line and to use that when they speak, e.g. Tom is worried when he says, *Yes, Coach.* And Coach Carson is angry when he says, *You did badly in your tests again...* Then, ask students to read the dialogue in pairs: one student reads for Tom, the other for Coach Carson and Dev.

Play the audio CD again if needed and allow students time to practise the dialogue together. Allow students to use their Class Books so they are not memorizing lines. Invite pairs of students to act out the dialogue in front of the class.

## Answer key

🎧 1-40

## EXERCISE 1

1 b skupić się na nauce

## EXERCISE 2

- 1 T
- 2 KD
- 3 KD
- 4 CC
- 5 T

## CB p45

## Extension activities – exercise 7

Bring a selection of six to eight pictures of famous athletes to the class and place them face down in a pile. They should be people that students know.

Ask individual students to come to the front and pick up a picture without letting students see it. They describe the person, act out the sport or mimic their famous pose to elicit the name from the class. The rest of the class guess who it is.

Alternatively, or in addition to the above activity, allow students to do some Internet research on famous sporting figures. Put students into pairs and hand out pictures of famous people to each pair, or ask them to choose a famous sports person themselves. In a **less confident class**, write the information that students should find out on the board. For example, *name, age, sport, team, medals and / or trophies won.* Students make a note of these points in their notebooks. In a **more confident class**, ask the students to come up with two more points on their own, e.g. *favourite music or married / single.* Students use the Internet to find the information. They can then tell the class what they found out in the next lesson.

## DID YOU KNOW?

Kevin Durant is a famous American basketball player who plays for Oklahoma City Thunder. He had a full sports scholarship from the University of Texas, but was only there for one season. He became a professional player the following year. He's a popular sportsman and is well known for his charity work. In 2012, he also became an actor when he starred in the children's film *Thunderstruck*. In this film, Durant and a teenager called Brian magically exchange basketball powers, with hilarious results.

## Answer key

🎧 1-41

## EXERCISES 4 AND 5

- |                   |                |
|-------------------|----------------|
| 1 History (X)     | Maths (✓)      |
| 2 an engineer (X) | a doctor (✓)   |
| 3 football (X)    | basketball (✓) |
| 4 2010 (X)        | 2012 (✓)       |
| 5 silver (X)      | gold (✓)       |
| 6 dad (X)         | mum (✓)        |
| 7 match (X)       | test (✓)       |

## EXERCISE 6

Students' own answers

## For extra practice:

Practice Book p21

## CB p46

### Teaching tip – Inclusive classrooms

In a **less confident class**, elicit the name of the professions as a class and write them on the board. Ask students to think of a profession. Then ask students individually to go to the front of the class and act out the profession for the rest of the students to guess.

In a **more confident class**, do the same activity without writing the professions on the board. Encourage students to say a correct sentence about the profession when they guess it.

### SENs

To promote empathy, encourage students to learn and remember information about their partners. Ask students to say the professions of at least two family members for other students to learn.

### Extension activity – exercise 1

Play the *Back-to-the-board* game to review the vocabulary. (See the Optional games and activities on the Teacher's Resource DVD-ROM.)

### Exam tip – exercise 3

Ask students to look at the questions and underline or highlight a key word in each sentence. For example, *letters, writing, building* and *calculator*. Write these words on the board. Ask students which job from exercise 1 these words might be about. Then ask students to look at the job options in a–c and choose the best answer.

## Answer key

🕒 1-42

### EXERCISE 1

1 journalist 2 postman 3 teacher 4 doctor  
5 accountant 6 electrician 7 shop assistant  
8 engineer 9 hairdresser 10 lawyer  
11 factory worker 12 office worker

### EXERCISE 2

-er engineer / factory worker / hairdresser /  
lawyer / office worker / teacher  
-ist journalist  
-ian electrician  
-man postman  
-ant accountant / shop assistant  
-or doctor

### EXERCISE 3

1 b 2 c 3 a 4 b

### EXERCISE 4

Students' own answers

### For extra practice:

Practice Book p21

## CB p47

### Teaching tip – Inclusive classrooms

In a **less confident class**, elicit the past of the verbs before students complete the exercise.

In a **more confident class**, encourage students to complete the sentences without looking at the word box. They then look at the word box to check their answers.

### SENs

Go through the meaning of the verbs as a class. Ask students to come up to the front and act out the meaning of the verbs for the others to guess. Write the past form of the verbs on the board.

### Exam tip – exercise 2

Encourage students to read the paragraphs and write key words from the text in their notebooks. This enables them to see that there are clues to the answers in the sentences without gaps, e.g. Text A *It was a terrible journey. We know that the first gap relates to journey so the missing word is travelled.*

### Extension activity – exercise 4

Write the phonemes /d/, /t/ and /ɪd/ on separate pieces of paper and place them in different places on the walls around the room. Drill the sounds. Say past simple verbs. Students listen and go and stand by the correct card.

Hand out pieces of paper with past simple verbs from exercise 4, e.g. *decided, ended*. Ask pairs of students to stick these words under the correct phoneme. Check as a class.

### DID YOU KNOW?

Spelling and pronunciation irregularities in English stem from the mixture of languages that have contributed to the language. Take the spelling of *-ough* for example. How do you pronounce it? How many variations are there in this sentence? 'A **plough**man called his **rough**-coated dog and walked **through** the fields to Scarborough. He **oughed** and **thought** of his long journey home.' These four letters, *ough*, change sound six times!

## Answer key

### EXERCISE 1

1 listened 2 started 3 helped 4 walked 5 opened  
6 talked

### EXERCISE 2

1 f 2 a 3 d 4 f 5 c 6 d

🕒 1-44

### EXERCISE 4

/d/ lived, opened  
/t/ helped, talked, watched  
/ɪd/ decided, ended, needed, started, waited

### For extra practice:

Practice Book p21

### For grammar reference:

Team Up Plus Online Practice

## CB p48

### Extension activity – exercise 1

Before exercise 1, bring a collection of pictures of landmarks and tourist attractions in your town or in Poland, for example, a famous castle. Place them one at a time on the board, or hold them up for the class and ask questions such as, *What is it? Where is it? How can I get there?* Students can use these places as alternative destinations to practise functional language.

In a **less confident class**, students may answer in Polish, but ask the questions in English to allow them to hear the functions taught in this lesson. In a **more confident class**, conduct the activity in English.

### Extension activity – exercise 3

Raise awareness of syllable stress by writing a selection of two-syllable words on individual cards. Choose words that your students know well. Read the word on the first card to the class and then hum the stress. For example, *Oxford is Hmm-hmm* (the stress is on the first syllable). The students listen and repeat.

Show the other cards to the class and ask students to hum the stress together as a class after they say the words.

### Extension activity – Using a notebook

Encourage students to write a dialogue for Amy and Scott after they have completed exercise 4. This will enable them to review the functions more effectively at home.

## Answer key

📞 1-45

### EXERCISE 1

- 1 bus stop
- 2 Excuse me
- 3 train
- 4 Single or return

📞 1-47

### EXERCISE 3

- 1 centre
- 2 single
- 3 return
- 4 excuse

### For extra practice:

Practice Book p22

## CB p49

### Extension activity – exercise 1

Give each student a small piece of paper or a sticky note. Ask them to write three past simple verbs. They should be two things they did yesterday and one they didn't do, but all should be written in the affirmative. On the board, draw a tick and a cross. Under the tick, write *did*, and under the cross, write *didn't*. Put students into pairs. Tell them to look at their partner's past simple verbs. They must guess what their partner *didn't* do.

In a **less confident class**, ask them to simply draw a tick or a cross next to the verbs as they guess. Their partner tells them if they're correct. In a **more confident class**, encourage students to use the verb *didn't* and the base form of the verb, e.g. *You didn't play football*.

Students then change partners and repeat the activity three times.

### Teaching tip – Inclusive classrooms

In a **less confident class**, read the text in exercise 4 and go through the multiple-choice options together as a class. Encourage students to find and discard the distractors and then choose the correct option.

In a **more confident class**, ask students to think of the answer before they look at the options. Encourage students to give reasons for their choices.

## Answer key

### EXERCISE 1

- |               |                 |
|---------------|-----------------|
| 1 didn't play | 4 didn't travel |
| 2 didn't tidy | 5 didn't visit  |
| 3 didn't do   | 6 didn't get    |

### EXERCISE 2

- 1 I didn't play my guitar.
- 2 Mum didn't do the ironing.
- 3 Dad didn't wash the dog.
- 4 My brothers didn't stay at home.
- 5 We didn't watch a DVD.

### EXERCISE 3

- 1 Dev didn't go to the party last week.
- 2 Kate didn't fail the History test.
- 3 Tom didn't make his bed yesterday.
- 4 Tom's teachers didn't write a good report about him.
- 5 The basketball team didn't win their game last week.

### EXERCISE 4

- 1 c 2 b 3 b 4 a 5 c

### For extra practice:

Practice Book p22

Reinforcement worksheet 4

Extension worksheet 4

### For grammar reference:

Team Up Plus Online Practice

## CB pp50–51

### Teaching tip – Skills

#### Listening skills tip

Do this activity as students listen to the text for the first time. Place pictures of two boys, two girls and a group of children on the board. Write the names *Ray, Angela, Sarah, Mark* and *Students* under the respective pictures. Place them in a column on the left of the board.

Hand out transport word cards from the previous vocabulary activity to random students. Play the first part of the recording where Ray is talking about coming to school. Then pause the audio CD. The students with the transport words that Ray uses stand up and hold up their cards. The rest of the class decides if they are correct or not. Write the words on the board next to the picture of Ray. Hand out the transport cards again and repeat with the remaining part of the audio CD.

#### Reading skills tip

Prepare the class for the reading text by placing a picture of Christopher Columbus on the board. Then have a class brainstorm to see what they know about the explorer. Ask questions to guide your students, e.g. *Who was he? Where was he from? What is he famous for? When was he alive?* Write down any ideas that they have on the board. Then students read the text and see if their ideas were correct.

#### Speaking skills tip

Put the students into pairs. Ask them to each choose a different person from exercise 5, i.e. one reads William Shakespeare and the other Maria Skłodowska-Curie. Ask each student to take turns at telling their partner about their famous person. Ask the listening student to close their books as they listen and to take notes. When their partner has finished, they compare their notes with the information in the Class Book to check that they were correct.

#### Writing skills tip

Ask students to use the notes they made in exercise 5 to write a short biography of the famous person. This reaffirms the necessity of listening to their partner during the speaking stage.

#### Teacher's Resource DVD-ROM 3 – *Charlie Chaplin*

The DVD provides extension activities for this unit focusing on historically famous people and recycling language.

## Answer key and audio transcript

1-48

### EXERCISE 1

- |         |             |
|---------|-------------|
| 1 train | 7 motorbike |
| 2 plane | 8 bus       |
| 3 boat  | 9 car       |
| 4 tram  | 10 bike     |
| 5 lorry | 11 van      |
| 6 taxi  |             |

1-49

### EXERCISE 2

- Adult** Hi Ray. How do you get to school?  
**Ray** I live three kilometres from school, so I get the bus to Green Park and then I walk across the park. My friends and I sometimes play football in the park on the way home.  
**Adult** That sounds good.  
**Adult** Angela, do you walk to school?  
**Angela** No, I don't. I go by bike, but not when it's cold. Then I get the bus. I sometimes get the bus in winter too – on days when it's really cold.  
**Adult** Do you live near school, Sarah?  
**Sarah** No, I don't. I live in the town centre. That's a long way from school.  
**Adult** So, how do you get to school?  
**Sarah** In the mornings, my Dad usually takes me in the car. After school, I get a train home.  
**Adult** Were you on the tram this morning, Mark?  
**Mark** Not this morning. I cycled to school this morning. I've got a new bike and I wanted to try it. But I usually take the tram. It's really fast.  
**Adult** Hello, James. What are you doing?  
**James** I'm doing a survey of how students come to school.  
**Adult** And how do they come to school?  
**James** Lots of students come by bike or by bus. Some live near school and they all walk.  
**Adult** Does anyone come by car?  
**James** Some students come by car when it's cold, but not every day.  
**Adult** How many people come by train?  
**James** No one. The school isn't near a train station.

### ANSWERS

- Ray – by bus, walk  
Angela – by bike, by bus  
Sarah – by car, by train  
Mark – by bike, by tram  
Students at James's school – by bike, by bus, walk, by car

1-51

### EXERCISE 3

1492

### EXERCISE 4

- 1 True
- 2 True
- 3 False – Two months
- 4 False – Columbus and his sailors called it San Salvador
- 5 True

### EXERCISES 5 AND 6

Students' own answers

### For extra practice:

Practice Book p23  
Teacher's Resource DVD-ROM 3 – *Charlie Chaplin*  
DVD 3 worksheet

### Song tip TPP p74

## CB p52

### Teaching tip – Culture

Before you read, show students pictures of different transport used in London. (Images can be found on the Internet.) Ask students, *Have you been to London? Did you use any of these types of transport? Do we have the same transport here? What is different?*

Pre-teach or review any difficult vocabulary, e.g. *expensive*. Assign a word to each student or pair of students. Read out a simple definition for each of the words you have chosen, e.g. *it costs a lot of money*. Ask a student, or pairs of students, to come to the board if they think it's their word.

### Teaching tip – Project

To make this a communicative activity, get half the students in each group to ask half the students in another group their questions. This process is repeated until all the groups have interviewed each other. Each student asks at least one question. They record their answers on a piece of paper. When they have gathered the information from the class, they record their answers on their poster.

### DID YOU KNOW?

Here are some strange, but true, facts about the London Underground.

The strangest things that have been left on the tube are a samurai sword, a human skull and a coffin.

There are mosquitos in the Underground which have evolved into a separate species from those outside.

In 2005, classical music at Underground stations reduced the amount of rudeness towards staff by a third.

Three babies have been born on the Underground: two girls and most recently a boy in 2009.

## Answer key

1-52

### EXERCISE 1

- 1 travelling by car
- 2 the tube
- 3 travelling by bike
- 4 travelling by bus
- 5 the London Underground, the tube
- 6 travelling by bike

### For extra practice:

Practice Book p24

## CB p53

### Teaching tip – Review

Ask the class to complete the review section for homework or in class. Allow them to check their answers together with their partner before you carry out a feedback stage.

Tell the class you are going to read the answers aloud, but you are going to make some mistakes. Tell students they need to listen and correct you when you are wrong. Ask them to explain *why* what you say is the wrong answer, e.g. you say, *They arrives home at four o'clock*. The class says, *No! They arrived home at four o'clock. Why? Because it's in the past*. Encourage students to discuss answers with respect.

Remember to encourage students to write full answers for sentence completion exercises, e.g. for exercise 4, students should write, *I They arrived home at four o'clock* and not simply *arrived*, so the language is more meaningful when students write and review their work.

## Answer key

### EXERCISE 1

- 1 dishwasher
- 2 spoon
- 3 engineer
- 4 saucepan
- 5 shop assistant
- 6 postman

### EXERCISE 2

- 1 boat
- 2 motorbike
- 3 van
- 4 plane
- 5 bus

### EXERCISE 3

- 1 early
- 2 badly
- 3 fantastically
- 4 well
- 5 late

### EXERCISE 4

- 1 arrived
- 2 asked
- 3 played
- 4 studied
- 5 worked
- 6 lived

### EXERCISE 5

I listened to the radio.  
I didn't play tennis.  
I walked in the park.  
I didn't watch a DVD.  
I phoned my mum.

### EXERCISE 6

- 1 d 2 b 3 e 4 a  
c – not used

### For extra practice:

Practice Book p25  
Repetytorium CB p108

## CB pp54–55

### Story – Fun time

Mr Patel has bought new scooters and helmets for the staff at his takeaway restaurant. Eve is so excited with the new scooter and helmet that she forgets to take the most important thing of all on her delivery – the pizzas!

### Teaching tip – Fun time

Write or type the true or false statements from exercise 2 on separate pieces of paper and place them on the walls around the room. If you have a large class, make two sets of the statements and stick them up on the two sides of the classroom.

Students read and listen carefully to the story. Tell them to also look carefully at the pictures.

In a **less confident class**, ask pairs of students to walk to a question and answer it in their notebook, e.g. *1 false*. In a **more confident class**, ask them to work individually. Students then go back to their seats and check their answers against the reading text. Then, go through the answers with the class.

### Teaching tip – exercise 6

Do exercise 6 as a class game before you ask students to do it in pairs. Tell students you are going to show them the picture from exercise 6 quickly on the whiteboard. They must look at it and try to remember everything they see. Flash it up for 30 seconds.

If you don't have a whiteboard, ask students to look at it in their books for 30 seconds. Tell students to close their books. Then, ask them to shout out what *there was* and *there were*, using the correct structure, e.g. *There were three cans of cola*. Give the class a point for every object, or group of objects, they remember correctly. Show them the picture again for another 30 seconds. They then close their books and do the exercise in pairs.

### EXERCISE 5

- 1 car
- 2 train
- 3 scooter
- 4 tram
- 5 boat
- 6 plane
- 7 bike

### EXERCISE 6

- There was a pizza.*  
There was a notebook.  
There was a mobile phone.  
There was a cap.  
There was an umbrella.  
There was an MP3 player.  
There were three cans of cola.  
There were some / two pens.  
There were some / two kebabs.  
There were some chips.

### EXERCISE 7

- 1 c scooter
- 2 e safe
- 3 a broken
- 4 b helmet
- 5 d comfortable

## Answer key

📞 1-53

### EXERCISE 1

The pizzas

### EXERCISE 2

- 1 False – There are two new scooters.
- 2 False – They weren't very safe and were always broken.
- 3 True
- 4 False – They're comfortable and fast.
- 5 True
- 6 False – They're grumpy.

### EXERCISE 3

- 1 Because the old ones weren't very safe.
- 2 Because she forgot the pizzas.
- 3 She can't hear him because she's wearing her helmet.
- 4 Mrs Grump's pizzas are (still) at the takeaway.

## CB p56

## Story

Tom and Kate are talking about what they did last night. Kate watched *Spider-Man 3*. She really liked it. Tom and Kate then talk about what type of films they like. Kate asks Tom to come to her house to watch *The Chronicles of Narnia*. They can study together another day.

## Teaching tip – Presentation

Before reading, bring a selection of pictures of famous film characters to class and place them on the board. Choose characters that students know and those mentioned in the story, e.g. Spider-Man, Percy Jackson, Aslan the lion from *The Chronicles of Narnia*, Buzz Lightyear from *Toy Story*. Ask students, *Who are these characters? Which films are they from? Did you like the film? Why or why not? What is your favourite film?*

Ask students to read the dialogue through quickly to see which films Tom and Kate discuss. Ask, *Did they like them? Why? Why not?*

## Teaching tip – Acting out the story

Model the intonation of *Did* question forms, i.e. rising intonation for questions with a *yes* or *no* answer. Then, encourage students to use this intonation when reading. Put students into pairs and ask them to choose a role. Ask students to use body movements to act as they speak. For example, shake their head when they say *Oh, no, I can't* or use their hands when they say *Come on, Tom!* Remind them to use the correct intonation and tone in their acting. Allow students to refer to the book as they act at this stage.

## Answer key

🕒 2-1

## EXERCISE 1

1 c O filmach

## EXERCISE 2

- 1 Tobey Maguire
- 2 Action and fantasy films
- 3 *The Chronicles of Narnia*
- 4 On Wednesday
- 5 To watch the film tonight and study together tomorrow.

## CB p57

## Teaching tip – Language focus, Class discussion

After the students have completed exercises 4–7, discuss these questions: *How often do you go to the cinema? Who do you usually go with? What was the last film you saw? Did you like it? Why? Why not?*

## Extension activity – exercise 7

In a **less confident class**, brainstorm 10–15 things that the students do, e.g. *study English, play football, play video games, watch films*, and write them on the board. These should be in addition to the ideas in exercise 6. Ask students to choose three of the things they did yesterday and write them in their notebooks.

In pairs, students then ask and answer, *What did you do yesterday?* After a minute, students stand up and change partners.

In a **more confident class**, encourage them to answer follow up questions, e.g. *Did you like/enjoy it?* and respond by agreeing or disagreeing, e.g. *Really? I didn't or So do I.*

## DID YOU KNOW?

Britain has a number of great film directors including Ridley Scott, who made *Gladiator*, Sam Mendes, the director of the James Bond movie *Skyfall* and Danny Boyle, the director of *Slumdog Millionaire* and *127 Hours*. Boyle also directed the opening ceremony of the London 2012 Olympic Games, which celebrated the history of Britain.

## Answer key

🕒 2-2

## EXERCISES 4 AND 5

- 1 I watched *Spider-Man 3* on TV. Did you watch it?
- 2 No, I didn't.
- 3 I saw *Spider-Man 3* at the cinema ages ago! I didn't like it. Did you like it?
- 4 Yes, I did! I love Tobey Maguire! He's my favourite actor!
- 5 Did you like the film or did you like Tobey Maguire?
- 6 I liked them both!

## EXERCISE 6

Students' own answers

## For extra practice:

Practice Book p26

## CB p58

### Extension activity – exercise 1

After you have presented the vocabulary, play *Vocabulary Ladders*. (See the Optional games and activities on the Teacher's Resource DVD-ROM.) Remember, they can help their team mates, but only by speaking in English.

### Teaching tip – Using notebooks, exercise 2

Ask students to write the TV show vocabulary words in their notebooks along with an example so they can remember the meaning of the language, e.g. *4 Poland's Got Talent is a talent show.*

### Teaching tip – Inclusive classrooms

In a **less confident class**, ask students to underline the key words in exercise 3 before they choose their options, e.g. *game of tennis, funny, answer questions*. Make sure students know what these words mean.

In a **more confident class**, encourage students to write three more sentences about TV programmes for their partners to guess.

## Answer key and audio script

2-3

### EXERCISE 1

1 quiz show 2 chat show 3 cartoon 4 talent show 5 police drama 6 news 7 music programme 8 documentary 9 sports programme

2-4

### EXERCISE 2

- 1 **Presenter** Next!  
**Contestant** Hello. I'm Mira from Manchester. Here's my song.
- 2 **Presenter** And Hamilton is closing the gap. The race is very close now. Oh! And he's going past! That's fantastic driving from Lewis Hamilton!
- 3 [*Cartoon sounds*]
- 4 **Presenter** It's the dry season, and the elephants need to find water.
- 5 **Presenter** Hello, Tom and welcome to the show.  
**Tom** It's a great pleasure to be here. Can I just say what a fantastic audience you have here tonight.  
**Presenter** We're very happy you could be here. I understand it's a very busy time for you ...
- 6 **Presenter** Is that your final answer? C, Paris?  
**Contestant** Yes, Chris. It's C. That's my final answer.  
**Presenter** I'm so sorry. It's not C. The answer is A, Berlin. What a pity! But thank you for being a great contestant on *Millionaire!*

### ANSWERS

1 talent show 2 sports programme 3 cartoon 4 documentary 5 chat show 6 quiz show

### EXERCISE 3

1 b 2 a 3 c

### For extra practice:

Practice Book p26

## CB p59

### Extension activity – Grammar table

Write the verbs from the left of the grammar table on the left of the board. You could elicit these from the students using mime. Hand out the past simple form of these irregular verbs to random students, or pairs of students, in the class. Ask them to come to the front and place them next to the correct infinitive form. Drill the pronunciation of the verbs, looking at the change from infinitive to the past tense form, e.g. *read /ri:d/ and read /red/*.

### Exam tip – exercise 2

Encourage students to look at the verbs in the word pool and think about what follows them (nouns or prepositions?). For example, *ate something, spoke to someone, was + adjective, met someone*. Then, get them to read through the text without writing in any answers. They should write the second part of the collocations they have identified in their notebook as they go, e.g. 1 *his dad*, 2 *to the cinema*. This will help them to predict the possibilities.

## Answer key

### EXERCISE 1

- wrote
- read
- took
- saw
- made
- went

### EXERCISE 2

1 g 2 i 3 c 4 e 5 d 6 a

### EXERCISE 3

- had
- tried
- went
- took
- saw
- met
- spoke
- was
- ate

### For extra practice:

Practice Book p26

### For grammar reference:

Team Up Plus Online Practice

## CB p60

### Teaching tip – Using notebooks

Ask students to record the dialogue from exercise 1 in their notebooks and underline the target language, e.g. *What time is the next showing of ...? It's at ...*. This will give the communicative functions context.

### Teaching tip – Pronunciation, exercise 3

Give students three pieces of paper and ask them to write one of the phonemes /s/, /k/ and /tʃ/ on each. Then read out a selection of words that contain these sounds, e.g. **cheese**, **sweet**, **cricket**. Students listen and hold up the correct sound that they hear.

Get students to write five different words for each sound in their notebooks. They take turns reading them to their partner, who holds up the correct phoneme note and repeats the word after them.

### Optional activity – End of lesson

Bring some old newspapers or magazines to class that have local film listings in them. Use this realia for students to practise the functions from exercise 1. One student is the ticket seller and their partner is the customer. Monitor and correct students' functions and pronunciation if needed.

### Teacher's Resource DVD-ROM 4 – *Buying a cinema ticket*

The DVD provides extension activities for further practice in buying cinema tickets.

## Answer key

2-5

### EXERCISE 1

- 1
- 2
- 17
- 3
- 7

2-8

### EXERCISE 4

- 1 c 2 a 3 b

### For extra practice:

Practice Book p27

Teacher's Resource DVD-ROM 4 – *Buying a cinema ticket*  
DVD 4 worksheet

## CB p61

### Teaching tip – Grammar

Write some past time expressions on the board, e.g. *yesterday, last year, last Christmas, on holiday*. Check students understand the meaning of the words. Students then make questions to ask their partners, e.g. *Did you go on holiday last year? / Yes. I went to Gdansk*. In a **less confident class**, refer students to the verbs they studied in Unit 4 Class Book page 47.

### Teaching tip – Using notebooks

Encourage students to write full sentences for the dialogue completion in exercise 2.

### Teaching tip – Inclusive classrooms

In a **less confident class**, write the following on the board: *Where did you go yesterday?* Remind students that you use *Did* + the infinitive of the verb in question forms. Do exercise 2 as a class.

In a **more confident class**, ask two students to come up to the front of the class and act out the dialogue.

### SENs

Acting out dialogues is a good activity for kinaesthetic learners as it allows them to move around the class.

### DID YOU KNOW?

The longest ever English language film series shot was *Harry Potter*. Even though it was released as eight separate films, from 2001 to 2011, it's considered one cinematic story. Its running time is 19 hours and 5 minutes. The second longest running series is *Star Wars*. Six films were released from 1977 to 2008 (but there are more coming in the series). The first six films' running time is 13 hours and 27 minutes.

## Answer key

### EXERCISE 1

- 1 Did Louise make a pizza at the weekend?  
No, she didn't.
- 2 Did the boys watch a quiz show last night?  
Yes, they did.
- 3 Did Charlie go to school yesterday?  
No, he didn't.
- 4 Did you and your team win the game?  
Yes, we did.

### EXERCISE 2

- |                 |                  |
|-----------------|------------------|
| 1 Did she phone | 6 did you see    |
| 2 she didn't    | 7 I did          |
| 3 did you do    | 8 did you think  |
| 4 Did you go    | 9 Did she arrive |
| 5 I didn't      | 10 she didn't    |

### For extra practice:

Practice Book p27

Reinforcement worksheet 5

Extension worksheet 5

### For grammar reference:

Team Up Plus Online Practice

### Song tip TPP p74

## CB pp62–63

### Teaching tip – Skills

#### Listening skills tip

Use this idea to make an interactive listening activity. Put students into pairs and ask them to share one Class Book. Give each pair two different coloured pieces of paper, e.g. red and blue. The student on the left is in charge of the left options in the pairs in the text, e.g. *good, Saturday*, and the student on the right is in charge of the right options, e.g. *bad, Sunday*. Play the audio CD. As students listen, each student holds up their paper when they hear their answer, i.e. left or right.

Students listen again and write the correct answers in their notebooks.

#### Speaking skills tip

Ask students to listen and take notes when their partner talks about a film. These should just be the key words, not full sentences. Then ask them to use their notes to tell a new partner about their previous partner's film. This listening task motivates students to listen.

#### Writing skills tip

Get students to type their information about films on a computer. You could get them to create a document with images or an email that they send to you or to another student in class. Print them out and display the emails or documents in class and get students to take them home to share with their families.

#### Reading skills tip

To provide exam support, ask students to look at the first paragraph and tell you what it is generally about, e.g. *Who Daniel is / An introduction*. Continue with the four remaining paragraphs. This helps students to read for gist, which is the focus of this reading exam task. Ask students to think about their ideas as they choose the most suitable heading for each paragraph from the box above.

## Answer key and audio transcript

2-10

### EXERCISE 1

- 1 science-fiction film
- 2 romantic film
- 3 horror film
- 4 comedy
- 5 action film
- 6 fantasy film
- 7 animated film
- 8 thriller

2-11

### EXERCISE 2

- Ellie** Oh, hi Mick. How are you?  
**Mick** Not bad. And you?  
**Ellie** Yeah, I'm OK, thanks. Did you have a good weekend?  
**Mick** Yes, I did thanks. I went to the cinema on Saturday.  
**Ellie** Really? Did you go with Rachel?  
**Mick** No, I didn't. Rachel didn't want to go. She was tired. I went with Richard.  
**Ellie** And what film did you see?  
**Mick** Well, Richard wanted to see *The Muppets*, but I wanted to see *Kung Fu Panda*. In the end, I won and we saw *Kung Fu Panda*!  
**Ellie** You always win!  
**Mick** No, I don't! Anyway, Richard quite liked the film.  
**Ellie** Did you like it, too?  
**Mick** Yes, it was fantastic!

### ANSWERS

- 1 Saturday
- 2 Rachel
- 3 Richard
- 4 *Kung Fu Panda*
- 5 quite liked
- 6 loved

2-12

### EXERCISE 6

- 1 c
- 2 f
- 3 b
- 4 e
- 5 a

### EXERCISE 7

- 1 In 1989
- 2 He saw Daniel in *David Copperfield* and asked him to audition for the part of Harry Potter.
- 3 *The Tailor of Panama*
- 4 In the UK.

### For extra practice:

Practice Book p28

## CB p64

### Teaching tip – Culture

Before you read, pre-teach any unknown words. Choose eight words that your students don't know, including those in the glossary box, and write them on the board. Ask half the class to look up the first four words in a dictionary, while the other half look up the remaining four words. Students then get together in pairs, and explain their words to each other. In a **less confident class**, they may do this in English and in Polish. In a **more confident class**, conduct the activity in English only.

### Teacher's Resource DVD-ROM 5 – James Bond and Pinewood

The DVD-ROM provides extension activities for this unit focusing on culture and recycling language.

### Teaching tip – Project

Encourage students to take responsibility for a different aspect of the project than they chose last time. Remind them that they need to work together to produce their poster. They can all research their own character and write the information on the poster.

To make the project communicative, encourage students to use English throughout. You may want to review a few functions that will aid this, such as *Can I have a red pen please?* and *Sorry, what did you say?* This classroom language enables students to use English in chunks in a natural situation.

Carry out a *Show and tell* stage at the end of the project where teams talk about their poster to the rest of the class.

## Answer key

2-13

### EXERCISE 1

- 1 e
- 2 c
- 3 d
- 4 a
- 5 b

### EXERCISE 2

- 1 True
- 2 False – He didn't like the title.
- 3 True
- 4 True

### For extra practice:

Practice Book p29

Teacher's Resource DVD-ROM 5 – James Bond and Pinewood  
DVD 5 worksheet

## CB p65

### Teaching tip – Review

Use a projector to put the answers to the exercises on the board for students to check their own work. Monitor and see which exercises were the most difficult for the class. As feedback, focus on those areas that were difficult and ask students who got them right to explain why their answer is correct. This will help to clarify the reasons for the rest of the class and help with understanding, e.g. *Exercise 4, 5 eat – ate. It isn't 'eated' because 'eat' is an irregular verb.* Encourage students to listen to each other's ideas politely.

### Exam tip – exercise 6

Draw students' attention to exercise 6. Ask them to look at the Polish functions and translate them into English before they read the English questions. This will help them choose correctly. Also, ask students to explain *why* the extra English question is not possible.

## Answer key

### EXERCISE 1

- 1 d 2 f 3 e 4 b 5 c 6 a

### EXERCISE 2

TV – news, police drama, sports programme

Film – thriller, fantasy, science-fiction, horror

### EXERCISE 3

- 1 PS 2 PC 3 PC 4 PS 5 PS 6 PS

### EXERCISE 4

- 1 came
- 2 gave
- 3 left
- 4 saw
- 5 ate
- 6 knew
- 7 made
- 8 won

### EXERCISE 5

- 1 What did she buy?
- 2 Why did they go to bed?
- 3 Where did he work?
- 4 When did it rain?

### EXERCISE 6

- 1 d 2 a 3 c 4 e  
b – not used

### For extra practice:

Practice Book p30

Repetitorium CB p109

## CB p66

**Story**

Tom and Dev are at Kate's house. They're in the kitchen looking for food. Dev hasn't had lunch and he's hungry. They talk about what they like and don't like. Tom isn't hungry. He feels terrible. He tells Kate and Dev that he cheated in his Maths test and his teacher knows!

**Teaching tip – Presentation**

Before students read the text ask, *Who can you see in the picture? Where are they? What do you think they are doing?*

In a **more confident class**, ask students to look at the picture and write words for all the food and drink that they can see. Give the students two minutes to do this. Brainstorm ideas from the class and write them on the board.

In a **less confident class**, ask students to write the food and drink vocabulary in Polish, in pairs. Collect ideas as above. Then, ask students to read the text and find English translations for these words. Ask pairs of students to write them on the board next to the Polish translations.

**Teaching tip – Acting out the story**

In addition to modelling harder words, focus on the tone of functions, e.g. *Hmmm! Yuck! Yummy! Very funny.* Encourage students to use correct stress and intonation when they read.

Put students into groups of three and ask them to assign roles. Remind them to use emotions and movement in their acting, and also ask them to use props to represent food, plates, etc. Encourage students to learn their lines for this production instead of referring to the book.

**Answer key**

🕒 2-14

**EXERCISE 1**

1 c jest zmartwiony

**EXERCISE 2**

- 1 ham
- 2 lettuce and carrots
- 3 He got an 'A'.
- 4 the test
- 5 Yes.

## CB p67

**Teaching tip – Language focus**

Class discussion. After the students have completed exercises 4–7, discuss these questions: *What do you like to eat for lunch? Do you like sandwiches? What do you like in your sandwich? Do you like to eat a big lunch or do you like to eat small snacks throughout the day?*

**Teaching tip – exercise 6**

Write the food words from exercise 6 on the board. Elicit four or five more English food words from the students, helping where necessary, e.g. *some lettuce, a carrot, some bread, a drink, an apple.* Check their pronunciation. Ask students to stand up. Play some music and ask the class to walk, or dance, around the room. Pause the music and ask students to pair up with the person next to them. They take turns asking the dialogue questions from exercise 6, choosing a food from the board. Play the music and repeat the process, with students choosing a new food word each time.

**Answer key**

🕒 2-15

**EXERCISES 4 AND 5**

- 1 Hmm! Yes, there is, but there isn't much.
- 2 Would you like a ham sandwich?
- 3 Are there any tomatoes?
- 4 There's lots of lettuce.
- 5 Is there any cheese?
- 6 There are some carrots, but there aren't many.
- 7 Anyway, how many ham sandwiches do you want?
- 8 What about you, Tom?
- 9 No, not for me, thanks.

**EXERCISE 6**

Students' own answers

**For extra practice:**

Practice Book p31

## CB p68

### Teaching tip – Vocabulary, exercise 2

Create word cards for the food words in exercise 1. In class, write the table headings across the top of the board, i.e. *Fruit, Vegetables, Meat*. Hand out the word cards. Place one card in the correct column as an example. Ask students to come and place the other word cards in the correct columns. The other students watch and correct any cards that they feel are in the wrong place.

### Teaching tip – Using notebooks, exercise 2

Tell students to draw a picture of the food vocabulary next to the words as they write them in their notebooks. Encourage students to record the vocabulary in sections headed *Like* and *Don't like* to help give meaning to the language.

### Teaching tip – Inclusive classrooms

In a **less confident class**, encourage students to write a list of the food they like and they don't like before they answer the questions in exercise 3.

In a **more confident class**, write the following sentences on the board:

*I love pasta and pizza.*

*I like soup.*

*I don't like beef.*

*I hate carrots.*

Ask students to make questions about the food they love, like, don't like, and hate and ask their partners.

### DID YOU KNOW?

Eggs are often put into different categories. Sometimes they are considered a dairy product because they are often sold in dairies. These are shops connected with the local farm. Sometimes they are categorized as a meat because they come from a chicken and they are protein.

## Answer key

2-16

### EXERCISE 1

1 chicken 2 potato 3 apple 4 cheese 5 bread  
6 milk 7 salmon 8 beef 9 tomato 10 rice  
11 yoghurt 12 biscuit 13 water 14 carrot  
15 mango 16 egg 17 orange juice

### EXERCISE 2

Fruit – apple, mango, (tomato)

Vegetables – potato, carrot, tomato

Meat – beef, chicken

Fish – salmon, tuna

Dairy products – yoghurt, cheese, milk, egg

Drinks – water, milk, orange juice

### For extra practice:

Practice Book p31

## CB p69

### Teaching tip – Grammar

Before exercise 1, draw an apple and a tomato on the left of the board. Elicit and write the words next to your pictures. Ask students what the plurals of these words are, i.e. *apples, tomatoes*. Write these words.

Then, draw pictures of bread and cheese on the right of the board, eliciting and writing the words. Tell students that apples and tomatoes are countable nouns: they have plurals. Bread and cheese are uncountable: they don't have plurals. Hand out the word cards from the vocabulary activity to random students. Ask students to come to the front and place the cards next to the correct pictures according to whether they are countable or not.

### Teaching tip – Inclusive classrooms

In a **less confident class**, go through the food names in exercise 3 as a class and elicit if they are countable or uncountable. Remind students uncountable nouns use a singular verb.

In a **more confident class**, ask students to write a similar list about their fridge.

### SENS

Draw a simple fridge outline on the board. Make cards with drawings of food and their names. Describe your fridge and ask a student to stick the food in the fridge as you describe it.

### Exam tip – exercise 4

Encourage students to make a note of forms of *be* in the questions in exercise 4. Tell them the answers should contain the same forms, e.g. *Are there any ... ? Yes, there are.*

## Answer key

### EXERCISE 1

L. pojedyncza – an egg, a potato, an apple, a tomato, a biscuit, a carrot, a mango

L. mnoga – eggs, potatoes, apples, tomatoes, biscuits, carrots, mangoes

Tylko l. pojedyncza – milk, tuna, chicken, cheese, bread, salmon, beef, rice (yoghurt, water, orange juice are also possible)

### EXERCISE 2

1 any 2 any 3 any 4 any 5 some 6 some  
7 a 8 any

### EXERCISE 3

1 is some 2 aren't any 3 isn't any 4 are some  
5 isn't any 6 is some

### EXERCISE 4

1 b 2 a 3 c

### For extra practice:

Practice Book p31

### For grammar reference:

Team Up Plus Online Practice

### Song tip TPP p74

## CB p70

### Teaching tip – Communication

Ask students to close their books and listen to the dialogue in exercise 1 without any introduction. Play the audio CD and ask students to think about the following questions: *Where are they? What are they doing? What do they want?* Do not expect all of the students to get all of the answers. Write their ideas on the board and play the audio again. Add any more ideas that they now have.

### Extension activity – Pronunciation, exercise 3

Play *Musical mill drill* to practise the pronunciation of *would*. (See the Optional games and activities on the Teacher's Resource DVD-ROM.) Play some music for students to move around the room. Then pause it. In pairs, students look at a picture and take turns asking, *Would you like ... ?* Or *What would you like to eat / drink?* depending on the picture. Their partner answers appropriately, *Yes, please, No, thank you* or *I'd like a glass of cola*.

### Teacher's Resource DVD-ROM 6 – Ordering food and a drink

The DVD provides extension activities for further practice in ordering food.

## Answer key and audio transcript

2-18

### EXERCISE 1

- |           |                |
|-----------|----------------|
| 1 chicken | 4 tuna         |
| 2 cola    | 5 orange juice |
| 3 potato  | 6 cake         |

2-21

### EXERCISE 4

- 1 **Waitress** What would you like to eat?  
**Man** I'll have a baked potato with cheese, please.  
**Waitress** Would you like a drink?  
**Man** Yes, please. I'd like a glass of orange juice.
- 2 **Waiter** What would you like to eat?  
**Girl** I'd like a burger and chips, please.  
**Waiter** Would you like a drink?  
**Girl** No, thank you.
- 3 **Waitress** What would you like to eat?  
**Boy** I'll have an egg and tomato sandwich, please.  
**Waitress** Would you like a drink?  
**Boy** Yes, please. I'd like a glass of water, please.

### ANSWERS

- The man eats a baked potato with cheese and drinks orange juice.
- The girl has a burger and chips.
- The boy has an egg and tomato sandwich and drinks a glass of water.

### For extra practice:

Practice Book p32

Teacher's Resource DVD-ROM 6 – *Ordering food and a drink*  
DVD 6 worksheet

## CB p71

### Teaching tip – Warmer

In a **less confident class**, ask students to write as many food or drink words as they can in two minutes.

In a **more confident class**, tell students before they write that they will get a point for every word that is different from their partner's. This will elicit a wider range of vocabulary. Pairs then check their food and drink vocabulary.

Ask the class to tell you five food words from their list which are countable nouns and five which are uncountable and write them on the left of the board.

### Teaching tip – Using notebooks, exercise 2

Ask students to write full questions and answers for exercise 2 in their notebooks to help them see *How much / How many* and the measurements in context when they review their language at home or in later lessons.

### Exam tip – exercise 3

Draw students' attention to the exam task, exercise 3. Encourage them to read the dialogue through once to get the gist of the text. This will also enable them to understand the vocabulary that is used.

## Answer key

### EXERCISE 1

- lots of
- many
- many
- lots of
- much
- much
- much

### EXERCISE 2

- How much, 1 litre
- How many, 24
- How much, 100 grams
- How many, 1
- How many, 6

### EXERCISE 3

- c 2 b 3 a 4 a 5 b 6 c
- a 8 b 9 c 10 a

### For extra practice:

Practice Book p32

Reinforcement worksheet 6

Extension worksheet 6

### For grammar reference:

Team Up Plus Online Practice

## CB pp72–73

### Teaching tip – Skills

#### Vocabulary skills tip

Show the containers vocabulary using the Oxford Classroom Presentation Tool flashcards, or realia, i.e. actual containers of food and drink brought to class. Prepare word cards for the vocabulary and ask students to come to the front and place them next to the correct picture on the board or container on a desk. Ask the rest of the class to watch and suggest changes to any they think are incorrect.

Ask students to record these words in their notebooks by writing the full collocations and drawing a simple picture, e.g. *1 g – a packet of crisps* (with picture).

#### Speaking skills tip

Tell students to stand in a line from tallest to shortest. Put the students into pairs with the person next to them. This enables them to work with someone new.

After they have finished doing the quiz, tell students to return to their original seats to talk to the person they usually sit next to. They ask and answer about the quiz. Encourage them to ask, *What did you score? What did your partner score? What healthy food do you eat? What unhealthy food do you eat?*

#### Writing skills tip

Ask students to write their text. Then, when they have finished, ask them to pass it to their partner who checks it for spelling, grammar and punctuation. Monitor and help throughout.

Bring coloured card or paper to class. Hand out a sheet to each student and ask them to cut out a large fruit or vegetable shape to re-write their corrected text on. Display their work in the class or allow the students to take them home.

#### Listening skills tip

Write the food vocabulary from the listening text on word cards and hand them out to random students. (The food words are in bold in the audio transcript below.)

Place a picture of a boy and a girl on the board and tell the class they are Jack and Megan. Ask the students to come to the front with their card when they hear the word on it and place it next to Jack or Megan depending who said it. Decide as a class who they think has a healthy diet.

## Answer key and audio transcript

2-22

### EXERCISE 1

1 g 2 b 3 d 4 a 5 e 6 h 7 c 8 f

2-23

### EXERCISE 4

1 f

2 c

3 b

4 e

5 a

d – not used (Fast food is not mentioned in the text)

### EXERCISE 5

1 It means it fills you up and makes you feel good.

2 Pork and sausage.

3 They are soups.

4 It's a ring.

5 Two of: sugar, flour, eggs, cream

2-24

### EXERCISE 6

1

**Jack** Hi! My name's Jack. This is what I eat in a typical day. I don't usually have breakfast because I don't have time in the morning, but I always eat **a bar of chocolate** on the way to school.

Our morning break at school is at half past ten. There's a snack machine at school and I usually buy **a cola**.

I have a hot lunch at school and I always choose **pizza** or **chicken** and **chips**. When I get home, I have a snack in front of the TV. It's usually **biscuits** or **crisps**.

Mum cooks dinner for the family at six o'clock. She wants us to eat healthy food, but my favourite dinner is a **burger with chips**.

I sometimes eat **bananas**, but I don't like **fruit** very much.

2

**Megan** Hello, I'm Megan. Here's what I eat in a typical day. I don't have lots of time for breakfast, but I usually have **a glass of milk** and some **cereal**.

We have a break at school at eleven o'clock and I always have some **orange juice** and **a ham sandwich** from home.

I usually have lunch at school and I eat some **chicken** or **fish** and **a salad**.

When I get home from school, I help mum do the cooking. We eat at half past six when Dad gets home from work. My favourite dinner is **pasta with tomatoes** and then **fruit salad** for dessert.

### For extra practice:

Practice Book p33

## CB p74

### Teaching tip – Project

Encourage students to assign roles in the team to complete the project, e.g. all students discuss the food ideas while one student writes them down. Then the team decide who is going to write the starter, the main and the dessert options on the poster. When they have finished the writing, they can all decorate it with appropriate food and drink pictures.

To help students communicate, pre-teach some useful functions such as, *What do you think? Let's have ... , I like ... / I don't like ... , Good idea!*

When teams have finished, look at each poster and have a class vote for the most delicious meal. Which one would you like to eat?

### DID YOU KNOW?

One of the most famous TV chefs, Jamie Oliver, helped to change British school dinners. He found that the majority of schools were serving school lunches that were high in fat and sugar. They made children tired, poorly nourished and overweight. Oliver's 'Feed Me Better' campaign attracted 271,677 signatures of support for his petition to improve the state of school meals. It was handed over to the then Prime Minister, Tony Blair. School meals should now include portions of five fruit and vegetables every day.

## Answer key

🕒 2-25

### EXERCISE 1

1 b

### EXERCISE 2

- 1 c
- 2 e
- 3 b
- 4 a
- 5 d

### For extra practice:

Practice Book p34

## CB p75

### Teaching tip – Review

Do the review in class with students completing it individually.

Then, number each student as they are seated from 1–4, so every student has a number, 1, 2, 3 or 4. Ask everyone with the same number to move and sit together. Tell them to check their answers and help each other by explaining why the answers are correct or incorrect. Encourage students to respect each other's ideas and be patient with one another.

Finally, ask the groups to take turns telling the rest of the class the answers.

## Answer key

### EXERCISE 1

- 1 cheese
- 2 juice
- 3 apple
- 4 milk
- 5 goggles
- 6 racket
- 7 swimsuit
- 8 vacuum cleaner
- 9 iron
- 10 bucket

### EXERCISE 2

1 b 2 a 3 f 4 c 5 d 6 e

### EXERCISE 3

1 studied 2 worked 3 played 4 arrived 5 asked  
6 stopped

### EXERCISE 4

- 1 some
- 2 a
- 3 some
- 4 an
- 5 any

### EXERCISE 5

- 1 much
- 2 much
- 3 much
- 4 many
- 5 much

### EXERCISE 6

- 1 c
- 2 a

### For extra practice:

Practice Book p35  
Repetytorium CB p110

## CB pp76–77

### Story – Fun time

Mr Patel is going to try a new curry topping on his pizzas. He asks Eve to feed his cat its fish supper. Eve also has to get the curry topping from the fridge and, as she does so, she mixes up the two dishes. The cat's food is the new pizza topping.

### Teaching tip – Fun time

Before you read the cartoon, write a few words on the board that the students might find difficult, e.g. *Miaow*, *Cleopatra*, *dish*, *sauce* and *delicious*. Write these in English on the left of the board. Write the Polish translations for them on the board in a different order and ask students to match them up.

Tell students to look at the cartoon. Ask them to find the words and check their predictions about their meaning. Go through the words with the whole class.

### Extension activity – exercise 4

Put students into pairs and ask them to make up interesting food combinations that they think would be delicious. For example, pork and apple pie, shrimp and avocado on toast, bacon and egg pizza. Ask the class, *Which one sounds the best?*

### Teaching tip – Acting out the story

As with previous *Fun time* stories, play the audio CD for students to listen to the story, and check the pronunciation of difficult words.

Put the students in groups of three to practise the story and ask as many groups as possible to act out the story for the class.

### DID YOU KNOW?

Some people think that the most deliciously imaginative pizza available is a thin crust wood fire-baked pizza topped with onion puree, white truffle paste, soft Italian cheese (Fontina), baby mozzarella, pancetta, mushrooms, freshly picked wild lettuce and garnished with fresh shavings of a rare Italian white truffle. This pizza is served at Gordon Ramsay's *Maze* restaurant in London.

## Answer key

2-26

### EXERCISE 2

- 1 True
- 2 False – the green dish has cat food in it
- 3 False – the cat likes fish. It doesn't like curry.
- 4 True
- 5 True

### EXERCISE 4

Potatoes, cheese, eggs, fish, milk, ham, tomatoes

### EXERCISE 5

There are four mistakes – the descriptions below are under the wrong pictures

Our famous pizzas

Free range chicken and rice

Fresh fruit

Home-made cakes

## CB p78

**Story**

Kate and Tom are studying Geography together. Kate is testing Tom on famous rivers and mountains. Tom doesn't know much about mountains. He wants to talk about cities.

**Teaching tip – Presentation**

Before reading, do a Geography quiz. Put students into pairs and ask them to write their answers together. Ask, *What's the longest river in the world? What's the highest mountain? What's the largest city (by population)? What's the largest ocean? What's the largest desert?* Once finished, students swap their answers with another pair. Go through the answers as a class.

Write the Geography words used in the story on the board in two columns, i.e. *the Mississippi, the Alps and New York* on the left and *Chicago, the Nile and the Rockies* on the right. Ask students to match them up and explain how they chose the matching pairs, i.e. *they are both mountain ranges, rivers or cities*. This encourages critical thinking. Allow students to read the text to check their guesses.

**Teaching tip – Acting out the story**

Model difficult words before you put students into pairs and ask them to choose roles. Remind them to use emotions, props and movement in their acting. Encourage students to learn their lines for this production. Invite groups of students to act out the dialogue in front of the class.

**Answer key**

🕒 2:27

**EXERCISE 1**

1 a miast

**EXERCISE 2**

- 1 Nile, Mississippi
- 2 The Rockies, the Alps
- 3 New York, Chicago
- 4 Kate, Tom

## CB p79

**Teaching tip – Language focus**

After students have completed exercises 4–7, discuss these questions. *Have you ever been to any of these places? (i.e. the Alps, the Rockies) Would you like to travel there? What famous rivers or mountains have you been to? What places do people visit in Poland?*

**Extension activity – exercise 7**

At the end of the lesson, give groups of students a blank world map. Write pairs of geographical sites on the board, e.g. *Mount Cook and Mont Blanc*. Ask the students to research them on the Internet to find their location and size. They then plot them on their blank maps and write their lengths / height, etc. In class, students talk about the places using comparative adjectives in a sentence.

**DID YOU KNOW?**

The Lut desert in Iran is hotter than the Sahara desert. It was measured by a satellite that detects infrared radiation. The satellite recorded a temperature of 70.7°C. The Sahara desert can get very cold on a cloudless winter night, reaching 0°C. The Antarctic desert is colder, of course, and was measured at a very cold -89.2°C in 1989.

**Answer key**

🕒 2:28

**EXERCISES 4 AND 5**

- 1 The Alps are higher than the Rockies.
- 2 They're more interesting than boring mountains.
- 3 Is New York bigger or smaller than Chicago?
- 4 You're almost as clever as me!

**EXERCISE 6**

Possible answers:

The Mississippi is longer than the Severn.  
Mount McKinley is higher than Ben Nevis.  
New York City is bigger than London.

**EXERCISE 7**

Possible answers:

The Vistula is longer than the Severn.  
Rysy is higher than Ben Nevis.  
London is bigger than Warsaw.

**For extra practice:**

Practice Book p36

## CB p80

### Teaching tip – Vocabulary

Make word cards for the geographical sites in column B in exercise 1. Before completing exercise 1, place the cards on the walls around the room next to groups of seated students. Ask them to look at the word near them and think about what that geographical feature looks like.

Create an Oxford Classroom Presentation Tool flipchart with the geographical images of the words in column A, using the flashcard picture bank. Alternatively, print off pictures from the Internet or write the geography words from column A on the board. Look at the first image, e.g. *mountain*. Ask, *Who is sitting near a mountain?* A student near the word card *Mount Everest* brings it to the board and places it next to the picture or word. Continue with the remaining cards.

### Teaching tip – Using notebooks, exercise 1

Encourage students to write the words out in full to record the vocabulary in exercise 1, e.g. *I mountain – i Mount Everest*, and not simply *I i*.

### Teaching tip – Inclusive classrooms

In a **less confident class**, ask students to think about another example of each geographical feature. Ask students for their ideas and write them on the board.

In a **more confident class**, ask students to write their suggestions on the board. Students then play a guessing game, e.g. *Mount Risy. Is it a lake? Is it a mountain? Is it in Europe?*, etc.

### Exam tip – exercise 3

Encourage students to read the text through once to get the overall gist of it, i.e. it's about the geography of Ireland. This allows them to realize that the missing words will probably be geography based. Ask them to read the text again and predict which words are missing before they look at the options a–c. Then, ask them to look at the options and choose the best answer. Allow students to check in pairs before they feed back their answers.

## Answer key

### EXERCISE 1

1 i 2 d 3 f 4 a 5 c 6 j 7 b 8 g 9 e 10 h

### EXERCISE 3

1 b 2 a 3 c 4 a 5 c

### For extra practice:

Practice Book p36

## CB p81

### Teaching tip – Grammar

Bring a selection of different coloured pieces of string or wool, cut into different lengths, to the class. Hand them out to individual students or groups of students. Ask them to place them on the floor in a line from the longest to the shortest.

Write *long* and *short* on the board. Choose two pieces of string of different colours and hold them up.

Ask students, *Which string is longer?* And, *Which string is shorter?* Elicit a full response and write it on the board, e.g. *The red string is longer than the blue string. The blue string is shorter than the red string.* Continue with more examples.

### Extension activity – exercise 2

Prepare a worksheet with words or pictures of six to eight classroom objects, e.g. *a chair, a pencil*. Make sure each student has a ruler. Ask pairs of students to walk around the class and measure the objects' dimensions. They record them on their paper. Back at their seats, students discuss which objects are taller, smaller and heavier and write sentences using the correct comparative adjectives.

## Answer key

### EXERCISE 1

- |           |           |
|-----------|-----------|
| 1 shorter | 5 closer  |
| 2 slower  | 6 bigger  |
| 3 smaller | 7 noisier |
| 4 older   | 8 funnier |

### EXERCISE 2

- 1 bigger
- 2 younger
- 3 cheaper
- 4 heavier
- 5 hotter
- 6 faster
- 7 easier

### EXERCISE 3

- 1 Jarek is more serious than his brother.
- 2 Rosa is more beautiful than Karen.
- 3 The Maths test was more difficult than the English test.
- 4 Motorbikes are more dangerous than cars.
- 5 Train tickets are more expensive than bus tickets.

### EXERCISE 4

- 1 Skateboarding is more exciting than skiing.
- 2 Motorbikes are slower than cars.
- 3 Cats are more intelligent than dogs.
- 4 Tigers are more dangerous than elephants.
- 5 History is more difficult than Geography.

### For extra practice:

Practice Book p36

### For grammar reference:

Team Up Plus Online Practice

## CB p82

### Teaching tip – Communication

Create interest about London by bringing images connected to it to class, e.g. the Tower of London, a red double-decker bus and an underground tube train. Ask students, *What are these pictures of? Which city are they from? Have you been there? Would you like to go there? Why or why not? What other famous London tourist attractions do you know?*

### Teaching tip – Pronunciation, exercise 3

Play *Hunt the schwa!* with your class. Draw a large /ə/ on the board. Tell students it's one of the few phonemes that has a name; it's called *schwa*. The sound is common in Germanic languages, such as English, Dutch and German. Write the five sentences below (without the bold) on A4 pieces of paper and place them around the room, facing away from the class:

- 1 My family like fish **and** chips.
- 2 Does your mother **like** to travel?
- 3 I **usually** get up at six **o'** clock.
- 4 My brother **has** got **a** car.
- 5 Do you want **another** banana?

Ask small groups of three to four students to stand at each poster. Give them a coloured marker pen. Tell them to *Hunt the schwa!* They must read the sentences aloud and circle the schwa sounds. Tell students that this can be one or two letters, a whole word or even appear twice in the same word.

### Teacher's Resource DVD-ROM 7 – Asking for tourist information

The DVD provides extension activities for further practice in asking for tourist information.

## Answer key

🕒 2:30

### EXERCISE 1

- 1 How much are the tickets?
- 2 What time does it open?
- 3 Where is it?
- 4 How can I get there?

🕒 2:33

### EXERCISE 4

- 1 open
- 2 children
- 3 towere
- 4 Saturuday
- 5 eleven

### For extra practice:

Practice Book p37  
Teacher's Resource DVD-ROM 7 – Asking for tourist information  
DVD 7 worksheet

## CB p83

### Teaching tip – Grammar

Before exercise 1, in a **more confident class**, dictate the following sentences for students to write in their notebooks: 1 *The Beatles are better than One Direction.* 2 *England is worse than Poland at football.* 3 *Paris is further from Rome than Warsaw.* In a **less confident class**, simply write these sentences on the board. Ask students, *Do you think these are correct or not?* and discuss as a class.

Ask students what the comparative adjective is in each sentence, i.e. *better than*, *worse than* and *further than*.

### Extension activity – Game!

Place a selection of word cards that your students are familiar with, e.g. food items, in a pile face-down at the front of the class. Divide the class into two teams. Ask students from each team in turn to come to the front of the class. They pick up a card and use it in a sentence with a comparative adjective or *as ... as* in it. For example, *Pizza is better than chocolate.* If the sentence is correct, the team gets one point.

## Answer key

### EXERCISE 1

- 1 worse
- 2 prettier
- 3 better
- 4 farther / further
- 5 easier
- 6 hotter
- 7 more interesting
- 8 nicer

### EXERCISE 3

- 1 as cold as Chicago
- 2 as tall as Luca
- 3 as expensive as a pizza
- 4 as big as Hong Kong
- 5 as heavy as elephants

### EXERCISE 4

- 1 Talent shows aren't as bad as chat shows.
- 2 Jack Black isn't as funny as Ben Stiller.
- 3 I.C.T isn't as interesting as History.
- 4 The UK isn't as hot as Australia.
- 5 The Underground isn't as cheap as buses.
- 6 Horror films aren't as exciting as action films.

### For extra practice:

Practice Book p37  
Reinforcement worksheet 7  
Extension worksheet 7

### For grammar reference:

Team Up Plus Online Practice

## CB pp84–85

### Teaching tip – Skills

#### Vocabulary skills tip

Play the *ABC game*. Divide the class into small teams, give each team a piece of paper and ask them to write the alphabet down the left side. Teams must then write one city for each letter, e.g. **A**thens, **B**angkok, **C**openhagen. Give them three minutes to write as many as they can. The team that writes the most correct cities is the winner.

Discuss the cities as a class. Ask, *Which cities are hot? Which ones are cold? Which ones are rainy?*

#### Listening skills tip

Before students listen, write the names of the cities from exercise 2 on the board. Ask students what countries they are in and write those next to the cities, e.g. *Moscow, Russia*. Then ask, *What is the weather usually like there?* Write their answers, or draw a symbol, for their predictions on the board.

Play the audio CD as students look at the board and check their ideas. Pause after each city has been mentioned and gather students' answers orally.

Then, ask students to listen to the weather report again and write their answers for exercise 2 in their notebooks.

#### Speaking skills tip

To extend this exercise, ask students to add two or three more places on their map of Poland. They write a temperature and draw a weather symbol for them. Students ask and answer, as with other Polish cities.

#### Optional writing idea

Get students to carry out some Internet research. Give students different pictures of cities from around the world. Ask them to research today's weather for these places using the Internet. Students then write a paragraph describing the weather in that city. Get students to stick their writing on the picture and display the work in class, or allow students to take them home to show their families.

## Answer key and audio transcript

🎧 2.34

### EXERCISE 1

- 1 freezing
- 2 cold
- 3 mild
- 4 warm
- 5 hot

🎧 2.35

### EXERCISE 2

And now let's check what's happening to the weather around Europe.

First, let's take a look at Moscow where it's very, very cold. It's about  $-20^{\circ}\text{C}$ . The snow started at seven o'clock this morning and it's still snowing. It's now about 50 cm deep.

Further south in Berlin, it's a bit warmer, but the weather isn't nice. It's raining and it's very windy. Stay indoors if you can!

In the Netherlands, in Amsterdam, it isn't freezing, but it's cold and it's also very cloudy.

Over in Oxford, it's a different story. The weather in England is good. In Oxford, it's sunny and warm.

In Paris, it's foggy. You can't see anything from the Eiffel Tower today! And it's also cold.

Spain is enjoying a week of very good weather. It's hot and sunny in Madrid today.

And finally, over in Naples in Italy, the weather is hot, but cloudy.

### ANSWERS

- 1 Amsterdam
- 2 Moscow
- 3 Oxford
- 4 Madrid
- 5 Berlin
- 6 Naples
- 7 Paris

🎧 2.37

### EXERCISE 5

The weather

### EXERCISE 6

- 1 c
- 2 a
- 3 b
- 4 c

### For extra practice:

Practice Book p38

Song tip TPP p74

## CB p86

### Teaching tip – Culture

Before students read, place pictures of areas in Scotland which are mentioned in the reading text on the board, e.g. *Edinburgh Castle, the Scottish Highlands*. Ask students, *What country are these from? Where is Scotland?*

Write the headings, *The Highlands, The cities, The islands* and *The weather* on the board. Ask students to suggest / guess what these are like. The pictures from the activity above will help.

### Teaching tip – Project

Put students into groups of four or five. Ask them to each write the names of their favourite three places in Poland and share them with their group. They then decide which place to write about. Monitor as they do this to make sure each group is making a poster for a different place.

Ensure all students have a role to play and encourage students to work on a different aspect of the project from last time.

### Teacher's Resource DVD-ROM 8 – Cape Town

The DVD-ROM provides extension activities for this unit focusing on culture and recycling language.

#### DID YOU KNOW?

Scotland has many traditional sports and activities such as tossing the caber (throwing a large tree trunk as far as you can), playing the bagpipes (a musical instrument) and *ceilidh* dancing (traditional Scottish dancing). They also have traditional food and drink such as haggis and shortbread (a butter biscuit).

## Answer key

📞 2-38

#### EXERCISE 1

- 1 the Shetlands
- 2 the Highlands
- 3 Loch Ness
- 4 the Hebrides
- 5 the Lowlands
- 6 Edinburgh

#### EXERCISE 2

- 1 In the north of Scotland.
- 2 In towns and cities in the Lowlands.
- 3 The Edinburgh festival is in August.
- 4 People live on 96 Scottish islands.
- 5 You can see seals, whales, dolphins and eagles.

#### For extra practice:

Practice Book p39

Teacher's Resource DVD-ROM 8 – Cape Town

DVD 8 worksheet

## CB p87

### Teaching tip – Review

Set the review for homework or complete in class. Place the answers on the board for students to mark their own work using a projector.

Monitor and take note of those questions students found difficult. Allow students to check their answers in pairs.

For feedback, provide support for exercises which were difficult for students. Do this by writing four or five more examples for the exercise on the board, e.g. write five more adjectives for students to put into a comparative sentence. For example, you write *Poland / large* and a student calls out, *Poland is larger than the Netherlands*. You write *Harry Potter / interesting* and a student calls out *Harry Potter was more interesting than Twilight*, etc.

## Answer key

#### EXERCISE 1

- 1 island
- 2 volcano
- 3 mountain
- 4 lake
- 5 river
- 6 sea

#### EXERCISE 2

- 1 postman
- 2 journalist
- 3 car
- 4 train
- 5 windy and cloudy
- 6 cold
- 7 sunny
- 8 bar

#### EXERCISE 3

- 1 more difficult
- 2 bigger
- 3 nicer
- 4 more interesting
- 5 worse

#### EXERCISE 4

- 1 ... is as important as Geography.
- 2 ... isn't as popular as football.
- 3 ... isn't as old as Kevin Jonas.
- 4 ... is as tall as my dad.
- 5 ... isn't as fast as a horse.

#### EXERCISE 5

- 1 b
  - 2 d
  - 3 a
  - 4 c
- e – not used

#### For extra practice:

Practice Book p40

Repetitorium CB p111

## CB p88

**Story**

It's report time again and Tom is too worried to open his. He thinks it will be bad because he found the exams very difficult. His mum opens it for him and tells him his marks are excellent! Tom and his mum are very happy. They phone Coach Carson to tell him that Tom can play basketball again. Coach Carson is happy with Tom, too!

**Teaching tip – Presentation**

Before students open their books, write the title of the story on the board, i.e. *The best day of my life!* Ask the class, *What does this mean? What do you think happens in the story?*

Refer students to the picture. Ask the class, *Who can you see in the picture? How do they feel? What do you think the story is about now?*

Write the Check it out! functions on the board, i.e. *Seriously? Guess what? and You bet!* Demonstrate them with the correct intonation to your students to elicit their meanings. Then ask, *What do you think happens in the story now?*

**Teaching tip – Acting out the story**

In a **more confident class**, ask the groups to write a different story for their dialogue, e.g. Tom gets a bad report or Kate gets a bad report. Or, they could simply write a different ending, e.g. Coach Carson says he can't play on the basketball team. Allow students time to practise. They may keep their new dialogue with them when acting for the class.

Invite groups of students to act out the dialogue in front of the class.

**Answer key**

🕒 2.39

**EXERCISE 1**

1 b Egzaminy były łatwe

**EXERCISE 2**

- 1 He thought the exams were difficult.
- 2 Maths was the worst.
- 3 Because Kate helped him study.
- 4 He phones Coach Carson.
- 5 He can play in the final.

## CB p89

**Language focus – Extension activity**

Ask students to write three questions using superlative adjectives from exercise 4, e.g. *easiest* – *What's the easiest subject at school?* In a **less confident class**, brainstorm questions as a class and write them on the board. In a **more confident class**, encourage students to write them on their own.

Superlative adjectives will be presented formally in the next lesson, so expect some mistakes. At this stage, the language is being presented as a function, so simply monitor students to make sure their question form is correct.

**Answer key**

🕒 2.40

**EXERCISES 4 AND 5**

- 1 the most difficult
- 2 the easiest
- 3 your best
- 4 the best

**EXERCISE 6**

Students' own answers

**For extra practice:**

Practice Book p41

## CB p90

### Teaching tip – Vocabulary

Before exercise 1, put students into two teams. Show the Oxford Classroom Presentation Tool flashcards for feelings and emotions on the board in the same order as in the Class Book. Alternatively, use pictures from the Internet showing the emotions in exercise 1.

Write the vocabulary on word cards and give half to each team. Describe one of the emotions shown in the pictures in English to the class. The team that thinks it has the correct word comes to the front and places it next to the correct picture. If they are correct, they get one point.

### Exam tip – exercise 2

Write headings, *Positive adjectives* and *Negative adjectives* at the top of the board. Hand out word cards of the adjectives from exercise 1 to random students. In a **less confident class**, place one word card in each column as an example. Ask students to come to the front of the class and place the word cards in the correct columns.

### Teaching tip – Inclusive classrooms

In a **less confident class**, ask students to think of situations for each of the emotion adjectives in exercise 1. Encourage them to tell you the last time they felt that emotion.

In a **more confident class**, ask students to choose four adjectives and think of a situation for each. Students write a sentence about it, e.g. *I am happy when I am with my friends.*

## Answer key

🕒 2.41

### EXERCISE 1

1 happy 2 nervous 3 proud 4 sad 5 frightened  
6 bored 7 embarrassed 8 excited 9 confident  
10 angry 11 annoyed 12 fed up

### EXERCISE 2

Positive adjectives: happy, proud, excited, confident  
Negative adjectives: nervous, sad, frightened, bored, embarrassed, angry, annoyed, fed up

### EXERCISE 3

You get a present. 8 / 1  
You watch a horror film. 5  
It's the last day of school. 1  
You get a good mark. 3  
Your teacher gives you extra homework. 12  
It's your birthday. 8 / 1  
Your brother or sister takes your CDs. 11

### EXERCISE 4

Students' own answers

### For extra practice:

Practice Book p41

## CB p91

### Teaching tip – Grammar

Before the lesson, collect pictures of objects and places that represent superlatives, e.g. Mount Everest (the highest mountain), the Burj Khalifa (the tallest building), a blue whale (the largest mammal) and Antarctica (the coldest place).

Place the pictures on the board and ask students, *Do you know what these pictures are of?* Elicit their names and help students if they don't know. Tell students, *Mount Everest is the highest mountain in the world.* Write the sentence on the board. Then elicit the other superlative sentences to match the remaining pictures, e.g. *Burj Khalifa is the tallest building.*

### DID YOU KNOW?

The Burj Khalifa in Dubai is the tallest building in the world. It's over 820 metres tall. The outside of the building is made of glass, comprising more than 20,000 windows, which have to be cleaned. Machines clean most of the windows on most of the floors automatically. Unfortunately, they can't reach the top of the spire. This has to be cleaned by people who use climbing ropes to hang from while they clean the windows. It takes 36 men three to four months to complete the job. Then they start again!

## Answer key

### EXERCISE 1

- |                |                      |
|----------------|----------------------|
| 1 the shortest | 6 the largest        |
| 2 the noisiest | 7 the oldest         |
| 3 the biggest  | 8 the closest        |
| 4 the funniest | 9 the most beautiful |
| 5 the slowest  | 10 the most terrible |

### EXERCISE 2

Students' own answers

### EXERCISE 3

- 1 the most beautiful
- 2 most difficult
- 3 the most dangerous
- 4 the most exciting
- 5 the most famous

### EXERCISE 4

- 1 the tallest
- 2 the heaviest
- 3 the hottest
- 4 the fastest
- 5 the coldest

### For extra practice:

Practice Book p41

### For grammar reference:

Team Up Plus Online Practice

## CB p92

### Teaching tip – Communication

Before exercise 1, write an eleven-digit number on the board, but don't tell students it's a phone number, e.g. 07305268964. Ask them to say the number. Then draw a mobile phone on the board and say this is a phone number. Tell students we say a 0 in phone numbers as *Oh*. Say the number correctly and ask the class to repeat. Ask students to write a phone number down in their notebook. Students take turns saying their number to their partner who writes it down.

### Extension idea – exercise 2

To practise the functions of phone conversations in class, seat pairs of students back-to-back. Write different reasons for calling on individual cards and hand them out to pairs of students, e.g. *help with homework, invite to a party*. Students call each other back-to-back. Monitor as the class speaks and note down errors. These can be written on the board at the end of the activity for students to correct them as a class.

### Teaching tip – Pronunciation, exercise 4

After exercise 4, write phonemes for the consonant sounds on separate sticky notes and hand them out to individual students, e.g. /h/, /p/, /b/, /t/, /d/, /θ/, /tʃ/, /k/, /g/. Ask them to hold up their notes and the rest of the class say the sound of the phoneme. For difficult scripts, help the class, e.g. /θ/ and /tʃ/. Give a word as an example, e.g. /tʃ/ *cheese* and /dʒ/ *jam*. Then ask the students to stick their note on an object in the class that contains that sound, e.g. *heater* for /h/, *pencil* for /e/.

## Answer key

2•42

### EXERCISE 1

- 1
- a Becky
- b Meg
- c no
- 2
- d Harry
- e Rick
- f yes

2•45

### EXERCISE 4

- 1 a hand
- 2 b is
- 3 b at
- 4 a high

### For extra practice:

Practice Book p42

## CB p93

### Teaching tip – Inclusive classrooms

Before exercise 1, write the following sentences: *Lionel Messi is the best footballer in the world. Tomatoes are the worst food. New Zealand is the furthest country from Poland.* Students will be able to understand the meaning of these irregular superlative adjectives from the context of the sentence. In a **less confident class**, ask what the words *the best*, *the worst* and *the furthest* mean. In a **more confident class**, ask students to think of two more examples to use the words *the best*, *the worst* and *the furthest*.

### Exam tip – exercise 3

Ask students to write the nouns in exercise 3 in their notebook, e.g. *mobile phone, shoes*. Ask them if they are plural or singular. Remind students that we use *one* for singular nouns and *ones* for plural nouns. Then, ask them to choose the correct answer. They should justify their choice to their partner, using the noun as a reference, for example, *1 is 'd' because mobile phone is singular*.

## Answer key

### EXERCISE 1

- |               |                           |
|---------------|---------------------------|
| 1 the busiest | 4 the most interesting    |
| 2 the worst   | 5 the nicest              |
| 3 the best    | 6 the farthest / furthest |

### EXERCISE 2

- 1 Germany is bigger than Poland. France is the biggest.
- 2 A Volkswagen is more expensive than a Fiat. A Ferrari is the most expensive.
- 3 Mont Blanc is higher than Ben Nevis. Mount Everest is the highest.
- 4 Caroline is more intelligent than Tom. Joshua is the most intelligent.
- 5 Warsaw is hotter than London. Athens is the hottest.

### EXERCISE 3

- 1 a 2 b 3 b 4 c

### EXERCISE 4

- 1 *longer than* – False
- 2 the smallest – False
- 3 the deepest – True
- 4 the most popular – True
- 5 faster than – True

### For extra practice:

Practice Book p42  
Reinforcement worksheet 8  
Extension worksheet 8

### For grammar reference:

Team Up Plus Online Practice

### Song tip TPP p74

## CB pp94–95

### Teaching tip – Skills

#### Reading skills tip

Before you read, see if students can guess what the colour idioms in the Culture text mean, e.g. *feel blue* and *see red*. Ask students, *Do we have any colour idioms in Polish? Do they relate to the way that we feel?*

#### Listening skills tip

Place a picture of a boy and a girl on the board and tell the class they are *David* and *Sonia*. Write the colour words from the listening texts (see audio transcript below) on separate cards and hand them out to random students. Play the audio CD for *David* and ask students to place the appropriate colour cards next to his picture. Write these colour words on the board. Hand the cards out again and repeat the process for *Sonia*. Students who don't have colour cards should watch and agree or disagree.

#### Speaking skills tip

Ask students to stand in a line to make the colours of the rainbow, i.e. students wearing mostly red clothes stand at one end, followed by orange, yellow, green, blue and purple. (You may need to add brown, black, grey and white.) Pair them up with the person next to them so they can ask and answer the questions from exercise 6. They should make notes in their notebooks as they listen. Then, put students into new pairs for them to tell their new partner about their previous partner, using their notes.

#### Writing skills tip

Ask students to write their text as instructed and pass it to their partner to check for spelling, grammar and punctuation. Bring coloured card or paper to class. Students choose their favourite colour to write their work on. Display these in class or let students take them home to show their parents.

## Answer key and audio transcripts

2.47

### EXERCISE 1

- 1 headache
- 2 toothache
- 3 cold
- 4 stomach ache
- 5 high temperature
- 6 cough

2.48

### EXERCISE 2

b Their meanings change in different countries.

### EXERCISE 3

1 e 2 d 3 c 4 a

b – not used

### EXERCISE 4

- 1 False – Blue makes people feel relaxed.
- 2 True
- 3 True
- 4 False – Yellow can make you feel confident.
- 5 True
- 6 False – In China, red is for happiness and money.

2.49

### EXERCISE 5

#### David

My football team's colours are **white** and **black**, but I hate these colours. I think they're really boring. I prefer more positive colours like **red** and **orange**. At the moment, **red** is probably my favourite colour, and most of my clothes have got **red** on them. I've got a fantastic **green** and **red** jacket. It's really cool, and I always feel happy and confident when I wear it.

I wanted **red** walls in my bedroom, but my parents said 'no'. They suggested light **green**, but I don't like that colour. It makes me think of hospitals. In the end, I chose **yellow** because it's also a positive colour. I've got **yellow** walls and **red** furniture. It looks cool.

#### Sonia

Lots of my friends wear **black** clothes, but I hate that colour! It makes me feel sad. I prefer **yellow**, **orange** and **brown**.

**Orange** is probably my favourite colour. I've got an **orange** winter coat, and I usually feel happy and more energetic when I wear it. It's old now, but I still like wearing it. I've got quite a lot of **orange** in my bedroom, too. The duvet, curtains and carpet are **orange**, but the walls are **green**. The colours look good together. The **green** helps me relax and study, and the **orange** keeps me happy!

### ANSWERS

- 1 red
- 2 confident
- 3 yellow
- 4 hates
- 5 orange
- 6 green

### For extra practice:

Practice Book p43

## CB p96

### Teaching tip – Culture

Bring a selection of flashcards from Level one to the class, or pictures you have collected of items that represent birthday presents, e.g. *a games console, a watch*. Place these pictures face down in a pile at the front of the class.

Divide the class into two teams. Ask pairs or individual students to come to the front, pick up a picture, and act out what it is to their team. If their team guesses the item correctly, they get one point. If not, they pass it to the other team to guess.

### Teaching tip – Project

Emphasize that students need to work together to design their posters, but each student should contribute information about their name day.

Pre-teach some useful functions for this project to make it communicative, such as, *What does your name mean? Really? When's your birthday? Where should we write ...? What should we draw here?*

Have a show and tell session at the end of the lesson for students to share their posters and display them in class.

### DID YOU KNOW?

Birthdays are the most important celebration for most people in Britain after Christmas and Easter. They don't celebrate name days at all in the UK. Today, it would be too difficult as people's names come from all around the world.

## Answer key

⌚ 2.50

### EXERCISE 1

- 1 b
- 2 c
- 3 a

### EXERCISE 2

- 1 She liked the octopus best.
- 2 She went with four people – her parents and two friends.
- 3 Her friends were better at skating than her and she fell down a lot.
- 4 After the Indian meal.
- 5 She stayed in bed.
- 6 They had a party. They listened to music and played games.

### For extra practice:

Practice Book p44

## CB p97

### Teaching tip – Review

Ask students to create a review quiz for the whole course to test the rest of the class. Divide the class into teams of four or five students. Give each team an aspect you know the class found difficult, e.g. vocabulary – geography, grammar – past simple irregular verbs. Ask students to write five questions for the topic. These could involve pictures, gapfills or similar. For example, to review geography words, students might draw five geographic features for another team to write the correct words for (*mountain, river, lake*, etc.). To review past tense verbs, students might write *go, see, make, spend, has* on their paper for students to write the correct past tense next to, e.g. *went, saw, made, spent, had*.

Students place their questions on the wall around the class. Give each team a piece of paper to write their answers on. Tell each group to walk to the next group's questions and answer them as a team. They then move on to the next groups' questions, and so on until they have answered all of the questions. Then, go through the answers as a class.

## Answer key

### EXERCISE 1

- 1 slim
- 2 annoyed
- 3 glasses
- 4 excited
- 5 nervous

### EXERCISE 2

- 1 cold
- 2 high temperature
- 3 teacher
- 4 quiz show

### EXERCISE 3

- 1 the easiest
- 2 the most important
- 3 the best
- 4 the nicest
- 5 the most popular

### EXERCISE 4

- 1 Did Helen go to the cinema at the weekend? Yes, she did.
- 2 Did the children play board games last night? No, they didn't.
- 3 Did you finish your project? Yes, I did.

### EXERCISE 5

- 1 Tim is the tallest.
- 2 Jess is the fastest.
- 3 Marius is the shortest.
- 4 Jess is the oldest.
- 5 Jess is the lightest.
- 6 Tim is the youngest.

### EXERCISE 6

- 1 b 2 e 3 d 4 c
- a – not used

### For extra practice:

Practice Book p45  
Repetitorium CB p112

## CB pp98–99

### Story – Fun time

Eve is bored at home. It's raining and her mother is ill. Mr Patel asked her to come to work early which makes her feel worried. But it's great news! Mr and Mrs Patel have organized a surprise party! Takeaway Treats is one year old today.

### Teaching tip – Fun time

Before you read, choose a selection of collocations from the story to review, e.g. *horrible weather, have a temperature, feel better, have a party, work hard, great team*. Write the two parts of the collocations on two word cards, e.g. *horrible* and *weather*. Make enough cards for each student or pairs of students. You may need to repeat collocations.

Hand out the cards. Students walk around the room repeating their word, e.g. *horrible, horrible, horrible*, until they meet someone they collocate with, e.g. someone saying, *weather, weather, weather*. The pair then stand together and say their collocation to the class.

Put an example of each collocation on the board. Ask the class, *What do you think the story is about? Why? Who do you think will be in the story? Who do you think will talk most in the story today?* Then, ask students to read and listen to the story to see if their ideas were correct.

### Extension activity – exercise 4

After exercise 4, play *Back to the Board* (See the Optional games and activities on the Teacher's Resource DVD-ROM) using the vocabulary from the exercise and from previous units.

### DID YOU KNOW?

The oldest sweet shop in the UK is the oldest sweet shop in the world! It opened in 1827 and still sells boiled sweets, liquorice and boxes of locally made chocolates. It is in the village of Nidderdale in Yorkshire and attracts thousands of tourists every year! The shop has modernized by selling its sweets online, so you can buy its delicious sweets from anywhere in the world.

### EXERCISE 4

- 1 proud
- 2 bored
- 3 annoyed
- 4 confident
- 5 excited
- 6 nervous
- 7 frightened

### EXERCISE 5

The cake in picture 1 is smaller than the cake in picture 2. The candle on the cake is on the left in picture 1 and on the right in picture 2.

The orange bottle on the table in picture 1 is bigger than the orange bottle in picture 2.

Toby's glass in picture 1 is smaller than his glass in picture 2.

Cleopatra is frightened / shocked in picture 1 and happy in picture 2.

Mr and Mrs Patel are drinking orange juice in picture 1 and their glasses are empty in picture 2.

The bottles on the shelf in picture 1 are bigger than in picture 2.

We can see six buttons on Mr Patel's jacket in picture 1 and four buttons in picture 2.

## Answer key

📞 2•51

### EXERCISE 2

- 1 False – Eve's mum is ill.
- 2 True
- 3 True
- 4 True
- 5 False – It's Takeaway Treats' birthday.
- 6 True

## Harvest Festival CB p100

### Harvest Festival

Before you read, write the words *Harvest Festival – Autumn* on the board. Ask the class, *What do you think 'Harvest' means? Why do people celebrate it? How do you think British people celebrate it?* Elicit any ideas from your students. The aim is for them to communicate and predict, so allow for grammatical mistakes when students speak.

### Extension activity – exercise 1

Draw students' attention to the picture on page 100. Ask, *What food can you see?* Write their ideas on the board. In a **less confident class**, write twelve different foods on the board including those in the picture and ask them which they can see in the picture.

Pre-teach the glossary box vocabulary. Tell students to cover the Polish translations. In a **less confident class**, write the English and Polish translations on the board in a different order. Ask students to match them up, working in pairs.

In a **more confident class**, write the English words on the board and ask students to find them in the text and guess their meaning from the context.

Carry out a whole class feedback stage with students giving explanations in English.

### Class discussion

Ask students, *Do we celebrate the Harvest? How do we traditionally celebrate it? How did you celebrate it last year? Is it one of your favourite celebrations? Why or why not?*

Monitor and note down some errors to write on the board. As a class, discuss how to correct them.

## Answer key

### EXERCISE 1

bread rolls, grapes, apples, carrots, cucumbers, marrows, pumpkins, leeks, cabbages

🕒 2-52

### EXERCISE 2

- 1 c
- 2 a
- 3 d
- 4 b

### EXERCISE 3

- 1 a
- 2 b
- 3 a

## Easter CB p101

### Easter

Put a picture of an Easter Bunny on the board to elicit *Easter*. Ask the class, *How do we celebrate Easter in Poland? How do you think they celebrate it in the UK?* Write students' ideas under the headings *Poland* and *the UK* on the board.

### Optional activity

Have an Easter egg hunt! Draw a basic outline of an Easter egg and give a copy to each student. Ask them to decorate it and write their names on the back.

Divide the class into two teams. Send one team out of the class. The remaining team hide their eggs around the room. Bring the other team back in and tell them to find the eggs. Time them. Swap roles and find out which team is the fastest. When they have all found the eggs, ask them to tell the class where they found them.

### Class discussion

After you've completed the lesson, have a whole class or small group discussion.

Ask, *Do we celebrate Easter? How do we traditionally celebrate it? How did you celebrate it last year? Is it one of your favourite celebrations? Why or why not?*

Monitor and note down some errors to write on the board. As a class, discuss how to correct them.

### DID YOU KNOW?

The Easter Bunny originated in Germany. The rabbit decided if children were good or bad at the start of Easter. The Easter Bunny is sometimes shown wearing clothes. According to legend, it carries coloured eggs in its basket, chocolate or sweets and sometimes also toys to the homes of children.

## Answer key

🕒 2-53

### EXERCISE 1

- 1 Wielki Piątek
- 2 Wielka Sobota
- 3 Poniedziałek Wielkanocny

### EXERCISE 2

- 1 False – It's an important festival, but there aren't any big celebrations.
- 2 False – They traditionally eat hot cross buns on Good Friday.
- 3 True
- 4 True
- 5 False – They take place on Easter Monday.
- 6 False – Easter Monday is a holiday in the UK.

## CB pp102–104

### Welcome, p5 – *Favourite possessions!* 1-1

Play the song once. In a **more confident class**, ask students to complete the song in pairs. Then, they listen and check. In a **less confident class**, write the first line of each verse and the missing words on the board and ask the class to complete the lines together. They then listen and check.

### Unit 1, p17 – *Your computer* 1-9

Before listening, put students into pairs and ask them to make a list of their favourite Internet sites. Ask them to categorize them, e.g. for homework, to listen to music, to find out information, etc. Ask some of the students to share their lists. In a **more confident class**, ask students to complete the song in pairs before they listen. In a **less confident class**, write the word choices on the board and ask the class to do the exercise together before they listen. They then listen and check.

### Unit 2, p24 – *A special day* 1-17

Write eight to ten words from the song on word cards, for example, *cooking, kitchen, clean, rubbish, dishwasher, tidy, bedroom, loads and does*. Hand each group of three or four students a set of cards. Students place them face up on the desk in view of the group. Then, they listen to the song and grab the word card when they hear it. Tell students to look at the lyrics and choose the best answer in pairs. Then, play the song again for them to listen, check and sing.

### Unit 3, p37 – *Party time* 1-31

Write a selection of words from the song on the board. Choose words that are repeated, e.g. *cinema, were, you, party*, etc. Tell students to secretly choose two words from the board. Tell them to listen to the song and stand up and shout out their words when they hear them.

In a **more confident class**, split the class into two so they sing different parts of the song at each other. Group A sings the first two lines and lines 6–9. Group B sings lines 3–5 and lines 10–14. All the students sing the last verse together.

### Unit 4, p50 – *Transport problems* 1-50

Brainstorm and write a list of transport vocabulary together on the board. Students copy the list into their notebooks. Play the song once and cross the words off in their notebooks. Ask students to then write the correct word in the spaces. Play the song again for them to listen, check and sing.

### Unit 5, p61 – *Big quiz show* 2-9

Before students do the exercise on CB p103, re-write the song with incorrect lyrics, e.g. *did William Shakespeare sing?* Students listen and correct the incorrect lyrics, e.g. *did William Shakespeare write?*

In a **more confident class**, split the class into two so they sing different parts of the song at each other. Group A sings the first line of each verse and group B sings the second line. All the students sing the chorus together.

### Unit 6, p69 – *A sandwich* 2-17

Place a selection of food word cards on the walls around the room. Use foods that are in the song and a few that are not. Students listen and run to grab the word card when they hear the word.

Then pairs of students read the song lyrics in the Class Book and choose the correct answers. Play the song again for them to listen, check and sing.

### Unit 7, p84 – *On holiday* 2-36

Divide the class into three teams. Stand each team's students one behind the other so the three teams are lined up in front of the board. Write the headings, *Clothes, Weather and Geography* on the board in front of the teams so each team has a separate topic.

Hand the student at the front of each team a piece of chalk or a whiteboard marker. When you say *Go!* students take turns to run to the board and write a word that is connected with their topic. They then join the back of their team's line. Check the words are the right topic and are spelt correctly. The team with the most correct words wins!

### Unit 8, p93 – *The happiest person in class* 2-46

Play lyric *Bingo!* Brainstorm some superlative adjectives on the board as a class. Ask students to draw a grid of nine squares and write an adjective from the board in each square. Play the song and tell students to cross out the words as they hear them. When a student has heard all nine of their words, they shout *Bingo!*

Ask students to fill in the gaps in the song lyrics and then listen and check their answers.

## Answer key

### WELCOME, FAVOURITE POSSESSIONS!

1 fast 2 black 3 big 4 white 5 funny

### UNIT 1, YOUR COMPUTER

1 using 2 I'm online 3 a game 4 an email

### UNIT 2, A SPECIAL DAY

1 does 2 tidy 3 put 4 loads 5 helping

### UNIT 3, PARTY TIME

1 Were 2 wasn't 3 were 4 weren't 5 was 6 was

### UNIT 4, TRANSPORT PROBLEMS

1 bus 2 foot 3 taxi 4 train

### UNIT 5, BIG QUIZ SHOW

1 What 2 Why 3 Where

### UNIT 6, A SANDWICH

1 sandwich 2 cheese 3 chicken 4 tuna 5 ham  
6 bread

### UNIT 7, ON HOLIDAY

1 cold 2 raining 3 foggy 4 windy

### UNIT 8, THE HAPPIEST PERSON IN CLASS

1 the happiest 2 the easiest 3 the best  
4 the most boring 5 the worst  
6 the most interesting 7 the highest

## CB p105

The exercises in the Repetitorium section relate to the task types found in the end of primary exam (Egzamin ósmoklasisty). They focus on the skills students need to master these tasks in preparation for the exam. Similar exercise types are included in the Class Book.

### Repetitorium 1 – Wskazówką!

Read the exam tip with the class and emphasize the importance of reading the responses and thinking of the questions before they listen. Explain that this will make it easier to choose the correct answer when they hear the recording.

Warn students about distractors. These have words related to the recording, but they have a different meaning in context.

#### Exercise 1

Read the rubric as a class.

In a **less confident class**, do the exercise together and explain why there is only one possible reaction for each question. In a **more confident class**, encourage the students to explain why the other options are not possible.

#### Exercise 2

Students look at the exam task and read the instructions with the students. Explain that students have to choose the appropriate reaction to the situations. Encourage students to think about the situation the people are in. Then, ask them to think about how they would answer them. They may do this in English or in Polish.

Tell students to look at the options a–c, and choose the one that is most similar to their prediction.

Discuss why they eliminated the other answers.

#### Exercise 3

Read the rubric as a class.

Ask students to read the entire dialogue before completing it. Ask, *How many words are missing in each gap? What type of words are they?*

Encourage students to read the dialogue again after completing it to make sure their answers are correct.

In a **less confident class**, read the dialogue as a class. Point out that they have to complete a question so they have to use the correct word order. Then go through the English sentences making sure they understand what they mean.

### EXERCISE 2

1 c 2 b 3 a 4 a

### EXERCISE 3

1 Is this 2 Is it

## CB p106

### Repetitorium 2 – Wskazówką!

Read the exam tip with the class. Remind students that they don't need to know all the words to understand the overall meaning. Also remind students to read the statements carefully to understand what is being asked.

#### Exercise 1

Encourage students to write key words from the text in their notebooks. These will be to do with home, school and meals / food during their first reading.

Tell students to complete the sentences. Then, ask them to read the text again to check their answers.

#### Exercise 2

Read the rubric as a class and check students' understanding of the task.

Ask, *what type of texts are they? (emails) What are they about?*

Explain to students that the texts are interconnected and that they should read both texts carefully before they jump to conclusions. In a **less confident class**, work through this exercise as a class. In a **more confident class**, ask students to do this individually and then check their ideas in pairs before you go through the answers with the class.

## Answer key

### EXERCISE 1

1 bedroom 2 between lessons 3 eat

### EXERCISE 2

1 £22 2 Unicorn Theatre 3 7 p.m.  
4 dinner, museum

## Answer key and audioscript

3-1

### EXERCISE 1

1 Can I borrow your English dictionary? 2 Whose bag is this? 3 What are you doing? 4 Could I open the window, please?

### ANSWERS

1 a 2 e 3 b 4 c d – not used

## CB p107

### Repetitorium 3 – Wskazówką!

#### Exercise 1

Ask students to look at the picture and say what household objects they can see before they look at the options.

Tell students to match the words to the objects. If they are unsure of some of the words, suggest they use a process of elimination. That is, they match the words they are sure of first, then those they are less sure of.

Read the exam tip. Students can prepare for this type of task by learning vocabulary related to places. They can do this by learning the names of places, e.g. *kitchen, garden*, and the things that go in them.

#### Exercise 2

Explain to students that in the exam, they will always hear a listening text twice, so they shouldn't panic if they don't hear all answers on the first listening. Students should read the exam task carefully and be clear about which words they are listening for (*bag, armchair, sofa, dean*). They should concentrate on these words.

Ask students questions about doing the task, e.g. *Which words are relevant: an object, a place or an action?*

They should also consider where the objects are in relation to one another, e.g. *next to, behind*, as this task practises prepositions of place.

In a **less confident class**, provide students with the type of word they need for each gap (1 a place, 2 an object, 3 an object, 4 an action).

#### Exercise 3

Read the exam tip. Explain to your students that it is important to know if they should listen for gist or specific information and that they can learn this by reading the statements before they listen.

Read the rubric with the class and check that students understand there are four dialogues and five statements. Therefore there is one statement which doesn't match a dialogue.

**Mum** The TV.

**Laura** OK, Mum.

**Mum** And ...

#### ANSWERS

1 in her bedroom 2 watch 3 book 4 dust the TV

🎧 3•3

#### EXERCISE 3

- 1 It's small. There are lots of posters on the walls of all my favourite pop stars. There's a desk and a chair. There's a radio and a lamp on the desk. There are bookshelves with lots of books. There's a rug on the floor and I've got my own TV. It's my favourite room in the house.
- 2 It's very big. There are two floors, four balconies, five bedrooms, two gardens and a swimming pool! I went there for his birthday party last weekend. There is also a cinema! It was great. I want one in my home. We watched *Diary of a Wimpy Kid* in the afternoon. After the film we had snacks in the kitchen.
- 3 My dad builds houses. He designs them with a team of people and then they build the house. It can take many years for the house to be built. He took me to see some of the buildings he designed. They were really cool. My dream is to build houses like my dad.
- 4 When I go on holiday to different cities I enjoy looking at houses. I like to take photos and then draw and paint them when I get home. My favourite city is Marrakech. It's got really interesting buildings. They have unusual shapes and colours.

#### ANSWERS

1 c 2 a 3 b 4 e

## Answer key and audioscript

### EXERCISE 1

1 c 2 b 3 d 4 a 5 f 6 e

🎧 3•2

### EXERCISE 2

**Mum** Is that your bag on the coffee table, Laura? I'm tidying up.

**Laura** No, my bag is in my bedroom.

**Mum** Okay then ... is that your watch on the armchair?

**Laura** No, Mum! That's Grandma's

**Mum** Oh, is it? Okay then, give it to me, please. What about the book on the sofa?

**Laura** Yes, that's mine. Here, I'll take it upstairs.

**Mum** Okay, but come right back. You can help me tidy up. Take the CDs off the bookshelf and clean them, please. And can you do the dusting?

**Laura** Yes, Mum. What do you want me to dust?

## CB p108

### Repetytorium 4 – Wskazówką!

#### Exercise 1

Read the rubric with the class. Ask students to read sentences 1–5 and think of the answer. Remind them they have to use the past form of the verbs in the box. In a **less confident class**, ask students to write the past form of the verbs in the box before doing the task.

#### Exercise 2

Read the rubric as a class and check students understand it. Remind students they must use the present continuous and encourage them to look at the example sentence.

These exam tasks cover grammar so encourage students to re-read the sentences to make sure the grammar is correct.

Allow students to check in pairs before you go through the answers with the class.

#### Exercise 3

Ask students to read the rubric carefully.

Ask students to read the text once and focus on the words on either side of the options, e.g. in item 1 – *the* and *journey*. In a **less confident class**, ask them to look at the options and choose them considering the words either side of the gap. In a **more confident class**, ask them to explain their choices.

Read the exam tip with the class. Explain that in translation exercises it is important to know what language you are being asked to translate. Make sure that verbs are translated using the right tense and that questions have the correct word order.

#### Exercise 4

Read the rubric as a class. Ask students to read the sentences and think about the language they need to translate. Ask, is it a verb? If so, what tense is it? Remind students they can use a maximum of four words.

## Answer key

### EXERCISE 1

1 stayed 2 walked 3 failed 4 talked 5 studied

### EXERCISE 2

- 1 They are eating dinner.
- 2 We are listening to music.
- 3 I'm doing my homework.
- 4 She is painting a picture.
- 5 Paul is cleaning his room.

### EXERCISE 3

1 longest 2 used 3 many

### EXERCISE 4

- 1 Are they wearing
- 2 They're mine.
- 3 We never eat
- 4 didn't do her homework
- 5 They watched

## CB p109

### Repetytorium 5 – Wskazówką!

Read the exam tip with the class. Students may feel they don't have time to read texts twice. Reassure them by suggesting they read it first quite quickly, making a note of key words to get the overall meaning or gist of the text. When they read the second time, they read more carefully to make sure they have the correct answers.

#### Exercise 1

Read the rubric to the class. When students read the texts the first time, ask them to make a note of key words, e.g. *TV, watched Toy Story 3, funny and exciting*. Feedback the ideas from the class once they have discussed the meaning of the texts in pairs. Then, get them to read the text again and complete the descriptions.

#### Exercise 2

Read the rubric and check students understand it. Ask students to check which information they need to find out from the texts. Encourage them to read both texts paying attention to specific information.

Remind students to read both texts carefully before they jump to conclusions.

## Answer key

### EXERCISE 1

1 the cinema 2 *The Hobbit* 3 films

### EXERCISE 2

1 Saturday 2 2.30 p.m. 3 £7 4 one

## CB p110

### Repetytorium 6 – Wskazówka!

#### Exercise 1

Read the rubric with the class. Ask students to read sentences a–e before they listen to the recording. Warn students about distractors: there is an extra sentence they don't need to use. In a **less confident class**, pause the CD after each text and ask students some comprehension questions. Check as a class.

Read the exam tip with the class. Remind students that they will get to listen to each listening text twice. It's a good idea to use the first listening to get the overall gist of the text, identify distractors and answer any questions they can. The second time they listen they can check the questions they've answered.

#### Exercise 2

Read the rubric with the class. Encourage students to read the questions and answers carefully and predict what they will hear in English.

Ask students in a **more confident class** to explain their choices.

### Answer key and audioscript

🎧 3•4

#### EXERCISE 1

- 1 We are best friends. He can make lots of different things. He cooks chicken with garlic and lemon. It's really delicious. He can also make amazing desserts. He made a cake for my birthday party.
- 2 We eat pizza a lot in Italy. It's very popular. I eat it every day! I like mine with mushrooms, ham and lots of cheese. My mum makes really nice pizza. She picks mushrooms from the forest and uses cheese that my grandpa makes. It's so delicious. When I eat at a restaurant I usually have pizza as well!
- 3 It's my dream job. I love watching all the cooking programmes on TV. I love making new things. It's so much fun. When I'm making something in the kitchen it's the best feeling in the world. When I finish school I am going to train at one of the restaurants in my city. They do courses for young people.
- 4 For breakfast I usually have fruit and some yoghurt. Then at around 11 in the morning I have a snack of fruit. For lunch I have a salad with chicken or tuna. In the afternoon I usually feel quite hungry so I eat nuts. For dinner I have rice with vegetables and meat or fish. Sometimes I have pasta. I never eat junk food or sweets and I don't drink fizzy drinks. I always drink water or tea.

#### ANSWERS

1 c 2 d 3 e 4 a b – not used

🎧 3•5 and 🎧 3•6

#### EXERCISE 2

**Sam** What do you do in your free-time, Tanya?

**Tanya** I like riding my bike.

**Sam** Can you ride a horse, too?

**Tanya** Yes, but I don't do it very often. I sometimes skateboard as well but I think cycling is more fun. I also like cooking in my free-time.

**Sam** Really? What kind of things do you like to cook?

**Tanya** I can make cakes. I can also make bread. It's fun. Can you cook?

**Sam** No, I'm terrible at cooking but I love eating!

**Tanya** What do you do in your free-time, Sam?

**Sam** I like playing football. ... You're in the school team, aren't you?

**Tanya** I was. I didn't like playing in the rain so I stopped. But my little brother sometimes asks me to play with him. You play tennis, don't you?

**Sam** Yes I play it at school but I don't enjoy it.

🎧 3•6

Last year I was on TV. It was great! It was a cooking competition. All the judges were famous chefs. The competition was really hard. The judges gave us difficult recipes to make. There wasn't much time to cook each dish – just one hour. It felt like I was in a race! But in the end I won. I made a pie with meat in it and for dessert, chocolate and orange cake with ice cream. The dessert was really hard for me because I'm not good at making cakes. The prize was two-thousand pounds, a new cooking pot and a cook book. My family was really helpful to me during the competition so I am going to take them on holiday to Florida with the prize money. When I grow up I want to be a famous chef.

#### ANSWERS

1 b 2 c 3 a 4 b 5 c 6 b

## CB p111

### Repetytorium 7 – Wskazówką!

Read the exam tip with the class. Explain to students it is important to understand what information the speaker wants to find out and that they can learn this by reading the responses before they listen to the recording.

#### Exercise 1

Read the rubric carefully with the class. Ask them to read the responses and predict what the speaker may be asking. Elicit from the students that there is one extra option which will not be used.

In a **more confident class**, ask students to explain why the option that isn't used isn't possible.

#### Exercise 2

Read the rubric and check students understand this exam task.

Tell students to read the situations carefully paying special attention to the questions and think of an appropriate response before they read the options.

In a **less confident class**, work through the task together, underlining the key words, e.g. *describe weather*.

In a **more confident class**, allow students to work in pairs to highlight the key words. Encourage students to think of how they might answer these questions before they look at the options a–c.

When students have finished the exercise, discuss how they arrived at their answers, and why they eliminated the other answers.

#### Exercise 3

Read the rubric carefully with the class and check their understanding.

Tell students to read the dialogue and note the language before and after the gap. Ask, *Do you need to answer a question? Do you need to complete a sentence?*

Encourage students to read the completed dialogue with their answers to make sure it sounds correct.

## Answer key 3·7

### EXERCISE 1

1 d 2 a 3 e 4 c  
b – not used

### EXERCISE 2

1 a 2 c 3 a 4 c

### EXERCISE 3

1 No, I haven't.  
2 's OK

## CB p112

### Repetytorium 8 – Wskazówką!

#### Exercise 1

Read the rubric carefully with the class and remind students that they have seen this type of exam task previously.

Ask students what techniques they have used to help with this kind of exercise. (Read instructions carefully, look at words on either side of gaps, predict missing words.)

Ask students to read the text once, focusing on the words on either side of the gaps. This draws their attention to the phrases used. Then ask them to think about what the missing words might be.

Tell students to read the options and choose the one that fits best.

They then read the text again and check that it sounds right and makes sense.

Read the exam tip with the class. Explain to students that they should read the text and decide what the missing words are before reading the options.

#### Exercise 2

Read the rubric with the class and check that they understand the task.

Tell students to read the options and choose the one that fits best. They then read the text again and check that the phrases they have created sound correct.

#### Exercise 3

Read the rubric carefully with the class and remind them they can use a maximum of four words to complete the sentences.

Tell students to read the full sentences before they start translating. In a **less confident class**, read the sentences and discuss what type of information they need to complete them. In a **more confident class**, ask students to discuss the sentences in pairs.

## Answer key

### EXERCISE 1

1 live 2 swam 3 watched

### EXERCISE 2

1 in 2 worse 3 wrote

### EXERCISE 3

1 They're ours.  
2 We aren't playing  
3 Can I have some  
4 there are lots of  
5 is as tall

