

English Plus *Options*

dla klasy VII

Teacher's Power Pack



*Class Audio CDs oraz
materiały dodatkowe na
Teacher's Resource Disk*

Sheila Dignen

English Plus *Options* dla klasy VII

Teacher's Power Pack

Oxford English Online *English Plus Options*

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- assign online homework,
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A student's access code for *English Plus Options Online Practice* can be found in the *English Plus Options Materiały ćwiczeniowe*.

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Introducing *English Plus Options*

Description of the course

English Plus Options is a two-level course for upper-primary students. It will give students all the skills they need to communicate with confidence in English. The core material covers all the requirements of the primary school curriculum in a clear unit structure, and the extensive Options section at the back of the book provides further variety and challenge. Extra material covering culture, CLIL, speaking and listening practice, and projects will motivate, interest and engage students, and also allow teachers to tailor the course to meet students' different needs and abilities. This variety and flexibility extends to a wide range of supplementary material, carefully designed to build on work done in class and also to address different abilities.

Aims of the course

To make planning and preparation easy

Each lesson in the book is designed to fit into one lesson in class, and takes you through the stages of warming up, presenting and exploiting the material, and allowing the students to personalize and apply what they have learned. Each lesson in the Teaching notes starts by clearly stating the aims of the lesson, which extend the **I can ...** statements. Each unit directs you to the relevant **Options** section, so you can easily locate the most appropriate ways to extend each lesson.

The Student's Book follows a carefully designed system of colour coding in each section, so both you and your students will recognize the vocabulary, language focus and skills lessons from the very beginning.

If you wish to support or extend the work, the photocopiable worksheets on the **Teacher's Resource Disk** are all clearly linked to each lesson, so you can find the relevant worksheet straight away.

To keep students interested and involved

English Plus Options is a topic-based course and the themes have been carefully chosen to maintain students' interest and motivation throughout the year. The topics and texts are designed both to motivate and to educate teenage learners. The activities are designed to engage students and encourage participation. The **Options** at the back of the Student's Book provide variety and enable you to adapt the course to suit students' interests.

To give students opportunities to use English in a personal and practical way

The **Use it!** exercises at the end of lessons encourage students to think about English and use it to talk or write about their own ideas. The **Key phrases** sections give students language to use in a communicative and functional way. Students are more likely to learn and remember language if activities are meaningful and realistic, and if they are encouraged to use it in communicative contexts.

To be flexible and to cater for all learning needs

English Plus Options has been designed to be flexible, so that it can be used in streamed school systems, mixed-ability classes, and varying teaching loads. With *English Plus Options* you can choose the most appropriate material for your class and for individual students. The **Options** at the back of the Student's Book allow you to give students extra practice of particular skills and introduce variety into your classroom. If you have a range of abilities

in the class, *Materiały ćwiczeniowe*, Tests and Photocopiable worksheets contain **three levels** of material, so that you can select the right material for each student.

To develop effective reading, writing, listening and speaking skills

English Plus Options places equal emphasis on the development of all four skills. Each unit contains reading, writing, listening and speaking sections. A step-by-step approach has been taken to speaking and writing, which will ensure that students of all abilities will be able to produce their own texts and dialogues. There are **Extra listening and speaking** sections at the back of the Student's Book and the **Culture** and **Curriculum extra** pages provide a variety of additional challenging reading material.

To develop students' ability to understand and apply language rules accurately

English Plus Options presents new language in context to ensure that students fully understand usage, as well as form. Each new point is practised in a variety of challenging activities to make students think and apply what they have learned. There is always a **Rules** section, which encourages students to think about and complete language rules themselves.

To set goals and see outcomes

Every lesson starts with an **I can ...** statement, so the aim is always evident. Lessons finish with a **Use it!** exercise which is the productive outcome as described by the **I can ...** statement. Setting clear, achievable, short-term goals should increase students' motivation.

To review and recycle language thoroughly and systematically

Language is recycled throughout the course. A **Review** section follows every unit and there are further opportunities to consolidate and check progress in the **Puzzles and games** section and in **Materiały ćwiczeniowe**.

To incorporate the latest developments in teaching methodology

English Plus Options follows a tried and tested structure in the presentation and practice of language, but it also gives you the flexibility to introduce newer teaching methods into your class when you are ready. For example, the **Curriculum extra** sections at the back of the Student's Book will enable you to experiment with Content and Language Integrated Learning (CLIL) in a structured way.

To be compatible with the Common European Framework

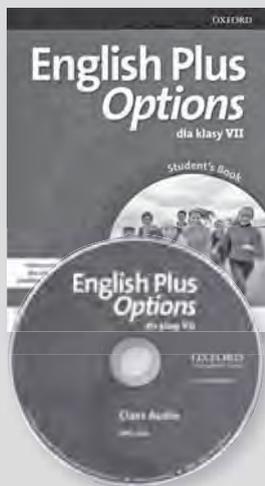
English Plus Options develops **Key competences** as described by the European Reference Framework (see the **Teacher's website** for more information).

To provide a comprehensive digital solution

English Plus Options offers the facility to incorporate interactive teaching and learning in the classroom.

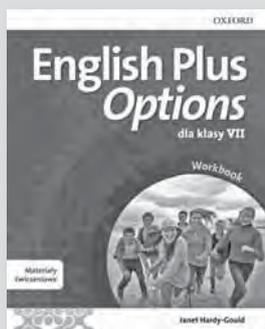
The **Classroom Presentation Tool** contains a digital version of the Student's Book, which you can use to bring the Student's Book to life with fully interactive activities on the interactive whiteboard.

Components of the course



The **Student's Book** contains:

- a **Starter unit** to revise basic vocabulary and grammar.
- eight **teaching units**; each unit has two vocabulary sections, two or more grammar presentations, and two listening and reading sections. There is practice of the four skills throughout. Each unit has a whole page devoted to speaking skills and a whole page devoted to writing skills.
- eight **Review** and eight **Puzzles and games** sections which provide revision of all the language studied up to that point in the book.
- twenty-four pages of **English Plus Options** which include:
 - eight **Extra listening and speaking** pages to give further practice in these skills.
 - four **Curriculum extra** pages which are linked to topics taught in other subject areas in upper-primary school.
 - eight **Culture** pages with topics that invite cultural comparisons.
 - four **Project** pages which provide a further opportunity for consolidation.
- sixteen **Skills Trainer** pages focusing on developing students' exam skills, including self-assessment progress checks, useful tips in Polish and exam practice tasks.
- a **Student's Audio CD** with all the Student's Book tracks in mp3 format.



Materiały ćwiczeniowe contains:

- three pages of **additional practice** for each of the Student's Book units. The Starter unit has two pages. This comprises exercises for vocabulary, grammar, reading, listening and writing at three levels of difficulty.
- eight pages of **Exam** practice.
- four pages of **Cumulative review** which provide revision of all the language and skills studied up to a particular point in the Student's Book.
- an alphabetical **Wordlist** with illustrations; a **Key phrases** section with Key phrases from the Student's Book.
- a **Student access card to Online Practice** for additional self-study practice.
- the answer key for **Materiały ćwiczeniowe** can be found on our website on Oxford Teachers' Club.



The **Teacher's Power Pack** contains:

- an introduction with information on *English Plus Options* **methodology**.
- **teaching notes** and **answers** for all the Student's Book material.
- ideas for **extra optional activities** and mixed-ability classes.
- **background notes, cultural information, and language notes**.
- the **audio scripts** for the Student's Book.
- Class audio CDs.
- Teacher's Resource Disk.



The **Teacher's Resource Disk** at the back of the Teacher's Power Pack contains the following photocopiable worksheets:

- **language focus and vocabulary worksheets** at three levels: basic, revision and extension.
- **speaking worksheets.**
- **progress reviews** with exercises checking understanding of all the vocabulary, grammar and skills presented in each unit; all reviews have a **self-evaluation** feature which encourages students to think about their progress; There is a listening exercise in every progress review. The audio for this is available on the Oxford Teachers' Club website.
- **language focus reference and practice pages.**
- photocopiable **Songs** worksheets; the audio for this is available on the Class Audio CD.
- **How to ... guides** offer practical advice on common classroom management issues, such as teaching mixed ability classes and getting your students to talk.

The Teacher's Resource Disk also contains **DVD clips and worksheets:**

- vox pops videos for the opening lessons in the Student's Book.
- functional videos for the Speaking lessons in the Student's Book.
- grammar animations for the language focus lessons in the Student's Book.
- cross-curricular and culture documentaries which explore and expand the Curriculum extra and Culture lessons in the Student's Book.
- optional subtitles in English.
- worksheets containing comprehension and speaking activities, along with teaching notes and answers for each of the eight culture and cross-curricular documentaries.



The **Classroom Presentation Tool** contains:

- a digital version of the Student's Book.
- **answer keys, audio files, audio scripts, videos** and **interactive exercises** that can be launched directly from the pages.

The **Teacher's website** (www.oup.com/elt/teacher/englishplusoptions) contains audio files, additional worksheets, useful information and resources.

oxfordenglishonline

Online Practice is available on the www.oxfordenglishonline.pl website. To receive a free teacher's access code, contact the Oxford Support Centre. A student's access code for *Online Practice* can be found in the *English Plus Options Materiały ćwiczeniowe*.

Use Oxford English Online *English Plus Options Online Practice* to:

- personalize learning,
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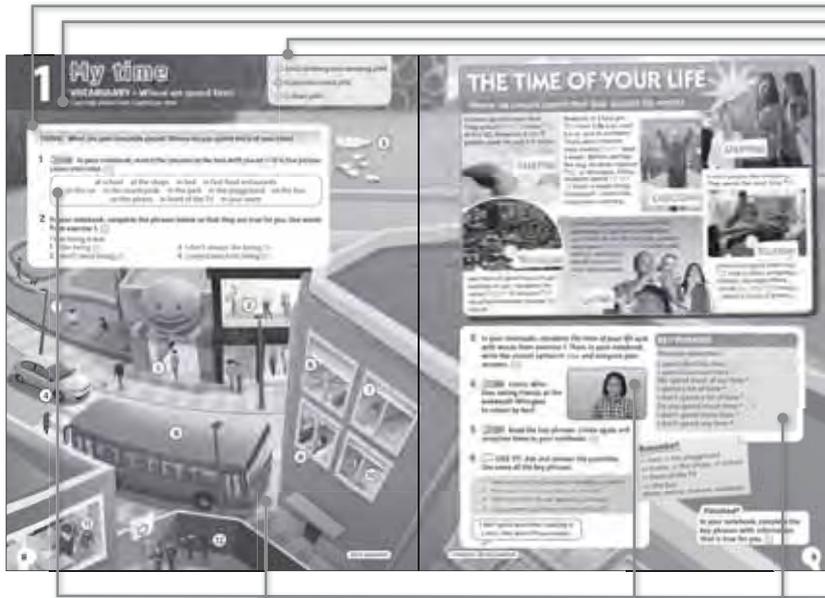
The **Test Bank** is available for download from our website on Oxford Teachers' Club as editable Word files and PDFs, and includes:

- end-of-unit tests, including listening, vocabulary, grammar, reading, writing and communication activities at three levels: basic, standard and higher. There is also a speaking test for each unit.
- end-of-term and end-of-year tests at three levels: basic, standard and higher.
- five-minute tests covering language from the vocabulary and language focus lessons.
- adapted tests for students with Special Educational Needs.
- parallel (A / B) tests are also offered to prevent copying.
- a diagnostic test to be used at the beginning of the year.

Student's Book dla klasy VII at a glance

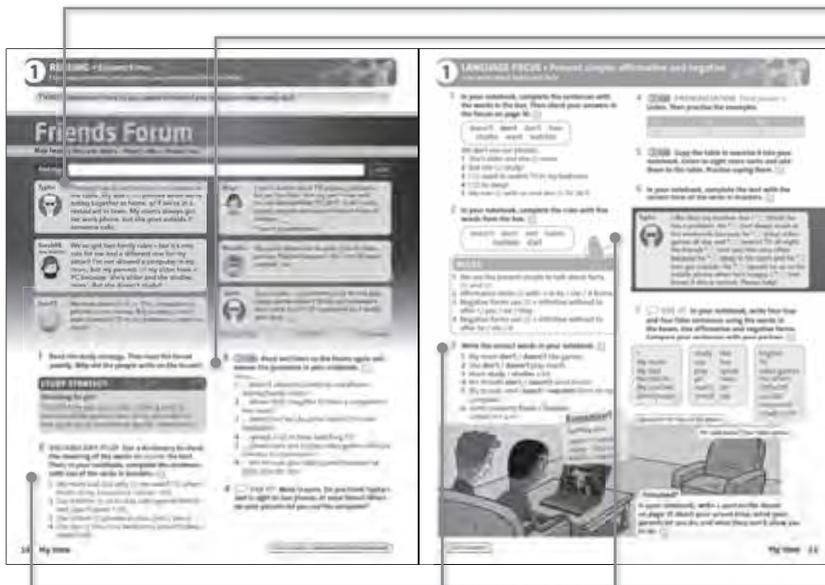
There are **eight units** and a *Starter unit* in the Student's Book. Each unit has **seven lessons**, a **Review**, a **Puzzles and games** section and a **Skills Trainer** section. Each lesson provides material for one classroom lesson of approximately 45 minutes.

Core teaching units



Lesson 1

- This lesson occupies two pages although it is still designed for one lesson in class.
- The **Think!** questions encourage students to start thinking about the unit topic.
- Every lesson has an explicit learning objective, beginning with **I can ...**
- The **Options** section refers to the extra optional material at the back of the Student's Book.
- The **first vocabulary set**, which establishes the topic of the unit, is presented and practised.
- A **quiz, questionnaire, puzzle or game** contextualizes the vocabulary set.
- The **vox pop video** (available on the Teacher's Resource Disk and Classroom Presentation Tool) contextualizes the vocabulary set and models the **Key phrases**. The video also has an **audio version** on the **Class audio CD**.
- The **Key phrases** section provides practice of the vocabulary set in everyday language for communication.

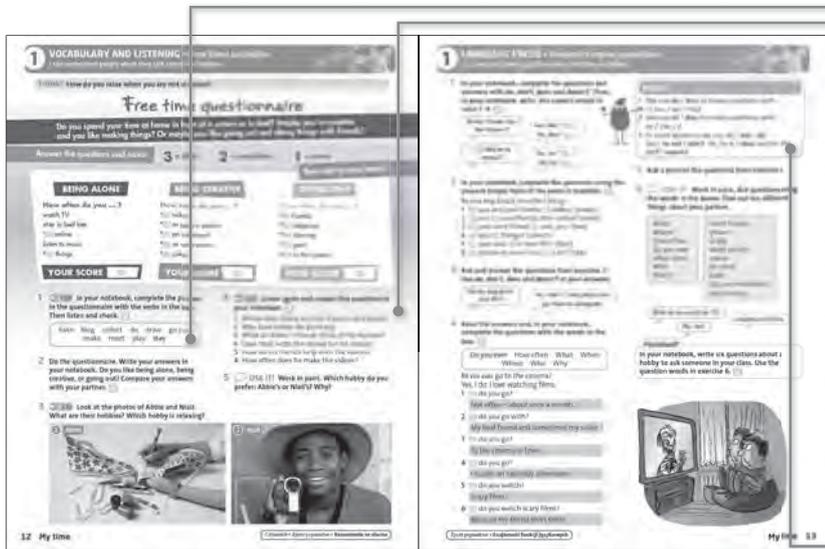


Lesson 2

- A **reading text** contextualizes the first vocabulary set and models grammar structures which students will study in the following lesson.
- A **comprehension** exercise practises the vocabulary and develops reading **sub-skills**.
- The **Vocabulary plus** section highlights key new vocabulary from the reading text and encourages dictionary use.

Lesson 3

- The **first grammar section** presents and practises one or more grammar structures in a guided inductive way. Students may be asked to complete sentences using examples from the reading text. They then develop rules or answer questions about rules based on the example sentences.
- The optional **grammar animation** (available on the Teacher's Resource Disk and Classroom Presentation Tool) allows students to watch the grammar structures being used in context.
- The **grammar practice exercises** are often topic-based.

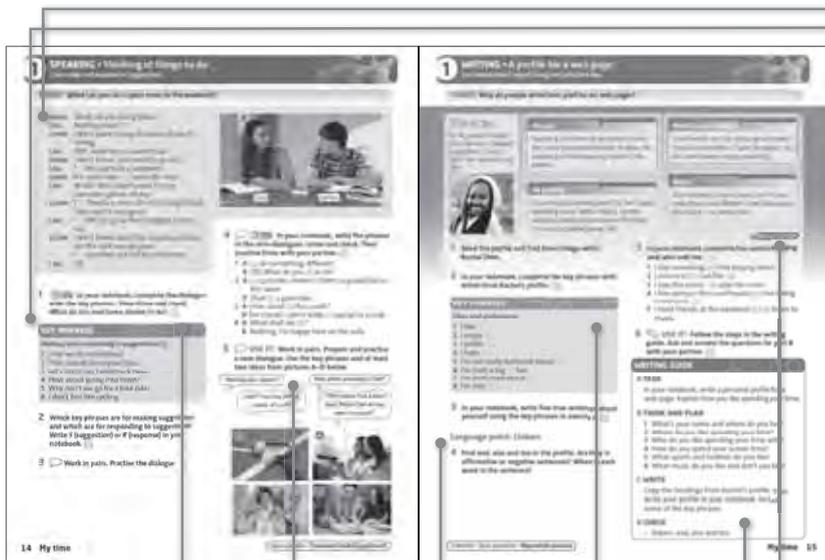


Lesson 4

- The **second vocabulary set** is presented and practised.
- A variety of **comprehension** exercises practises the vocabulary and develops listening **sub-skills**.
- The **listening activities** contextualize the vocabulary set and model grammar structures which students will study in the following section.

Lesson 5

- The **second grammar section** presents and practises one or more grammar structures.
- The optional **grammar animation** (available on the Teacher's Resource Disk and Classroom Presentation Tool) allows students to watch the grammar structures being used in context.

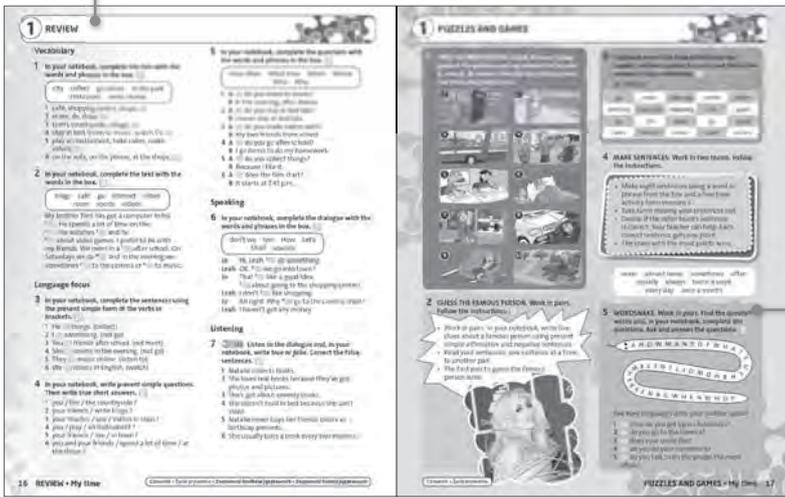


Lesson 6

- There is a double page of **productive skills practice** in every unit, which further recycles and consolidates language practised in the unit.
- A whole page is devoted to **speaking skills** with a functional focus.
- The **speaking model** presents the target dialogue and language.
- The **functional video** allows students to watch the speaking model being used. The video also has an **audio version** on the Class audio CD.
- The **Key phrases** section highlights useful structures which students can use in their own speaking dialogue.
- **Speaking activities** lead students step-by-step towards producing their own dialogues. This 'presentation, practice and production' approach is suitable for mixed-ability classes and offers achievable goals.

Lesson 7

- A whole page is devoted to **writing skills**.
- The lesson always begins by looking at a **writing model** and studying the language, structure and format.
- The **Key phrases** section highlights useful structures which students can use in their own writing task.
- The **Language point** presents and practises useful writing skills and structures, such as punctuation and paragraphs.
- The **Writing guide** encourages students to think and plan before writing a specific task. This supported approach increases students' linguistic confidence.

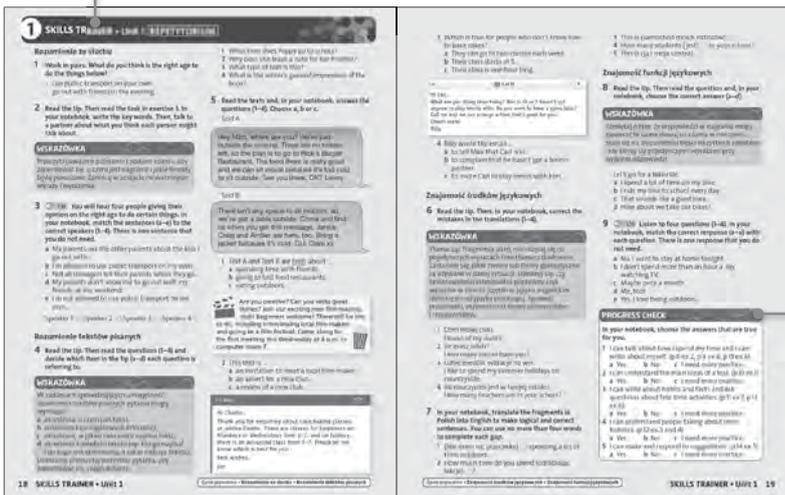


Lesson 8

- There is a **revision** lesson at the end of each unit.
- There are **vocabulary, grammar, speaking and listening** activities on every **Review** page.

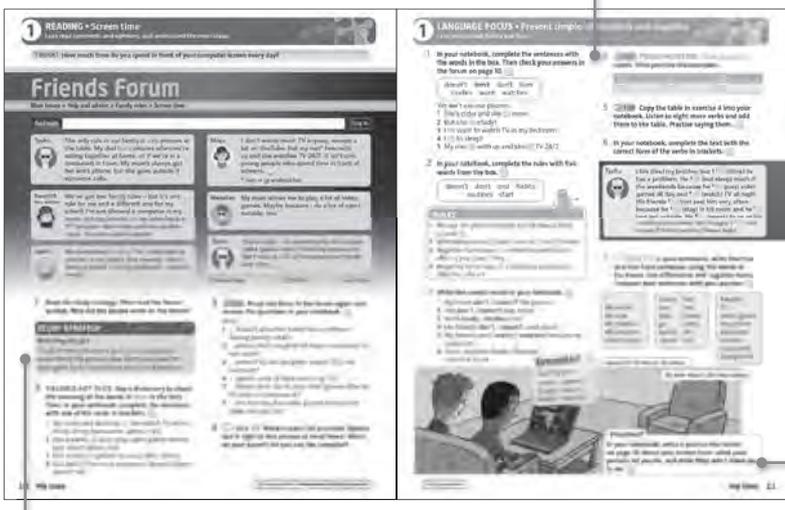
Lesson 9

- There is a **Puzzles and games** section at the end of each unit.
- These provide fun games and activities for the vocabulary and grammar structures in each unit.

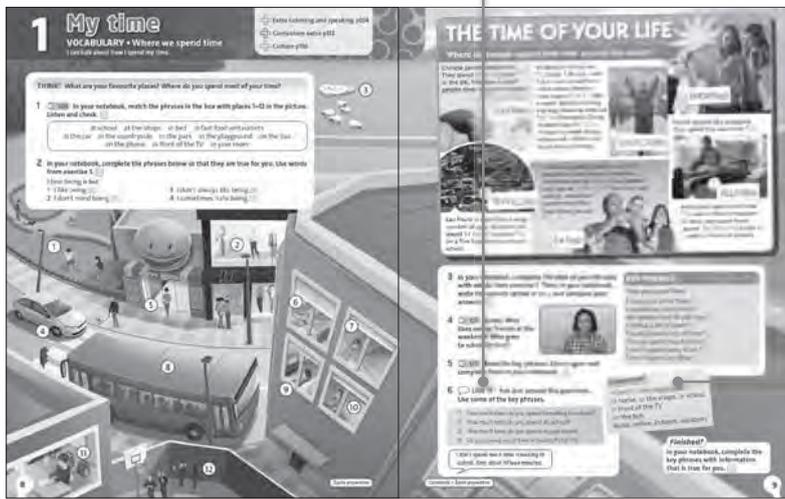


- The **Skills Trainer Repetitorium** lesson at the end of each unit focuses on developing exam skills and includes **exam tasks and tips in Polish**.
- These two-page lessons also recycle the language from the previous unit and link with the unit topic.
- A **Progress check** asks students to think whether they have mastered the main aspects of the unit.

Other features of the Student's Book



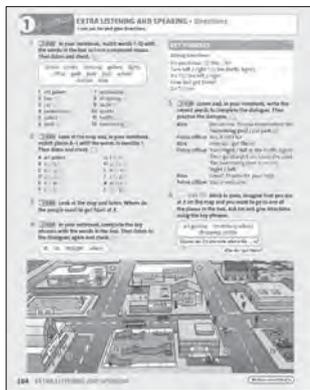
- The **pronunciation exercises** allow students to practise and improve their pronunciation. There is a pronunciation exercise in each unit of the Student's Book.
- The **Finished?** activity provides support for mixed-ability classes.
- The **Study strategy** builds students' study skills and encourages autonomous learning.



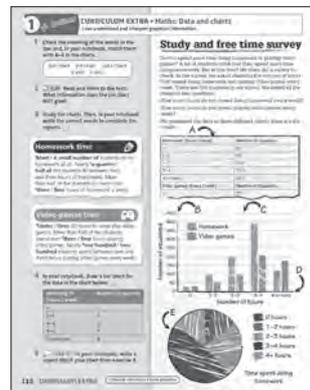
- A final **Use it!** exercise allows students to use the new language in a more productive, personalized, or creative way. This is the **productive aim** of the lesson as described by the **I can ...** statement.
- A **Remember!** post-it offers a reference point to a grammar or vocabulary item they have met before. This quick reminder will help them complete the relevant activity.

Options

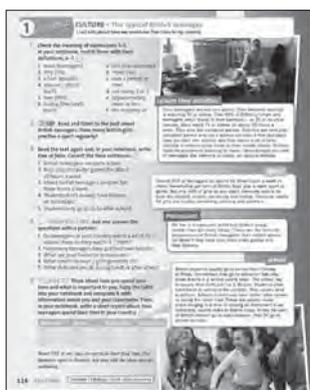
The **Options** section at the back of the Student's Book provides a wealth of optional extra material. There are extra lessons for each unit which review and extend the language: **Extra listening and speaking, Curriculum extra, Culture** and **Projects**.



- There are eight **Extra listening and speaking** pages, which give further practice in these skills and focus on natural, functional language.



- There are four **Curriculum extra** sections linked to the curriculum for other subjects studied in upper-primary schools.
- Subjects, such as maths, language and literature, science and music are addressed through motivating texts and activities.
- These pages allow you to introduce CLIL into your classroom in a structured way.

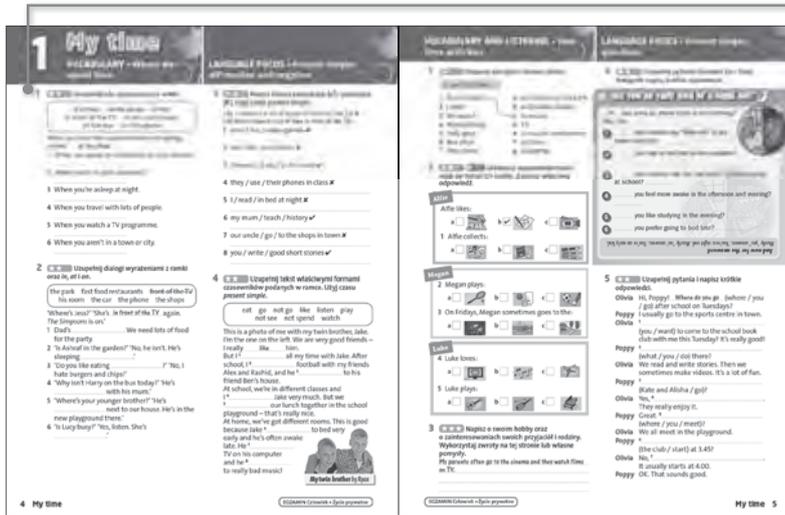


- There are eight **Culture** sections, which invite cultural comparisons and get students thinking about similarities and differences with their own culture.
- If there is a documentary video with the lesson, it is indicated by a video icon in the teaching notes.

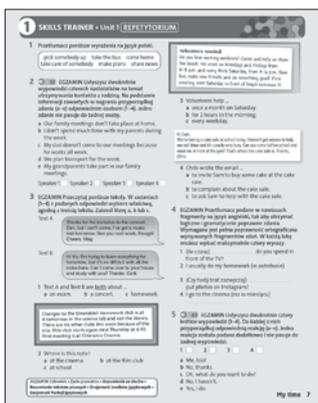


- There are four **Project** sections, which allow students to work collaboratively to explore and personalize topics in the Student's Book. Each project also serves as a cumulative review of the language the students have covered up to that point.

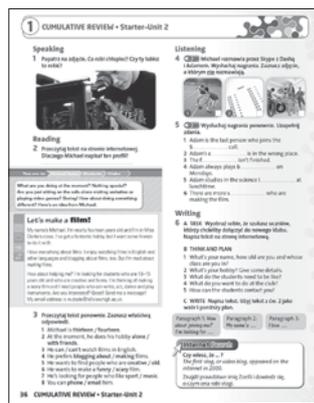
Materialy ćwiczeniowe dla klasy VII a at a glance



- Materialy ćwiczeniowe includes exercises in **grammar, vocabulary** and **skills**, which mirror the language and skills work in the Student's Book.
- There are **three levels** of practice activities: **one-star** activities provide basic revision and language manipulation; **two-star** activities involve more productive exercises and **three-star** activities are more open and offer more challenge.



- The eight **Skills Trainer Repetytorium** pages provide additional exam preparation in the form of practice activities and exam tasks.
- These activities also recycle the language from the previous unit and link with its topic.



- The **Cumulative review** section deals with **listening, speaking** and **writing** points covered in all the preceding units.
- There are four Cumulative review sections.



- The alphabetical **Wordlist** provides a list of the words used in each unit of the Student's Book.
- The illustrations present **extra vocabulary** for each unit of the Student's Book.



- The **Key phrases** section contains a list of all the **Key phrases** from the Student's Book.



Classroom Presentation Tool

Deliver heads-up lessons with the classroom presentation tool.

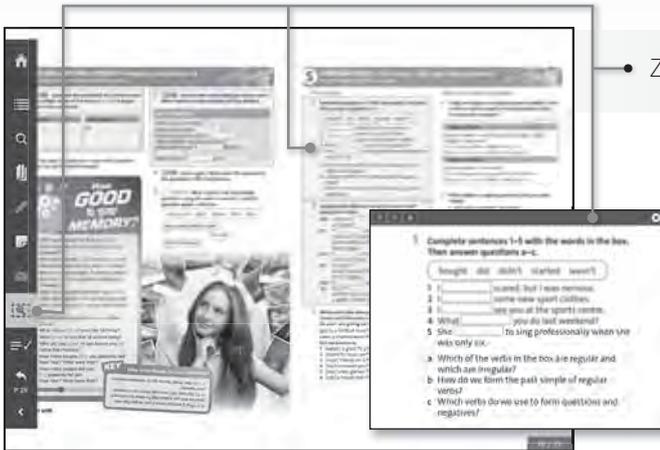
Engage your students in your blended learning classroom with digital features that can be used on your tablet or computer, and connected to an interactive whiteboard or projector.

Play audio and video at the touch of a button and launch activities straight from the page.

These easy-to-use tools mean lessons run smoothly.

Answer keys reveal answers one-by-one or all at once to suit your teaching style and the highlight and zoom tools can be used to focus students' attention.

Take your classroom presentation tool with you and plan your lessons online or offline, across your devices. Save your weblinks and notes directly on the page – all with one account.

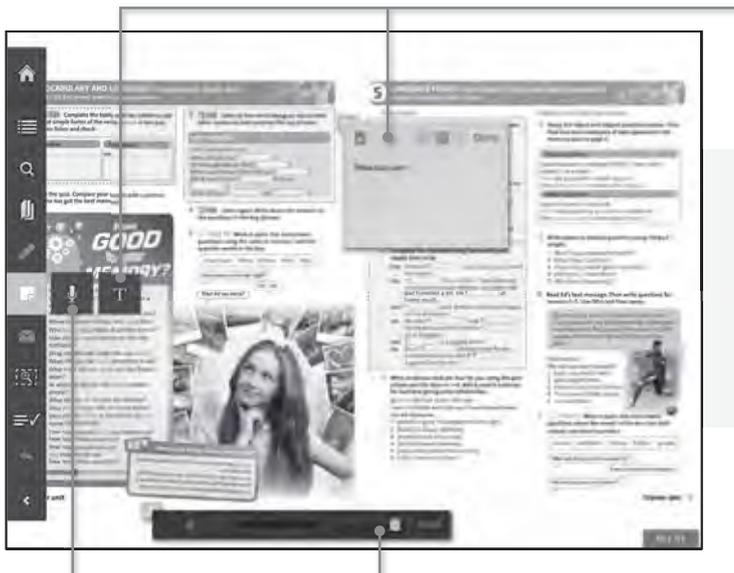
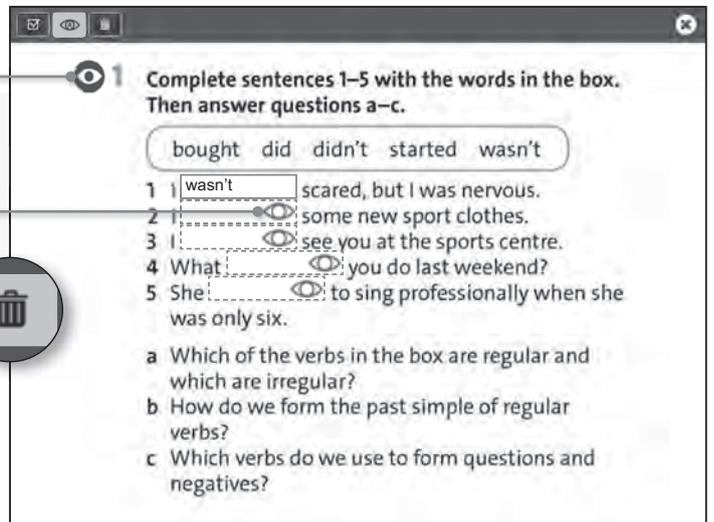


• Zoom in to focus your students' attention on a single activity.

- Play audio and video at the touch of a button.
- Speed up or slow down the audio speed to tailor lessons to your students' listening level.



- Save time in class and mark answers all at once.
- Reveal answers after discussing the activity with students.
- Try the activity again to consolidate learning.



- Save your weblinks and other notes for quick access while teaching. Use across devices using one account so that you can plan your lessons wherever you are.
- Work on pronunciation in class: record your students speaking and compare their voices to *English Plus* Second Edition audio.

English Plus Options methodology

Vocabulary

Two vocabulary sets are presented in each unit of *English Plus Options*. Both sets are connected with the main topic of the unit, and items have been selected for their frequency, usefulness and relevance to the age group. The vocabulary sets are presented through pictures and/or short texts. There is a variety of practice exercise types. Students are often asked to use language either in a personalized or creative way, and some exercises have open answers, so students can complete the tasks according to their ability. The target vocabulary is recycled and reinforced in texts and exercises throughout the unit.

Materiały ćwiczeniowe provides three levels of practice. One-star activities provide basic revision and language manipulation; two-star activities involve more productive exercises; and three-star activities are more open and offer more challenge. The Teacher's Resource Disk also provides photocopiable worksheets at three levels to give further consolidation and extension of the vocabulary sets. The Review sections on the disk also test vocabulary from each unit.

The Wordlist in Materiały ćwiczeniowe provides students with an extensive vocabulary resource including phonetic transcriptions to help with pronunciation and Polish translations.

Language focus

Each unit of *English Plus Options* has two or more Language focus sections. The syllabus divides grammatical points into manageable chunks to avoid overload, and so that students have time to assimilate and practise what they have learnt. New structures are always previewed in context, either in a listening or reading text, so that students are familiar with the meaning and usage of the grammar before manipulating its form. Students remember rules better if they work them out for themselves. Grammar is therefore presented in a guided-discovery way. Students are asked to analyse either examples or tables, based on the listening or reading text, and then they are encouraged to deduce rules. If necessary, these can be checked in the Grammar reference which is on the Teacher's Resource Disk. This inductive method helps students to engage with the language, which in turn should help them to remember it.

The grammar presentation is followed by a number of graded practice activities. The activities are topic-based and therefore require students to understand the usage and meaning of the grammatical structures, as well as the form. Some activities are more controlled, and some are more open. Every lesson concludes with a **Speaking** exercise that allows students to use the new language structures in a more productive, personalized or creative way. Where appropriate, a **Key phrases** section shows students examples of the structure used in everyday communication and enables them to put this into practice.

There are further grammar practice activities in the Student's Book. The Teacher's Resource Disk also provides photocopiable Language focus worksheets at three levels.

There is also a printable version of the Grammar reference available on the Teacher's Resource Disk. This includes a more detailed explanation of the grammar point. You can read through the explanation with your class, and use the practice activities for revision.

Reading

In *English Plus Options* there is a wide range of text types, including articles, questionnaires, emails, web pages, quizzes, blogs, infograms and interviews. All texts are carefully graded and aim to provide interesting information in a realistic way. Most of the texts are recorded on the Audio CD.

Reading texts are used in different ways throughout the book:

- **To preview grammar:** the main text in each unit is used to recycle the first vocabulary set and to preview new grammar points. It is graded at a language level which is slightly higher than students have actually reached, but which is easily attainable.
- **For integrated skills work:** model texts on the skills pages also provide input for the speaking and writing activities. They present **Key phrases** for students to use in a communicative and functional way.
- **For extensive reading:** texts in the Culture section also recycle language from previous units, but are more challenging in terms of length, lexis and/or structure.

The main reading text in each unit has comprehension exercises. The first exercise generally helps students to gain a global understanding of the text and to develop the skill of skimming. Subsequent exercises ask students to read the text more carefully and then ask personalized questions on the same topic. The **Vocabulary plus** sections present key language from the reading text.

The Culture pages offer a longer text with comprehension exercises. To help students cope with a longer text, look at the background information notes in this guide so that you can pre-teach vocabulary if necessary, and pre-empt any difficulties. Discuss the photos with the class, eliciting as much key vocabulary as possible, and elicit some general information about the topic before you begin reading.

There is more reading practice in Materiały ćwiczeniowe and on the Teacher's Resource Disk.

Listening

The listening texts in *English Plus Options* follow the second vocabulary set. They put the new vocabulary in context. They provide a range of speakers in different situations, including radio programmes, interviews, conversations and announcements. The language used in the recordings is carefully graded.

The listening exercises are usually in three stages. Pre-listening warm-up activities are given in the teaching notes. The first listening exercise then helps students to gain a general understanding of the text and develops the skill of listening for gist. The second exercise asks students to listen for specific information. There are eight Extra listening and speaking pages at the back of the book which provide additional listening practice in realistic situations. They also provide extra practice in areas that students commonly find challenging, such as understanding longer numbers.

The listening and reading texts have been recorded using a variety of accents. Playing the Audio CD as students are reading will help them to become familiar with the sound of spoken English.

Speaking

English Plus Options offers a variety of speaking opportunities which are well guided and supported. The **Key phrases** sections give students language to use in a communicative and functional way. On the speaking page, a dialogue is modelled and the activities range from controlled exercises where students repeat the dialogue with the Audio CD, to a more open follow-up exercise, where students make up their own dialogue following the model. Students can simply 'perform' their own dialogues in pairs, or they can write them down first before reading them aloud.

Before students perform a speaking activity, make sure that they understand the task. Do not expect students to speak immediately. Model an example exchange with a stronger student and give written support on the board. Work on short exchanges around the class by nominating different pairs of students to speak while the rest of the class listen. For longer dialogues, give students time to prepare their conversations in writing before performing in front of the class.

The eight **Extra listening and speaking** pages at the back of the book offer additional speaking practice with practical outcomes. The page usually culminates in a functional dialogue.

More communicative activities and functional language practice are available on the Teacher's Resource Disk.

Pronunciation

There is one pronunciation teaching point in each unit. These exercises cover individual sounds, word stress, sentence stress and intonation. They are recorded on the Audio CD.

Writing

English Plus Options devotes a page in every unit to guided writing activities. The final writing tasks cover a variety of different text types, such as emails, blogs, articles and reports. The support given for these final tasks ensures that even the less able students will be able to produce something.

The page begins with a model text showing clear paragraph structure, and uses grammar from the unit in simple sentence patterns. The model text also exemplifies a language point, such as time expressions, conjunctions or punctuation. There is practice of this language point before students move on to the writing guide, which prepares them for the writing task. Often students do not know what to write, so the **Writing guide** section gives a list of questions or instructions to help students plan their writing, showing them how to structure their notes into paragraphs, and how to begin each paragraph. Finally, students are encouraged to check their written work.

There is more writing practice in *Materiały ćwiczeniowe*.

Options

Each unit offers three optional pages which can be found at the back of the book:

- Extra listening and speaking
- Culture
- Curriculum extra or Project

You can choose the options which are best suited to your class, according to the time you have available and the students' level.

Tests

The tests in *English Plus Options* have been developed by assessment specialists to fit the needs of upper-primary teachers and students. *English Plus Options* offers tests for each unit and term and for the start and end of each year. Each test is available at three different levels so that you can choose the best option for your students. There are also versions of the tests adapted for students with Special Educational Needs. The reading texts and listening tracks at each level have been specially selected to suit the requirements of students with different abilities.

Exam-style tasks are incorporated into all the tests to provide students with plenty of practice.

Each test is available in editable Word form or PDF and each has parallel (A/B) versions to prevent students copying from each other.

Diagnostic tests are also provided for the beginning of the school year. These can be used to diagnose your students' strengths and weaknesses. They are accompanied by guidance charts to help you select the best *English Plus Options* practice materials for each student.

Teacher support: *How to...* guides

English Plus Options offers support and guidance on a number of teaching issues. *How to...* guides for teachers are available on the Teacher's Resource Disk. These short articles have been developed in conjunction with the Oxford University Press Professional Development team to provide information and advice on key issues that affect upper-primary school teachers. The topics have been selected after receiving extensive feedback from teachers and they cover a wide range of subjects, including:

- working with mixed ability classes
- teaching students with dyslexia
- teaching students with Special Educational Needs
- using pair and group work effectively in the classroom
- effective ways to teach and revise vocabulary
- making the most of reading texts
- encouraging students to work autonomously
- developing students' study skills
- teaching with technology

The *How to...* guides have been written by a number of teaching experts who have been carefully selected by the Professional Development team. Each guide includes a short overview of the topic, followed by several effective practical solutions for you to use in the classroom with your students.

Student's Book contents

UNIT	VOCABULARY		LANGUAGE FOCUS	
Starter Unit	p4 Family <i>brother, father, husband, etc.</i> Key phrases: Asking about families		p5 <i>be</i> Possessive adjectives Question words	
UNIT	VOCABULARY	READING	LANGUAGE FOCUS	VOCABULARY AND LISTENING
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Review Unit 1 p16 Puzzles and games p17 Skills Trainer Unit 1 Repetytorium p18: Życie prywatne				
2 Communication	p20 Communication <i>email, letter, card, etc.</i> Key phrases: Comparing answers	p22 Emojis Vocabulary plus: <i>colourful, funny, international, etc.</i>	p23 Present continuous: affirmative and negative Study strategy: Finding spelling rules	p24 On the phone <i>be engaged, call back, hang up, etc.</i>
Review Unit 2 p28 Puzzles and games p29 Skills Trainer Unit 2 Repetytorium p30: Człowiek • Życie prywatne • Nauka i technika				
3 The past	p32 Adjectives to describe people and places <i>poor, popular, brilliant, brave, etc.</i> Key phrases: Likes and dislikes	p34 Museum exhibits Vocabulary plus: <i>museum, building, exhibition, etc.</i>	p35 <i>was, were there was, there were</i>	p36 Common verbs <i>stay, help, visit, see, etc.</i> Pronunciation: Regular past simple verbs
Review Unit 3 p40 Puzzles and games p41 Skills Trainer Unit 3 Repetytorium p42: Kultura • Podróżowanie i turystyka				
4 In the picture	p44 Actions and movement <i>hold, stand in, jump up, sit on, etc.</i> Key phrases: Describing a photo	p46 A moment in time Vocabulary plus: <i>yell, team, close, etc.</i> Study strategy: Predicting content	p47 Past continuous: affirmative and negative	p48 Adjectives and adverbs <i>slow / slowly, brave / bravely, good / well, etc.</i>
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5 Achieve	p56 Units of measurement <i>billion, century, decade, etc.</i> Key phrases: Guessing and estimating	p58 The brain Vocabulary plus: <i>blood vessels, cells, score, etc.</i>	p59 Comparative and superlative adjectives	p60 Jobs and skills <i>programmer, professor, inventor, etc.</i> Pronunciation: /ə/ in jobs
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6 Survival	p68 Survival verbs <i>build, find, follow, climb, etc.</i> Key phrases: Ability	p70 Jungle challenge Vocabulary plus: <i>competitive, fit, bossy, etc.</i>	p71 <i>will</i> and <i>won't</i> in the first conditional Study strategy: Speaking clearly	p72 Survival equipment <i>compass, first-aid kit, map, etc.</i>
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7 Music	p80 Music and instruments <i>rap, samba, lyrics, etc.</i> Key phrases: Talking about music	p82 A song Vocabulary plus: <i>reality, hit, star, etc.</i>	p83 <i>be going to will</i> and <i>be going to</i> Study strategy: Remembering grammar	p84 Star qualities: adjectives and nouns <i>ambition / ambitious, charm / charming, energy / energetic, etc.</i> Pronunciation: Syllables
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8 Scary	p92 Feelings <i>enthusiastic about, bad at, fond of, etc.</i> Key phrases: Talking about how things make you feel	p94 Scream machines Vocabulary plus: <i>ridiculous, fatal, excited, etc.</i>	p95 Present perfect: affirmative and negative Pronunciation: Recognising contractions	p96 Injury collocations <i>cut / cut / a cut, burn / burned / a burn, etc.</i> Study strategy: Learning words in groups
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Unit summary

Communication

I can ...

talk about my family.

ask and answer questions about places.

talk about timetables.

talk about my school and school subjects.

Vocabulary

Core vocabulary:

Family: *sister, husband, son, nephew, grandfather, uncle, dad, grandson, brother, aunt, child, cousin, daughter, granddaughter, grandmother, mum, niece, partner, twin, wife*

School: *science lab, timetable, maths, homework, tests, history, teacher, students, room, exercise, notebook, teacher, exams, book, class, notes, etc.*

Language focus

be

Possessive 's

Subject pronouns

Possessive adjectives

Question words

have got

there's, there are

Vocabulary page 4

Aims

- Talk about your family.
- Learn vocabulary for family relationships.

Warm-up (2 minutes)

With books closed, write the word family on the board. Ask: *How many people are there in your family? Who are they? How old are they?* Elicit answers from individual students and write vocabulary for family members on the board, e.g. *mother, father, brother.*

Exercise 1

Students work in pairs to match the names in the notes with the people in the photos. Check answers with the class and check that students understand all the blue words.

ANSWERS

- 1 Hannah 2 Tony 3 Joanne 4 Matt 5 Melanie
6 John 7 Michael 8 Luke 9 Sally 10 Nico

Exercise 2 1-02

Students read the text again and match the blue words with their opposites. Allow students time to compare their answers in pairs, then play the audio for students to listen and check. Check answers with the class and check that students understand all the words. Play the audio again, pausing after words with difficult pronunciation (e.g. *nephew, niece*) for students to repeat.

ANSWERS

sister – brother, uncle – aunt, husband – wife, son – daughter, nephew – niece, dad – mum, grandfather – grandmother, grandson – granddaughter

Exercise 3

Read the Remember! box on the possessive 's with the class. Point out the difference between *my brother's friends* (one brother) and *my brothers' friends* (more than one brother). Point out that when there are two names, we only use one possessive 's: *Lucy and Hannah's mum* (NOT *Lucy's and Hannah's mum*.) Students write the names. Check answers with the class. With **stronger classes** or fast finishers, students could write one or two more clues for names, using possessive 's. Ask them to read their clues to the class. Other students race to say the names.

ANSWERS

- 1 Sally 2 Matt 3 Luke 4 Joanne 5 Tony
6 Lucy and Hannah

Exercise 4

Read through the key phrases with the class and make sure students understand them all. Allow students time to read the questions and prepare their answers individually, then put students into pairs to ask and answer the questions. Read out the first question and elicit how the blue words could be changed, e.g. *Have you got any cousins? Have you got any aunts and uncles?* Allow students time to write some more questions individually, then put them into pairs to ask and answer them. Ask some students to tell the class about their partner's family.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

If students have their phones with them, ask them to find one or two photos of their family to show their classmates. Put students into small groups to show their photos and explain who the people are. Encourage other students to ask questions to get more information, e.g. *How old is he / she?* Monitor while students are working, and make sure they are speaking in English. Ask who in each group has the funniest family photo.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 2

Language focus page 5

Aims

- Learn and practise the use of *be* + subject pronouns, and question words to ask and answer questions and give personal information.
- Learn and practise the use of possessive adjectives.

Warm-up (2 minutes)

With books closed, write these sentences on the board: *I ___ the one with blue hair. My older sister ___ 22.* Elicit the missing words (*am, is*) and elicit that these are both forms of the verb *be*.

be

Exercise 1

Students find the examples of *be* in the text and write them in their notebooks. You could set a time limit for this, to make it competitive. Bring students' ideas together on the board and see who found the most examples.

ANSWERS

Affirmative: My name's Lucy / these are / This is me / We're twins / I'm the one ... / My older sister is 22 / her husband is Italian / This is her cute baby son / His new grandson / Nico is a bit smelly ... / This is my dad / They're Star Wars fans / she's a real star!

Negative: Tony isn't very happy / They aren't crazy

Exercise 2

Students write sentences that are true for them. Check answers with the class. With **stronger classes** or fast finishers, students could write more true sentences using *be*. Ask them to read their sentences to the class, omitting the form of *be*. Other students can complete the sentences.

ANSWERS

1 'm / 'm not 2 are / aren't 3 is / isn't 4 are / aren't
5 are / aren't 6 'm / 'm not

Exercise 3

Students complete the questions and answers with the correct words. Check answers with the class.

ANSWERS

1 Is, it is, it isn't
2 they are, they aren't
3 Is, he is, he isn't

Exercise 4

Students change the blue words in exercise 3 and make new questions. Put students into pairs to ask and answer the questions. Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Possessive adjectives

Exercise 5

Demonstrate by holding up a book and saying: *I am a teacher – this is **my** book.* Students work in pairs to match the subject pronouns with the possessive adjectives. Check answers.

ANSWERS

I – my, you – your, he – his, she – her, we – our, they – their

Language note

The possessive adjective *their* is often confused with the adverb *there* and the verb form *they're* (= they are). Students need to learn the difference between these words.

Exercise 6

Students complete the dialogue with the correct words. Check answers with the class.

ANSWERS

1 your 2 your 3 My 4 your 5 Their 6 Our 7 your
8 He 9 our

Question words

Exercise 7

Students match the two halves of the questions. Check answers. Check that students understand all the questions.

ANSWERS

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

Exercise 8

Students ask and answer the questions in exercise 7 and then invent more questions to ask and answer. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 2

Vocabulary and listening page 6

Aims

- Learn vocabulary connected with school.
- Talk about timetables.

Warm-up (2–3 minutes)

With books closed, ask students what their favourite subjects at school are. Elicit some words for school subjects and write them on the board. Ask: *What other words do you know to do with school?* Elicit a few ideas, e.g. *teacher, student* and write them on the board.

Exercise 1 1-03

Read out the definition of *lab* at the bottom of the dialogue, and refer students to the Remember! box about *thousand*. Play the audio. Students read and listen, then work in pairs to complete the table with the blue words and add more words. Check answers with the class and bring together all the words on the board. Check that students understand all the words.

ANSWERS

Subjects: science, maths, history

Other words: lab, timetable, homework, tests, teachers, students

Exercise 2

Students use their dictionaries to check the meaning of the blue words and choose the correct words to complete the sentences. With **weaker classes**, students can work in pairs for this. Check answers with the class and check that students understand all the blue words. Students work in pairs to write sentences about their school. Ask pairs in turn to read their sentences to the class.

ANSWERS

1 room 2 teacher 3 exams 4 homework 5 book
6 notes

Exercise 3

Read through the phrases in the box with the class and make sure students understand them all. Allow students time to prepare their questions individually, then put them into pairs to ask and answer the questions. Ask: *What's your favourite day at school? Why?* Elicit answers from individual students.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 3

Language focus page 7

Aim

Talk about your school and school subjects.

Warm-up (2 minutes)

With books closed, ask: *What classes have you got today?* Elicit answers and write on the board: *We've got (maths) today. (Ana) has got (music) today.* Underline the forms of *have got* and ask students to translate the sentences into their own language. Explain that we can use *have got* to talk about possessions and also school subjects.

have got

Exercise 1

Read out the examples and elicit the *he / she / it* forms of the verbs.

ANSWERS

1 He / She / It has got
2 He / She / It hasn't got
3 What has he / she / it got?

Language note

In short answers, we use *have / has, not have got / has got*: *Have you got maths today? Yes, I have.* (NOT *Yes, I've got.*)

Exercise 2

Students complete the sentences with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 hasn't got 2 has got 3 have got 4 haven't got
5 haven't got 6 has got

Exercise 3

Allow students time to read through the words in the boxes. Check they understand everything. Elicit one or two questions as examples and point out that we put the subject between *have / has* and *got*: *Has your teacher got ... ?* Students write six questions. Ask some students to read out their questions. Correct any errors and elicit some example short answers. Put students into pairs to ask and answer their questions.

there's, there are

Exercise 4

Students work in pairs to complete the sentences then check their answers in the dialogue on page 6. Check answers with the class and make sure students understand the sentences.

ANSWERS

1 is 2 are 3 are 4 aren't any

Language note

We use *there is* with singular nouns and *there are* with plural nouns: *There are three maths teachers.* (NOT *There is three maths teachers.*) The word order in the question forms is: *Is there an exam?* (NOT *There is an exam?*)

Exercise 5

Students complete the quiz with the correct verb forms and answer the questions. Check answers with the class. With **stronger classes** or fast finishers, students could write one more quiz question with *is there? / are there?* Ask them to read their questions to the class and see if other students can answer them.

ANSWERS

1 are there (50 states)
2 Is there (Students' own answers.)
3 There are (true)
4 Are there (Yes, there are.)
5 Is there (Yes, there is.)

Exercise 6

Students complete the text with the correct verb forms. Check answers with the class.

ANSWERS

1 are 2 is 3 are 4 aren't 5 has got 6 haven't got
7 aren't 8 is

Exercise 7

Students write a paragraph about their school. Ask some students to read their paragraph to the class. Ask other students to note down examples of *there's, there are* and *have / has got*.

More practice

Materiały ćwiczeniowe page 3

Unit summary

Communication

I can ...

talk about how I spend my time.

read comments and opinions, and understand the main ideas.

write about habits and facts.

understand people when they talk about their hobbies.

ask and answer questions about free time activities.

make and respond to suggestions.

write about myself using *and*, *also* and *too*.

Vocabulary

Core vocabulary:

Where we spend time: *at school, at the shops, in bed, in fast food restaurants, in the car, in the countryside, in the park, in the playground, on the bus, on the phone, in front of the TV, in your room, alone, online, indoors, outdoors*

Free time: *bake cakes, blog online, collect things, do sport, draw or paint a picture, go to the cinema/shopping/dancing/online, make videos, meet friends, play an instrument, stay in bed late*

Language focus

Present simple: affirmative and negative

Present simple: questions

Options

Extra listening and speaking (page 104)

Curriculum extra (page 112)

Culture (page 116)

Skills Trainer Repetitorium

Tematy:

- Życie prywatne

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Znajomość funkcji językowych

Skills Trainer Repetitorium (Materiały ćwiczeniowe)

Tematy:

- Człowiek
- Życie prywatne

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Znajomość funkcji językowych

Vocabulary page 8

Aims

- Talk about how you spend your time.
- Learn questions with *How much ... ?*

THINK!

Read the questions with the class. Give some examples of possible favourite places, e.g. a shopping centre or park. Elicit from individual students what their favourite places are and where they spend time. Alternatively, students discuss the questions in pairs. Ask pairs to report back to the class.

ANSWERS

Students' own answers.

Exercise 1 1-04

Students match the words with the places in the picture. With **weaker classes**, students could work in pairs. With **stronger classes**, students could do this as a race. Play the audio for students to check their answers. Check that students understand all the words.

ANSWERS

- 1 in the park 2 at the shops 3 in the countryside
4 in the car 5 in fast food restaurants 6 in bed
7 in your room 8 on the bus 9 in front of the TV
10 on the phone 11 at school 12 in the playground

Exercise 2

Check that students understand *don't mind*. Read out the example answer and elicit one or two more. Students complete the phrases with their own ideas. Ask some students to tell the class their ideas.

ANSWERS

Students' own answers.

Exercise 3

Focus on the quiz and explain that *have the time of your life* is an expression meaning to have fun. Students read the quiz and complete it with the correct words. Read through the information in the Remember! box with the class. Point out that the use of prepositions in English may not be the same as in the students' own language. With **weaker classes**, ask students to read each section of the quiz in turn and complete it. Check the answers and check that students understand everything before they move on to the next section.

Students read the quiz again and choose the correct options in blue. Students compare their answers in pairs. Check answers with the class.

ANSWERS

- 1 in bed 2 in the car 3 at school 4 in the playground
5 in fast food restaurants 6 at the shops 7 in front of the TV A 9 hours B 40 minutes C 7 days, 14 hours
D 67 minutes F 50 hours

Exercise 4 1•05 page 101

Read out the questions, then play the video or audio for students to watch or listen and answer the questions. Check answers with the class. (If you are using the audio-only version, please see the audio script for names of speakers.)

ANSWERS

Renee likes seeing friends. Darius goes to school by bus.

Exercise 5 1•05 page 101

Allow students time to read the key phrases. Check that they understand them all. Play the video or audio again for students to complete them. Check answers with the class.

ANSWERS

1 on my phone 2 in front of screens 3 at the shops
4 in my room 5 in bed 6 on your homework 7 an hour
8 in bed

Exercise 6

Read through the questions with the class. Allow students time to prepare their answers individually. Put them into pairs to ask and answer the questions. Remind them to listen to their partner's answers. Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can complete the phrases individually and compare with another fast finisher. Alternatively, ask them to read some of their phrases to the class. Ask other students if the sentences are also true for them.

More practice

Materiały ćwiczeniowe page 4

Assessment

Five-minute test, Oxford Teachers' Club

Reading page 10

Aims

- Read comments and opinions, and understand the main ideas.
- Learn how to skim for gist.

THINK!

Read the question with the class and explain that it also includes time spent on tablets and phones.

Allow students a little time to add up how much time they spend in front of screens, then ask individual students the question and elicit a range of answers. Ask more questions to encourage students to say more, e.g. *What do you do on your computer / phone? When do you spend time on it?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the text and elicit that it is an online forum where people write comments and share ideas. Read through the study strategy with the class. Point out to students that when they are skimming a text, they shouldn't worry if there are words they don't understand. They should read quickly to the end and just focus on understanding the general idea of the text. Read out the question. Students then read the forum quickly to find the answer. You could set a time limit to encourage students to read quickly. Check answers with the class.

ANSWERS

To share information on how much screen time they have and what the rules regarding screen time are in their homes.

Exercise 2

Students use a dictionary to check the meaning of the blue words. Check that students understand the words and point out the different patterns: *let someone* + infinitive without *to* (*let my sister have a computer*) / *allow someone* + infinitive with *to* (*allow me to play*).

ANSWERS

1 let 2 don't allow 3 bans 4 doesn't allow

Exercise 3 Exam practice • Rozumienie tekstów pisanych 1•06

Allow students time to read through the questions, then play the audio. Check answers with the class.

ANSWERS

1 Typho's dad 2 Serzh98's parents 3 Sam15's mum
4 Maya's nan 5 Typho's parents 6 Messifan's mum

Optional activity: Reading

Write the following sentences on the board:

- 1 Typho's mum sometimes uses her phone in restaurants.
- 2 Sam15 would like to watch TV in her bedroom.
- 3 Typho doesn't often play video games.

Students decide if the sentences are true or false. Check answers with the class.

ANSWERS

1 false (She goes outside to use it.) 2 false (She doesn't want to watch TV in her bedroom.) 3 true

Exercise 4

Allow students time to prepare their answers to the questions individually. They then ask and answer them in pairs. Ask some students to report back on their partner's opinions.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 6

Language focus page 11

Aims

- Learn about the form, use and meaning of the present simple affirmative and negative.
- Write about habits and facts.

Warm-up (2–3 minutes)

Write these gapped sentences on the board: *My ___ dad phones. My mum ___ TVs in our rooms.* Refer students back to the text on page 10 to complete the sentences. (*My dad bans phones. My mum doesn't allow TVs in our rooms.*) Elicit that the verbs are in the present simple form.

Exercise 1

Students complete the sentences then check their answers in the text on page 10. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

1 studies 2 doesn't 3 don't 4 want 5 lives, watches

Exercise 2

Students complete the rules with the correct words then compare their answers in pairs. Check answers with the class.

ANSWERS

1 habits / routines, routines / habits 2 end 3 don't
4 doesn't

Language note

In the present simple affirmative, we add -s to most verbs in the *he / she / it* form: *He bans phones.*

Verbs that end in a consonant + -y change to -ies: *study – studies, carry – carries.* Verbs that end in a vowel + -y just add -s: *play – plays, stay – stays.*

Verbs that end in -sh or -tch add -es: *watch – watches, wash – washes.*

Exercise 3

Students write the correct words. Read through the information in the Remember! box with the class. Check answers with the class.

ANSWERS

1 doesn't 2 doesn't 3 studies 4 don't 5 watch
6 finish

Exercise 4

Model pronunciation of the three sounds in isolation, then play the audio for students to listen. Play the audio again, pausing for students to repeat individually and chorally.

Exercise 5

Play the audio, pausing after each verb for students to add it to the table. If necessary, play the audio again. Check answers with the class.

ANSWERS

/s/: lets, works

/z/: spends, lives, plays, allows, studies

/tʃ/: watches

Exercise 6

After checking answers with the class, ask students if they know anyone who plays video games too much.

ANSWERS

1 think 2 doesn't sleep 3 plays 4 watches 5 don't see
6 stays 7 doesn't go 8 speaks 9 don't know

Exercise 7

Read out the example sentences and elicit a few more examples. Students write their sentences individually then compare with a partner and guess which of their partner's sentences are false. Ask some students to read their sentences to the class.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their posts individually and compare with another fast finisher. Alternatively, ask them to read their posts to the class. Ask other students if they have the same rules in their house.

More practice

Materiały ćwiczeniowe page 4

Assessment

Five-minute test, Oxford Teachers' Club

Vocabulary and listening page 12

Aims

- Understand people when they talk about their hobbies.
- Learn vocabulary connected with free time activities.

THINK!

Read the question with the class and elicit responses from individual students. Ask more questions to encourage longer answers, e.g. *Where do you do this? Who with?*

ANSWERS

Students' own answers.

Exercise 1

Students complete the questionnaire with the correct verbs. With **weaker classes**, students could work in pairs. Play the audio for students to listen and check their answers. Check that students understand all the phrases.

ANSWERS

go, collect, make, draw, play, blog, bake, meet, go, go, do, go

Exercise 2

Read through the scoring system in the quiz and make sure students understand what they have to do. Students do the questionnaire then compare their answers with a partner. Ask some students what the quiz says about them, and ask if they agree.

ANSWERS

Students' own answers.

Exercise 3

Focus on the photos and elicit the two hobbies. Ask which hobby is relaxing and why. Play the audio. Students listen and check the answers.

ANSWERS

1 Abbie paints trainers. 2 Niall makes videos.
Abbie's hobby is relaxing.

Exercise 4 Exam practice • Rozumienie ze słuchu 1•10 page 101

Allow students time to read the questions. Play the audio again. Students listen and answer the questions. Check answers with the class.

ANSWERS

- 1 She buys them online.
- 2 Because it's a very relaxing hobby.
- 3 They like them.
- 4 Yes, he does.
- 5 They act in the videos.
- 6 He makes the videos two to three times a year.

Optional activity: Listening

Write these sentences on the board:

- 1 The trainers and paints don't cost much money.
- 2 Abbie always gives the trainers to friends.
- 3 Niall hasn't got a good camera.

Students decide from memory if the sentences are true or false. Ask them to correct the false sentences. Play the audio again for them to check their answers.

ANSWERS

- 1 true
- 2 false (She sometimes gives them to people.)
- 3 false (He has got a good camera.)

Exercise 5

Allow students time to prepare their answers individually then put them into pairs to discuss. Ask some pairs to tell the class what they agree about.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 5

Assessment

Five-minute test, Oxford Teachers' Club

Language focus page 13

Aims

- Learn about the form and use of the present simple question forms.
- Ask and answer questions about free time activities.

Warm-up (2–3 minutes)

Refer students back to the photos of Abbie and Niall on page 12. Ask: *What does Abbie do? Does Niall make videos?* Write the questions on the board and elicit the answers. Underline the verb forms and elicit that the questions are in the present simple.

Exercise 1

Students complete the questions and answers. Check answers with the class. Students then write the correct words to complete the rules. Check answers with the class. With **weaker classes**, read through the rules with the class and elicit the answers.

ANSWERS

1 do 2 don't 3 Does 4 does 5 doesn't

Rules: 1 do 2 does 3 do, don't, does, doesn't

Exercise 2

Read out the example and elicit another example from the class. Students complete the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

1 Do, make 2 Do, meet 3 Does, live 4 Do, collect
5 Does, stay 6 Do, talk

Exercise 3

Allow students time to prepare their answers to the questions. Students then ask and answer the questions in pairs. Ask some students to tell the class something they learned from their partner.

ANSWERS

Students' own answers.

Exercise 4 Exam practice • Znajomość funkcji językowych

Read out the example and elicit another example from the class. Students complete the questions with the words in the box. Check answers with the class and check that students understand all the question words.

ANSWERS

1 How often 2 Who 3 Where 4 When
5 What 6 Why

Exercise 5

Allow students time to prepare their answers to the questions. Students then ask and answer the questions in pairs. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Exercise 6

Ask two confident students to read out the example. Point out that we can use *Me, too!* to agree with someone. Allow students time to prepare ten questions individually. Ask some students to read their questions to the class. Correct any errors. Students work in pairs to ask and answer their questions.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually then ask and answer them with another fast finisher. Alternatively, ask them to read their questions to the class. Elicit answers from other students.

More practice

Materiały ćwiczeniowe page 5

Assessment

Five-minute test, Oxford Teachers' Club

Speaking page 14

Aim

Make and respond to suggestions.

THINK!

Read the question with the class and elicit responses from individual students. Encourage students to talk about their own opinions and experiences of their own town.

ANSWERS

Students' own answers.

Exercise 1 1•11

Students read the gapped dialogue and complete it with the key phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the question about Lisa and Jamie and elicit the answer.

ANSWERS

- 1 Shall we do something?
- 2 Why don't we go for a bike ride?
- 3 I don't feel like cycling
- 4 How about going into town?
- 5 That sounds like a good idea.
- 6 Let's finish our homework now

They decide to get the bus into town / go to a café in town.

Exercise 2

Students read the key phrases and categorize them. Check answers with the class and check that students understand all the key phrases.

ANSWERS

1 S 2 R 3 S 4 S 5 S 6 R

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4 1•12 Exam practice • Znajomość funkcji językowych

Students read the mini-dialogues and write the correct answers. Play the audio for them to listen and check their answers. Play the audio again and tell students to listen carefully to the pronunciation and intonation. Students then practise the mini-dialogues in pairs.

ANSWERS

- 1 Let's, want 2 Why don't we, sounds like 3 going, feel like 4 do

Exercise 5

Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Writing page 15

Aims

- Write about yourself using *and*, *also* and *too*.
- Write a profile for a web page.

THINK!

Ask the question to the class and elicit answers from individual students.

ANSWERS

Students' own answers.

Exercise 1

Students read the profile and find three things that Rachel likes, then compare their answers in pairs. Check the answers.

ANSWERS

meeting friends in town; horses; athletics; piano; watching music videos; funny programmes; listening to most music

Exercise 2

Students complete the key phrases with words from the profile. Check answers and check that students understand all the phrases. Remind them that we use the *-ing* form after verbs, such as *like*, *enjoy* and *prefer*.

ANSWERS

- 1 meeting friends in town / listening to most music
- 2 watching music videos
- 3 watching funny programmes on YouTube
- 4 listening to him
- 5 TV
- 6 video games
- 7 Justin Bieber
- 8 athletics

Exercise 3

Students write five true sentences about themselves using the key phrases. Encourage them to use some of the less familiar phrases (e.g. *I'm not really bothered about ...*), as well as verbs, such as *like* and *enjoy*. Students can compare their sentences in pairs. Ask some students to read some of their sentences to the class.

Language point: Linkers

Exercise 4

Elicit or explain that we use linkers to join ideas together. Check answers with the class, and elicit or explain that these three linkers are all used to link similar ideas. Point out that we can use *and* and *also* together in the same sentence (... *and I also like ...*). We can also use *and* and *too* in the same sentence (... *and I play the piano, too*). We can't use *also* and *too* in the same sentence.

ANSWERS

They're in affirmative sentences. *and* and *also* are in the middle of a sentence. *and* comes between two full clauses. *also* comes before a main verb (*I also like ...*) or after the verb *be* (*I'm also into ...*). *too* comes at the end of a phrase, and is preceded by a comma.

Exercise 5

Elicit the first missing linker as an example. Students complete the sentences with the correct linkers. Check the answers.

ANSWERS

1 and 2 and, too 3 also 4 and, too 5 and, also

Exercise 6 Exam practice • Wypowiedź pisemna

Read the task with the class. Students answer the questions and plan their text. Students write their profile using the headings in Rachel's profile. This can be set for homework. Remind students to check their grammar and spelling carefully.

More practice

Materiały ćwiczeniowe page 6

End-of-unit activities

Progress Review, Teacher's Resource Disk

* Vocabulary and grammar photocopyables,

Teacher's Resource Disk

** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

*** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

Speaking photocopyables, Teacher's Resource Disk

Review page 16

Vocabulary

Exercise 1

Students complete the lists with the correct words. With **weaker classes**, students can look back through the unit to help them. Check answers with the class.

ANSWERS

1 restaurant 2 collect 3 city 4 go online 5 write stories 6 in the park

Exercise 2 Exam practice • Znajomość środków językowych

ANSWERS

1 room 2 internet 3 videos 4 blogs 5 café 6 sports 7 go 8 listen

Language focus

Exercise 3

Students complete the sentences with the correct form of the verbs. Check answers with the class.

ANSWERS

1 collects 2 don't go 3 don't meet 4 doesn't go 5 listen to 6 watch

Exercise 4

Students write the questions then write answers that are true for them. Put students into pairs to compare and then ask and answer the questions. Check answers with the class.

ANSWERS

- 1 Do you like the countryside?
 - 2 Do your friends write blogs?
 - 3 Does your teacher use videos in class?
 - 4 Do you play an instrument?
 - 5 Do your friends live in town?
 - 6 Do you and your friends spend a lot of time at the shops?
- Students' own answers.

Exercise 5 Exam practice • Znajomość funkcji językowych

Students complete the questions with the correct question words. Check answers with the class.

ANSWERS

- 1 When 2 How often 3 Who 4 Where 5 Why
- 6 What time / When

Speaking

Exercise 6

Students complete the dialogue with the correct words and phrases. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

- 1 Let's 2 Shall 3 sounds 4 How 5 feel 6 don't we

Listening

Exercise 7 1•13 page 101

Allow students time to read the sentences. Play the audio for students to listen and decide if the sentences are true or false. In **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

ANSWERS

- 1 true 2 true 3 false (She's got 50 or 60.) 4 false (She reads in bed.) 5 false (She always buys her friends books.) 6 false (She buys a book every month.)

Optional activity: Consolidation

Put students into pairs and tell them they are going to interview two of their classmates about how they spend their time. Ask them to prepare six questions to ask their classmates. Tell them they must use vocabulary from pages 8 and 12, and their questions should be in the present simple. Monitor and help and ask some students to read their questions to the class. Correct any errors.

Put pairs together into groups of four. They take turns to interview each other using their questions. Tell students that when they answer the questions they should give detailed answers and use some of the key phrases from page 15. You could write these on the board for students to refer to. Encourage them to use linkers, e.g. *(Ana) likes reading and she also enjoys watching films.*

Assessment

Tests, Oxford Teachers' Club

Puzzles and games page 17

Exercise 1

Divide the class into three teams. Students work in their teams to say where each person is, using *at*, *in* and *on*, and find the four pictures which use the same preposition. You could do it as a race to make it fun. Check answers with the class.

ANSWERS

1 at home 2 on the beach 3 on the bus 4 in the playground 5 at school 6 in bed 7 at the shops 8 in the car 9 on the sofa 10 in the park

The four pictures that use the same preposition are: 4, 6, 8, and 10.

Exercise 2

Read out the instructions. Put students into pairs to choose a famous person and write five clues.

Put pairs together into groups of four. Pairs take it in turns to read their clues to each other and guess the famous people. Tell students they can have one guess after each clue. The first pair to guess the famous person correctly in each group wins.

ANSWERS

Students' own answers.

Exercise 3

Students find nine more free time activities.

ANSWERS

meet friends, go dancing, listen to music, do sport, bake cakes, write stories, paint a picture, go online, watch TV

Exercise 4

Divide the class into two teams (or more if you have a large class). Students work in their teams to write their sentences.

Ask teams in turn to read out one of their sentences. The other team or teams decide if the sentence is correct, with you acting as the final judge. Award a point for each correct sentence. See which team has the most points at the end.

ANSWERS

Students' own answers.

Exercise 5

Students work in pairs to find the question words and complete the questions. You could do this as a race, to make it more fun.

ANSWERS

AHOWMANYOPWHATSTUEHQBHOW
OFTENETRWHEREENAGWHENWHOT

1 What 2 How often 3 Where 4 When 5 Who

Skills Trainer Repetytorium pages 18 and 19

Tematy

- Życie prywatne

Aims

- To revise the vocabulary and language from Unit 1.
- To provide practice of exam-type tasks and skills.

Warm-up (2 minutes)

With books closed, ask students to make a list of the things that they can do on their own, for example, go to the cinema, use public transport, go out in the evening, etc.

Exercise 1

Check that students understand *the right age to do something*. Allow students time to discuss the questions.

Exercise 2

Allow students time to find and write down the key words in the task in exercise 3. Check that students understand *I'm allowed, I'm not allowed, don't allow*.

POSSIBLE ANSWERS

four people
the right age to do certain things
ask the other parents / kids I go out with
use public transport
tell parents / where they go
don't allow me / go out / weekend
not allowed / use public transport

Exercise 3 1.14 page 101 Exam • Rozumienie ze słuchu

ANSWERS

1 b 2 c 3 e 4 a

Exercise 4

ANSWERS

1 b 2 c 3 d 4 a

Exercise 5 Exam • Rozumienie tekstów pisanych

ANSWERS

1 a 2 b 3 c 4 c

Exercise 6

ANSWERS

- 1 My aunt's house. (possessive 's)
- 2 ... have you got? (questions with *have got*)
- 3 ... in the countryside. (prepositions / fixed phrases)
- 4 ... are there in your school? (questions with *there are*)

Exercise 7 Exam • Znajomość środków językowych

ANSWERS

1 I don't mind / I have nothing against 2 doing your homework 3 my parents' car 4 are there 5 me and my sister

Exercise 8

ANSWER

c

Exercise 9 1.15 page 101 Exam • Znajomość funkcji językowych

ANSWERS

1 b 2 d 3 a 4 c

Progress check

Allow students time to read through the questions and choose the answers that best describe how they feel about their progress. If they need more practice in a particular area, ask them to go back to those exercises in the Student's Book.

More practice Workbook page 7

Unit summary

Communication

- I can ...
- talk about how I communicate.
- identify the main topics in an article.
- describe what's happening in a picture.
- understand and use telephone language.
- write about what's happening now and what happens regularly.
- make plans with friends.
- use *but* and *however* to contrast results.

Vocabulary

Core vocabulary:

Communication: *have face-to-face conversations, send a text message, send an email, send a letter or a card, call someone from a mobile phone, call someone from a landline, use instant messaging, use video chat, use symbols like emoticons and emojis in messages, post messages on social media*

On the phone: *be engaged/busy, call back, dial a number, download a ringtone, hang up, leave a voicemail, put on speakerphone, send a text message*

Language focus

- Present continuous: affirmative and negative
- Present continuous: questions
- Present simple and present continuous

Options

- Extra listening and speaking (page 105)
- Culture (page 117)
- Project (page 124)

Skills Trainer Repetitorium

Tematy:

- Człowiek
- Życie prywatne
- Nauka i technika

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Wypowiedź pisemna

Skills Trainer Repetitorium (Materiały ćwiczeniowe)

Tematy:

- Człowiek
- Życie prywatne
- Nauka i technika

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Znajomość środków językowych
- Wypowiedź pisemna

Vocabulary page 20

Aims

- Learn vocabulary connected to communication.
- Talk about how you communicate.

THINK!

Put students into pairs to name five different ways of communicating. Refer them to the photos for ideas, and allow them to use their dictionaries to help. You could set a time limit for this, to make it competitive. Bring students' ideas together on the board and check that students understand all the words. Alternatively, brainstorm five different ways of communicating with the whole class.

ANSWERS

Students' own answers.

Exercise 1 1•16

Students match the blue words with the photos. With **weaker classes**, students could work in pairs for this. With **stronger classes**, students could do it as a race. Play the audio for students to check their answers. Play the audio again, pausing after words with difficult pronunciations for students to repeat, e.g. *symbols, emojis, social media*.

ANSWERS

1 I 2 E 3 F 4 C 5 B 6 A
7 G 8 D 9 H 10 J

Exercise 2

Read through the survey with the class and check that students understand everything, including the frequency adverbs at the bottom. Students do the survey individually then compare their answers in pairs. Ask some pairs to tell the class which of their answers are the same and which are very different. Discuss as a class which are the most popular means of communication in the class and why. Encourage as many students as possible to join in, talk about their own experiences and express their opinions.

Background

Emoticons are symbols which are used in emails and text messages to represent emotions. The first emoticons used punctuation marks, but actual faces soon became more popular, e.g. ☺ and ☹. Emojis are more sophisticated emoticons that are used in text messaging to represent a range of different things, from facial expressions to types of weather, etc. The first emojis were created in Japan in 1999. Students will learn more about emojis on page 22.

Exercise 3

Read through the fact file with the class and elicit what the figures mean (e.g. young people only spend 3% of their communication time using their voices, whereas adults spend 20% of their communication time speaking). Read out the first gapped sentence and elicit the correct words to complete it (*much more*). Students then complete the remaining sentences. With **weaker classes**, students could work in pairs for this. With

stronger classes, students could write one more sentence based on the information in the fact file. Check answers with the class and check that students understand all the words in the box.

ANSWERS

- 1 much more 2 much less
3 hardly any 4 most

Optional activity: Vocabulary

Put students into small groups and ask them to cover the communication survey on page 20. One student in each group can look at their copy of the survey and act as judge. The other students take it in turns to point to one of the photos and say the correct word. If they are correct, the judge awards them a point and this photo is now out of the game. If they are not correct, the judge tells them they are incorrect, but doesn't give away the correct word. Students continue until they have named all the forms of communication. The student with the most points in each group is the winner.

ANSWERS

Students' own answers.

Exercise 4 1-17 page 101

Read out the question, then play the video or audio for students to watch or listen and answer the question. Check the answer with the class. (If you're using the audio-only version, please see the audio script for names of speakers.)

ANSWER

Speaker 1.

Optional activity: Video / Listening

Write the following questions on the board:

Who ...

- usually uses instant messaging?
- spends a lot of time on the phone?
- is not surprised at the facts about emails?
- doesn't often have face-to-face conversations with friends?

Students work in pairs to answer the questions from memory. Play the video or audio again for students to check their answers.

ANSWERS

- 1 Rebecca and Harry 2 Steve
3 Rebecca and Harry 4 Steve

Exercise 5 1-17 page 101

Allow students time to read the key phrases. Check that they understand them all. You could ask them to translate the phrases into their own language, to check understanding. Play the video or audio again for students to write the key phrases in the order they hear them. Point out that not all the key phrases are used, but they should note down the ones they hear. Check answers with the class.

ANSWERS

- 1 b 2 a 3 d 4 g (I'm not surprised.) 5 g (Neither am I.)
6 f (I'm surprised!) 7 b 8 f (Me, too.) 9 d
10 f (I'm surprised!)

Exercise 6

Read through the questions with the class. Allow students time to prepare their answers individually. Put them into pairs to ask and answer the questions. Remind them to listen to their partner's answers. Ask some students to tell the class something about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their paragraph individually and compare with another fast finisher. Alternatively, ask some fast finishers to read their paragraphs to the class. Ask other students which parts of the paragraph are true for their families.

More practice

Materiały ćwiczeniowe page 8

Assessment

Five-minute test, Oxford Teachers' Club

Reading page 22

Aim

Identify the main topics in an article.

THINK!

Read the question with the class and discuss with the students why people use emoticons and when they are used.

ANSWERS

Students' own answers.

Exercise 1 Exam practice • Rozumienie tekstów pisanych

Allow students time to read through the sentences first. Tell them to look at reference words, like *this*, *they*, *it*, etc.

Elicit answers from the class.

ANSWERS

- 1 c
2 a
3 d

Exercise 2 1-18

Ask students to read the article quickly to identify the main topics and write them in order. Point out to students that they don't need to understand all the details of the article at this stage, but they just need to identify the main topics. Check answers with the class.

ANSWERS

- 1 A 2 C 3 E 4 D

Exercise 3

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first, then check in a dictionary. Check that students understand all the words.

ANSWERS

- 1 creative
- 2 funny
- 3 colourful
- 4 useful
- 5 international

Optional activity: Reading

Write the following questions on the board:

- 1 Who made the first emojis?
- 2 Where can you find emojis?
- 3 In what way are emojis more international now?
- 4 Why do we love emojis?

Students work in pairs to read the article again and answer the questions. Check answers with the class.

ANSWERS

- 1 Shigetaka Kurita
- 2 on T-shirts, posters, videos, in stories and songs
- 3 They show different skin colours.
- 4 We love them because they are fun.

Exercise 4

Allow students time to prepare their answers to the questions individually. They then discuss the questions in pairs. Ask some students to report back on their partner's opinions. If you have time at the end of the lesson, you could put students into pairs and ask them to design their own emoji. Students could then present their emojis to each other in small groups and explain when they would use it. Each group could choose one emoji to present to the class. The class could vote for their favourite overall.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 10

Language focus page 23**Aims**

- Learn the form, meaning and use of the present continuous affirmative and negative forms.
- Describe what is happening in a picture.

Warm-up

Write on the board: *Anna* ____ *on the sofa*. Refer students back to the text on page 22 to find the missing verb (*is sitting*). Complete the sentence on the board and underline the verb. Ask: *Is the verb in the present simple?* (no) Elicit that it is in the present continuous.

Exercise 1

Students complete the sentences with the correct words, then check their answers in the text on page 22. With **weaker classes**, students could work in pairs for this. Check answers, then ask students to read the rules and choose the correct words to complete them. Check answers with the class. With **weaker classes**, read out the rules and elicit the correct answers from the class.

ANSWERS

- 1 is sending
- 2 isn't using
- 3 are becoming
- 4 aren't speaking

Rules:

- 1 things happening now
- 2 *be, -ing*
- 3 *be, have* (possession)

Language note

In the present continuous affirmative, we use the *-ing* form of the verb: *He's eating*. (NOT *He's eat* or *He's eats*.)

We also need to use the correct form of *be*: *I'm eating*. (NOT *Ieating*.)

In the negative form, we use *'m not, isn't, aren't + -ing*: *He isn't eating*. (NOT *He doesn't eating*.)

Exercise 2

Read through the study strategy with the class. Give an example of a verb ending in *-e* (*write*), and one ending in a short vowel and a consonant (*sit*). Refer students back to the text on page 22 to find how they are spelled in the *-ing* form. Elicit the answers to the questions.

Elicit other verbs that end in *-e* and elicit the *-ing* form (e.g. *give – giving, have – having*) and elicit other verbs that end in a short vowel and a consonant (e.g. *run – running, chat – chatting*).

Students write the *-ing* form of the verbs and check their answers in the text. Check answers with the class.

ANSWERS

Study strategy: You delete the *-e* before you add *-ing*.

We repeat the final consonant before we add *-ing*.

- 1 becoming
- 2 having
- 3 sending
- 4 speaking
- 5 sitting
- 6 writing

Exercise 3

Read out the first gapped sentence and elicit the missing verb. Students complete the sentences with the correct verb forms. Check answers with the class.

ANSWERS

- 1 are sitting
- 2 is having
- 3 is saying
- 4 isn't listening
- 5 is sleeping
- 6 is pointing

Exercise 4

Read out the example sentences and elicit one or two more examples. Students work individually to write sentences. Ask some students to read their sentences to the class. Don't confirm if they are true or false, but correct any errors.

Exercise 5

Students work in pairs to read their sentences to each other and decide if they are true or false. As feedback, ask who guessed correctly if all their partner's sentences were true or false.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can prepare their descriptions individually then work in pairs to describe the pictures to each other. Alternatively, ask them to read their descriptions to the class, saying which unit the picture is in, but not which page it is on. Other students try to identify the pictures.

More practice

Materiały ćwiczeniowe page 8

Assessment

Five-minute test, Oxford Teachers' Club

Vocabulary and listening page 24

Aim

Understand and use telephone messages.

THINK!

Put students into pairs to ask and answer the questions. Encourage them to ask more questions to find out more information, e.g. *How often do you phone / text? What do you talk about?* Ask some students to tell the class what they learned about their partner.

ANSWERS

Students' own answers.

Exercise 1 1-19 page 101

Allow students time to read through the phrases. Play the first extract and elicit which phrase it matches (C). Play the rest of the audio. Students listen and match the extracts with the phrases. Allow students to compare their answers in pairs, then play the audio again for them to check their answers. Check answers with the class and check that students understand all the phrases.

ANSWERS

2 E 3 B 4 G 5 H 6 D 7 F 8 A

Exercise 2 1-20

Students match the sentence halves. Allow them to compare their answers in pairs then play the audio. Students listen and check their answers. Check answers with the class.

ANSWERS

2 b 3 e 4 c 5 a 6 f

Exercise 3 1-21 page 101

Play the audio. Students listen and match the pictures with the conversations. Check answers with the class.

ANSWERS

1 B 2 C 3 A

Exercise 4 1-21 page 101 Exam practice:

Rozumienie ze słuchu

Allow students time to read the questions. Play the audio again. Students listen and answer the questions. Check answers with the class. With **stronger classes**, students could answer the questions from memory then listen again to check.

ANSWERS

- 1 In the park (with friends)
- 2 She wants him to do his homework.
- 3 Because Janet is using Susan's phone.
- 4 He doesn't have much credit.
- 5 Anthony Frizzell
- 6 In a bank

Exercise 5 1-21 page 101

Play the audio again. Students listen and note down who says each phrase from exercise 2. Check answers with the class.

ANSWERS

- 1 Anthony
- 2 Andrew's grandmother
- 3 David's mum
- 4 David
- 5 Janet
- 6 Keith

Exercise 6

Allow students time to read the situations and think about their answers. Put them into pairs to explain their answers and give reasons.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 9

Assessment

Five-minute test, Oxford Teachers' Club

Language focus page 25

Aims

- Learn about the form, meaning and use of the present continuous question form.
- Learn about the differences between the present simple and the present continuous.
- Write about what is happening now and what happens regularly.

Warm-up

Refer students back to the pictures in exercise 3 on page 24. Ask one or two questions, e.g. *Who is Anthony talking to? What is David doing?* Elicit the answers, then write the questions on the board. Elicit that they are in the present continuous and we use this to talk about things that are happening now.

Present continuous: questions

Exercise 1

Students match the questions with the answers and choose the correct words to complete the rules. Check answers with the class. With **weaker classes**, ask students to do the matching task, then read out the rules and elicit the answers.

ANSWERS

1 d 2 c 3 b 4 a

Rules: 1 *be* 2 *be*

Exercise 2 1-22

Play the audio for students to listen to which words are stressed. Play the audio again, pausing for students to repeat individually and chorally. Put students into pairs to ask and answer the questions. Remind them to think about the word stress as they practise.

Exercise 3

Students order the words to make questions. Check answers with the class, then put students into pairs to ask and answer the questions. Ask some questions to the class and elicit answers.

ANSWERS

- 1 Are you listening to your teacher?
 - 2 What is your teacher doing?
 - 3 Is the person next to you speaking?
 - 4 Are you sitting near a window?
 - 5 Are the people in your class talking a lot?
- Students' own answers.

Exercise 4

Read out the examples, then ask students to complete the rules with the correct words. Check answers with the class.

ANSWERS

- 1 continuous
- 2 simple

Language note

We often use adverbs of frequency with the present simple: *I often send emails.* We use phrases, such as *at the moment* and *right now* with the present continuous.

Present simple and present continuous

Exercise 5

Students complete the interview with the correct verb forms. Point out to students that they can use clues in the text to help them choose the correct verb form. Check answers with the class.

ANSWERS

- 1 are you studying
- 2 am working
- 3 are studying
- 4 are you doing
- 5 are listening
- 6 make
- 7 Are they playing
- 8 play

Exercise 6

Elicit or give one or two examples, e.g. *How often do you call your parents? What is your brother doing at the moment?* Allow students time to write their questions individually. Students work in pairs to ask and answer their questions. Remind students to listen carefully to their partner.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions individually then ask and answer them with another fast finisher. Alternatively, ask them to read their questions to the class. Elicit answers from other students.

More practice

Materiały ćwiczeniowe page 9

Assessment

Five-minute test, Oxford Teachers' Club

Speaking page 26

Aim

Make plans over the phone.

THINK!

Read the question with the class and elicit responses from individual students. Encourage students to talk about their own opinions and experiences.

ANSWERS

Students' own answers.

Exercise 1 1-23

Students read the gapped dialogue and complete it with the phrases in the box. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Anna and Mike and elicit the answers.

ANSWERS

- 1 at home
 - 2 having coffee
 - 3 cinema
 - 4 are you doing
 - 5 cousin
 - 6 film
 - 7 bus
- Mike wants to go to the cinema.
Anna is waiting to Skype her cousin in Canada.

Exercise 2 1-23

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to remember who said them, and which phrases aren't used. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

Mike: We're thinking of going to the cinema. / Are you interested? / Text me when you're on the bus.

Anna: I can't right now. / I can make it at four.

Not used: I can't make it. / I'm not sure. / Nothing special.

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4 1-24

Students read the dialogue and put it in the correct order. Play the audio for them to listen and check their answers. Play the audio again and tell students to listen carefully to the pronunciation and intonation. Students then practise the dialogue in pairs.

ANSWERS

- 1 A We're thinking of playing football. Are you interested?
- 2 B I can't right now. Maybe later.
- 3 A Why? What are you doing?
- 4 B Nothing special. I'm doing my homework.
- 5 A Oh, right. Text me later when you're free, OK?
- 6 B OK then. Bye.
- 7 A Bye.

Exercise 5 Exam practice • Znajomość funkcji językowych

Students read the situations and, working in pairs, choose the correct answers.

ANSWERS

1 b 2 c 3 a

Exercise 6

Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

Writing page 27

Aims

- Use *but* and *however* to contrast results.
- Write a report on a survey.

THINK!

Ask the questions to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Who are your favourite singers? Which songs do you find easy to understand in English?*

ANSWERS

Students' own answers.

Exercise 1

Read out the Communication survey questions and explain that when you do a survey you often write a report with the results. Students read the report and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

There are 13 people in the class. Only a few people watch TV programmes in another language.

Exercise 2

Point out the person icons next to the key phrases, are to indicate how many people each phrase refers to. Students complete the key phrases with words from the report. Check answers and check that students understand all the phrases.

ANSWERS

1 in the 2 of the class 3 of the people 4 Less 5 few 6 Nobody

Language point: Contrasting ideas

Exercise 3

Students find the examples of the two words and answer the question. Check answers with the class and elicit or explain that these linkers are used to link contrasting ideas. Point out that *but* is preceded by a comma (e.g. *Everybody listens to English songs, but only a few people watch TV programmes*). *However* is followed by a comma (e.g. *However, less than half post comments*).

ANSWERS

However comes at the beginning of a sentence; *but* comes in the middle of a sentence.

Exercise 4

Students match the sentence halves. Check answers with the class. With **stronger classes**, students could write their own alternative endings for the sentences.

ANSWERS

1 d 2 a 3 b 4 c

Exercise 5

Read the task with the class, then copy the following table onto the board:

	yes	no
learning second language?		
speak more than two languages?		
speak English outside class?		
visit websites in another language?		
listen to English songs?		
watch films / TV programmes in another language?		

Ask each of the survey questions in turn and complete the numbers of students in the yes / no columns. Ask students to copy the table and results. Students write their report. This can be set for homework. Remind students to use some of the key phrases, and *but* and *however*. Remind them to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 10

End-of-unit activities

Progress Review, Teachers' Resource Disk

Cumulative Review, Materiały ćwiczeniowe page 36

* **Vocabulary and grammar photocopyables,**

Teacher's Resource Disk

** **Vocabulary and grammar photocopyables,**

Teacher's Resource Disk

*** **Vocabulary and grammar photocopyables,**

Teacher's Resource Disk

Speaking photocopyable, Teacher's Resource Disk

Review page 28

Vocabulary

Exercise 1

Students choose the odd word out in each group. With **weaker classes**, students can look back through the unit to help them. Check answers with the class and discuss why each word is the odd one out.

ANSWERS

- 1 conversation (the others are written)
- 2 letter (the others relate to text messages)
- 3 wrong number (it's a noun, the others are verbs)
- 4 landline (the others relate to mobile phones)
- 5 call back (it's a verb, the others are nouns)
- 6 video chat (the others are things you can send)

Exercise 2

Students choose the correct verbs in the sentences. Check the answers and check that students understand all the verbs.

ANSWERS

1 hang 2 top 3 call 4 speak 5 downloading

Language focus

Exercise 3

Students complete the sentences with the correct form of the verbs. Check answers with the class.

ANSWERS

1 is writing 2 isn't making 3 is sending 4 is downloading 5 aren't having 6 is ringing; aren't answering

Exercise 4

Students write the questions, then write short answers based on the picture in exercise 3. Put students into pairs to compare their answers. Check the answers.

ANSWERS

1 Is Mum writing a letter? – No, she isn't.
2 Are the children having dinner? – No, they aren't.
3 Is the daughter making dinner? – Yes, she is.
4 Are Mum and Dad watching TV? – No, they aren't.
5 Is the dog answering the phone? – No, it isn't.

Exercise 5

Students complete the sentences with the correct form of the verbs. Check answers.

ANSWERS

1 downloads, doesn't listen to
2 Are ... watching, 'm not enjoying
3 get, 'm standing
4 is calling, phones

Speaking

Exercise 6

Students complete the dialogue with the correct words and phrases. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

1 thinking 2 make it 3 What 4 you doing 5 Nothing special 6 text

Listening

Exercise 7 1•25 page 101

Play the audio for students to listen and decide if the sentences are true or false. In **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

ANSWERS

1 false. (She's speaking on her mobile.)
2 false. (He's talking to his best friend.)
3 true

4 false. (She wants Daisy to phone her back because she's running out of credit.)

5 true

6 false. (Ellen wants Daisy to call her back now.)

Optional activity: Consolidation

Refer students back to the picture in exercise 3. Ask them to imagine a similar picture with them and their family members, but they are the person writing an email to an uncle or aunt. Ask students to write the email. Tell them they should describe what the members of their family are doing and say which forms of communication they and their family use.

Tell students they should use vocabulary from page 20 and verbs in the present simple and present continuous. Tell them they should link sentences using *but* and *however*.

Assessment

Tests, Oxford Teachers' Club

Puzzles and games page 29

Exercise 1

Put students into groups of three. Each group has one minute to write down as many words connected to communication as they can. The group that writes the most words wins.

ANSWERS

Students' own answers.

Exercise 2

Divide the class into three teams (or more if you have a large class). Teams race to order the words to make present continuous sentences. Award three points to the team that finishes first, and one point for each correct sentence. See which team has the most points overall.

ANSWERS

1 Our maths teacher isn't feeling very well today.
2 Jake and his brother are playing football in the park.
3 His phone's ringing, but he isn't answering.
4 My grandparents aren't living with us now.
5 I'm afraid my landline isn't working at the moment.

Exercise 3

Students use the code to write the verbs. They could work in pairs for this, and you could do it as a race. Check answers with the class.

As an extension, students could write a sentence using each of the verbs.

ANSWERS

1 send 2 top up 3 download 4 hang up 5 put
6 speak up 7 leave

Exercise 4

Students work in pairs and follow the instructions. Tell them the aim is to name all the people in the picture as quickly as possible by asking questions to identify them.

ANSWERS

Students' own answers.

Exercise 5

Students work in groups of four to say sentences about each other, using the present simple and present continuous. With **stronger classes**, to make it more challenging, you could specify that once a verb has been used by someone in the group, it cannot be reused, so students need to think of a different verb to use each time.

Monitor while students are working and correct any typical errors in a feedback session at the end.

ANSWERS

Students' own answers.

Skills Trainer Repetytorium pages 30 and 31

Tematy

- Człowiek
- Życie prywatne
- Nauka i technika

Aims

- To revise the vocabulary and language from Unit 2.
- To provide practice of exam-type tasks and skills.

Warm-up (2 minutes)

With books closed, ask students to make a list of the different ways that people communicate. How many ways from the unit can they remember? Elicit some answers from the class and write them on the board.

Exercise 1

Allow students time to discuss the question. Ask some students to share their ideas with the class.

Exercise 2 1-26 page 101

Read the tip with the class. If necessary, play the recording twice.

ANSWER

b

Exercise 3 1-27 page 101 Exam • Rozumienie ze słuchu

ANSWERS

1 b 2 c 3 c 4 a 5 c

Exercise 4

Read the tip with the class.

Exercise 5 Exam • Rozumienie tekstów pisanych

Remind students that one of the texts matches two questions.

ANSWERS

1 Text C 2 Text B 3 Text B 4 Text A

Exercise 6

Read the tip with the class. Remind students that they need to find two incorrect answers.

ANSWERS

- 1 incorrect (*we say post something on social media*)
- 3 incorrect (*face-to-face conversation* is the fixed phrase)

Exercise 7 Exam • Znajomość środków językowych

ANSWERS

1 send 2 online 3 social

Optional activity: Vocabulary (dictionary work)

Write the following words on the board: *instant, social*. Ask students to find these words in a dictionary and write examples of words that they go with (collocations).

POSSIBLE ANSWERS

instant coffee, instant soup, instant success, etc.
social life, social skills, social work, etc.

Exercise 8

Read the tip with the class. Ask students to read the task in exercise 9 and answer the questions in the tip. Elicit answers from the class.

ANSWERS

- 1 Email
- 2 My friend in England.
- 3 how I spend my time with my family / suggest that my friend takes part in a family bike ride / ask him / her to send me a text message when he gets to the airport
- 4 50 to 100 words

Exercise 9 Exam • Wypowiedź pisemna

If necessary, ask students to go back to page 14 in the Student's Book to revise language for making suggestions.

ANSWERS

Students' own answers.

Progress check

Allow students time to read through the questions and choose the answers that best describe how they feel about their progress. If they need more practice in a particular area, ask them to go back to those exercises in the Student's Book.

More practice

Materiały ćwiczeniowe page 11

Unit summary

Communication

I can ...

express what I like and don't like.

use photos to help me understand a text.

write about significant events in the past.

describe a journey.

describe recent past events in my personal life.

give my opinion on past events.

order events in the past using sequencing words.

Vocabulary

Core vocabulary:

People and places: *boring, exciting, dead, alive, poor, rich, scary, relaxing, awful, brave*

Common verbs: *come, eat, explore, feel, find, get, give, go, have, help, leave, look, meet, see, stay, take, travel, visit, watch*

Language focus

was, were

there was, there were

Past simple affirmative, negative and questions

Regular and irregular verbs

Options

Extra listening and speaking (page 106)

Curriculum extra (page 113)

Culture (p118)

Skills Trainer Repetytorium

Tematy:

- Kultura
- Podróżowanie i turystyka

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Znajomość funkcji językowych

Skills Trainer Repetytorium (Materiały ćwiczeniowe)

Tematy:

- Kultura
- Podróżowanie i turystyka
- Człowiek
- Życie społeczne

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Znajomość funkcji językowych

Vocabulary page 32

Aims

- Express what you like and don't like.
- Learn vocabulary for describing people and places.

THINK!

Read the questions with the class and elicit the answers. Briefly review how to say years from different centuries by writing a selection of dates on the board, e.g. *1865, 1288, 1601, 1912*. Elicit how to say them in English and discuss whether this is the same or different in the students' own language.

ANSWERS

There are 100 years in a century and 1,000 years in a millennium.

Exercise 1

Focus on the text and elicit that it is a timeline (a way of showing historical events in order). Pre-teach *slave, astronomer, human sacrifice* and *VIP* (very important person). Also teach the verbs *die, invent* and *invade*. Students work in pairs to read the text and complete it. Check answers with class. Ask which of the people in the text students know about.

ANSWERS

A 17th century B 20th century C 18th century D 15th century E 14th century

Exercise 2 1-28

Students choose the correct adjectives to complete the text. They can use their dictionaries to help them. Allow students time to compare their answers in pairs, then play the audio for them to listen and check their answers. Check answers with the class and check that students understand all the adjectives.

ANSWERS

1 exciting 2 rich 3 dead 4 scary 5 brave 6 useless
7 brilliant 8 cruel 9 popular 10 enormous

Exercise 3

Brainstorm some ideas of people, places and events that students know, e.g. Christopher Columbus arriving in America, Hitler being defeated in the Second World War, Nelson Mandela becoming the President of South Africa. Put students into pairs to copy the table and make notes using adjectives from the text. Put pairs together into groups of four to compare their notes and choose one event to tell the class about. Invite groups in turn to tell the class about an event. Ask other groups to listen for adjectives from the timeline.

ANSWERS

Students' own answers.

Exercise 4

Focus on the *People from the past* text and check students understand that these are based on fictional interviews with people from the past. Read out the first quote and elicit the adjective from the timeline (*cruel*). Students read the rest of the text and find four more adjectives. Check answers with the class.

ANSWERS

1 cruel 2 enormous 3 exciting 4 terrible 5 useful

Optional activity: Vocabulary

Say: *I don't like England. The English are horrible! I want to defeat their army.* Elicit which person from the text is speaking (Joan of Arc). Put students into pairs and ask them to write another quote from the past, said by someone in the text (including the parts A–E). Tell them their quote must include one of the adjectives from the text. Ask pairs in turn to read their quotes to the class. Other students can guess who is speaking.

Exercise 5 1-29 page 101

Point out the five questions in the *People from the past* text. Play the video or audio for students to watch or listen and decide which question each person is answering. Check answers with the class. (If you're using the audio-only version, please see the audio script for names of speakers.)

ANSWERS

- 1 a person who you admire
- 2 the place where you live
- 3 your favourite invention
- 4 a game or activity you like
- 5 something you really don't like

Exercise 6 1-29 page 101

Allow students time to read the key phrases. Play the video or audio again for them to complete the phrases. Check answers with the class and check that students understand all the phrases. Ask which of the completed phrases are true for them.

ANSWERS

- 1 my bike
- 2 getting up early in the mornings
- 3 living here
- 4 Lewis Hamilton
- 5 tennis

Optional activity: Key phrases

Ask students to read the *People from the past* text again and find more examples of the key phrases. Check answers and check that students understand *I don't mind it*.

ANSWERS

- 1 I don't mind it.
- 2 I really admire Joan of Arc.
- 3 I'm really into writing plays.
- 4 I really don't like losing battles.
- 5 I really love the telescope.

Exercise 7

Allow students time to prepare their answers individually. Remind them to use some of the key phrases. Put them into pairs to ask and answer the interview questions. Remind them to ask 'Why?' to learn more information. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can do the writing individually and compare with another fast finisher. Alternatively, ask some fast finishers to read what they have written to the class. Ask other students what else they know about the events.

More practice

Materiały ćwiczeniowe page 12

Assessment

Five-minute test, Oxford Teachers' Club

Reading page 34

Aim

Use photos to help you understand a text.

THINK!

Read the sentence with the class and elicit some ideas for exciting and boring places for a school visit. Encourage as many students as possible to join in and encourage them to give reasons for their answers. Alternatively, put students into pairs to brainstorm ideas, then ask pairs to report back to the class, giving reasons for their answers.

ANSWERS

Students' own answers.

Exercise 1

Focus on the photos and elicit what they show (shoes, dinosaur bones, a car). Explain to students that taking time to look at photos before they read a text can help them to predict what they will read and can help them understand the text better. Put students into pairs to look at the photos and answer the questions. Elicit some possible answers from the class, then ask students to read the reports and check their answers. Check answers with the class.

ANSWERS

- 1 shoes, dinosaur bones, cars
- 2 Shoes from 1920 and the 19th century, dinosaur bones from 150 million years ago, a car from 1964
- 3 Students' own answers.

Background

The Victoria and Albert Museum in London was opened in 1852 and named after Queen Victoria and her husband, Prince Albert. It houses one of the largest collections in the world of decorative arts, including clothing, jewellery, ceramics, glass and furniture.

The Natural History Museum of London, opened in 1881, contains over 80 million specimens from the natural world, including stuffed animals, rock samples and dinosaur skeletons.

The National Motor Museum is in the village of Beaulieu in the south of England. It has over 250 vehicles and has regular exhibitions, including an exhibition of James Bond cars in 2012.

Exercise 2 1-30

Allow students time to read the gapped sentences, then play the audio. Students read and listen and complete the sentences. Check answers with the class.

ANSWERS

- 1 shoes, 90
- 2 small
- 3 café, Natural History Museum
- 4 Diplodocus, Tyrannosaurus Rex
- 5 farm
- 6 Bluebird, Motor

Exercise 3

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Optional activity: Reading

Write these sentences on the board:

- 1 May thinks the shoes from China were fun to wear.
- 2 The Tyrannosaurus Rex was 15 metres long.
- 3 The food at the farm wasn't very nice.
- 4 Bluebird was quite a small car.

Students work in pairs to read the reports again and decide if the sentences are true or false.

ANSWERS

- 1 false (She thinks they were uncomfortable.)
- 2 false (Its teeth were 15 cm long.)
- 3 true
- 4 false (It was very big.)

Exercise 4

Allow students time to prepare their answers individually. They then discuss the question in pairs. Ask some students to tell the class about museums that they and their partner think are interesting.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 14

Language focus page 35

Aims

- Learn about the use and meaning of *was*, *were*, *there was* and *there were*.
- Write about significant events in the past.

Warm-up

Ask what students can remember about the museum reports on page 34. Elicit a few ideas, then ask: *When was May in London? How old were the Chinese shoes?* Elicit answers and write on the board: *May was in London last summer. The Chinese shoes were from the 19th century.* Underline *was* and *were* and elicit that they are the past forms of *is* and *are*.

was, were

Exercise 1

Students complete the sentences from the text on page 34. Check the answers.

ANSWERS

- 1 was 2 were 3 wasn't 4 weren't 5 Was, wasn't

Exercise 2

Students work in pairs to look at the sentences and complete the rules. With **weaker classes**, read through the rules with the class and elicit the answers.

ANSWERS

- 1 were 2 wasn't 3 was 4 was

Language note

We use *was* for *I*, *he*, *she* and *it*, and *were* for *we*, *you* and *they*: *They were interesting.* (NOT *They was interesting.*)

Exercise 3

Students complete the sentences with the correct verb forms. Check answers with the class.

ANSWERS

- 1 wasn't 2 wasn't 3 were 4 Was, was 5 Were, weren't

Exercise 4

Read out the example and elicit another example. Students then write the remaining questions and answers. Check answers with the class.

ANSWERS

- 1 Was the shoe exhibition boring? No, it wasn't.
- 2 Was Bluebird a motorbike? No, it wasn't.
- 3 Were the shoes in China very small? Yes, they were.
- 4 Was the Natural History Museum interesting? Yes, it was.
- 5 Were May and her family in Paris last year? No, they weren't.

there was, there were

Exercise 5

Students choose the correct words to complete the sentences. Check answers with the class and elicit that we use *there was* to talk about one person or thing in the past, and we use *there were* to talk about more than one person or thing.

ANSWERS

- 1 was 2 were 3 wasn't 4 weren't

Exercise 6

Elicit some ideas for events that students could write about. Students write their sentences. With **weaker classes**, students could work in pairs. Ask some students to read their sentences to the class. Discuss as a class which events were fun, and which were boring.

ANSWERS

Students' own answers.

Exercise 7

Read out the first gapped question and elicit the full question form. Students write the remaining questions. Ask some students to read the questions to the class. Correct any errors. Allow students time to prepare their answers to the questions individually, then put them into pairs to ask and answer them.

ANSWERS

1 Where were 2 When / What was 3 Who was 4 Who was 5 When was 6 When / Where was 7 When was
Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can prepare their questions individually then work in pairs to ask and answer them. Alternatively, ask them to read their questions to the class.

More practice

Materiały ćwiczeniowe page 12

Assessment

Five-minute test, Oxford Teachers' Club

Vocabulary and listening page 36

Aims

- Learn some common verbs.
- Describe a journey in the past.

THINK!

Read out the questions and elicit a few possible answers. Put students into pairs to discuss the questions. Ask some pairs to tell the class their ideas and reasons. Discuss as a class where it would be interesting to go and why.

ANSWERS

Students' own answers.

Exercise 1 1-31

Read out the first diary extract and elicit the correct verbs. Students read the rest of the text and choose the correct verbs. Play the audio for students to listen and check their answers. Check answers with the class and check that students understand all the verbs.

ANSWERS

1 met 2 helped 3 explored 4 saw 5 travelled
6 visited 7 stayed 8 watched 9 went 10 found
11 looked 12 took 13 came 14 had 15 gave 16 felt
17 left

Exercise 2 1-32

Students find the past forms of the verbs and decide which are regular and irregular. Play the audio for students to listen and check their answers. Check the answers.

ANSWERS

come – came, eat – ate, explore – explored, feel – felt, find – found, get – got, give – gave, go – went, have – had, help – helped, leave – left, look – looked, meet – met, see – saw, stay – stayed, take – took, travel – travelled, visit – visited, watch – watched

The irregular verbs are: see, go, leave, meet, feel, have, find, come, give, take, get, eat

Exercise 3 1-33

Play the audio and point out the different ways of pronouncing the past simple ending. Play the audio again, pausing after each verb for students to repeat.

Exercise 4 1-34

Play the audio. Students listen and add the verbs to the table. Allow students time to compare their answers in pairs, then play the audio again for them to check. Check answers with the class. Play the audio again, pausing after each verb for students to repeat.

ANSWERS

/t/ watched, looked

/d/ talked, explored, travelled, listened

/ɪd/ started, wanted

Optional activity: Vocabulary

Put students into teams. Read out the sentences from the time travel diary using the incorrect verbs, e.g. *I stayed a boy and visited him with his homework*. Teams race to provide the correct sentences.

Exercise 5 1-35 page 101

Play the audio. Students listen and put the pictures in the correct order. Check answers with the class.

ANSWERS

C, F, E, B, A, D, G, H

Exercise 6 1-35 page 101 Exam practice • Rozumienie ze słuchu

Play the audio again. Students listen and answer the questions. With **stronger classes**, students could answer the questions from memory then listen to check. Check answers with the class.

ANSWERS

- 1 She went to Rome.
- 2 No, she didn't because they looked very unfriendly.
- 3 She saw her parents in the year 2000.
- 4 She met Albert Einstein.
- 5 She watched the Football World Cup Final.
- 6 Because she felt sick.

Exercise 7

Put students into pairs to describe a journey. Point out that the journey doesn't have to be a real one, and they can use their imagination. Ask pairs in turn to tell the class about their journey. Ask whose journey sounds exciting.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 13

Assessment

Five-minute test, Oxford Teachers' Club

Language focus page 37

Aims

- Learn the form, meaning and use of the past simple.
- Describe recent past events in my personal life.

Warm-up

With books closed, write on the board some of the past verb forms from page 36. Put students into pairs and ask them to write the infinitive forms of the verbs. Check the answers and elicit that the forms on the board are in the past simple form.

Past simple

Exercise 1

Students work in pairs to choose the correct options then check their answers in the text on page 36. Check answers with the class.

ANSWERS

- 1 a 2 b 3 b 4 a

Exercise 2

Students work in pairs to study the sentences and choose the correct words in the rules. With **weaker classes**, read out the rules and elicit the correct answers from the class.

ANSWERS

- 1 the same 2 base 3 base

Exercise 3 Exam practice • Znajomość środków językowych

Students order the words to make sentences and questions. Check answers with the class.

ANSWERS

- 1 Did Jade talk to her parents?
- 2 What did you eat for lunch yesterday?
- 3 I went to Italy last summer.
- 4 We didn't play football yesterday, but we went to the cinema.
- 5 They watched a DVD at school last week.

Exercise 4

Read the study strategy with the class. Put students into pairs to find ten verbs on page 36 that they think they should learn. Discuss their ideas as a class. You could ask students to learn the verbs they have chosen, then test each other in pairs in the next lesson.

Regular and irregular verbs

Exercise 5

Students complete the text with the correct past simple forms. Check answers with the class and elicit which verbs are regular and irregular.

ANSWERS

- 1 travelled 2 took 3 arrived 4 didn't have 5 started
- 6 didn't have 7 got 8 didn't play 9 lost 10 wasn't

Exercise 6

Students write the questions. Ask some students to read out the completed questions. Correct any errors and check that students understand all the questions. Check answers with the class.

ANSWERS

- 1 What did you do last Sunday?
- 2 Did your family watch TV at the weekend?
- 3 When did you meet your best friend?
- 4 How did you get home yesterday?
- 5 Did a friend come to your house last night?
- 6 Did you go to a party last week?
- 7 What time did your dad get up this morning?

Exercise 7

Read out the example and point out to students that when they answer the questions, they will need to use the correct past simple forms. With **weaker classes**, you could read out each sentence in turn and elicit the past simple form of the verb. Put students into pairs to ask and answer the questions. Encourage them to ask more questions, to find out more details.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their descriptions individually then compare them with another fast finisher. Alternatively, ask them to read their descriptions to the class. Ask other students which place they would most like to visit and why.

More practice

Materiały ćwiczeniowe page 13

Assessment

Five-minute test, Oxford Teachers' Club

Speaking page 38

Aim

Give your opinion on past events.

THINK!

Read the question with the class and elicit responses from individual students. Ask more questions, e.g. *Who did you do this with? Where did it happen?* Encourage students to talk about their own opinions and experiences.

ANSWERS

Students' own answers.

Exercise 1 1-36

Students read the dialogue and choose the correct words to complete it. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Mark and Sarah and elicit the answers.

ANSWERS

1 How 2 ago 3 do 4 brilliant 5 friends 6 was
Mark played football and got a haircut. He met some friends for a picnic on Sunday.

Sarah's weekend wasn't brilliant. She stayed at her friend Jenny's house, but Jenny was sick so she didn't sleep much and was too tired to do anything on Sunday.

Exercise 2 1-36

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to complete them from memory. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

1 your weekend 2 bad 3 do you 4 great 5 cool
6 was 7 brilliant 8 like 9 fun

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

ANSWERS

Students' own answers.

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4 1-37 Exam practice • Znajomość funkcji językowych

Put students into pairs and ask them to cover the dialogue in exercise 1 and the key phrases. Students complete the mini-dialogues with the correct words. Play the audio for them to listen and check their answers. Play the audio again and tell students to listen carefully to the pronunciation and intonation. Students then practise the mini-dialogue in pairs.

ANSWERS

1 was your 2 bad 3 What do you 4 Very 5 did you do
6 What was it 7 It wasn't

Optional activity: Speaking

With books closed, put students into pairs and ask them to decide who is Student A and who is Student B. Explain that you are going to dictate a dialogue, starting with a line for Student A. Students should write down their lines of the dialogue only. Dictate the following dialogue to the class, without pausing to show where the speaker changes:

How was your weekend?

Not bad, thanks. I went for a pizza with some friends.

How was it?

It wasn't brilliant! What about you? What did you do?

Some friends came round and we watched a film.

Really? What was it like?

It was really cool!

Students work in their pairs to practise the dialogue, using the lines they have written down. Ask some students to perform their dialogue for the class.

Exercise 5

Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

Writing page 39

Aims

- Order events in the past using sequencing words.
- Write about a special event.

THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *What do you usually do to celebrate? Do you eat a special meal? Do you take photos to help you remember the event?*

ANSWERS

Students' own answers.

Exercise 1

Students read the text and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

They had a party because Jack's sister and her boyfriend decided to get married. The dog didn't enjoy the party.

Exercise 2

Students complete the key phrases with words from the text. Check answers and check that students understand all the phrases.

ANSWERS

1 last July 2 twenty 3 We all 4 evening

Language point: Sequencing

Exercise 3

Students find the sequencing words in the text. Check answers with the class and check that students understand all the words. Elicit or explain that we use these sequencing words to make it clear in what order things happened.

ANSWERS

First, my mum ..., after that we cooked ..., then Dad started ..., Finally, at about ...

Exercise 4

Students put the sentences in the correct order. With **weaker classes**, students could work in pairs for this. Check answers with the class. Elicit which word describes the beginning of an event, and which describes the end.

ANSWERS

1 C 2 A 3 D 4 E 5 B

first is used at the beginning of an event and *finally* is used at the end.

Optional activity: Writing

Write on the board:

First, ...

Then ...

After that ...

Finally, ...

Put students into pairs. Ask them to complete the sentences to describe a party or other special event, without saying what the event is for. Put pairs together into groups of four. They take turns to read their sentences to each other and try to guess what the special event was. Ask who guessed correctly.

ANSWERS

Students' own answers.

Exercise 5

Read the task with the class. Students answer the questions and plan their text.

Read through the paragraph structure with the class. Students write their paragraphs. This can be set for homework.

Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 14

End of unit activities

Progress Review, Teacher's Resource Disk

* Vocabulary and grammar photocopyables,

Teacher's Resource Disk

** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

*** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

Speaking photocopyable, Teacher's

Resource Disk

Review page 40

Vocabulary

Exercise 1

Students complete the lists with the words in the box. With **weaker classes**, students can look back through the unit to help them. Check answers with the class and check that students understand all the words.

ANSWERS

1 scary 2 brave 3 visited 4 felt 5 find

Exercise 2

Students read the sentences and choose the correct words. Check answers with the class and check that students understand all the words.

ANSWERS

1 awful 2 boring 3 brilliant 4 cruel 5 boring

Language focus

Exercise 3

Students complete the dialogue with the correct verb forms. Check answers with the class.

ANSWERS

1 was 2 wasn't 3 was 4 were 5 wasn't 6 Were
7 were 8 were

Exercise 4

Students complete the sentences with the correct past simple forms. Put students into pairs to compare their answers. Check answers with the class. Discuss which verbs are regular and which are irregular.

ANSWERS

1 went 2 didn't buy 3 Did you watch 4 Was
5 Did he have 6 weren't 7 left 8 met

Exercise 5

Students complete the questions to match the answers. Check answers with the class.

ANSWERS

1 did he move 3 did you meet
2 Did you go 4 did they leave

Speaking

Exercise 6 Exam practice • Znajomość funkcji językowych

Students complete the dialogue with the correct words and phrases. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

1 How was 5 Was the film
2 It was 6 it was
3 What about 7 When did
4 I went 8 a year ago

Listening

Exercise 7 1-38 page 101

Allow students time to read the text. Play the audio for students to listen and complete the text. Check answers with the class.

ANSWERS

1 eighteenth 2 enormous 3 rich 4 piano 5 cake
6 talk 7 brave

Optional activity: Consolidation

Refer students back to the text in exercise 5 on page 37. Tell them they are going to tell their classmates about a day out that they had. They can either talk about a real day out that they had, or they can invent one and try to persuade their classmates that it really happened. Their classmates will guess whether they are telling the truth about their day out, or lying! Brainstorm some ideas for days out, e.g. a day at the beach, a visit to a theme park, a trip to a sports event.

Write the following questions on the board as a guide:
When was it? Where did you go? Who did you go with? What did you do first? What happened after that? What was it like? How did you feel?

Allow students time to prepare their ideas. Encourage them to make notes, but not to write everything out in full. Tell students they must include adjectives from page 32, *there was / there were* and common verbs in the past simple.

Put students into small groups to tell each other about their experiences. Other members of the group can ask questions to get more information and try to find out if the person is telling the truth or not. Monitor while students are working, and see who managed to fool their classmates. Correct any typical errors in a feedback session at the end.

Assessment

Tests, Oxford Teachers' Club

Puzzles and games page 41

Exercise 1

Point to the example and explain that students have to use the code to find the first and last letters of the adjectives, then complete them and match them to their opposites. With **weaker classes**, students could work in pairs for this. With **stronger classes**, you could do it as a race.

ANSWERS

1 boring – exciting
2 tiny – enormous
3 kind – cruel
4 useful – useless
5 alive – dead

Exercise 2

Focus on the pictures with the class and check that students know the words for all the things.

Read out the instructions, then divide the class into groups of three. Explain that two people will play the game, and the third person will be the referee.

Allow students 20 seconds to look at the pictures, then ask the students who will be playing the game to close their books. They take it in turns to say what objects there were. The referee confirms whether their memory is right. Players continue until one of them can't remember any more objects.

Students can swap roles and play again.

ANSWERS

Students' own answers.

Exercise 3

Students write down the past forms of the words given. With **stronger classes**, you could do it as a race.

ANSWERS

explored, felt, gave, met, travelled, found, left, took, stayed, visited

Exercise 4

Read out the instructions and check that students understand what they have to do.

Divide the class into teams of seven or eight students. Students follow the instructions and build up their story. Ask each team to tell their complete story to the class.

Alternatively, you could do this activity with the whole class. Write the verbs on the board and go around the class, with students each adding a sentence in turn until the story becomes too long to remember.

ANSWERS

Students' own answers.

Skills Trainer Repetitorium pages 42 and 43

Tematy

- Kultura
- Podróżowanie i turystyka

Aims

- To revise the vocabulary and language from Unit 3.
- To provide practice of exam-type tasks and skills.

Warm-up (2 minutes)

With books closed, ask students to name any famous castles, museums or sculptures that they know. Elicit some answers from the class and write them on the board.

Exercise 1

ANSWERS

1 sculpture
2 castle
3 museum
4 farm

Exercise 2

ANSWERS

1 day of the week
2 time
3 number / price
4 noun (child / senior, etc.)

Exercise 3 1•39 page 101 Exam • Rozumienie ze słuchu

ANSWERS

- 1 40
- 2 Castle
- 3 10
- 4 free

Exercise 4

Explain that in this exercise students will need to read something in English and then convey the information in Polish.

ANSWERS

- 1 poniedziałek
- 2 bezpłatny / wolny / za darmo / darmowy / nieodpłatny / gratis / itp.
- 3 15

Exercise 5 Exam • Rozumienie tekstów pisanych

ANSWERS

- 1 osiem / 8
- 2 dorośli / osoby dorosłe
- 3 szklanym dnem

Optional activity: Reading

Students work in pairs A and B. In Polish, student A tells students B how he/she can visit the first gallery in the underwater museum. Then, student B tells student A how he/she can visit the second gallery.

Exercise 6

Explain to students that the aim of this exercise is to make sure that their answers are grammatically and logically correct.

POSSIBLE ANSWERS

- 1 bought / sold / reserved / etc. (the verb needs to be in the past tense)
- 2 didn't (negative past tense)
- 3 exhibitions / museums / sculptures / etc. (a noun in the plural)

Exercise 7 Exam • Znajomość środków językowych

ANSWERS

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

Exercise 8

Read the tip with the class. Students read the situations in exercise 9 and decide if they need to do a or b in the tip.

ANSWERS

- 1 b (użycie angielskiego wyrażenia adekwatnego do opisanej w języku polskim sytuacji)
- 2 a (przekazanie w języku angielskim opisu sytuacji przedstawionej w języku polskim)
- 3 b (użycie angielskiego wyrażenia adekwatnego do opisanej w języku polskim sytuacji)

Exercise 9 Exam • Znajomość funkcji językowych

ANSWERS

- 1 b
- 2 c
- 3 b

Progress check

Allow students time to read through the questions and choose the answers that best describe how they feel about their progress. If they need more practice in a particular area, ask them to go back to those exercises in the Student's Book.

More practice

Materiały ćwiczeniowe page 15

Unit summary

Communication

- I can ...
- describe a photograph.
- predict what an article is about from the title and photos.
- describe what was happening when a photograph was taken.
- listen to someone describing photos, and understand the main ideas.
- talk about travel.
- show that I'm interested in a topic.
- write a description of an event using linking words.

Vocabulary

Core vocabulary:

Actions and movement: *climb up, hang from, hold, ump up, kick, lie on, sit on, stand in, pick up, walk on*

Adjectives and adverbs: *polite, rude, happily, rudely, politely, well, easy, brave, slow, fast, happy, patient, comfortable, careful, badly, quietly, bad, slow, good, quiet, creatively, comfortably, slowly, patiently, carefully, bravely, creative, slow*

Language focus

- Past continuous: affirmative and negative
- Past continuous: questions
- Past simple and past continuous

Options

- Extra listening and speaking (page 107)
- Culture (page 119)
- Project (page 125)

Skills Trainer Repetytorium

Tematy:

- Człowiek
- Życie prywatne
- Nauka i technika

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Wypowiedź pisemna

Skills Trainer Repetytorium (Materiały ćwiczeniowe)

Tematy:

- Człowiek

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Wypowiedź pisemna

Vocabulary page 44

Aims

- Learn vocabulary for actions and movement.
- Describe a photograph.

THINK!

Ask: *Do you take photos on your phone? What do you usually take photos of?* Elicit answers from individual students. Ask: *Do you have a favourite photo on your phone? Why is it your favourite? What does it show?* Elicit answers from individual students. Alternatively, students could discuss the questions in pairs. Ask some students to tell the class about their partner's favourite photo. If students have their phones with them, you could allow them to show their partner their favourite photo.

ANSWERS

Students' own answers.

Exercise 1 ▶ 1-40

Students match the pictures with the verbs in the box. With **weaker classes**, students could work in pairs for this. Play the audio for students to check their answers. Check answers with the class and make sure students understand all the verbs. Play the audio again, pausing after words with difficult pronunciation for students to repeat, e.g. *climb*.

ANSWERS

- 1 climb up 2 jump up 3 lie on 4 kick 5 pick up
6 stand in 7 sit on 8 walk on 9 hold 10 hang from

Exercise 2

Focus on the photos and use them to teach *desert*. Students read the descriptions and match them with four of the photos (A–F). Check answers, then ask students to read the descriptions again and choose the correct words to complete them. Check answers with the class and ask: *Which photo do you like best? Why?*

ANSWERS

- 1 D 2 B 3 C 4 A
1 picking up, lying on
2 walking on
3 kicking
4 holding

Optional activity: Vocabulary

Play a miming game to practise the vocabulary. Sit on the edge of your desk and ask: *What am I doing?* Elicit the answer (*You're sitting on the desk*). Ask students in turn to choose one of the verbs and mime it. Their classmates guess the verbs.

ANSWERS

Students' own answers.

Exercise 3 1•41 page 101

Read out the question, then play the video or audio. Students watch or listen and identify the photos the speakers are describing. Check answers with the class. (If you're using the audio-only version, please see the audio script for names of speakers.)

ANSWERS

1 F 2 E 3 F 4 E

Exercise 4 1•41 page 101

Read through the key phrases with the class and use the graphics to elicit or teach the meaning. Play the video or audio again for students to watch or listen and note down the phrases they hear. Check answers with the class.

ANSWERS

In the middle (Lilly)
In front of (Elijah)
Behind (Rebecca)
On the left / right (Lilly)
In the foreground / In the background (Rebecca)

Optional activity: Key phrases

Put students into pairs and ask them to prepare a description of one of the other photos, using some of the key phrases. Ask some pairs to read their descriptions to the class. Other students can identify the photo and note down key phrases that they hear.

ANSWERS

Students' own answers.

Exercise 5

Read out the task, then read through the information in the Remember! box with the class. With **stronger classes**, you could elicit or teach some more useful imperatives, e.g. *Hold your arms out. Bend over. Lean forwards / back. Smile! Look worried.*

Put students into small groups. Allow them time to plan their photograph, then allow them to position themselves ready to take it. Monitor to make sure they are giving instructions in English. If students have their phones with them, they could take their photo and show it to the class.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can work in their groups to describe their favourite photos. They could then show the photo to the group, to check if the description was accurate.

More practice

Materiały ćwiczeniowe page 16

Assessment

Five-minute test, Oxford Teachers' Club

Reading page 46

Aim

Predict what an article is about using the title and photos.

THINK!

Read the question with the class and elicit some ideas. Ask more questions to encourage students to say more, e.g. *Why do you like these animals? Where do the animals live?*

ANSWERS

Students' own answers.

Exercise 1

Read the study strategy with the class. Point out to students that they will find it easier to understand a text if they take time to look at photos and the title and try to predict what it is about before they read it.

Exercise 2

Read out the title of the article and ask: *How can a photo change someone's life?* Elicit a few ideas, then ask students to look at the photo. Elicit what the man is doing, and ask students to guess which country the man is in. Elicit what kind of animal the photo shows (a koala bear). Ask: *How do you think this photo changed the man's life?* Students read the article quickly to check their ideas.

ANSWERS

Students' own answers.

Background

The climate in many parts of Australia is hot and dry, so bushfires are common during the hotter months of the year. They are a natural phenomenon. However, they can be dangerous to people and their homes, and it is predicted that the fires will become more frequent and more severe as a result of climate change.

Exercise 3 1•42

Allow students time to read through the sentences, then play the audio. Students read and listen and decide if the sentences are true or false. With **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

ANSWERS

- 1 false (People's homes were in danger, but they weren't burning.)
- 2 true
- 3 true
- 4 false (Mr Tree's friend took the koala to a wildlife centre.)
- 5 false (Mr Pardew emailed the photo to some friends.)

Exercise 4

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Optional activity: Reading

Write the following questions on the board:

- 1 What was the weather like in Australia that year?
- 2 Why did David want to stop when he saw the koala?
- 3 Why was it surprising that the koala took David's hand?
- 4 Why did they name the koala Sam?

Students work in pairs to read the article again and answer the questions. Check answers with the class.

ANSWERS

- 1 It was very hot (one of the hottest summers in memory).
- 2 He wanted to stop because the koala didn't look happy. / He wanted to stop to video the koala for his daughter.
- 3 Because koalas aren't usually friendly.
- 4 Because David found her on Samson Road.

Exercise 5

Allow students time to prepare their answers to the question individually. They then discuss the question in pairs. Ask some students to tell the class their ideas. Discuss as a class why some photos or videos become very popular and go viral online.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 18

Language focus page 47

Aims

- Describe what was happening when a photograph was taken.
- Learn the form, meaning and use of the past continuous affirmative and negative.

Warm-up

Ask what students can remember about the story of David Tree and the koala on page 46. Elicit a few ideas, then ask: *Was David working when he saw the koala?* Elicit answers and write on the board: *David was working. He was driving along Samson Road.* Underline the verbs and elicit or explain that they are in the past continuous form.

Exercise 1

Students complete the sentences with the correct words then check their answers in the text on page 46. Check answers with the class.

ANSWERS

- 1 were 2 was 3 wasn't 4 weren't

Exercise 2

Students work in pairs to look at the sentences and complete the rules. With **weaker classes**, read through the rules with the class and elicit the answers.

ANSWERS

- 1 b 2 a

Language note

In the past continuous, we use *was / wasn't* for *I / he / she / it* forms, and we use *were / weren't* for *we / you / they* forms: *They were working.* (NOT *They was working.*)

Exercise 3

Focus on the photo of the monkey on the phone and ask: *Who do you think took this photo?* Elicit a few ideas, then ask students to read the text quickly, ignoring the gaps, to find out. (The monkey took it as a selfie.) Students complete the text with the correct verb forms in brackets. Check answers with the class.

ANSWERS

- 1 was visiting
- 2 was photographing
- 3 were jumping
- 4 was playing
- 5 was smiling

Exercise 4

Read out the example sentence and elicit another example. Students then write the remaining sentences. Allow students time to compare their answers in pairs, then check answers with the class. With **stronger classes**, students or fast finishers could write one more sentence about what they were / weren't doing earlier.

ANSWERS

- 1 My dad was / wasn't working at 9 a.m.
- 2 My friends were / weren't walking to school at 8 a.m.
- 3 We were / weren't doing maths ten minutes ago.
- 4 It was / wasn't raining early this morning.
- 5 I was / wasn't riding my bike at 8.15 a.m.
- 6 My family was / wasn't sleeping at 5 a.m.

Exercise 5

Focus on the photos and check that students know the words *bear* and *statue*. Read out the example answer and elicit some more information about the first photo, e.g. by asking: *What was the monkey doing? What was the bear doing? What were the people in the first car doing?* Allow students time to prepare their answers to the questions individually, then put them into pairs to discuss what was happening in the photos. Ask some students to tell the class their ideas.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can prepare their story individually then work in pairs. Alternatively, ask them to read their stories to the class. Ask other students which stories they enjoyed listening to and why.

More practice

Materiały ćwiczeniowe page 16

Assessment

Five-minute test, Oxford Teachers' Club

Vocabulary and listening page 48

Aims

- Listen to someone describing photos, and understand the main ideas.
- Learn adjectives and adverbs.

THINK!

Ask students what photographs they prefer: people, places or sport. Elicit answers, and encourage students to give reasons for their answers.

ANSWERS

Students' own answers.

Exercise 1 1-43

Students read the texts and choose the correct words. Play the audio for students to check their answers. Check answers with the class and check that students understand all the words.

ANSWERS

1 easy 2 fast 3 patient 4 comfortable 5 quietly
6 rude 7 happily 8 politely 9 slowly 10 carefully
11 creative 12 bad 13 good 14 creatively

Exercise 2

Students complete the table with the adjectives and adverbs. Check answers with the class. Elicit which adverbs are regular and irregular, and elicit the spelling rules for regular adverbs.

ANSWERS

Adjectives: easy, brave, slow, fast, happy, patient, comfortable, careful, polite, rude, creative, slow, bad, good, quiet

Adverbs: badly, quietly, happily, rudely, politely, well, slowly, patiently, carefully, bravely, creatively, comfortably

Optional activity: Vocabulary

Write these sentences on the board:

- a You have to be *patient* / *patiently* to get good photos.
- b You have to wait *patient* / *patiently* to get good photos.

Students choose the correct words to complete the sentences. Check answers with the class and elicit that we use adjectives to describe nouns, and we use adverbs to say how we do something.

ANSWERS

a patient b patiently

Exercise 3 1-44 page 101

Point out that students don't need to understand every word, just the main idea. Play the audio. Students listen and put the photos in the order they are mentioned. Check answers with the class.

ANSWERS

1 A 2 C 3 B 4 D

Exercise 4 1-44 page 101 Exam practice • Rozumienie ze słuchu

Play the audio again. Students listen and answer the questions. With **stronger classes**, students could answer the questions from memory then listen to check. Check answers with the class.

ANSWERS

- 1 It was running up and down the tree and eating nuts.
- 2 He was travelling.
- 3 Yes, he was.
- 4 He was on the person's left.
- 5 No, he was sitting in the boat.

Optional activity: Listening

Write these questions on the board:

- 1 How long did the photographer wait to get photo A?
- 2 What sports does he take photos of?
- 3 What were the people in photo C wearing?
- 4 Where were the people in photo D?

Students work in pairs to answer the questions from memory. Play the audio again for them to check their answers.

ANSWERS

- 1 an hour
- 2 sports that he can do
- 3 they were wearing traditional clothes
- 4 they were at one end of a boat

Exercise 5

Focus on the Remember! box and remind students that these two adverbs are irregular. Students work in pairs to say how they do the activities. With **stronger classes**, students can use their own ideas to make more sentences.

More practice

Materiały ćwiczeniowe page 17

Assessment

Five-minute test, Oxford Teachers' Club

Language focus page 49

Aim

Talk about travel.

Warm-up

Refer students back to the photos on page 48 and ask: *What was the squirrel doing when the photographer saw it?* Elicit the answer (it was running up and down the tree and eating nuts), then write the question on the board. Underline the verb and elicit that it is the question form of the past continuous.

Past continuous: questions

Exercise 1

Students work in pairs to match the questions with the answers. Check answers, then ask students to read the rule and complete it. With **weaker classes**, read out the rule and elicit the answers.

ANSWERS

1 a 2 c 3 d 4 b

Rules: 1 was 2 were

Exercise 2

Read out the example. Students write the questions and answers. Check answers with the class.

ANSWERS

- 1 Was the squirrel eating nuts?
Yes, it was.
- 2 Where were your friends travelling? They were travelling in Canada.
- 3 What were you doing last night?
I was watching TV.

- 4 Was Maria swimming in a river?
No, she wasn't.
- 5 Who were you talking to after class yesterday? I was talking to Mary.

Exercise 3 1-45

Play the audio once for students to listen to the questions. Elicit that the main verb is stressed, and *Wh-* words are also stressed, but *was / were* are not stressed. Play the audio again, pausing after each question for students to repeat.

ANSWERS

- 1 Were you **sleeping** at **7 a.m. yesterday**?
- 2 Was your **mum listening** to **music** at **8 p.m. last night**?
- 3 **What** were you **doing** on **Sunday morning**?
- 4 **Who** were you **talking to** before **class** this **morning**?

Exercise 4

Read out the example. Point out that *was / were* are stressed in short answers. Allow students time to prepare their answers to the questions, then put them into pairs to ask and answer them.

Past simple and past continuous

Exercise 5

Students work in pairs to read the sentences and complete the rules. Check answers with the class.

ANSWERS

- 1 past continuous 2 past simple
- 3 past simple 4 past continuous

Exercise 6

Read out the example. Students complete the sentences with the correct verb forms. Check answers with the class.

ANSWERS

- 1 took, were skiing
- 2 was climbing, had
- 3 met, were travelling
- 4 spoke, was staying
- 5 weren't sleeping, got

Exercise 7

Read out the example. Encourage students to use their imaginations. Encourage them to make notes, but not to write full sentences. Put students into pairs to talk about their imagined experiences. Ask some students to tell the class about their partner's imagined experiences.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their diaries individually then compare them with another fast finisher. Alternatively, ask some fast finishers to read their diaries to the class.

More practice

Materiały ćwiczeniowe page 17

Assessment

Five-minute test, Oxford Teachers' Club

Speaking page 50

Aim

Show that you're interested in a topic.

THINK!

Read the sentence with the class and elicit responses from individual students. Ask more questions, e.g. *When did you take it? Where was it? Do you think it's a good photo? Why?* Encourage students to talk about their own opinions and experiences.

ANSWERS

Students' own answers.

Exercise 1 1-46

Students read the gapped dialogue and complete it with the correct phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the questions about Julie to the class and elicit the answers.

ANSWERS

- 1 do you think
- 2 were you
- 3 was sitting
- 4 fell off
- 5 was cycling

A man fell off his bike. Julie was watching a cycling race when she took the photo.

Exercise 2 1-46

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to remember who said them. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

Amelia: That one's brilliant! It's an amazing photo. Really? I'm impressed!

Julie: You're kidding! That's really kind of you.

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4

Focus on the photo and ask questions to elicit what it shows, e.g. *What can you see? What are the people doing? Where do you think they are? Why do you think they are doing this?* Students work individually to think about their answers to the questions. Elicit a few possible answers from individual students.

ANSWERS

Students' own answers.

Exercise 5

Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Ask students to find an interesting photo on their phone to show to a classmate. Put students into pairs to show their photographs and discuss them, using the key phrases. With **weaker classes**, students could prepare a dialogue first, before they practise it. With **stronger classes**, students could improvise a dialogue based on their photos.

Ask some students to tell the class about their partner's photo.

Writing page 51

Aim

Write a description of an event using linking words.

THINK!

Focus on the photo and elicit what is happening. Ask: *When do animals need humans to help them?* Elicit answers from individual students. Prompt students if they are struggling for ideas, e.g. *What about when there is a natural disaster? What about young animals whose mothers have died?*

ANSWERS

Students' own answers.

Exercise 1

Students read the story and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

The rescue was in Kenya. The writer was taking photos of wild animals.

Exercise 2

Students complete the key phrases with words from the text. Students read the text and check answers. Check that students understand all the phrases.

ANSWERS

- 1 we were on a safari holiday in Kenya last February
- 2 rescue
- 3 they were looking at something
- 4 see it
- 5 we were taking photos of wild animals

Language point: Linking words

Exercise 3

Elicit or explain that linking words join ideas together and tell us when different actions happened. Read out the first sentence of the story and elicit that while is a linking word. Point out that some linking words may be expressions made up of more than one word. Students work in pairs to find the linking words in the text. Check answers with the class and check that students understand all the words.

ANSWERS

while (lines 1 and 4), when (line 5), as soon as (line 10), after a few minutes (line 11)

Exercise 4

Students choose the correct linking words. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 while
- 2 As soon as
- 3 when
- 4 After a few minutes

Optional activity: Writing

Write on the board:

- 1 As soon as I saw the lion, ...
- 2 I fell off my bike while ...
- 3 I was travelling around Australia when ...
- 4 I pulled the dog out of the water. After a few minutes, ...

Put students into pairs. Ask them to complete the sentences with their own ideas. Ask some pairs to read their sentences to the class.

ANSWERS

Students' own answers.

Exercise 5 Exam practice • Wypowiedź pisemna

Read the task with the class. Students answer the questions and plan their text.

Read through the paragraph structure with the class. Students write their story. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 18

End of unit activities

Progress Review, Teacher's Resource Disk

Cumulative Review, Materiały ćwiczeniowe page 37

* Vocabulary and grammar photocopyables,

Teacher's Resource Disk

** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

*** Vocabulary and grammar photocopyables,

Teacher's Resource Disk

Speaking photocopyable, Teacher's

Resource Disk

Review page 52

Vocabulary

Exercise 1

Students choose the correct words to complete the sentences. With **weaker classes**, students can look back through the unit to help them. Check answers with the class.

ANSWERS

1 on 2 in 3 up 4 on 5 up

Exercise 2

Students complete the sentences with the correct words. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

1 quiet 2 rudely 3 sit on 4 fast 5 well 6 patiently

Language focus

Exercise 3

Focus on the first picture and elicit an affirmative and negative sentence to describe it, using the past continuous. Students write sentences for the remaining pictures. Check the answers.

ANSWERS

- 1 He was holding a map. He wasn't picking it up.
- 2 She was reading a book. She wasn't listening to music.
- 3 They weren't sending a text message. They were playing a game.
- 4 The cat was climbing up a tree. It wasn't hanging from a tree.
- 5 The boy wasn't standing in his bed. He was lying on his bed.
- 6 She was kicking the ball. She wasn't holding it.

Exercise 4

Focus on the first set of prompts and elicit the question and short answer as an example. Students write the remaining questions and short answers. Put students into pairs to compare their answers.

ANSWERS

- 1 Was he holding a map? Yes, he was.
- 2 Was she reading a magazine? No, she wasn't.
- 3 Were they making dinner? No, they weren't.
- 4 Was the cat hanging from a tree? No, it wasn't.
- 5 Was he listening to music? Yes, he was.
- 6 Was she playing in a team? Yes, she was.

Exercise 5

Students complete the sentences with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 found, was walking
- 2 was doing, felt
- 3 saw, was sitting
- 4 weren't listening, called

Speaking

Exercise 6 Exam practice • Znajomość funkcji językowych

Students complete the mini-dialogues with the correct words. Check answers with the class. With **weaker classes**, students could practise the mini-dialogues in pairs for extra practice.

ANSWERS

- 1 kind 2 You're 3 do you think of 4 Where were you

Listening

Exercise 7 1•47 page 101

Allow students time to read the gapped sentences. Play the audio for students to listen and complete the sentences. Check answers with the class.

ANSWERS

- 1 really likes 2 dog 3 out of the 4 swimming
- 5 sending a text 6 phone

Optional activity: Consolidation

Write the verbs from page 44 on one side of the board and the adjectives /adverbs from page 48 on the other side. Also write the linking words from page 51. Put students into pairs and tell them they are going to write a story. Dictate the first line: *One day, John was walking quietly down the road ...* Ask students in their pairs to continue the story. Tell them to use as many words from the board as they can, and they should try to use the linking words as often as possible. Allow students ten minutes to write their stories. Ask pairs in turn to read their stories to the class. Ask other students to listen and count the number of words from the board that are included.

Assessment

Tests, Oxford Teachers' Club

Puzzles and games page 53

Exercise 1

Put students into groups of three and get them to decide which of them is Student A, B and C. Explain that two students will play the game and the third student will time them and keep the scores. Students can use a stopwatch on their phones to time the game.

Students A and B follow the instructions and play the game while Student C times one minute for each and keeps the scores. Students can swap roles and play again.

This could also be done as a team game with the whole class. Divide the class into two teams and invite one student from each team to come to the front of the class. They can bring their book with them, to see the list of verbs, but ask other students to close their books. When you say *Go*, the student from each team who is at the front of the class mimes or draws the verbs for their team mates to guess. Stop the activity after a minute and see which team has guessed the most verbs.

As an extension, students could choose another group of verbs to play the game with.

ANSWERS

Students' own answers.

Exercise 2

Read out the task with the class then put students into pairs. They read the descriptions and match them with the pictures, to find out who took the famous painting. With **stronger classes**, students could do this as a race.

ANSWER

Mr Jacobs isn't in the pictures.

Exercise 3

Students work in pairs to find the questions and think of answers. Check answers with the class and discuss some possible answers to the questions.

ANSWERS

What were Lucy and Jill talking about?
How was Stephen feeling yesterday?
Where was Joe driving to in his taxi?
Why was Jenny calling America?
Students' own answers.

Exercise 4

Point out that the example answer *fast* is formed by putting together two sets of letters from the grid.

Students work individually or in pairs to find nine more adverbs. With **stronger classes**, students could do this as a race.

Check answers with the class and check that students understand all the adverbs.

As an extension, put students into pairs and ask them to write example sentences for three of the adverbs. Put pairs together into groups of four. Students take turns to read their sentences to each other, omitting the adverbs. The pair listening try to guess the adverbs.

ANSWERS

easily, politely, quietly, carefully, happily, well, badly, comfortably, bravely

Exercise 5

Students work individually or in pairs. They find the five verbs, then use them in the past simple or past continuous to complete the sentences. Check answers with the class.

ANSWERS

1 happened 2 were travelling 3 saw 4 was having 5 was watching

Skills Trainer Repetytorium pages 54 and 55

Tematy

- Człowiek
- Życie prywatne
- Nauka i technika

Aims

- To revise the vocabulary and language from Unit 4.
- To provide practice of exam-type tasks and skills.

Warm-up (2 minutes)

With books closed, ask students if they take selfies and what they think about people who post lots of selfies on social media sites.

Exercise 1

Students look up the word *ban* in a dictionary and discuss the question. Explain that *ban* can be either a verb (*to ban*) or a noun (*a ban*). In a **stronger class**, ask students to use the dictionary and find two example sentences with *ban* used as a verb and two as a noun. Students write the sentences in their notebooks.

ANSWERS

Students' own answers.

Exercise 2 1•48 page 101

Read the tip with the class. Play the recording twice if necessary.

ANSWERS

- 1 in front of
- 2 engaged
- 3 I don't mind if I lose ...

Exercise 3 1•49 page 101 Exam • Rozumienie ze słuchu

ANSWERS

1 c 2 a 3 e 4 d

Exercise 4

ANSWERS

- 1 the house
- 2 the parents / the parents / the children's / that it's bad for their health

Exercise 5 Exam • Rozumienie tekstów pisanych

Remind students to look at the referencing words when they try to match a sentence to each gap.

ANSWERS

1 c 2 e 3 b 4 a

Exercise 6

ANSWERS

- 1 had a good time (simple past)
- 2 phone is ringing (present continuous)
- 3 were you doing (past continuous)
- 4 Why don't we go (suggestion)

Exercise 7

ANSWERS

1 isn't coming 2 did you write 3 Am I on 4 didn't send 5 How about getting

Exercise 8

Read the tip with the class. Elicit answers from the class. In a **stronger class** you can ask for other examples of 1–5 in the tip.

ANSWERS

- 1 Dear Aunt Sally
- 2 Thanks so much for you last letter ...
- 3 I'm, can't, etc.
- 4 Love
- 5 PS Mum, Dad and Ellie send their love.

Exercise 9 Exam • Wypowiedź pisemna

ANSWERS

Students' own answers.

Progress check

Allow students time to read through the questions and choose the answers that best describe how they feel about their progress. If they need more practice in a particular area, ask them to go back to those exercises in the Student's Book.

More practice

Materiały ćwiczeniowe page 19

Unit summary

Communication

I can ...

make guesses and indicate when I'm not sure.

guess the meaning of unknown words in a text by looking at the context.

compare sporting achievements.

understand people talking about skills.

talk about prodigies.

give advice to help people.

write to congratulate and send good wishes to people.

Vocabulary

Core vocabulary:

Units of measurement: *billion, century, day, decade, fraction, half, hour, hundred, kilo, kilometre, metre, millennium, million, minute, moment, month, quarter, second, thousand, ton, year*

Jobs and skills: *expert, artist, programmer, winner, inventor, professor, scientist, composer, programmer, genius, player, champion, winner, writer, musician, mathematician*

Language focus

Comparative and superlative adjectives

Ability: *can* and *could*

Permission: *can* and *could*

Options

Extra listening and speaking (page 108)

Curriculum extra (page 114)

Culture (page 120)

Skills Trainer Repetytorium

Tematy:

- Człowiek
- Praca
- Życie społeczne

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Znajomość funkcji językowych

Skills Trainer Repetytorium (Materiały ćwiczeniowe)

Tematy:

- Edukacja

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych

Vocabulary page 56

Aims

- Learn vocabulary for various units of measurement.
- Make guesses and indicate when you're not sure.

THINK!

Ask the question to the class and elicit a range of answers. Ask: *What world records do you know?* Elicit a range of answers.

ANSWERS

Students' own answers.

Exercise 1  2•02

Put students into pairs to check the meaning of the words in the box and complete the lists. Point out that the lists for time and numbers should be in order from the biggest to the smallest.

Play the audio for students to check their answers. Check answers with the class and check that students understand all the words. Point out that *moment* refers generally to a small amount of time, but not a specific amount. Play the audio again, pausing after words with difficult pronunciation for students to repeat, e.g. *century, thousand*.

ANSWERS

- 1 Time: millennium (longest), century, decade, year, month, day, hour, moment, minute, second
- 2 Numbers: billion (biggest), million, thousand, hundred, half, quarter, fraction
- 3 Measurements: kilo, ton, kilometre, metre

Exercise 2  2•03

Focus on the headings in the text and check that students understand *endurance*. Students read the text and complete it with the correct words. Play the audio for students to listen and check their answers. Put students into pairs to discuss which achievements they think are the most amazing. Ask pairs to report back, and ask students if they know any more amazing achievements.

ANSWERS

- 1 days 2 metres 3 thousand 4 minute 5 second
6 minutes 7 billion 8 decade 9 million 10 kilometre
11 seconds 12 billion 13 metres 14 ton 15 hour

Exercise 3 2-04

Allow students time to read through the numbers. Play the audio for them to listen, then play it again, pausing after each number for them to repeat. Discuss with the class any differences between English and the students' own language in how the numbers are said or written.

Exercise 4 2-05

Put students into pairs to say the numbers. Elicit some possible answers, then play the audio for students to listen and check.

ANSWERS

- 6 nine point two five
- 7 five hundred and fifty-five
- 8 nine thousand and one
- 9 eighty-two thousand, three hundred and fifty-nine
- 10 nine million, nine hundred and ninety-nine thousand, nine hundred and ninety-nine

Optional activity: Vocabulary

If students need more practice of saying numbers, put them into teams and write a selection of numbers on the board. Teams take turns to choose a number and say it. If they say it correctly, they get a point and the number is crossed off. Continue until all the numbers are crossed off. See which team has the most points.

ANSWERS

Students' own answers.

Exercise 5 2-06 page 101

Allow students time to read through the questions, and check they understand everything. Play the video or audio. Students watch or listen and note down which of the questions the people answer. Check answers with the class. (If you're using the audio-only version, please see the audio script for names of speakers.)

ANSWERS

- 1 How long does a butterfly live?
- 2 How much does an elephant weigh?
- 3 How fast can the world's fastest car go?
- 4 How tall is the world's smallest person?

Exercise 6 2-06 page 101

Read through the key phrases with the class and check that students understand them all. Play the video or audio again for students to watch or listen and note down the phrases they hear. Check answers with the class.

ANSWERS

- 1 I don't know. Any ideas? Maybe
- 2 What do you reckon? I reckon ... I've no idea. I guess ... Probably
- 3 I know that one. Have a guess! Around ...
- 4 I guess ... I reckon ...

Exercise 7

Ask two confident students to read out the example answer. Put students into pairs to guess the answers to some of the questions in exercise 5. Encourage them to use a range of key phrases.

Ask some pairs to tell the class their guesses. Students could search online to find answers to the questions for homework. In the next class, discuss the answers that students found, and see who guessed correctly.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students write five more questions individually. Ask them in turn to ask their questions to the class. Encourage other students to guess the answers using the key phrases.

More practice

Materiały ćwiczeniowe page 20

Assessment

Five-minute test, Oxford Teachers' Club

Reading page 58

Aim

Guess words in a text you don't know by looking at the context.

THINK!

Read the questions with the class and elicit some ideas. If students are struggling for ideas, ask more questions to help them, e.g. *How big is your brain? What foods are good for your brain? What things are bad for your brain? What problems can people have with their brains?* Discuss the questions with the class and encourage students to join in and share their knowledge. Ask if they recognize the person in the photo, but don't confirm their answers.

ANSWERS

Students' own answers.

Exercise 1

Point out to students that when they read a text, it is often possible to guess the meaning of words they don't know by looking at the context. Students find the words in the text and try to guess their meaning, then compare their ideas in pairs. Discuss the meanings with the class and ask who guessed the meanings correctly.

ANSWERS

Students' own answers.

Exercise 2 2-07

Allow students time to read through the questions, then play the audio. Students read and listen and answer the questions. Check answers with the class.

ANSWERS

- 1 0.45 kilos
- 2 Because our brains are bigger.
- 3 The 'maths and space' part was 35% larger than normal.
- 4 They are 'brain food'.
- 5 A glass of water before a test can help people do better. Sleep, exercise, water and 'brain food' can also help.

Background

Albert Einstein (1879–1955) was a German scientist who developed the theory of relativity, one of the key ideas of modern physics. He moved to the USA in 1933 when Hitler came to power in Germany, and eventually became an American citizen. In 1939, he wrote to the American President warning him that Germany was trying to develop a nuclear bomb and encouraging the USA to begin research into such a weapon. He later described this as the 'one great mistake' he had made in his life.

Exercise 3

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Optional activity: Reading

Write the following sentences on the board:

- 1 The average IQ is around 90.
 - 2 Sugar helps your brain to work well.
 - 3 You can improve your IQ score by eating more natural foods.
 - 4 Humans have bigger brains than dolphins.
- Students work in pairs to read the text again and decide if the sentences are true or false. Check answers with the class.

ANSWERS

- 1 false (It's between 90 and 110.)
- 2 false (Sugar is bad for your brain.)
- 3 true
- 4 false (Dolphins have bigger brains.)

Exercise 4

Allow students time to read through the text again, then ask them to close their books. Put them into pairs to remember as many facts as they can. Elicit the facts that students can remember and build up a list on the board. Keep a note of any differences in what different students remember. Students can then open their books and check the facts. See which pair remembered the most facts correctly.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 22

Language focus page 59

Aims

- Use comparative and superlative forms of adjectives.
- Compare sporting achievements.

Warm-up!

Ask what facts students can remember about the human brain. Elicit a few ideas, then ask: *What about the size of the brain now and in the past? What about IQ scores now and in the past? Write on the board: Our brains are bigger now than in the past. IQ scores are higher now than in the past.* Underline the comparative forms and ask students to translate the sentences into their own language. Elicit that we use comparative forms to compare things.

Exercise 1

Students complete the table with the correct words from the text on page 58. Check answers with the class and elicit or explain that we use comparative forms to compare two things, and we use superlative forms to compare more than two things.

ANSWERS

- 1 larger
- 2 the biggest
- 3 lazier
- 4 the most intelligent
- 5 the least healthy
- 6 better
- 7 the worst

Exercise 2

Students work in pairs to look at the examples and complete the rules. With **weaker classes**, read through the examples and rules with the class and elicit the answers.

ANSWERS

- 1 *than*
- 2 *the*

Language note

Short adjectives double the final consonant in the comparative and superlative form: *big, bigger, biggest*. For adjectives ending in a consonant + *y*, the *y* changes to *-ier / -iest*: *lazy, lazier, laziest*.

Exercise 3

Read out the first set of prompts and the example answer. Students complete the sentences using the comparative form. Point out that in some sentences students will need to use a negative verb. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 Archie wasn't faster than Carl.
- 2 Florence wasn't heavier than Carl.
- 3 Carl was better than Archie.
- 4 Archie wasn't taller than Florence.
- 5 Archie was shorter than Carl.

Exercise 4

Read through the adjectives in the box and check that students understand them all. Say: *Florence was the fastest: true or false? (false)* Elicit one or two more true / false sentences about the people in exercise 3, then ask students to write their sentences individually. Ask some students to read some of their sentences to the class. Correct any errors. Put students into pairs to read their sentences to each other and decide whether their partner's sentences are true or false.

ANSWERS

Students' own answers.

Exercise 5

Read through the words in the two boxes and check that students understand everything. With **weaker classes**, elicit which are long adjectives and which are short. Read out the example and elicit one or two more examples. Allow students time to prepare their ideas individually, then put them into pairs to compare their ideas. With **stronger classes**, students can use their own ideas as well as the ones in the boxes. Ask some students to tell the class their ideas and their partner's ideas.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their quiz questions individually, then ask and answer them with another fast finisher. Alternatively, ask students to read their quiz questions to the class. See if other students can answer the questions.

More practice

Materiały ćwiczeniowe page 20

Assessment

Five-minute test, Oxford Teachers' Club

Vocabulary and listening page 60

Aims

- Understand people talking about skills.
- Learn jobs and skills vocabulary.

THINK!

Ask: *At what age could you walk? At what age could you talk?* Elicit a range of answers from individual students. Put students into pairs to discuss the questions. Discuss the answers as a class.

ANSWERS

Students' own answers.

Exercise 1 2-08

Students read the texts and choose the correct bold words. Play the audio for students to check their answers. Check answers with the class and check that students understand all the words. Ask students if they know any more about any of the people in the photos.

ANSWERS

- 1 expert
- 2 programmer
- 3 professor
- 4 scientist
- 5 winner
- 6 player
- 7 champion
- 8 musician
- 9 composer
- 10 writers
- 11 mathematician
- 12 genius

Exercise 2 2-09

Play the audio once for students to listen to the jobs. Elicit or point out that in British English we don't usually pronounce the /r/ at the end of jobs. Play the audio again, pausing after each word for students to repeat.

Exercise 3 2-10

Play the audio and ask students to find the words in the text in exercise 1. Play the audio again, pausing after each word for students to repeat.

ANSWERS

champion, expert, genius, mathematician, musician, scientist

Optional activity: Vocabulary

To practise the vocabulary set in a fun way, play *Twenty Questions*. Tell students you are thinking about a famous person who has one of the skills in exercise 1. Students must ask *yes / no* questions to guess who it is, e.g. *Is it a man? Is he a writer? Is he a scientist?* The student who guesses the correct answer thinks of another famous person who has one of the skills.

ANSWERS

Students' own answers.

Exercise 4 2-11 page 101

Allow students time to read the information, then read out the questions and play the audio. Students listen and answer the questions. Check the answers.

ANSWERS

A child prodigy is a child who is very talented at something at a very young age. Skills and jobs mentioned: musician, mathematician, writer, composer, artist

Exercise 5 2-11 page 101

Allow students time to read the sentences. Play the audio again. Students listen and decide if the sentences are true or false. You could ask them to correct the false sentences. With **stronger classes**, students could decide from memory, then listen to check. Check answers with the class.

ANSWERS

- 1 true
- 2 false (He wrote a piece of music when he was eight.)
- 3 true
- 4 true
- 5 false (He had £1.5 million from his art when he was ten.)

Exercise 6

Read out the example sentences and elicit one or two more examples. Allow students time to prepare their ideas individually, then put them into pairs to compare the skills and occupations using comparative and superlative forms.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 21

Assessment

Five-minute test, Oxford Teachers' Club

Language focus page 61

Aims

- Talk about prodigies.
- Use *can* and *could* to express ability and permission.

Warm-up

Ask: *What can child prodigies do?* Elicit some answers and write on the board: *Child prodigies can do amazing things.*
Ask: *What could Mozart do when he was eight?* Elicit the answer and write on the board: *Mozart could write music when he was eight.* Underline *can* and *could* and ask: *Which refers to the present? (can) Which refers to the past? (could).* Ask students to translate the sentences into their own language.

Ability: *can* and *could*

Exercise 1

Read out the task and point out that students should change sentence 1 to a negative sentence and sentence 2 to an affirmative one. Students write the sentences. Check answers with the class and check that students understand the sentences.

ANSWERS

- 1 Most children can't read until they are six.
- 2 Mozart could compose music when he was five.

Exercise 2

Students work in pairs to look at the sentences in exercise 1 again and choose the correct words in the rules. Check answers with the class.

ANSWERS

- 1 present, past
- 2 without
- 3 *can*
- 4 *can't* and *couldn't*
- 5 don't use

Language note

can and *could* come before the subject in questions: *Can he compose music?* (NOT *He can compose music?*)

Exercise 3

Students read the text and complete it with the correct forms of *can* and *could*. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 can't
- 2 could
- 3 *could*
- 4 *couldn't*
- 5 can
- 6 can't

Exercise 4

Read out the example sentence and elicit one or two more examples. Students then write about their abilities in the present and past. Put students into pairs to compare their answers. Ask some students to tell the class about their partner's abilities.

ANSWERS

Students' own answers.

Permission: *can* and *could*

Exercise 5 2•12 page 101

Students listen to the recordings and answer the question. Play the recording twice if necessary.

ANSWERS

- 1 c
- 2 a
- 3 b

Exercise 6 2•12 page 101

Play the recording again for students to decide which phrases they hear.

ANSWERS

- Could I ... ?
Yes, of course.
Can I ... ?
I suppose so.
Is it OK if I ... ?
No, I'm afraid not.

Exercise 7

Read the rules with the class. Students choose the correct answers. Elicit some answers from the class.

ANSWERS

- 1 more, less
- 2 don't usually

Exercise 8

Students work in pairs to prepare mini-dialogues for situations 1–4. Ask some volunteers to demonstrate their dialogues.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their text messages or notes individually then compare them with another fast finisher. Alternatively, ask some fast finishers to read their text messages or notes to the class. Ask other students to write replies.

More practice

Materiały ćwiczeniowe page 21

Assessment

Five-minute test, Oxford Teachers' Club

Speaking page 62

Aim

Give advice to help people.

THINK!

Read the questions with the class and put students into pairs to discuss them. Ask individual students to tell the class about their abilities and their partner's. Encourage students to talk about their own opinions and experiences.

ANSWERS

Students' own answers.

Exercise 1 2•13

Students read the dialogue and choose the correct words to complete it. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the question about Kim to the class and elicit the answer.

ANSWERS

1 amazing 2 salsa 3 have 4 money 5 friend 6 fun
Kim wants to learn to dance salsa.

Exercise 2   2•13

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to complete them from memory. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

- 1 to learn
- 2 have lessons
- 3 watch videos on YouTube
- 4 I haven't got any money for lessons
- 5 so
- 6 good idea

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4

Read through the list of things to do and make sure students understand everything. Ask two confident students to read out the example. Allow students time individually to think about some advice for each situation. Students then work in pairs to give and respond to advice for each situation. Elicit what advice students gave for each situation and discuss which is the best advice for each one.

ANSWERS

Students' own answers.

Exercise 5

Read through the situation with the class and make sure students understand everything. Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Ask students to work individually and think about a situation they need advice about. Tell them they can use a real situation from their life, or use their imagination to invent one. Put students into small groups. Ask them to take turns to tell their classmates about their situation. Their classmates listen and give advice. Ask some students who gave them the best advice.

Writing page 63**Aim**

Write a message, note or a card to congratulate someone or send good wishes.

THINK!

Ask the question and elicit answers from students. Ask additional questions to encourage students to say more, e.g. *What kind of things do you write? Do you text or send a card?*

Exercise 1

Students read the texts and match them with the replies.

ANSWERS

- 1 C 2 D 3 A 4 B

Exercise 2

Students complete the key phrases. If necessary, encourage them to go back to the texts in exercise 1.

ANSWERS

- 1 done 2 quick 3 Wish 4 forward 5 all 6 All

Language point: Ellipsis**Exercise 3**

Explain to students that in informal writing, we can sometimes omit certain words, usually a subject or a verb at the beginning of a sentence. In this exercise students decide what the full forms of the sentences are.

ANSWERS

- 1 We're 2 This is 3 I 4 It was

Exercise 4

Read the study strategy together. You can set this task for homework.

ANSWERS

Students' own answers.

Exercise 5 Exam • Wypowiedź pisemna

Read the task. Then read through the notes on writing and checking with the class. Students write their notes, cards or messages. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 22

More practice

Progress Review, Oxford Teachers' Club

*** Vocabulary and grammar photocopyables,**

Teacher's Resource Disk

**** Vocabulary and grammar photocopyables,**

Teacher's Resource Disk

***** Vocabulary and grammar photocopyables,**

Teacher's Resource Disk

Speaking photocopyable, Teacher's

Resource Disk

Review page 64

Vocabulary

Exercise 1

Students complete the lists with the words in the box. With **weaker classes**, students can look back through the unit to help them. Check answers with the class.

ANSWERS

- | | |
|-----------|-------------|
| 1 kilo | 4 scientist |
| 2 month | 5 musician |
| 3 hundred | 6 second |

Exercise 2

Students complete the sentences. Explain that they should use two different forms of one word in each sentence. With **weaker classes**, students could work in pairs. Check answers with the class.

ANSWERS

- | | |
|----------------------|---------------------|
| 1 writer, wrote | 4 inventor, invents |
| 2 composer, composed | 5 paints, painter |
| 3 player, plays | |

Language focus

Exercise 3

Focus on the table and read out the first set of prompts. Elicit the correct sentence (*Bill is heavier than Sam.*). Students write the remaining sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 Bill is heavier than Sam.
- 2 Sam is the shortest.
- 3 Jack is faster than Bill.
- 4 Jack is slower than Sam.
- 5 Sam is lighter than Bill.
- 6 Bill is the tallest.

Exercise 4

Students complete the mini-dialogues. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

- 1 Could 2 couldn't 3 How many 4 can 5 can't

Exercise 5

Remind students that they shouldn't change the form of the given words. Check answers.

ANSWERS

- 1 Mont Blanc is the highest
- 2 could not
- 3 was the best
- 4 the fastest

Speaking

Exercise 6 Exam practice • Znajomość środków językowych

Students complete the dialogue. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

- | | |
|-----------------|-------------------|
| 1 did you learn | 5 best |
| 2 ago | 6 watching videos |
| 3 guitar | 7 good idea |
| 4 best way | |

Listening

Exercise 7 2-14 page 101

Allow students time to read the sentences. Play the audio for students to listen and decide if the sentences are true or false. With **stronger classes**, you could ask students to correct the false sentences. Check answers with the class.

ANSWERS

- 1 false (He was one of the worst students.)
- 2 false (He couldn't remember names.)
- 3 true
- 4 true
- 5 false (He could play the violin.)
- 6 false (He often went sailing.)

Optional activity: Consolidation

For the next lesson, ask students to prepare a short presentation on someone they admire now. Brainstorm some ideas for categories of people that students could choose, e.g. musicians, sports stars, writers, actors, etc. Ask students to do some research on the person's childhood and early career. Tell students they must include vocabulary from pages 56 and 60, *can* and *could* and comparative and superlative adjectives.

In the next lesson, put students into small groups to give their presentations to each other. Encourage other students to ask questions using *How ... ?* to find out more information.

Assessment

Tests, Oxford Teachers' Club

Puzzles and games page 65

Exercise 1

Students work individually or in pairs to order the letters to find the times, numbers and measurements. With **stronger classes**, you could do this as a race. Check answers with the class. You could elicit an example sentence using each word.

ANSWERS

- | | |
|------------|-----------|
| 1 quarter | 5 billion |
| 2 decade | 6 metre |
| 3 kilo | 7 second |
| 4 thousand | |

Exercise 2

Divide the class into teams and read out the instructions. Ask each team to decide on one of their members who will come to the board to write their sentences.

Call out either 'comparative' or 'superlative' and then an adjective. The first team to write a correct sentence on the board using the adjective gets a point. Continue until all the adjectives have been used. See which team has the most points.

ANSWERS

Students' own answers.

Exercise 3

Students work in pairs to find the jobs and skills. Check answers with the class and check that students understand all the words.

As an extension, tell students that they learned four more words for jobs and skills on page 60. Put them into pairs and give them one minute to try to remember the extra words. Check answers with the class (*winner, writer, player, artist*) and see who remembered the most words.

ANSWERS

scientist, champion, genius, professor, musician, composer, inventor, mathematician

Exercise 4

Put students into groups of four and explain the rules of the game. Tell them that once an idea has been used once in the game, it cannot be used again.

If students don't have a dice, they could write the numbers 1–6 on six small pieces of paper, then shuffle these and choose one for their turn. Students play the game in their groups.

Allow play to continue for a few minutes, then stop the game. Ask some students to tell the class something they learned about their classmates.

ANSWERS

Students' own answers.

Exercise 5

Divide the class into two teams. With **smaller classes**, students could work in their teams to write their quiz questions. With **larger classes**, put students into pairs within their teams and ask them to write their questions.

Ask students from each team in turn to read out one of their questions. If students wrote their questions in pairs, ask a different pair from a team each time it is their team's turn. Teams get a point for each question they answer correctly.

ANSWERS

Students' own answers.

Skills Trainer Repetytorium pages 66 and 67

Tematy

- Człowiek
- Praca
- Życie społeczne

Aims

- To revise the vocabulary and language from Unit 5.
- To provide practice of exam-type tasks and skills.

Warm-up (2 minutes)

With books closed, ask students if they know any animals that can help people in difficult situations.

Exercise 1

ANSWERS

- 1 a guide dog (guide dogs help visually impaired people)
- 2 a police dog
- 3 a hearing dog / a dog for the deaf

Exercise 2 2.15 page 101

Read the tip with the class. Make sure that students understand that they will need to decide who the speaker is from the information in the recording, from how they speak and what they say.

ANSWER

a

Exercise 3 2.16 page 101 Exam • Rozumienie ze słuchu

ANSWERS

1 c 2 b 3 c 4 a 5 b

Exercise 4 Exam • Rozumienie tekstów pisanych

ANSWERS

1 Text B 2 Text A 3 Text C 4 Text A

Exercise 5

Read the tip with the class. Students find and correct the mistakes in the sentences. Students check their answers in pairs before you elicit answers from the class.

ANSWERS

1 younger 2 are there 3 correct

Optional activity: Translation

Ask students to translate the sentences in exercise 5 into Polish.

Exercise 6 Exam • Znajomość środków językowych

ANSWERS

- 1 How far is it
- 2 I couldn't speak (in)
- 3 is better than
- 4 is heavier than
- 5 can most people

Exercise 7

Read the tip with the class. Make sure that students understand that there are many possible answers. But they need to make sure that their mini-dialogues are logically and grammatically correct.

POSSIBLE ANSWERS

- 1 I don't know. / I'm not sure. / 100 years. / etc.
- 2 How can I learn English? / What's the best way to learn English? / etc.
- 3 Thank you. / You're so kind. / That's really kind of you.

Exercise 8 Exam • Znajomość funkcji językowych

ANSWERS

1 great / good idea 2 idea 3 kind of you

Progress check

Allow students time to read through the questions and choose the answers that best describe how they feel about their progress. If they need more practice in a particular area, ask them to go back to those exercises in the Student's Book.

More practice

Materiały ćwiczeniowe page 23

Unit summary

Vocabulary

I can ...

talk about what I can do in a challenging situation.

identify text types and predict the content.

talk about actions and their results.

predict some of the things I'll hear.

make rules and give advice.

give instructions and safety information.

write an advice blog using imperatives.

Vocabulary

Core vocabulary:

Survival verbs: *find drinking water, build a shelter, charge your phone batteries, pick fruit, avoid all plants, keep cool, follow the river, use the sun, make a noise, run away, stand still, light a fire, climb a tree, move at night, run away, find drinking water*

Survival equipment: *compass, first-aid kit, knife, lighter, map, mirror, rope, sleeping bag, tent, torch, water bottle*

Language focus

will and *won't* in the first conditional

must and *should*

Options

Extra listening and speaking (page 109)

Culture (page 121)

Project (page 126)

Skills Trainer Repetitorium

Tematy:

- Życie prywatne
- Podróżowanie i turystyka

Zadania egzaminacyjne:

- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Znajomość funkcji językowych
- Wypowiedź pisemna

Skills Trainer Repetitorium
(Materiały ćwiczeniowe)

Tematy:

- Życie prywatne
- Podróżowanie i turystyka

Zadania egzaminacyjne:

- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Znajomość funkcji językowych
- Wypowiedź pisemna

Vocabulary page 68

Aims

- Talk about what you can do in a challenging situation.
- Learn and use survival verbs.

THINK!

Read out the title of the unit and check that students understand *survival*. Read out the task and put students into pairs to name three problems. Bring students' ideas together on the board and ask: *Which are the most serious problems? Why?* Elicit a range of answers.

ANSWERS

Students' own answers.

Exercise 1  2-17

Students read the survival game and complete the phrases. Allow them time to compare their answers in pairs, then play the audio for them to check their answers. Check answers with the class and check that students understand all the phrases.

ANSWERS

1 avoid 2 stand 3 build 4 climb 5 use 6 follow
7 keep 8 light 9 make 10 move 11 pick 12 run
13 stay 14 find

Exercise 2  2-18

Put students into teams and read out the rules. Ask students to read question 1 and decide on their answer in their teams. Set a time limit of around a minute for this. Play the correct answer for that question and ask students to note their scores. Continue in this way, with students choosing their answers and then listening to check. See which team has the most lives left at the end. Ask: *Which answers do you find most surprising? Why?*

ANSWERS

1 A 2 C 3 B 4 A 5 B 6 C 7 A 8 B

Exercise 3   2-19 page 101

Read out the question. Play the video or audio. Students watch or listen and note down the survival skills the people discuss. Check answers with the class. (If you're using the audio-only version, please see the audio script for names of speakers.)

ANSWERS

Shri: lighting fires

May: picking fruit

Simon: picking fruit

Rebecca: finding your way

Harry: finding your way

Exercise 4   2-19 page 101

Allow students time to read through the key phrases. Play the video or audio again for students to watch or listen and complete the phrases. Check answers with the class and check that students understand all the phrases.

ANSWERS

- 1 lighting fires outdoors
- 2 survival skills
- 3 light a fire outdoors / tell what fruit is safe to eat / find your way without a phone or a map
- 4 find your way if you're lost
- 5 light a fire outdoors / find my way with a map / use the sun

Exercise 5

Ask two confident students to read out the example. Elicit some other questions that students could ask, e.g. *Can you build a shelter? How do you light a fire with no matches? Are you good at climbing trees?* With **weaker classes**, write a few questions on the board for students to refer to. Put students into pairs to ask and answer questions about their survival skills. Encourage them to use a range of key phrases.

Ask some pairs to tell the class how well their partner would survive and why.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Put students into pairs and ask them to imagine they are lost in the jungle and have decided to keep an audio diary. Give an example of an audio diary entry, e.g. *It's day two in the jungle. We're very hungry, but we don't want to pick any fruit because it might be dangerous. We need to find a river so that we can follow it. ...*

Students work in their pairs to prepare an audio diary entry, using some of the vocabulary from exercise 1. Students can either read their diary entries to the class, or, if they have their phones, they could record or video themselves and then work in small groups to compare.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students write a five-question survival quiz individually. Ask them in turn to ask their quiz questions to the class. Discuss the answers as a class.

More practice

Materiały ćwiczeniowe page 24

Assessment

Five-minute test, Oxford Teachers' Club

Reading page 70

Aim

Identify text types and predict the content.

THINK!

Read the question with the class and elicit a few ideas. If students are struggling for ideas, ask more questions to help them, e.g. *Do you think you need to be physically strong? Do you need to be intelligent / determined / creative?* Put students into pairs to discuss the questions. Ask pairs to report back on their discussions. Discuss as a class which personal qualities are the most important and why.

ANSWERS

Students' own answers.

Exercise 1

Focus on the text and ask students to look at it, but not read it. Read out the three text types and check that students understand them. Point out that to identify the text type they can look at the title and headings, the layout of the text, the photos, etc. Allow students time to look at the text, then allow them time to compare their ideas in pairs. They then read the text quickly to check their answers.

Discuss the answer with the class and discuss what clues helped them to guess, e.g. the headings, the Survival rating scores, the photos, etc. Ask students if they have watched programmes like this one on TV.

ANSWER

b

Exercise 2 2-20 Exam practice • Rozumienie tekstów pisanych

Allow students time to read through the sentences, then play the audio. Students read and listen and complete the sentences with the names. Check answers with the class.

ANSWERS

- 1 Jenny
- 2 Tom, Peter
- 3 Ted
- 4 Sophie
- 5 Tina
- 6 Steve Grant

Exercise 3

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

Students' own answers.

Optional activity: Reading

Write the following questions on the board: Who ...

- 1 has experience of boats?
- 2 isn't good at making things with his hands?
- 3 doesn't enjoy swimming?
- 4 lacks experience of the natural world?
- 5 enjoys spending time without other people?
- 6 doesn't make decisions quickly?

Students work in pairs to read the text again and write the correct names. Check answers with the class.

ANSWERS

- 1 Sophie
- 2 Tom
- 3 Peter
- 4 Tina
- 5 Jenny
- 6 Ted

Exercise 4

Put students into pairs to discuss which team they think will win the challenge. Encourage them to note down reasons for their answers.

Put pairs together into groups of four to compare their ideas and agree which team they think will win and why. Ask groups in turn to report back to the class. Encourage other groups to agree or disagree, giving reasons for their opinions.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 26

Language focus page 71

Aims

- Talk about actions and their results using the first conditional.
- Learn how to use *will* and *won't* in the first conditional.

Warm-up

Ask students what they can remember about the six people in the survival show. Elicit a few ideas, then ask: *Which person is a vegetarian? (Sophie) What does she have to do if she wants to win? (change her eating habits). Ask students to find the sentence in the text on page 70 which says this (If she changes her eating habits, she'll go a long way). Point out the two clauses in the sentence, and point out that the first clause is an action, and the second clause is a result. Elicit or explain that this is a first conditional sentence, and we use the first conditional to talk about actions and results in the future.*

Exercise 1

Students match the sentence halves and match the sentences with the people in the text. Check answers with the class and check that students understand the sentences. Elicit what the action and result are in each sentence.

ANSWERS

1c Sophie 2a Ted 3e Jenny 4b Peter 5d Tina

Exercise 2

Students work in pairs to look at the examples and complete the rules. With **weaker classes**, read through the rules with the class and elicit the answers. Reinforce the point that we use the present simple in the *if* clause, not *will*.

ANSWERS

2 action 3 result 4 action

Language note

The negative form of *will* is *won't*. The verb *will* is usually contracted to *'ll* in first conditional sentences where there is a pronoun: *she'll do very well*.

If the action clause comes first, we put a comma between the two clauses. We don't use a comma if the result clause comes first.

Exercise 3

Read out the first set of prompts and elicit the answer as an example. Students complete the sentences. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

1 'll use 2 take 3 won't pick 4 find 5 will, get 6 drinks, 'll be

Exercise 4

Students order the words and write the questions. Check the answers with the class.

ANSWERS

- 1 Will you go out on Saturday if it is sunny?
- 2 Will you stay at home tonight if it rains?
- 3 What will you do if you finish your homework early?
- 4 Will your parents be angry if you get a bad school report?
- 5 What will you buy if you get money for your birthday?

Exercise 5

Students look at the picture and match the sentence halves. Check answers with the class. With **stronger classes**, fast finishers could write one more first conditional sentence about the picture.

ANSWERS

1 c 2 e 3 a 4 d 5 b

Exercise 6

Read the study strategy with the class. Allow students time to prepare their answers to the questions and practise asking them. Put them into pairs to ask and answer the questions. Remind them to listen to their partner's answers. Ask some students to tell the class something about their partner.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can invent a new team member individually then compare with another fast finisher. Alternatively, ask some fast finishers to read their sentences to the class.

More practice

Materiały ćwiczeniowe page 24

Assessment

Five-minute test, Oxford Teachers' Club

Vocabulary and listening page 72

Aims

- Predict some of the things you'll hear.
- Learn vocabulary for survival equipment.

THINK!

Read out the question and check that students understand *priority*. Elicit a few possible answers. Put students into pairs to discuss the question. Elicit answers from individual students and encourage them to give reasons for their answers. Discuss the answers as a class.

Exercise 1 2-21

Students match the pictures with the words in the box. Play the audio for students to check their answers. Check answers with the class and check that students understand all the words. Play the audio again and point out any difficult pronunciations, e.g. *torch, knife*.

ANSWERS

1 tent 2 sleeping bag 3 rope 4 map 5 water bottle 6 mirror 7 lighter 8 mirror 9 first-aid kit 10 torch 11 knife

Exercise 2

Read out the question and check that students understand *trek*. Students read the introduction and discuss in pairs which objects people are most likely to need. Discuss the answers as a class.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Say: *You use this to know which direction you are going in.* Ask students to guess the word (*compass*). Put students into pairs to write three more clues for words in exercise 1. Put pairs together into groups of four and ask them to take turns to read their clues to each other. See which pairs guessed all the words correctly.

ANSWERS

Students' own answers.

Exercise 3 2•22 page 101

Read out the question. Point out that students have already tried to predict which objects will be useful (in exercise 2). Point out that predicting words or ideas that you might hear can help you to understand more when you listen. Play the audio. Students listen and answer the question.

ANSWERS

water bottles, tent, sleeping bag, knife, mirror, torch

Exercise 4 2•22 page 101 Exam practice • Rozumienie ze słuchu

Allow students time to read the questions and possible answers. Play the audio again. Students listen and choose the correct answers. With **stronger classes**, students could choose the correct answers from memory, then listen to check. Check answers with the class.

ANSWERS

1 b 2 c 3 a 4 b

Exercise 5

Read out the situation and check that students understand *Arctic*. Put them into pairs to discuss which objects are the most useful for survival in this situation. Encourage them to give reasons for their answers. Ask pairs to report back to the class, giving reasons for their answers. Discuss as a class which objects would be the most useful and why.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 25

Assessment

Five-minute test, Oxford Teachers' Club

Language focus page 73

Aims

- Make rules and give advice.
- Learn the form, meaning and use of *must* and *should*.

Warm-up

Ask: *What can you remember about Kay's desert challenge? What rules did she mention? What advice did she give?* Elicit some answers and write one or two sentences with *must* and *should* on the board, e.g. *You must take lots of water with you. You should take a mirror.* Underline the modal verbs and explain that we use these verbs to give advice.

Exercise 1

Students read the sentences and decide if they are true or false. Check answers with the class and check that students understand the sentences.

ANSWERS

1 true 2 true 3 false 4 true

Exercise 2

Students work in pairs to look at the sentences in exercise 1 again and complete the rules with the correct words. Check answers with the class.

ANSWERS

1 *should, shouldn't* 2 *must* 3 *mustn't*

Language note

must and *should* are followed by an infinitive without *to*: *You must be fit.* (NOT ~~*You must to be fit.*~~) The negative form *mustn't* means 'it isn't allowed': *You mustn't talk in class.*

Exercise 3

Put students into pairs to correct the sentences. Check answers with the class.

ANSWERS

- 1 You must have a medical certificate.
- 2 He should work harder.
- 3 We should not camp near a river.
- 4 They mustn't take their dog.

Exercise 4

Remind students that we use *must* and *mustn't* for rules, and *should* and *shouldn't* for advice. Students choose the correct words to complete the sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 *should* 2 *must* 3 *mustn't* 4 *shouldn't* 5 *should*
6 *mustn't*

Exercise 5

Focus on the signs and use the pictures to teach *sunscreen* and *jellyfish*. Focus on the first sign and read out the example answer. Students then write sentences for the other signs. Allow students time to compare their answers in pairs then check answers with the class.

ANSWERS

- 1 You should bring water.
- 2 You mustn't make a fire.
- 3 You should use sunscreen.
- 4 You shouldn't come between 11 a.m. and 3 p.m.
- 5 You mustn't swim when there's a red flag.
- 6 You shouldn't touch jellyfish.
- 7 You mustn't bring your dog.

Exercise 6 2•23

Play the audio once for students to listen to the sentences. Point out that we don't pronounce the *t* in *mustn't*. Play the audio again, pausing after each sentence for students to repeat.

Exercise 7 Exam practice • Znajomość środków językowych

Remind students that they can use up to four words in each sentence. Check answers with the class.

ANSWERS

- 1 should tell 2 must stand up
3 mustn't bring 4 shouldn't stay up

Exercise 8

Read through the ideas in the box with the class and check that students understand everything. Read out the example answers and elicit one or two more examples. Put students into pairs to write their advice and rules. With **stronger classes**, encourage students to use their own ideas as well as the ideas in the box. Put pairs together into groups of four to compare their ideas. Ask some groups to tell the class some of their ideas.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their advice individually then compare with another fast finisher. Alternatively, ask some fast finishers to read their advice to the class. Ask other students if they agree with the advice, and what other advice they could add.

More practice

Materialy ćwiczeniowe page 25

Assessment

Five-minute test, Oxford Teachers' Club

Speaking page 74

Aim

Give instructions and safety information.

THINK!

Read the questions with the class and put students into pairs to discuss them. Discuss as a class what activities you can do at school and outside school. Ask students what activities they do. Encourage students to talk about their own opinions and experiences.

ANSWERS

Students' own answers.

Exercise 1 2•24

Students read the dialogue and complete it with the correct phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers. Check answers with the class, then ask the question about Mark to the class and elicit the answer.

ANSWERS

- 1 wear 2 small 3 head 4 fast 5 slowly 6 Follow
Mark needs a safety vest and a helmet.

Exercise 2 2•24

Put students into pairs and ask them to cover the dialogue in exercise 1. Students read the key phrases and try to complete them. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

- 1 important 2 to 3 sure 4 worry 5 to 6 to 7 if

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4 2•25 page 101

Students put the dialogue in the correct order. Allow students time to compare their answers in pairs, then play the audio for them to check. Ask a confident pair to perform the dialogue for the class. Students then practise the dialogue in pairs.

ANSWERS

- A It's important to check your equipment first, Becky. Is your helmet OK?
B It isn't very comfortable. It feels very small.
A Let's see. It's fine. Your helmet needs to be secure. OK, are you ready?
B Erm, yes, I think so. I'm nervous.
A Don't worry. Just go slowly and remember to relax and use your legs.
B That's a big rock. What if I fall?
A You'll be fine if you follow me.

Exercise 5

Read through the situation with the class and make sure students understand everything. Students work in pairs to prepare a new dialogue. Students swap roles and practise again. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into pairs and ask them to imagine that one of them is going to do a bungee jump. Elicit the safety equipment that they need (*a harness and a helmet*). Ask them to prepare another dialogue in which the instructor checks the equipment and the student then does the jump. Tell them they should use their imagination to make the dialogue as realistic as possible, and they should use some of the key phrases from this page.

Ask some students to perform their dialogues for the class. Ask: *Would you like to do a bungee jump? Why? / Why not?*

Writing page 75

Aim

Write an advice blog using imperatives.

THINK!

Ask the question to the class and elicit answers from individual students. Ask more questions to encourage students to say more, e.g. *Which parts of the school day do you dislike? Why? How could the school improve the school day?*

ANSWERS

Students' own answers.

Exercise 1

Focus on the blog and ask students if they write a blog or read blogs online. Students read the blog and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

Maya wrote the blog to give tips for surviving school. Maya advises not to get behind with your work, to pay attention in class and do your homework.

Exercise 2

Students complete the key phrases from the blog. Check answers with the class and check that students understand all the phrases.

ANSWERS

- 1 join clubs
- 2 pay attention in class
- 3 arrive on time for lessons
- 4 ask your teachers

Language point: Imperatives

Exercise 3

Put students into pairs and ask them to cover the text and try to remember the advice. Check answers with the class and check that students understand all the imperatives. Point out that imperatives are another way of giving advice.

ANSWERS

- 1 Stay 2 Dress 3 get 4 panic

Exercise 4

Students complete the imperative sentences with the verbs in the box. Check answers with the class. With **stronger classes**, students could add one more imperative sentence with their own ideas.

ANSWERS

- 1 be 2 worry 3 Organize 4 arrive

Optional activity: Writing

Write the following sentence beginnings on the board:

- 1 If you're friendly and positive, ...
- 2 If you join clubs, ...
- 3 If you need help, ...

Ask students to complete the sentences with information from the blog. Check answers with the class, and point out that we can use first conditional sentences to give advice, by mentioning actions and their results.

POSSIBLE ANSWERS

- 1 people will like you.
- 2 you'll have more fun.
- 3 ask your teachers.

Exercise 5 Exam practice • Wypowiedź pisemna

Read the task with the class. Discuss the questions and elicit some useful advice for students. Students then plan their text.

Read through the notes on writing and checking with the class. Students write their blog. This can be set for homework.

Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 26

End of unit activities

Progress Review, Teacher's Resource Disk

Cumulative Review, Materiały ćwiczeniowe 38

*** Vocabulary and grammar photocopyables, Teacher's Resource Disk**

**** Vocabulary and grammar photocopyables, Teacher's Resource Disk**

***** Vocabulary and grammar photocopyables, Teacher's Resource Disk**

Speaking photocopyable, Teacher's Resource Disk

Review page 76

Vocabulary

Exercise 1

Students complete the phrases with the words in the box. With **weaker classes**, students can look back through the unit to help them. Check answers with the class and check that students understand all the words. As an extension, students could write an example sentence for each phrase.

ANSWERS

- 1 make 2 light 3 pick 4 keep 5 run 6 stand

Exercise 2 Exam practice • Znajomość środków językowych

Students complete the text with the correct words. With **weaker classes**, students could work in pairs for this. Check answers with the class and check that students understand all the words.

ANSWERS

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

Language focus

Exercise 3

Students complete the sentences with the correct form of the verbs. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 don't find 2 won't be 3 will do 4 plays
5 doesn't rain

Exercise 4

Students match the sentences or sentence halves. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

1 d 2 e 3 a 4 c 5 b

Exercise 5 Exam practice • Znajomość środków językowych

Students translate the sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 won't bite you 2 you will go / travel 3 win 4 You must / really should see / watch 5 shouldn't

Speaking

Exercise 6

Students complete the dialogue with the correct words and phrases. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

1 make sure 2 needs to 3 Try not 4 Remember to
5 be fine

Listening

Exercise 7 2-26 page 101 Exam practice • Rozumienie ze słuchu

Allow students time to read the sentences and the options. Play the audio for students to listen and choose the correct options. Check answers with the class.

ANSWERS

1 c 2 b 3 a 4 b

Optional activity: Consolidation

Write the following notice on the board:

Island Survival Challenge

Fifteen people who don't know each other, on a desert island for two weeks. Can they survive?

Put students into pairs. Tell them that one of their friends is going on this challenge and needs some advice. Ask them to prepare a checklist of tips and advice for their friend. Tell them they should include:

- vocabulary from pages 68 and 72
- *must* and *should*
- first conditional sentences
- imperatives to give advice
- key phrases from page 74 to give instructions and safety information

Put pairs together into groups of four to compare their ideas and write a checklist using the best ideas. Ask groups in turn to present their checklist to the class. Discuss as a class which tips and advice are the best and most useful.

ANSWERS

Students' own answers.

Assessment

Tests, Oxford Teachers' Club

Puzzles and games page 77

Exercise 1

Students work individually or in pairs to find the verbs and complete the phrases. With **stronger classes**, you could do this as a race. Check answers with the class.

ANSWERS

1 find 2 keep 3 build 4 light 5 pick 6 stand
7 follow

Exercise 2

Divide the class into small groups and read out the instructions. Say Go and ask students to write the correct words. When one group has finished, stop the activity. Ask one member of the group to come and write all the completed words on the board. If the words are correct, this group wins. If there are mistakes, don't tell students what the mistakes are, but continue the activity until another group can write all the words correctly.

ANSWERS

map, torch, lighter, first-aid kit, water bottle, compass, knife, rope, mirror, sleeping bag

Exercise 3

Read out the instructions and check that students understand everything. With **weaker classes**, allow students a minute or two to look back at page 72 to remind themselves of other words for survival equipment. Students work in pairs to give clues and guess the objects.

ANSWERS

Students' own answers.

Exercise 4

Divide the class into two teams. With **larger classes**, you could divide students into groups of six or eight students. Read out the instructions and make sure students understand that the aim is to make the chain as long as possible. Students work in their groups or teams to make chains. See which group manages to produce the longest chain and ask them to read it to the class.

ANSWERS

Students' own answers.

Exercise 5

Put students into small groups and read out the instructions. Students work in their groups to write their sentences. Ask groups in turn to read their sentences to the class. Ask other students to guess the places.

Students could also play this game in groups of four. They write their sentences in pairs, then work in groups of four to read out their sentences and guess the places.

ANSWERS

Students' own answers.

Skills Trainer Repetytorium pages 78 and 79

Tematy

- Życie prywatne
- Podróżowanie i turystyka

Aims

- To revise the vocabulary and language from Unit 6.
- To provide practice of exam-type tasks and skills.

Warm-up (2 minutes)

With books closed, ask students if they ever have arguments with their family or friends. What do they do to get over the argument?

Exercise 1

Students check the meaning of the phrases using a dictionary and write sentences with each phrase. Elicit answers from the class.

POSSIBLE ANSWERS

- 1 have an argument: posprzeczać się z kimś
- 2 survive an argument: przetrwać sprzeczkę
- 3 win an argument: wygrać sprzeczkę
- 4 talk about a problem: rozmawiać / dyskutować o problemie
- 5 resolve a problem: rozwiązać problem
- 6 misunderstand somebody: nie zrozumieć / źle zrozumieć kogoś
- 7 be cross with somebody: być złym na kogoś
- 8 be angry about something: gniewać się o coś

Exercise 2

Read the tip with the class. Students read the first paragraph of the text in exercise 3 and decide which sentence fits the gap.

ANSWER

1 d

Exercise 3 Exam • Rozumienie tekstów pisanych

ANSWERS

1 d 2 e 3 a 4 b

Exercise 4

ANSWERS

- 1 must (remember to) / must not forget to
- 2 should be quiet
- 3 not keen on

Exercise 5 Exam • Znajomość środków językowych

ANSWERS

- 1 not mad about spending
- 2 could play
- 3 is the best
- 4 important to wear
- 5 should carry

Exercise 6

ANSWER

b

Exercise 7 Exam • Znajomość funkcji językowych

ANSWERS

1 b 2 b 3 a

Exercise 8

ANSWERS

- 1 will not (logical / grammatical error)
- 2 pack (spelling error)
- 3 team (spelling error)

Exercise 9 Exam • Wypowiedź pisemna

Remind students to check their work. They should pay attention to grammar, punctuation, vocabulary and spelling.

ANSWER

Students' own answers.

Optional activity: Writing

Make copies of your students' work and distribute them in class. Ask students to check each other's work. Make sure they pay attention to the errors mentioned in the tip in exercise 8, but also to check if all the points in the task in exercise 9 are covered.

Progress check

Allow students time to read through the questions and choose the answers that best describe how they feel about their progress. If they need more practice in a particular area, ask them to go back to those exercises in the Student's Book.

More practice

Materiały ćwiczeniowe page 27

Unit summary

Communication

I can ...

talk about what music I like and don't like.

understand the writer's point of view.

talk about plans and predictions for the future.

take notes to help me understand important facts.

talk about future arrangements.

offer to help and ask people to do things.

write a review of a song using pronouns.

Vocabulary

Core vocabulary:

Music and instruments: *piano, violin, classical music, traditional music, drums, salsa, samba, pop, fans, hits, band, rock, lyrics, hard rock, heavy metal, vocals, guitar, bass, hip-hop, rap, DJ, keyboard, electronic music, reggae, folk, downloads, music video, views*

Star qualities: *ambitious/ambition, strong/strength, talented/talent, famous/fame, kind/kindness, successful/success, energetic/energy, charming/charm, confident/confidence, weak/weakness*

Language focus

be going to

will and be going to

be going to: questions

Present continuous for future arrangements

Options

Extra listening and speaking (page 110)

Curriculum extra (page 115)

Culture (page 122)

Skills Trainer Repetytorium

Tematy:

• Kultura

• Życie prywatne

Zadania egzaminacyjne:

• Rozumienie ze słuchu

• Rozumienie tekstów pisanych

• Znajomość środków językowych

• Znajomość funkcji językowych

Skills Trainer Repetytorium (Materiały ćwiczeniowe)

Tematy:

• Życie prywatne

• Życie społeczne

Zadania egzaminacyjne:

• Rozumienie ze słuchu

• Rozumienie tekstów pisanych

• Znajomość funkcji językowych

Vocabulary page 80

Aim

- Talk about what music you like and don't like.
- Learn and use vocabulary for various types of music and instruments.

THINK!

Put students into pairs and give them 60 seconds to write as many musical instruments in English as they can. They can use their dictionaries to help. Bring students' ideas together on the board and check that students understand all the words. See which pair wrote the most instruments correctly.

ANSWERS

Students' own answers.

Exercise 1 2-27

Allow students time to read the music quiz, then put them into pairs to add the blue words to the categories in the table and then add more words. Check answers with the class and check that students understand all the words. As a class, brainstorm more words to add to each category.

ANSWERS

Types of music: classical, traditional, salsa, samba, pop, rock, hard rock, heavy metal, hip-hop, rap, electronic, reggae, folk

Musical instruments: piano, violin, drums, guitar, bass, keyboards

Other words: fans, concert, hits, band, lyrics, vocals, DJ, song, downloads, music video, views

Optional activity: Vocabulary

Say: *This word begins with 'l' and it means the words to a song.* Elicit the word (*lyrics*). Put students into pairs and ask them to write three more clues for words from exercise 1, giving the first letter of the word.

Put pairs together into groups of four and ask them to close their books. Pairs swap clues and try to guess the words. See which pairs guessed all the words correctly.

ANSWERS

Students' own answers.

Exercise 2

Students read the music quiz again and choose the correct answers. Encourage them to use their general knowledge and guess if they aren't sure. Put students into pairs to compare their answers then check with the class. See who got the most correct answers.

ANSWERS

1 b 2 a 3 c 4 a 5 a 6 c 7 a 8 b 9 a

Exercise 3 2•28 page 101

Read through the task with the class. Play the first part of the video or audio and elicit the answers. Play the rest of the video or audio. Students watch or listen and write the types of music and draw the correct symbols. Check answers with the class. (If you're using the audio-only version, please see the audio script for names of speakers.)

ANSWERS AND SUGGESTED ANSWERS

Elijah: reggaeton, 😊

Rebecca: classical music, 😞

Lily: samba, 😊

Darius: heavy metal, 😞

Renee: folk music, 😞

Exercise 4 2•28 page 101

Read through the key phrases with the class and make sure students understand them all. Play the video or audio again for students to watch or listen and note down the key phrases that each person uses. Check answers with the class.

ANSWERS

Interviewer: What do you think of it?

Elijah: It's a good one for dancing to. / It sounds like ...

Rebecca: I'm not into ... / It's a bit too slow for me.

Lily: It sound like ... / It's very catchy. / It's got a good beat. / It's a good one for dancing to.

Darius: It's too heavy for me. / It's weird. / I'm not into heavy metal.

Renee: I don't like the beat. / It isn't a good one for dancing to. / I don't like it.

Optional activity: Key phrases

Play the video or audio again, pausing after some of the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 5 2•29

Play the audio, pausing after each piece of music for students to note down their answers to the questions. Put students into pairs to compare their answers. Discuss the answers with the class and encourage students to use some of the key phrases.

ANSWERS

Students' own answers.

Optional activity: Vocabulary

Brainstorm the names of five or six songs that are currently popular and well known. Put students into pairs and ask them to discuss three of the songs, using some of the key phrases. Ask some pairs to tell the class if they and their partner have similar or different tastes.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students write about their favourite piece of music individually. Ask them in turn to tell the class about their chosen piece of music. Ask other students if they agree or disagree, and why.

More practice

Materiały ćwiczeniowe page 28

Assessment

Five-minute test, Oxford Teachers' Club

Reading page 82

Aim

Understand the writer's point of view.

THINK!

Read out the questions with the class and put students into pairs to discuss them. Ask some students to tell the class what song lyrics they like and why.

ANSWERS

Students' own answers.

Exercise 1

Ask students to focus on the Remember! box and explain that abbreviations such as *gonna* are often used in songs or to represent speech in informal writing.

Ask students to read the lyrics quickly and answer the questions. Point out that for this activity students need to read for the general meaning, so they don't need to understand every word. Discuss the answers with the class and ask: *Do you agree with Sam or Laila about Laila's future?*

ANSWERS

1 Laila 2 Sam

Exercise 2 2•30

Allow students time to read through the sentences. Point out that in this activity, students need to work out the writer's opinion or point of view, so the wording in the text may not be exactly the same as it is in the sentences.

Play the audio. Students read and listen and decide if the sentences are true or false. Allow students time to find lines in the song and comments to explain their answers. Check answers with the class.

ANSWERS

- 1 true (I'm going to be famous – that's all I want to do.)
- 2 false (I've got the look, the voice; I've got the face.)
- 3 true (Wake up a second now and take a look at reality.)
- 4 true (Jan says: You had dreams once Sam!)
- 5 false (we're going to have cool keyboard and bass)

Exercise 3

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

- 1 voice
- 2 bright
- 3 star
- 4 hit
- 5 reality

Optional activity: Vocabulary

Write the following definitions on the board:

- 1 become famous and successful
- 2 suffer in some way as a result of being successful
- 3 feel very happy and successful

Students work in pairs to find expressions in the text to match the definitions. Check answers with the class and ask students if they have similar phrases in their language.

ANSWERS

- 1 make it
- 2 pay the price
- 3 feel like a million dollars

Exercise 4

Allow students time to prepare their ideas individually, then put them into pairs to compare their ideas and decide on a suitable title for the song.

Discuss as a class which lines students like and dislike, and discuss possible titles for the song.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 30

Language focus page 83

Aims

- Talk about plans and predictions for the future using *will* and *be going to*.
- Learn the form, meaning and use of *be going to* and *will*.
- Learn the difference between *be going to* and *will*.

Warm-up

Ask students what they can remember about Laila and Sam. Write on the board: *I'm going to make it one day. You'll pay the price.* Ask: *Who says each sentence? (Laila says the first and Sam says the second.)* Elicit that the sentences refer to the future. Underline *be going to* and *will*. Tell students they are going to study the two ways of talking about the future.

be going to

Exercise 1

Students complete the sentences then check their answers on page 82. Check answers with the class and check students understand the sentences. Read through the rule with the class and check students understand *prediction*, *plan* and *intention*. Students choose the correct words to complete the rule. Check the answers.

ANSWERS

- 1 I'm
- 2 not, to
- 3 We're, have
- 4 talk about plans and intentions

Exercise 2

Point to the first line of the table and read out the examples. Students complete the sentences with the correct form of *be going to*. With **weaker classes**, students could work in pairs. Check the answers.

ANSWERS

- 1 isn't going to write
- 2 is going to write
- 3 isn't going to go
- 4 are going to make
- 5 aren't going to make

Exercise 3

Read out the example answer. Students write sentences about their plans and their friends' plans. Allow students time to compare their answers in pairs, then ask some students to read some of their sentences to the class.

ANSWERS

Students' own answers.

will and be going to

Exercise 4

Students work in pairs to look at the examples and decide which is a plan and which is a prediction. Discuss the answers with the class.

ANSWERS

The first sentence is a plan. The second sentence is a prediction.

Exercise 5

Students complete the text with the correct verb forms. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 are going to practise
- 2 will be
- 3 will like
- 4 are going to spend
- 5 will enjoy
- 6 'm going to take
- 7 are going to stay

Exercise 6

Read the study strategy with the class. Tell students that they will find it easier to remember their sentences if they make them relevant to themselves. Point out that the sentences don't have to be serious. Elicit one or two examples of sentences about plans and predictions. Students write their sentences individually and memorize them. They then tell their plans and predictions to their partner from memory.

Exercise 7

Read the task with the class and ask students to read the example dialogue. Students work in small groups to plan their band and write sentences about their plans and predictions. Ask groups in turn to tell the class their plans and predictions.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences and then compare them with another fast finisher. Alternatively, ask them to read their sentences to the class.

More practice

Materiały ćwiczeniowe page 28

Assessment

Five-minute test, Oxford Teachers' Club

Vocabulary and listening page 84

Aims

- Take notes to help you understand important facts.
- Learn vocabulary for describing star qualities.

THINK!

Read out the questions and check that students understand *talent show*. Students discuss the questions in pairs. Elicit answers from individual students and encourage them to give reasons for their answers.

ANSWERS

Students' own answers.

Exercise 1 2•31

Students use their dictionaries to check the meaning of the adjectives and choose the correct words in the sentences. Play the audio for students to check their answers. Check answers with the class and check that students understand all the adjectives. Play the audio again and point out any difficult pronunciations.

ANSWERS

1 Ambitious 2 talented 3 kind 4 Energetic
5 Confident

Exercise 2 2•32

Focus on the example and point out that *amazing* has three syllables. Play the audio once for students to listen, then play it again, pausing after each adjective for students to repeat. Students add the adjectives to the correct column. Check answers with the class.

ANSWERS

1 **syllable:** kind, strong, weak
2 **syllables:** char-ming, fa-mous

3 **syllables:** a-ma-zing, am-bi-tious, con-fi-dent, suc-cess-ful, ta-len-ted

4 **syllables:** e-ner-ge-tic

Exercise 3 2•33

Students copy the table and complete it with the adjectives from exercise 1. Play the audio for students to check the answers in pairs.

ANSWERS

Noun	Adjective
ambition	ambitious
charm	charming
confidence	confident
energy	energetic
fame	famous
kindness	kind
strength	strong
success	successful
talent	talented
weakness	weak

Optional activity: Vocabulary

Write the gapped sentences on the board:

- 1 Her ___ is to become a famous singer.
- 2 You will only achieve ___ at school if you work hard.
- 3 He has a real ___ for dancing.

Students complete the sentences with nouns from exercise 3. Check answers. With **stronger classes**, students could work in pairs and write example sentences for the remaining nouns.

ANSWERS

1 ambition 2 success 3 talent

Exercise 4 2•34 page 101

Play the audio. Students listen and answer the question. Check the answer.

ANSWER

Keira

Exercise 5 2.34 Exam practice • Rozumienie ze słuchu page 101

Play the audio again. Students listen and complete the notes.

ANSWERS

- | | |
|--------------|-----------------|
| 1 charming | 5 Energy |
| 2 confidence | 6 strength |
| 3 ambitious | 7 confidence |
| 4 successful | 8 a little weak |

Optional activity: Listening

Write the gapped sentences on the board:

- 1 Jason sang his song ____.
- 2 If you're ____, you'll be successful.
- 3 Keira's ____ was fantastic.

Students complete the sentences from memory then listen again to check.

ANSWERS

- 1 beautifully 2 ambitious 3 dancing

Exercise 6

Students work in pairs to discuss the qualities needed for the jobs.

More practice

Materiały ćwiczeniowe page 29

Assessment

Five-minute test, Oxford Teachers' Club

Language focus page 85

Aims

- Talk about future arrangements.
- Learn about using question forms with *be going to*.
- Learn about using the present continuous for future arrangements.

Warm-up

Ask: *What can you remember about Jason and Keira?*

Elicit some answers and ask: *Is Jason going to work on his confidence? Is Keira coming to the final?* Write the questions on the board and elicit the answers. Underline the verb forms in the questions and elicit that they both refer to the future.

be going to: questions

Exercise 1

Students write the questions in the correct order and match them with the correct answers. Check answers with the class and check that students understand the questions.

ANSWERS

- 1 What are we going to do? b
- 2 Are you going to work with me? f
- 3 What score are we going to give her? a
- 4 Is she going to go to the final? c

Language note

The forms *am / is / are* come before the subject in questions with *be going to*: *Is she going to win?* (NOT *She is going to win?*)

Exercise 2

Elicit the first question as an example. Students write the remaining questions. With **weaker classes**, students could work in pairs for this. Ask some students to read their questions to the class. Correct any errors, then put students into pairs to ask and answer the questions. Encourage them to use their imagination in their answers. Ask some students to tell the class about their partner's plans.

ANSWERS

- 1 How are we going to travel?
 - 2 Where are we going to stay?
 - 3 Are we going to be on TV?
 - 4 How much money are you going to take?
 - 5 Are your parents going to go?
 - 6 Is the final going to be on TV?
- Students' own answers.

Present continuous for future arrangements

Exercise 3

Students read the sentences and match them with the rules. Check answers with the class. With **weaker classes**, read through the sentences, then read through the rules and elicit which sentences match each rule.

ANSWERS

- 1 a 2 b 3 a 4 c 5 b

Language note

We use the present continuous for definite arrangements that are planned and agreed for the future: *I'm meeting my friends at seven o'clock.* (NOT *I will meet my friends at seven o'clock.*)

Exercise 4

Students complete the dialogue with the correct verb forms. Check answers with the class then read out each verb form and elicit whether it is an action in progress or a future arrangement.

ANSWERS

- 1 'm feeling (action in progress)
- 2 Are / doing (arrangement for the future)
- 3 're revising (arrangement for the future)
- 4 are / asking (action in progress)
- 5 going (arrangement for the future)
- 6 'm thinking (action in progress)

Exercise 5

Ask two confident students to read out the example. Elicit a few more example questions and answers, then put students into pairs to ask and answer questions using the present continuous. Ask some students to tell the class about their partner's future arrangements.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences individually then compare them with another fast finisher. Alternatively, ask some fast finishers to read their sentences to the class. Elicit more ideas from other students.

More practice

Materiały ćwiczeniowe page 29

Assessment

Five-minute test, Oxford Teachers' Club

Speaking page 86

Aim

Offer help to other people.

THINK!

Read out the situation with the class and elicit some ideas for events that students might be helping to organize, e.g. a concert, a sports event, a charity event, etc. Put students into pairs to discuss the best way to tell everyone about the event. Bring students' ideas together on the board and discuss as a class the best way to tell people about the event.

ANSWERS

Students' own answers.

Exercise 1 2-35

Students read the gapped dialogue and complete it with the correct words and phrases. With **weaker classes**, students could work in pairs for this. Play the video or audio for students to watch or listen and check their answers.

Check answers with the class, then ask the question about Dan to the class and elicit the answer.

ANSWERS

- 1 are you doing
- 2 is it
- 3 musicians
- 4 It'll be fun
- 5 thanks
- 6 things
- 7 supermarket

Dan offers to put up posters and get some things from the supermarket.

Exercise 2 2-35

Allow students time to read the key phrases, then put them into pairs and ask them to cover the dialogue in exercise 1. Students try to remember who says the key phrases. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

Amelia: We need help with (the food and drink). That would be great.

Dan: Do you want me to do that? I can do that. Can I do anything else to help? Sure, no problem.

Optional activity: Key phrases

Before students practise the dialogue, play the video or audio again, pausing after the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4

Read through the situations with the class and check that students understand everything. Ask two confident students to read out the example dialogue. Students then work in pairs and take turns to offer help. Ask some pairs to perform one of their dialogues for the class.

ANSWERS

Students' own answers.

Exercise 5

Read through the situation with the class and make sure students understand everything. Students work in pairs to prepare two new dialogues. Ask some students to perform their dialogues for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into pairs and ask them to think of an event they would like to organize at their school. Encourage them to use their imagination and think of an event they and their classmates would enjoy. Tell them to think about all the things they need to organize. Put pairs together into groups of four. Pairs take it in turns to present their ideas to each other and offer to help using some of the key phrases.

Ask some students to perform one of their dialogues for the class. The class could vote for the best event idea.

Writing page 87

Aim

Write a review of a song using pronouns.

THINK!

Read out the questions then put students into pairs to discuss their answers. Ask some students to tell the class about their favourite song. See which songs are the most popular in the class.

ANSWERS

Students' own answers.

Exercise 1

Focus on the three reviews and ask students if they read reviews online or ever write reviews. Students read the reviews and answer the questions, then compare their answers in pairs. Check answers with the class.

ANSWERS

Blame by Calvin Harris
On Sight by Kanye West

Exercise 2

Students complete the key phrases from the reviews. Check answers with the class and check that students understand all the key phrases.

ANSWERS

- 1 love
- 2 as all of their other songs
- 3 you'll love this
- 4 rocks
- 5 Kanye West
- 6 for me

Language point: Pronouns

Exercise 3

Ask students to find the example pronoun they in the reviews and point out that it refers to the lyrics. Students work in pairs to find the blue words and say what they refer to. Check answers with the class.

ANSWERS

- 1 Mia
- 2 the song
- 3 One Direction
- 4 *Blame* by Calvin Harris
- 5 Kanye West

Exercise 4

Write the first sentence on the board and elicit which pronoun can be used to replace the blue words. Students do the remaining sentences using the correct pronouns. Check answers with the class.

ANSWERS

- 1 it
- 2 them
- 3 his
- 4 They
- 5 He

Optional activity: Writing

Write the following sentences on the board:

- 1 Taylor Swift is a singer.
- 2 Bruno Mars is very well known.
- 3 Circa Waves are a band from Liverpool.

Ask students to write a sentence to follow each of the sentences on the board, using pronouns to talk about the singers / band or their music. Ask some students to read their sentences to the class. Ask other students to listen and the spot the pronouns.

ANSWERS

Students' own answers.

Exercise 5

Read the task with the class and elicit one or two example songs that students could write about. Read through the questions with the class and check that they understand everything. Students then plan their reviews.

Read through the notes on writing and checking with the class. Students write their reviews. This can be set for homework.

Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 30

End of unit activities

Progress Review, Teacher's Resource Disk

* **Vocabulary and grammar photocopyables, Teacher's Resource Disk**

** **Vocabulary and grammar photocopyables, Teacher's Resource Disk**

*** **Vocabulary and grammar photocopyables, Teacher's Resource Disk**

Speaking photocopyable, Teacher's Resource Disk

Review page 88

Vocabulary

Exercise 1

Students find the odd one out in each group of words. With **weaker classes**, students can look back through the unit to help them. Check answers with the class and check that students understand all the words. As an extension, students could add one more word to each group.

ANSWERS

- 1 electronic
- 2 vocals
- 3 bass
- 4 weak
- 5 kind
- 6 success

Exercise 2

Students complete the sentences with the correct words. With **weaker classes**, students could work in pairs for this. Check answers with the class and check that students understand all the words.

ANSWERS

- 1 bass
- 2 DJ
- 3 Fans
- 4 strength
- 5 ambitious
- 6 talented

Language focus

Exercise 3

Students write the sentences with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 I think Happy Faces will win *The You Factor* this year.
- 2 Who will be number one this week?
- 3 We are going to see Janet's brother's band later.
- 4 They aren't going to make a video tomorrow.
- 5 Sarah is going to learn guitar because she wants to join a band.

Exercise 4

Students complete the sentences using the correct present continuous forms. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

- 1 aren't meeting
- 2 are coming
- 3 are / doing
- 4 aren't practising
- 5 Is / singing
- 6 'm writing

Exercise 5

Students order the words to make sentences or questions. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 What are we going to do?
- 2 We're going to make you stronger.
- 3 Are you going to work with me?
- 4 I'm going to give you eight points.
- 5 You're going to the final.
- 6 What are you doing next Saturday?

Speaking

Exercise 6

Students complete the dialogue. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

- 1 What's happening?
- 2 Do you want me to
- 3 That would be great
- 4 Can I do
- 5 Sure, no problem

Listening

Exercise 7 2•36 page 101 Exam practice • Rozumienie ze słuchu

Put students into pairs to predict the missing words. Play the audio for students to listen and complete the sentences. Check answers with the class.

POSSIBLE ANSWERS

- 1 doing much
- 2 is practising
- 3 left to sing
- 4 be very successful
- 5 a good singer
- 6 coming to meet

Optional activity: Consolidation

Tell students they are going to plan a music festival for their town or city next summer. Write the following list on the board and ask students to think about these things for their festival:

- the kinds of music (rock, pop, etc.)
- the bands and singers, and why they will be popular (they're talented, energetic, etc.)
- the price of tickets
- the name of the festival

Students work in their groups to plan their festival and make notes. Tell them they should include vocabulary from pages 80 and 84 and *will* and *be going to*. Ask groups to present their festival ideas to the class.

Assessment

Tests, Oxford Teachers' Club

Puzzles and games page 89

Exercise 1

Students find the music words and add them to the correct list. With **stronger classes**, you could do this as a race. Check answers with the class.

As an extension, ask students to close their books. Put them into pairs and give them two minutes to remember other words for musical instruments and types of music that they have learned in this unit. When time is up, elicit answers and write the words on the board. Check that students understand all the words, and see who remembered the most words.

ANSWERS

Musical instruments: piano, bass, violin, keyboards, vocals

Types of music: hard rock, pop, rap, classical, reggae

Exercise 2

Focus on the diary and elicit a few sentences about things Ali is going to do. Students then work in pairs and take turns to say sentences about what Ali is and isn't going to do. Students change partners and cover the diary. They take turns to ask questions to test their partner about what Ali is going to do.

Students work individually to make a new diary. They then work in new pairs and take turns to guess what Ali is going to do according to their partner's diary.

ANSWERS

Students' own answers.

Exercise 3

Read out the instructions and point out the example answer. With **weaker classes**, allow students a minute or two to look back at page 84 to remind themselves of the adjectives and nouns they learned. Students use the code to write the words. With **stronger students**, you could do this as a race.

As an extension, you could ask students to complete the table with the related adjectives and nouns.

ANSWERS

	Nouns	Adjectives
1		energetic
2	confidence	
3	kindness	
4	fame	
5		weak
6		ambitious

Exercise 4

Students work in pairs to work out the right order for the school trip. Check answers with the class. Read out the example question and answer and point out that they use the present continuous for arrangements. Students work in pairs to ask and answer questions about the trip using the present continuous.

You could do the second part of the activity as a game. Students work individually to write four questions about the trip. They then close their books and work in pairs to test their partner's memory.

ANSWERS

7.30: Coach leaves school.

9.30: Visit the Natural History Museum.

12.30: Have lunch in a rooftop restaurant.

14.00: Go to see a musical.

17.30: Coach picks up students from the theatre.

19.30: Arrive back at school.

Skills Trainer Repetytorium pages 90–91

Tematy

- Kultura
- Życie prywatne

Aims

- To revise the vocabulary and language from Unit 7.
- To provide practice of exam-type tasks and skills.

Warm-up (3 minutes)

With books closed, ask students to discuss the following question: *What role does music play in your life?*

Exercise 1

POSSIBLE ANSWERS

music directors, composers, music teachers, members of an orchestra or a band, etc.

Exercise 2

Read the tip with the class. Make sure that students understand that they will not hear the exact same words in the recording as in the task.

POSSIBLE ANSWERS

- Music makes school grades better.
- I can express myself with music.
- I prefer music with no vocals.
- Music makes doing school work more enjoyable.
- Music makes me exercise more.

Exercise 3 2-37 page 101 Exam • Rozumienie ze słuchu

ANSWERS

1 d 2 b 3 e 4 c

Optional activity: Listening

Play the recording again and ask students to write down the paraphrases of items a–e from the recording.

ANSWERS

- not in the recording
- I use my music to say things ... I put all my emotions on paper.
- I don't like music with vocals because it's too distracting for me.
- It makes school work much more enjoyable.
- Music always makes me want to move my body.

Exercise 4

ANSWERS

1 b 2 a 3 c

Exercise 5 Exam • Rozumienie tekstów pisanych

ANSWERS

1 b 2 a 3 c 4 c

Exercise 6

Read the tip with the class. Make sure they understand that in this task they may need to add some additional words to make the sentence grammatically and logically correct.

ANSWERS

- went to the concert (past simple / preposition / article)
- do you think about / of (present simple question / preposition)

Exercise 7 Exam • Znajomość środków językowych

ANSWERS

- did you go to
- were you doing
- didn't help
- won't arrive (by)
- was able to swim

Exercise 8

Read the tip with the class. In pairs, students think of questions for responses a–e in exercise 9.

POSSIBLE ANSWERS

- How was your weekend?
- Do you like this photo?
- I'm not going to the exhibition.
- How about going to the cinema?
- Did you like that film?

Exercise 9 2-38 page 101 Exam • Znajomość funkcji językowych

ANSWERS

1 c 2 e 3 a 4 d

Progress check

Allow students time to read through the questions and choose the answers that best describe how they feel about their progress. If they need more practice in a particular area, ask them to go back to those exercises in the Student's Book.

More practice

Materiały ćwiczeniowe page 31

Unit summary

Communication

I can ...

say how I feel about things.

identify the main idea in an article.

talk about experiences.

listen for specific information.

ask and answer questions about experiences.

offer to help someone with an injury.

write a narrative email using *because* and *so*.

Vocabulary

Core vocabulary:

Feelings: *bad at, fond of, good at, happy about, interested in, keen on, nervous about, scared of, worried about, etc.*

Injury collocations: *cut (your finger), break (your ankle), bruise your knee, sprain your wrist, burn your nose, injure your shoulder*

Language focus

Present perfect: affirmative and negative

Present perfect: questions and short answers

ever and *never*

Options

Extra listening and speaking (page 111)

Culture (page 123)

Project (page 127)

Skills Trainer Repetytorium

Tematy:

- Praca
- Kultura
- Życie prywatne
- Zdrowie

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Wypowiedź pisemna

Skills Trainer Repetytorium (Materiały ćwiczeniowe)

Tematy:

- Kultura
- Zdrowie

Zadania egzaminacyjne:

- Rozumienie ze słuchu
- Rozumienie tekstów pisanych
- Znajomość środków językowych
- Wypowiedź pisemna

Vocabulary page 92

Aim

Say how you feel about things.

THINK!

Read the questions with the class. Give some examples of phobias, e.g. *a fear of spiders / snakes, a fear of heights*. Ask students: *What phobias do you know about? If you have any phobias, what are they?* Tell students that if they prefer not to talk about a serious phobia, they can invent one. Ask some students to tell the class about their experiences. Ask if other students have similar phobias.

ANSWERS

Students' own answers.

Exercise 1

Read out the title of the quiz and elicit or teach the meaning of *risk (danger)*. Check that students understand *heights, caving, injections* and *thrills*. Teach the word *phobia*. Allow students time to read the quiz and choose their answers. They can then work in pairs to read the key and discuss whether they agree. Ask some students to tell the class about their results and their partner's results.

ANSWERS

risk = a dangerous situation where something bad will possibly happen. Students' own answers.

Background

The Eiffel Tower in Paris was built in 1889 and is 324 metres high, roughly the same height as an eighty-storey building. It is the tallest building in Paris. Between two and five per cent of people suffer from acrophobia, or fear of heights.

Although there are many dangers associated with climbing and caving, there are not very many serious accidents associated with the sports each year. Horse riding, which is a much more popular sport, often appears high up on lists of dangerous sports because of the large number of accidents which occur.

It is estimated that as many as ten per cent of people have a fear of needles and injections. For people with severe symptoms their fear can lead to them avoiding medical treatments, with obvious health consequences.

The tallest roller coaster in the world is called Kingda Ka and is based at the Six Flags Great Adventure park in New Jersey, in the USA. It is 139 metres high and reaches speeds of over 200 kilometres per hour. The world's fastest roller coaster is Formula Rossa at Ferrari World in Abu Dhabi. It reaches speeds of 240 kilometres per hour.

Exercise 2 2•39

Students find the adjectives in the text and match them with the prepositions. Play the audio for students to listen and check. Check answers with the class and check that students understand all the adjectives. Point out to students that when they learn a new adjective, verb or noun, they should always try to learn any prepositions that are typically used with it.

ANSWERS

1 of 2 at 3 about 4 in 5 on
6 about 7 of 8 about

Optional activity: Vocabulary

Write the adjectives from exercise 2 on the board and ask students to close their books. Divide the class into teams. Teams take turns to choose an adjective from the board and say a sentence using the adjective and the correct preposition. If their sentence is correct, they get a point and the word is crossed off the board. Continue until all the adjectives have been practised and see which team has the most points.

ANSWERS

Students' own answers.

Exercise 3 2•40 page 101

Read through the questions with the class and read out the names of the people students will hear (Amelia, Harry, Shri, Lilly). With **weaker classes**, you could write the names on the board. Play the video or audio. Students watch or listen and answer the questions. Check answers with the class. (If you're using the audio-only version, please see the audio script for names of speakers.)

ANSWERS

Shri doesn't like being in small places. Amelia doesn't have a problem with heights.

Exercise 4 2•40 page 101

Allow students time to read through the sentences. Play the video or audio again for students to watch or listen and choose the correct words. With **stronger classes**, students could choose the correct words from memory, then listen again to check. Check answers with the class.

ANSWERS

1 spiders 2 hospitals 3 small spaces 4 Dancing

Exercise 5

Read out the first gapped key phrase and refer students to the sentences in exercise 4 to find the word to complete it (*scared*). Students complete the remaining phrases. Check answers with the class and check that students understand all the key phrases.

ANSWERS

1 scared 2 find 3 nervous 4 about 5 happy

Optional activity: Key phrases

Play the video or audio again, pausing after each of the key phrases. Ask students to repeat, copying the pronunciation and intonation that they hear.

Exercise 6

Read out the task and the example dialogue. Point out to students that they can ask the questions in the key phrases, or they can ask more specific questions, e.g. *Are you scared of snakes? Do you get nervous about injections?* Allow students time to prepare some questions, then put them into pairs to ask and answer them. Encourage them to use some of the other adjectives from exercise 2 in their answers, e.g. *No, I'm not scared of snakes. I'm quite keen on them!* Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write about their experiences and then compare with another fast finisher. Alternatively, ask some fast finishers to tell the class about their experiences. Ask other students if they would feel nervous or scared in that situation.

More practice

Materiały ćwiczeniowe page 32

Assessment

Five-minute test, Oxford Teachers' Club

Reading page 94

Aim

Identify the main idea in an article.

THINK!

Read out the question and the clue to help students. Elicit the answer.

ANSWER

A roller coaster.

Exercise 1

Read out the question and ask students what they think Jane's problem might be. Elicit a few possible ideas, but don't confirm them at this stage. Point out that for this activity students need to read for the main idea in the article, not the details, so they don't need to understand every word. Allow students time to read the article. You could set a time limit of two minutes, to encourage students to read quickly. Check the answer with the class.

ANSWER

She's frightened of heights and speed.

Exercise 2 2•41 Exam practice • Rozumienie tekstów pisanych

Allow students time to read through the questions, then play the audio. Students read and listen and choose the correct answers. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

1 b 2 c 3 a 4 a

Exercise 3

Students use a dictionary to check the meaning of the blue words. With **stronger classes**, you could encourage students to try to guess the meaning from the context first then check in a dictionary. Check that students understand all the words.

ANSWERS

- 1 risky 2 ridiculous 3 excited ... frightened
4 alive ... fatal

Exercise 4

Allow students time to prepare their answers individually, then put them into pairs to ask and answer the questions. Ask some students to tell the class why their partner likes or doesn't like roller coasters.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 34

Language focus page 101

Aims

- Learn about the form, meaning and use of the present perfect affirmative and negative forms.
- Talk about experiences.

Warm-up

Ask what students can remember about Jane Clark. Ask: *How does she feel after the roller coaster ride? Why?* Ask students to find the answer on page 94. Write on the board: *She's happy. She's done it!* Underline the present perfect verb and ask: *Does it refer to the past? (yes) Is the experience important to her in the present? (yes, because she feels happy now).* Tell students this is the present perfect form of the verb.

Exercise 1

Students choose the correct options then check their answers on page 94. Check answers with the class and check students understand the sentences.

ANSWERS

- 1 a 2 b 3 a 4 b

Exercise 2

Students work in pairs to look at the sentences in exercise 1 and choose the correct words in the rules. Check answers with the class. With **weaker classes**, do this exercise with the whole class.

ANSWERS

- 1 past 2 don't say 3 have (not)

Language note

go has two forms in the present perfect: *She's gone to London.* (= she's there now) and *She's been to London.* (= she went there at some time in the past).

Exercise 3

Elicit the past participles of the verbs in exercise 1. Point out that some past participles, e.g. *bought*, are the same as the past simple form, but others, e.g. *come*, are different.

Students work in pairs to complete the table with the correct verb forms. Check answers and remind students that they need to learn irregular verb forms.

ANSWERS

Regular: decide – decided – decided, touch – touched – touched, try – tried – tried, want – wanted – wanted, watch – watched – watched

Irregular: buy – bought – bought, do – did – done, have – had – had, meet – met – met, read – read – read, ride – rode – ridden

Exercise 4

Students work in pairs to test each other on the past simple and past participle forms of the verbs in the box. Ask who remembered all the forms correctly.

ANSWERS

Students' own answers.

Exercise 5

Students complete the text with the correct verb forms. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- | | |
|-----------------|------------------|
| 1 's been | 5 's taken |
| 2 've stopped | 6 's been |
| 3 's seen | 7 haven't helped |
| 4 haven't found | 8 's started |

Exercise 6 2•42

Play the audio. Students listen and choose the form they hear. Check answers with the class, and point out that it is important to recognize contractions because they can change the meaning of the sentence.

ANSWERS

- 1 a 2 b 3 b 4 a

Exercise 7

Check that students understand experiences 1–8, and read out the example answers. Allow students time to prepare their ideas individually, then put them into pairs to talk about their experiences.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their sentences and then compare them with another fast finisher. Alternatively, ask them to read their sentences to the class.

More practice

Materiały ćwiczeniowe page 32

Assessment

Five-minute test, Oxford Teachers' Club

Vocabulary and listening page 96

Aims

- Learn injury collocations.
- Listen for specific information.

THINK!

Read out the questions then put students into pairs to discuss them. Tell students that if they prefer not to talk about something serious, they can talk about a minor accident they have had. Ask some students to tell the class about their experiences. Ask if other students have had similar accidents.

ANSWERS

Students' own answers.

Exercise 1 2•43

Students use their dictionaries to check the meaning of the blue verbs and choose the correct words in the sentences. Play the audio for students to check their answers. Check answers with the class and check that students understand all the verbs. Play the audio again and point out any difficult pronunciations, e.g. *burn*, *bruise*.

ANSWERS

- | | |
|------------|------------|
| 1 cut | 4 sprained |
| 2 broken | 5 burned |
| 3 a bruise | 6 injured |

Exercise 2 2•44

Refer students back to the examples in exercise 1. Elicit or explain that *cut* in sentence 1 is a verb, *broken* in sentence 2 is a past participle used as an adjective and *a bruise* in sentence 3 is a noun.

Students copy the table and work in pairs to complete it with the related words. Play the audio for students to listen and check their answers. Check the answers.

ANSWERS

- | | |
|----------|-------------|
| 1 cut | 5 bruised |
| 2 broken | 6 injured |
| 3 burn | 7 an injury |
| 4 bruise | 8 sprained |

Exercise 3 2•45 page 101

Read out the questions and check that students understand *have an operation*. Play the audio. Students listen and answer the questions. Check answers with the class.

ANSWERS

- 1 Owen and Tim 2 Laura and Rachel 3 Rachel

Exercise 4 2•45 page 101 Exam practice • Rozumienie ze słuchu

Allow students time to read the sentences. Point out that they must listen carefully for specific details to complete the sentences. Play the audio again. Students listen and complete the sentences. Check answers with the class.

ANSWERS

- | | |
|-------------------|----------------|
| 1 snowboarding | 4 32 km / hour |
| 2 her wrist | 5 a team |
| 3 his friend, Tim | 6 her ankle |

Optional activity: Listening

Write the gapped sentences on the board:

- 1 Laura also likes running and ____.
- 2 She spent ____ in hospital.
- 3 Owen has only had cuts and ____.
- 4 Tim has had a ____ ankle.
- 5 Rachel's team has won ____ games.

Students complete the sentences from memory then listen again to check. Check answers with the class.

ANSWERS

- 1 swimming 2 one night
3 bruises 4 sprained 5 a few

Exercise 5

Students work in pairs to discuss injuries they have had. Ask some students to tell the class about their partner's injuries.

More practice

Materiały ćwiczeniowe page 33

Assessment

Five-minute test, Oxford Teachers' Club

Language focus page 97

Aim

Ask and answer questions about experiences using *ever* and *never*.

Present perfect: questions and short answers

Exercise 1

Students read the questions and choose the correct answers. Check answers with the class and point out the form of the short answers using *has / have* and *hasn't / haven't*.

ANSWERS

- 1 a 2 a 3 b 4 b

Exercise 2

Students read the rules and choose the correct words to complete them. Check answers with the class. With **weaker classes**, read through the rules with the class and elicit the answers.

ANSWERS

- 1 a 2 b

Language note

In present perfect questions, *have / has* comes before the subject: *Have you broken your leg?* (NOT ~~*You have broken your leg?*~~)

We use *never* with an affirmative verb. It comes between *have / has* and the past participle: *I have never broken any bones.* (NOT ~~*I haven't never broken any bones.*~~)

Exercise 3

Point to the first picture and read out the example question and answer. Students look at the remaining pictures and write questions and short answers. With **weaker classes**, students could work in pairs for this. Check answers with the class.

ANSWERS

- 1 Have Jim and Dan bruised their arms and faces? Yes, they have.
- 2 Has Mum injured her head? No, she hasn't.
- 3 Have Ella and Ann sprained their wrists? No, they haven't.
- 4 Has Dad cut his leg? No, he hasn't.
- 5 Has Mum broken her ankle? Yes, she has.
- 6 Has the dog hurt its head? No, it hasn't.

ever and never

Exercise 4

Students choose the correct words to complete the questions then write true short answers. Ask some students to read their questions to the class. Correct any errors. Put students into pairs to ask and answer the questions.

ANSWERS

- 1 Have 2 broken 3 Has 4 your friend 5 ever
Students' own answers.

Exercise 5

Students write the questions using the present perfect and ever. Ask some students to read their questions to the class. Correct any errors. With **stronger classes**, students can add one more question to ask a partner.

ANSWERS

- 1 Have you ever touched a snake?
- 2 Have you ever been paragliding?
- 3 Have you ever broken a bone?
- 4 Have you ever swum across a river?
- 5 Have you ever seen a famous person?
- 6 Have you ever flown in a plane?
- 7 Have you ever visited Italy?

Exercise 6

Ask two confident students to read out the example questions and answers. Point out that we often ask a question about an experience using the present perfect, then ask for more details using the past simple. Students work in pairs to ask and answer the questions. Encourage them to ask more questions using the past simple to find out more details.

Finished?

Refer **fast finishers** to the **Finished?** activity. Students can write their questions and then compare them with another fast finisher. Alternatively, ask them to read their questions to the class. Ask other students to answer them.

More practice

Materiały ćwiczeniowe page 33

Assessment

Five-minute test, Oxford Teachers' Club

Speaking page 98

Aim

Offer to help someone with an injury.

THINK!

Read out the situation and the question to the class and elicit some possible answers. Ask more questions to encourage students to say more, e.g. *How do you know if it's broken? What should you do?*

ANSWERS

Students' own answers.

Exercise 1 2-46

Students read the gapped dialogue and complete it with the correct words. With **weaker classes**, students could work in pairs. Play the video or audio for students to watch or listen and check their answers.

Check answers with the class, then ask the questions about Chloe and Joe to the class and elicit the answers.

ANSWERS

- 1 while 2 couldn't 3 bruise 4 broken
5 doesn't 6 Let's

Chloe fell while she was skateboarding. Joe thinks she should go to the doctor.

Exercise 2 2-46

Put students into pairs and ask them to cover the dialogue in exercise 1. Students choose the correct words in the key phrases and decide whether they are used for describing an accident or responding. Play the video or audio again for students to check their answers. Check answers with the class and check that students understand all the key phrases. You could ask students to translate the key phrases into their own language to check understanding.

ANSWERS

- 1 wrong; R 2 OK; R 3 my; A 4 really; A
5 Let; R 6 hurts; A 7 R 8 can't; A 9 should; R

Exercise 3

Students work in pairs to practise the dialogue.

Exercise 4

Read out the first prompts and ask two confident students to read out the example answer. Read out the next prompts and elicit a possible dialogue from the class. Students then work in pairs and take turns to ask what's wrong and describe their problem. Ask some pairs to perform one of their dialogues for the class.

ANSWERS

Students' own answers.

Exercise 5

Read through the situation with the class and make sure students understand everything. Students work in pairs to prepare a new dialogue. They swap roles and practise again. Ask some students to perform their dialogue for the class.

ANSWERS

Students' own answers.

Optional activity: Speaking

Ask students to imagine individually that they have an injury. Ask them to think about what has happened and how it happened. Put students into pairs to ask each other about their injury and suggest what they should do. Encourage students this time not to prepare their dialogue in advance, but to act it out spontaneously, using some of the key phrases. Ask some students to perform one of their dialogues for the class.

Writing page 99

Aim

Write a narrative email using *because* and *so*.

THINK!

Read out the question and elicit some possible answers from individual students. Ask more questions to encourage students to say more, e.g. *Have you ever been skiing? Did you have an accident? Do you know anyone who has had a skiing accident?*

ANSWERS

Students' own answers.

Exercise 1

Students read the email and answer the question. Then ask them to find four examples of the present perfect. Students compare their answers in pairs. Check answers with the class.

ANSWERS

It happened last week.

Have you done anything exciting?; I've had some bad luck.; I've broken my leg.; I've had an operation.

Exercise 2

Students read the key phrases and decide which go at the beginning and which go at the end of an email. Check answers with the class and check that students understand all the phrases.

ANSWERS

Beginning: How's it going? Have you done anything (exciting)? Thanks for your email.

End: Write back soon. Bye.

Language point: Reason and result

Exercise 3

Ask students to find the blue words in the email. Read out each example in turn and ask: *Does this introduce a reason or a result?* Discuss the answers with the class and make sure students understand everything. You could ask students to translate some of the sentences into their own language, to check understanding.

ANSWERS

because introduces a reason. *so* introduces a result.

Exercise 4

Read out the first sentence and elicit the correct word to complete it. Students complete the remaining sentences with the correct words. Check answers with the class.

ANSWERS

1 because 2 so 3 so 4 because 5 because

Optional activity: Vocabulary

Write the following sentence beginnings on the board:

- 1 I'm fed up ...
- 2 It's raining today ...
- 3 My mum's angry ...
- 4 The TV programme was boring ...

Students work in pairs to complete each sentence with *because* or *so* and their own ideas. Ask students in turn to read out one of their sentences, omitting *because* or *so*. They can cough to indicate the gap. Other students guess the missing word.

ANSWERS

Students' own answers.

Exercise 5 Exam practice • Wypowiedź pisemna

Read the task with the class and elicit one or two ideas of accidents that people might have while camping by the sea, e.g. slipping on rocks and cutting their leg or burning their hand on a camp fire. Read through the questions with the class and check that students understand everything. Students then plan their emails. Read through the paragraph plan with the class. Students write their emails. This can be set for homework. Remind students to check their grammar and spelling carefully.

ANSWERS

Students' own answers.

More practice

Materiały ćwiczeniowe page 34

End of unit activities

Progress Review, Teacher's Resource Disk

Cumulative Review, Materiały ćwiczeniowe page 39

*** Vocabulary and grammar photocopyables,**

Teacher's Resource Disk

**** Vocabulary and grammar photocopyables,**

Teacher's Resource Disk

***** Vocabulary and grammar photocopyables,**

Teacher's Resource Disk

Speaking photocopyable, Teacher's Resource Disk

Review page 100

Vocabulary

Exercise 1

Students complete the sentences with the correct words. With **weaker classes**, students can look back through the unit to help them. Check answers with the class.

ANSWERS

1 at 2 on 3 in 4 of 5 about 6 at

Exercise 2

Students complete the words. With **weaker classes**, students could work in pairs. Check answers with the class.

ANSWERS

- 1 bruise 2 sprained 3 injured
4 burned 5 break 6 cut

Language focus

Exercise 3

Students complete the sentences with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 haven't met 4 has had
2 has bought 5 haven't decided
3 haven't done 6 've sprained

Exercise 4

Students look at the picture and write questions and short answers using the present perfect. Allow students time to compare their answers in pairs, then check with the class.

ANSWERS

- 1 Has the man broken his ankle? Yes, he has.
2 Has the mother cut her leg? No, she hasn't.
3 Have her children sprained their wrists? No, they haven't.
4 Has the mother hurt her elbow? Yes, she has.
5 Have the boys burned their arms? Yes, they have.
6 Have they bruised their knees? No, they haven't.

Exercise 5 Exam practice • Znajomość środków językowych

Students complete the dialogues with the correct verb forms. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 've never met
2 Have they ever visited; have
3 Have you ever broken; haven't
4 Has your brother ever driven; he hasn't
5 Have you ever touched; 've never seen

Speaking

Exercise 6

Students complete the dialogue. Check answers with the class. With **weaker classes**, students could practise the dialogue in pairs for extra practice.

ANSWERS

- 1 wrong 2 broken 3 finger 4 Let
5 hurts 6 move 7 should

Listening

Exercise 7 2•47 page 101

Play the audio for students to listen and decide if the sentences are true or false and correct the false sentences. Check answers with the class.

ANSWERS

- 1 true
2 false (He was mountain biking at the weekend.)
3 false (He's never broken his wrist.)
4 false (He's had a lot of cuts and bruises.)

5 true

6 false (Luke shouldn't go mountain biking for at least three weeks.)

Optional activity: Consolidation

Ask students to think about exciting, unusual or scary things that they have done. Elicit some ideas from the class, e.g. *I've visited New York. I've scored three goals in a football match.* Ask students to think of two things they have really done, and invent a third. In small groups, students take it in turns to tell their group about their experiences. The other students should ask questions to find out more information and decide which experience is invented. Tell them to use adjectives from page 93. The person answering questions should try to persuade their classmates that all their experiences are true. When each person has finished, the other members of their group should decide which one of the experiences is invented.

Assessment

Tests, Oxford Teachers' Club

Puzzles and games page 101

Exercise 1

Divide students into groups of three and read through the rules with the class. Students can use counters or small coins to move around the board. Students play the game. Monitor and help while students are playing, and be prepared to act as judge if students are not sure if a particular preposition or sentence is correct.

ANSWERS

Students' own answers.

Exercise 2

Read out the instructions, then read out the example answer and elicit the rest of the sentence. Students work in pairs to order the blocks of letters and write the sentences. With **stronger classes**, you could do this as a race. Check answers with the class.

ANSWERS

- 1 My cousin's never been to my house.
2 My sister's cut her finger again.
3 My parents haven't tried Indian food.

Exercise 3

Students read the clues and complete the puzzle. With **stronger classes**, you could do this as a race. Check answers with the class.

As an extension, you could get students to cover the clues and work in pairs to write example sentences for the words in the puzzle.

ANSWERS

- 1 sprained 2 cuts 3 lucky 4 bruises 5 shoulder
6 broken 7 injury 8 wrist

Exercise 4

Explain the game to students, and tell them the idea is to find a name for each experience as quickly as possible. Allow students time to work in pairs and form the questions they will need to ask, e.g. *Have you ever won a prize?* With **weaker classes**, you could do this with the whole class and write the questions on the board for students to refer to.

Allow students to move around the classroom asking and answering questions. Continue until one student has found a name for each experience. Alternatively, stop the activity after five minutes and see who has got the most names for the different experiences.

ANSWERS

Students' own answers.

Exercise 5

Divide the class into two groups, and read through the instructions with the class. Students play the game in their groups. Alternatively, each group could complete its sentences then swap sentences with the other group for the guessing stage.

ANSWERS

Students' own answers.

Skills Trainer Repetitorium pages 102 and 103

Tematy

- Praca
- Kultura
- Życie prywatne
- Zdrowie

Aims

- To revise the vocabulary and language from Unit 8.
- To provide practice of exam-type tasks and skills.

Warm-up (3 minutes)

With books closed, ask students to name as many jobs and places of work as they can. Write them on the board.

Exercise 1

Students use a dictionary to check the meanings of the words in bold. Elicit answers from the class.

ANSWERS

- 1 first-aidler 2 nurse 3 vet 4 firefighter
5 police officer

Optional activity: Vocabulary

Write the following words on the board: *architect, scientist, professor, doctor, farmer, judge, lawyer*. Students use a dictionary to find where these people work.

POSSIBLE ANSWERS

architectural firm, laboratory, university, hospital, farm, court, law firm

Exercise 2 2•48 page 101 Exam • Rozumienie ze słuchu

ANSWERS

- 1 smoke 2 builders 3 2016 4 small

Exercise 3

ANSWER

b

Exercise 4 Exam • Rozumienie tekstów pisanych

ANSWERS

- 1 Stanley Park
2 z wyprzedzeniem / wcześniej
3 22.00 / dziesiątej wieczorem / 10 wieczorem

Exercise 5

Read the tip with the class. Go over changes a–e and make sure that students understand what each one means.

ANSWERS

- 1 must wear a helmet (b)
2 as fast as (d)
3 haven't seen (c)
4 playing tennis (e)
5 I'm not keen (a)

Exercise 6 Exam • Znajomość środków językowych

ANSWERS

- 1 going to spend / planning to spend
2 is the best phone
3 haven't played
4 should buy
5 not to

Exercise 7

POSSIBLE ANSWER

There was a power cut and there was no light. I wanted to get a torch which was on the top shelf. As soon as I stood on a chair, I fell and I injured my shoulder, so I went to the hospital.

Exercise 8 Exam • Wypowiedź pisemna

ANSWER

Students' own answer.

Progress check

Allow students time to read through the questions and choose the answers that best describe how they feel about their progress. If they need more practice in a particular area, ask them to go back to those exercises in the Student's Book.

More practice

Materiały ćwiczeniowe page 35

Options

Extra listening and speaking

Directions page 104

Aim

Ask for and give directions.

Warm-up

With books closed, think of a place that is quite close to the students' school and ask: *Is there a swimming pool / cinema near this school? How do I get there?* Elicit directions and write useful expressions on the board. Tell students they are going to practise asking for and giving directions in English.

Exercise 1 3-02

Read out the example and elicit another example from the class. Students work in pairs to write the remaining compound nouns. Play the audio. Students listen and check their answers. Check answers with the class and check that students understand all the compound nouns.

ANSWERS

2 bus stop 3 car park 4 pedestrian crossing 5 police station 6 post office 7 secondary school 8 shopping centre 9 skate park 10 sports centre 11 traffic lights 12 swimming pool

Exercise 2 3-03

Students match the places on the map with the compound nouns. With **weaker classes**, students could work in pairs. Play the audio for students to listen and check their answers.

ANSWERS

B secondary school C pedestrian crossing D post office E swimming pool F sports centre G traffic lights H shopping centre I bus stop J skate park K police station L car park

Exercise 3 3-04 page 101

Refer students to the red X on the map. Play the two conversations. Students listen and decide where the people want to go. Allow students time to compare their answers in pairs, then play the audio for them to check and complete their answers. Check answers with the class.

ANSWERS

1 skate park 2 art gallery

Exercise 4 3-04 page 101

Students complete the key phrases with the correct words. Play the audio again for students to check their answers. Check answers with the class and check that students understand the key phrases.

ANSWERS

1 where 2 at 3 on 4 straight

Optional activity: Listening

Write the gapped sentences on the board:

- 1 Yes, it isn't ____.
- 2 Go ____ the police station.
- 3 I'm ____ I'm looking for ...
- 4 Walk ____ the pedestrian crossing.

Students work in pairs and complete the sentences from memory. Play the audio again for them to listen and check.

ANSWERS

1 far 2 past 3 lost 4 across

Exercise 5 3-05

Allow students time to read through the dialogue. Play the audio for them to listen and choose the correct words. Check answers with the class and check that students understand everything in the dialogue. Play the audio again, pausing after some of the key questions and phrases for students to repeat. Students then practise the dialogue in pairs.

ANSWERS

1 swimming pool 2 left 3 right

Exercise 6

Choose one of the places and elicit a model dialogue from the class. Students work in pairs and take turns to ask for and give directions. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Ask some pairs to perform one of their dialogues for the class.

Optional activity: Speaking

Put students into new pairs. Ask them to think of places that are quite close to the school. They take turns to ask for and give directions to the places. Encourage them not to prepare their dialogue, but to improvise, referring to the key phrases, if necessary.

ANSWERS

Students' own answers.

Can I take a message? page 105

Aim

Leave a phone message for someone.

Warm-up

Ask students if they ever leave phone messages. Ask when they leave messages, and who for. Ask if they know any phrases they can use to leave a phone message in English.

Exercise 1

Students work in pairs to match the types of information with the details. Check answers. Tell students that in English phone numbers are said as individual numbers, and we say 'oh' for zero. Point out that there are two ways of saying dates: *March the twenty-third* or *the twenty-third of March*. Point out that for prices we can say *forty-six pounds fifty* or just *forty-six fifty*.

ANSWERS

1 b 2 c 3 d 4 e 5 a

Exercise 2 ④ 3-06

Play the audio for students to listen and write what they hear. Play the audio again for them to check their answers. Check answers with the class, then play the audio again, pausing after each piece of information for students to repeat.

ANSWERS

- 1 a quarter past nine
- 2 four pounds seventy-five
- 3 183, West Bridge Street
- 4 ninety-nine pence
- 5 the twentieth of June
- 6 0909 870413

Exercise 3

Ask students to identify which phrases are formal and which informal. Students check their answers in pairs before you check the answers with the class.

ANSWERS

The first five phrases are informal and the rest are formal.

Exercise 4 ④ 3-07 page 101

Play the audio. Students listen and decide which numbers from exercise 1 they hear. Check the answer with the class.

ANSWER

Hello. / Hi.
Can I speak to him, please?
Can I take a message?
Thanks very much!
Bye.

Exercise 5 ④ 3-07 page 101

Play the audio again. Students listen and answer the questions. Check the answers.

ANSWERS

- 1 This is David Mitchell. I work with Alex.
- 2 He's at the supermarket.
- 3 Can her dad call Dave on his mobile.
- 4 They're going to a football match.
- 5 He needs to be at Oliver's house at two.

Optional activity: Listening

Write these gapped sentences on the board:

- 1 Hello. _____ Dave Mitchell.
- 2 Alex, _____ Dave.

Play the audio again for students to complete the sentences. Check answers and point out that in English we use *This is ...* or *It's ... (here)* to introduce ourselves on the phone.

ANSWERS

- 1 This is
- 2 it's

Exercise 6 ④ 3-08

Allow students time to read the message, then play the audio. Students listen and read the dialogue. Students then practise the dialogue in pairs. With **weaker classes**, before students practise in pairs you could play the audio again, pausing after each line for students to repeat.

Exercise 7

Students work in pairs to prepare their dialogues. Students practise their dialogues in pairs, then swap roles and practise again.

Optional activity: Speaking

Ask students individually to think of a reason for phoning a friend, e.g. to meet later, to invite them somewhere, etc. Put students into pairs. Tell them their partner will be their friend's brother or sister. Ask them to practise phoning their friend's house. Their friend's brother or sister answers the phone and tells them their friend is out, so they leave a message. Their partner takes the message and writes it down. Students swap roles and have another conversation. They can then swap the written messages and see how accurately they took their partner's message.

ANSWERS

Students' own answers.

A special event page 106

Aim

Talk about an event in the past.

Warm-up

Point to the photos and elicit that they show a wedding. Ask: *When did you last go to a wedding? Whose wedding was it? How many people were there? How did people celebrate?* Elicit a range of answers. Encourage as many students as possible to join in and talk about their own experiences.

Exercise 1 ④ 3-09 page 101 Exam practice • Rozumienie ze sluchu

Play the audio. Students listen and match the speakers with the photos. Check answers with the class.

ANSWERS

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

Exercise 2 3•10 page 101

Allow students time to read the words in the box. Play the audio again. Students listen and decide which things Megan talks about. Check answers with the class.

ANSWERS

clothes, people, place, food, music, presents

Exercise 3 3•10 page 101

Allow students time to read the sentences. Play the audio again. Students listen to decide if the sentences are true or false and correct the false sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 true
- 2 false (There were about 150 people there.)
- 3 false (She sat next to Dan's brother.)
- 4 false (It was in the garden of a big hotel.)
- 5 false (Megan's parents gave Lily and Dan some money.)

Exercise 4 3•11 page 101

Students complete the dialogue with the key phrases. With **weaker classes**, students can work in pairs for this. Play the audio for students to listen and check their answers. Check answers with the class and check that students understand all the key phrases. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

ANSWERS

- 1 Why didn't you go to ...?
- 2 Did you have a good time?
- 3 Were there many people?
- 4 What was the food like?
- 5 What did you give them for a present?

Optional activity: Speaking

Ask students to cover the dialogue in exercise 4 and focus on the key phrases. Tell them they are going to test their partner on the responses. Put students into pairs. They take turns to read out one of the key phrases. Their partner must give a suitable response. They can check their answers in the dialogue.

ANSWERS

Students' own answers.

Exercise 5

Allow students time to read the diary extract. Also focus on the dialogue in exercise 4 and the key phrases. Check they understand everything. Students practise their own dialogue in pairs. With **weaker classes**, students may need to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Encourage stronger students to improvise and use their own ideas. Students can swap roles and practise again.

ANSWERS

Students' own answers.

Optional activity: Speaking

Students could work in pairs and have conversations about real events they have been to. Allow them time to prepare their ideas individually first, then put them into pairs. Encourage students to ask questions using the key phrases, to find out as much as possible about their partner's event. Ask some students to tell the class what they learned from their partner.

ANSWERS

Students' own answers.

Finding things page 107**Aim**

Talk about where things are in a room.

Warm-up

With books closed, ask: *Do you ever put something in a place and then can't find it when you need it?* Elicit answers from individual students and ask more questions to encourage students to say more, e.g. *What things do you lose in this way? Where do you usually find them? Who helps you find them?*

Exercise 1 3•12

Students match the objects in the picture with the words. Play the audio for students to listen and check their answers. Check answers with the class and check that students understand all the words. Point out the pronunciation of *drawer*.

ANSWERS

A poster B shelves C laptop D pillow E cuddly toy
F drawer G sheets H basket I rug

Exercise 2 3•13 page 101

Play the first sentence and point out the corrected example sentence. Play the remaining sentences, pausing for students to write them down. Students look at the picture and correct the sentences. Check answers with the class. With **stronger classes**, students could write one or two more false sentences about the picture. Ask them to read their sentences to the class, and ask other students to correct them.

ANSWERS

- 2 The sheets are in the basket.
- 3 The laptop is on the table.
- 4 The chair is in front of the table.
- 5 The tidy bed is on the right.
- 6 The posters are on the wall.
- 7 The plant is beside the bed on the right.
- 8 The basket is next to the bed.

Exercise 3 3•14 page 101

Allow students time to read through the key phrases. Play the audio. Students listen and number the key phrases in the order they hear them. Check answers with the class, and check that students understand all the phrases.

ANSWERS

1 b 2 d 3 a 4 c

Exercise 4 3•14 page 101

Allow students time to read the questions. Play the audio again for them to listen and answer the questions. Check answers with the class.

ANSWERS

- 1 They're looking for Anya's history book.
- 2 She's got a test.
- 3 She usually puts it on the shelves with her other books.
- 4 She does her homework at the table.
- 5 In the clothes basket.

Exercise 5 3•15

Focus on the photo of Adam's bedroom and play the audio. Students read and listen to the dialogue. Students then practise the dialogue in pairs. With **weaker classes**, play the audio again before students practise, pausing after some of the key phrases and sentences for them to repeat.

Exercise 6

Read through the objects in the box and ask students to find them in the photo. Students then prepare and practise a new dialogue using the key phrases and the dialogue in exercise 5. Ask some students to perform their dialogue for the class.

ANSWERS

Students' own answers.

Making a complaint page 108

Aim

Complain about a problem.

Warm-up

With books closed, ask: *Do you ever buy something and then find there's a problem with it?* Elicit a few answers from individual students and ask more questions to encourage them to say more, e.g. *What kinds of things do you have problems with? What do you do when you have a problem? What do you think the shop should do?* Use the discussion to teach the phrase *make a complaint*. Tell students they are going to practise this now.

Exercise 1

Students match the words with the pictures. They can use their dictionaries to help, if necessary. Check answers with the class and check that students understand all the words.

ANSWERS

- | | |
|-------------------|--------------|
| A ebook | E MP3 player |
| B radio | F camera |
| C battery charger | G laptop |
| D headphones | H smartphone |

Exercise 2 3•16 page 101

Play the audio. Students listen and note down the device that Tim is complaining about. Check the answer with the class.

ANSWER

a laptop

Exercise 3 3•16 page 101

Allow students time to read the sentences. Play the audio again. Students listen and decide if the sentences are true or false, then correct the false sentences.

Allow students time to compare their answers in pairs, and play the audio again, if necessary, for them to check and complete their answers. Check answers with the class.

ANSWERS

- 1 true
- 2 false (It is slower than his old laptop.)
- 3 true
- 4 false (He wants to change the laptop.)
- 5 true
- 6 false (She gives Tim a new battery.)

Exercise 4 3•17

Students work in pairs to read the gapped dialogue and complete it with the key phrases. Play the audio for students to listen and check their answers. Check answers with the class and check that students understand all the key phrases. Play the dialogue again, pausing after each line for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.

ANSWERS

- 1 How can I help you?
- 2 I'd like to make a complaint.
- 3 there's something wrong with it.
- 4 I'm terribly sorry about that.
- 5 I'm afraid we can't change it.
- 6 it doesn't work.

Exercise 5

Students work in pairs to prepare and practise a new dialogue. With **weaker classes**, students may need time to prepare their dialogue before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again. Ask some pairs to perform their dialogue for the class.

ANSWERS

Students' own answers.

Expressing opinions page 109

Aim

Give an opinion about school.

Warm-up

With books closed, ask: *What's good about your school? What things don't you like?* Elicit answers from individual students. If students are struggling for ideas, ask more questions to help them, e.g. *What about homework? What about sports? What about school clubs and trips?* Encourage as many students as possible to join in and express their opinions about their school.

Exercise 1

Students work in pairs to check the meaning of the topics in the box and match four of the topics to the photos. Check answers with the class and check that students understand all the topics.

ANSWERS

A sports B school lunches
C school uniform D class size

Exercise 2 3•18 page 101

Play the audio. Students listen and note down the topics that the people mention. Check answers with the class.

ANSWERS

cheating, bullying, school trips, class size

Exercise 3 3•18 page 101 Exam practice • Rozumienie ze słuchu

Check that students understand *cyber bullying*. Play the audio again. Students listen and write the correct names. Check answers with the class.

ANSWERS

1 Will 2 Olivia 3 Will 4 Olivia 5 Will

Exercise 4 3•18 page 101

Students complete the key phrases from memory. Play the audio again for them to check their answers.

ANSWERS

1 cheating 2 really 3 with that
4 that's right 5 the school
6 smaller classes

Optional activity: Listening

Write these questions on the board:

- 1 What will happen to the two students who cheated in an exam?
- 2 Why is it difficult to stop cyber bullying?
- 3 What does the school do about cyber bullying?

Students can discuss the answers in pairs. Play the audio again for them to listen and check their answers.

ANSWERS

- 1 They will be in serious trouble if they do it again.
- 2 Because you don't know who is doing it.
- 3 It tries to find the bullies and takes away their mobile phones.

Exercise 5 3•19

Students work in pairs to the dialogue with the key phrases. Play the audio for them to listen and check their answers. Students then practise the dialogue in pairs. With **weaker classes**, play the audio again first, pausing after some of the key phrases and sentences for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.

ANSWERS

1 Do you think there is a problem with 2 Not really
3 we should definitely have 4 that's right
5 I disagree 6 How can our school

Exercise 6

Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their ideas individually before they practise their dialogues. With **stronger classes**, students can go straight into the practice.

Buying tickets page 110

Aim

Buy tickets for a play, concert or a musical.

Warm-up

With books closed, ask students: *When do you buy tickets?* Elicit a few answers. Ask: *When you buy tickets for a concert, what information do you give?* Elicit ideas such as which day you want to go, where you want to sit, how much you want to pay, etc. Tell students they are going to practise buying tickets.

Exercise 1

Students work in pairs to match the posters with the types of show. Check answers with the class.

ANSWERS

1 play 2 musical 3 concert

Exercise 2 3•20 page 101

Play the audio. Students listen and note down the type of show that Will decides to buy tickets for. Check the answer with the class.

ANSWER

The Lion King – a musical

Exercise 3 3•20 page 101

Allow students time to read the key phrases. Play the audio again. Students listen and correct the words in the key phrases. Check answers with the class.

ANSWERS

1 tickets 2 middle 3 row 4 pounds

Exercise 4 3•20 page 101 Exam practice • Rozumienie ze słuchu

Allow students time to read the information on the ticket. Play the audio again. Students listen and complete the information on the ticket. Allow students time to compare their answers in pairs, then play the audio again, if necessary, for them to check and complete their answers. Check answers with the class.

ANSWERS

1 *The Lion King* 2 18 3 11 4 12 5 V 6 £76

Exercise 5 3•21

Tell students they are going to listen to some more seat and row numbers. Play the audio. Students listen and write the letters and numbers. Check answers with the class, then play the audio again for students to repeat.

ANSWERS

- seats 9 and 10 in row R
- seats 24, 25 and 26 in row H
- seats 16–19 in row J
- seats 30–32 in row E

Exercise 6 **3-22**

Students work in pairs to read the dialogue and complete it with the correct words. Play the audio for students to listen and check their answers. Check answers with the class and make sure students understand everything in the dialogue. Students then practise the dialogue in pairs. With **weaker classes**, play the audio again first, pausing after some of the key phrases and sentences for students to repeat. Encourage students to copy the pronunciation and intonation on the audio.

ANSWERS

- Can I have
- Where would you like
- That's seats
- altogether

Exercise 7

Students practise their dialogue in pairs. With **weaker classes**, students may need time to prepare their ideas individually before they practise. With **stronger classes**, students can go straight into the practice. Students can swap roles and practise again.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into pairs and ask them to prepare a poster for a concert, musical or play. Tell them their poster should include the name of the show, the dates, and prices. Students can then use this information to practise another dialogue, or they could swap with another pair and use the poster they are given to practise another dialogue.

ANSWERS

Students' own answers.

Phoning a medical helpline page 111**Aim**

Get help for a medical problem over the phone.

Warm-up

With books closed, ask: *Have you ever had an accident? What happened?* Elicit a few answers, then ask: *What do you do when someone has an accident?* Elicit some answers, then write *Medical helpline* on the board. Elicit that it is a helpline you can phone when someone has an accident or you need medical advice.

Exercise 1

Students work in pairs to match the instructions with the pictures. Check answers with the class and check that students understand all the instructions.

ANSWERS

- 1 B 2 E 3 A 4 F 5 D 6 C

Exercise 2 **3-23** page 101

Play the audio. Students listen and say which instructions they hear. Check answers with the class.

ANSWERS

Put your hand under cold water.
Put some ice on it.
(She can) take an aspirin.

Exercise 3 **3-23** page 101 **Exam practice • Rozumienie ze słuchu**

Allow students time to read through the questions. Play the audio again. Students listen and answer the questions. Allow students to compare their answers in pairs. Play the audio again for them, if necessary, to check and complete their answers. Check answers with the class.

ANSWERS

- She's burned her hand.
- She was taking some hot soup out of the microwave when it went on her hand.
- It really hurts.
- She has fallen over.
- She's playing tennis tonight.
- She mustn't move her leg very much.

Exercise 4 **3-24**

Play the audio once for students to listen to the sentences and write them down. Point out that the difference between the present perfect and past simple forms can be quite slight in spoken English. Check answers with the class. Play the audio again, pausing after each sentence for students to repeat.

ANSWERS

- | | |
|--------------------|------------------|
| 1 I've bruised it. | 4 She burned it. |
| 2 I bruised it. | 5 You cut it. |
| 3 She's burned it. | 6 You've cut it. |

Exercise 5 **3-25**

Read through the key phrases with the class and check that students understand them all. Students work in pairs to read the dialogue and put it in the correct order. Play the audio for students to listen and check their answers. Play it again, pausing after each line for students to repeat. Put students into pairs to practise the dialogue. Encourage them to copy the intonation they heard on the audio.

ANSWERS

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

Exercise 6

Students prepare their ideas individually, then practise their dialogue in pairs. Students can swap roles and practise again.

ANSWERS

Students' own answers.

Curriculum extra

Maths: Data and charts page 112

Aim

Understand and interpret graphical information.

Warm-up

With books closed, ask students how many of them watch a popular TV programme, e.g. *Who watches X Factor?* Ask students to put their hands up, and write the numbers of those who watch and those who don't watch on the board. Explain to students that you have just carried out a survey to see which TV programmes they watch. Ask how you can show the numbers you have collected.

Exercise 1

Students work in pairs to check the meaning of the words and match them with A–E in the charts. Check the answers.

ANSWERS

A data chart B y axis C bar chart D x-axis E pie chart

Exercise 2 3•26

Play the audio. Students read and listen to the text and decide what information the pie chart doesn't give. Check the answer.

ANSWER

It doesn't give information about the numbers of students in each group.

Exercise 3

Students work in pairs to study the charts and choose the correct words in the reports. Check answers with the class.

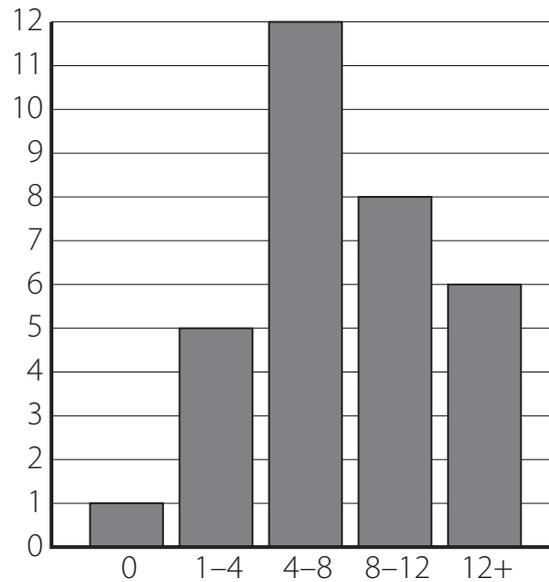
ANSWERS

1 A small number 2 a quarter 3 three
4 Over 5 four 6 two hundred

Exercise 4

Students work in pairs and draw a bar chart for the data in the table. Tell them to refer to the bar chart on the page to help them. Check the answers.

ANSWER



Exercise 5

Focus on the data in exercise 4 and ask: *How many students were in the survey altogether?* (32) Elicit some statements that are true based on the data in exercise 4, e.g. *About a quarter of the students watch between 8 and 12 hours per week. A small number watch more than 12 hours.*

Put students into pairs to write their reports. Put pairs together into groups of four to read their reports to each other. Ask some pairs to read their report to the class.

ANSWERS

Students' own answers.

Optional activity: Writing

Tell students they are going to conduct a class survey on the topics on page 96. Brainstorm some questions to ask in the survey, e.g.

- 1 How many hours do you spend watching TV per week? 0 / 1-2 / 3-4 / 5-6 / 7 or more
- 2 How many hours do you spend doing homework each week? 0 / 1-2 / 3-4 / 5-6 / 7 or more
- 3 How many hours do you spend playing video games each week? 0 / 1-2 / 3-4 / 5-6 / 7 or more

Ask the questions to the class and ask students to note down the number for each answer.

Put students into pairs to draw charts to represent the data and write a brief report to describe the survey results. You could pin students' reports and charts on the classroom wall.

ANSWERS

Students' own answers.

Language and literature: *Sherlock Holmes and the Duke's son* page 113

Aim

Read and understand an extract from a classic work of literature.

Warm-up

With books closed, ask students if they enjoy reading stories. Ask what kinds of stories they enjoy. Elicit a few answers, then ask: *Do you like stories about detectives? Do you know who Sherlock Holmes is?* Elicit a range of answers.

Background

Sir Arthur Conan Doyle (1859–1930) was a British writer known especially for his stories about Sherlock Holmes. The first Sherlock Holmes story was published in 1887, and the character appeared in four novels and 56 short stories.

Exercise 1 Exam practice • Znajomość środków językowych

Check that students understand *duke* (a hereditary title). Students work in pairs to check the meaning of the words, then read the text and complete it with the correct words. Check answers with the class and check that students understand all the words.

ANSWERS

1 missing 2 ran away 3 climbed

Exercise 2 3•27

Play the audio. Students listen and read and decide who is telling the story. Check answers with the class and discuss how students know that Watson is telling the story (*in the dialogues, Holmes uses the name Watson for the person he is talking to, and the writer answers using the pronoun 'I'.*)

ANSWER

b Watson

Exercise 3

Students read the text again to decide if the sentences are true or false and correct the false sentences. Check answers with the class.

ANSWERS

- 1 false (Holmes was in the boy's room for a while, then he went out.)
- 2 false (Holmes came back into the house with the map.)
- 3 true
- 4 false (The doctor visited in the morning.)
- 5 true

Exercise 4

Students match the blue words in the text with the definitions. Check answers with the text, and check that students understand all the words.

ANSWERS

a footprints b across c moor
d case e along f ivy

Exercise 5

Students work in pairs to ask and answer the questions. Ask some pairs to share their answers with the class.

ANSWERS

Students' own answers.

Optional activity: Writing

Write on the board: *'So, what shall we do now?' I asked Holmes.* Elicit that this could be the next line of the story. Brainstorm some ideas for what Holmes replied, and what he and Watson did next. Put students into pairs to write the next paragraph of the story. Ask pairs in turn to read their paragraphs to the class. The class could discuss which is the most likely and the most imaginative.

Alternatively, for homework ask students to find information about Sir Arthur Conan Doyle and write a short paragraph about his life and work. Students can share their paragraphs in small groups. Bring together what students have learned in a class discussion.

ANSWERS

Students' own answers.

More practice

Two famous writers, DVD, Teacher's Resource Disk

Science: Average speed page 114

Aim

Calculate speed using distance and time.

Warm-up

Focus on the photos of Louis Hamilton and Sarah Storey and ask students if they recognize the people. Ask: *How long does it take Sarah Storey to cycle 45 kilometres? (60 minutes).* Ask: *How fast does she cycle one lap? (19.3 seconds) How can you calculate her speed?* Elicit a few answers, and tell students they are going to learn how to calculate speed.

Exercise 1

Focus on the text and pre-teach *freestyle* and *length (of the pool)*. Students work in pairs to read the text and look at the table, then answer the questions. Check answers with the class.

ANSWERS

- 1 Gomez (36 seconds)
- 2 Jones (42 seconds)
- 3 O'Hara
- 4 Fields

Exercise 2

Students work in pairs to check the meaning of the words in the box. Check that students understand the words correctly, then ask them to work in their pairs to read the equation and answer the questions. Check answers with the class.

ANSWERS

- Gomez = 1.31 m/s
Jones = 1.25 m/s
O'Hara = 1.32 m/s
- Fields = 4.46 km/h
Gomez = 4.71 km/h
Jones = 4.05 km/h
O'Hara = 4.75 km/h

Exercise 3

Students work in pairs to read the sentences and calculate the average speed for each one. Put pairs together into groups of four to compare their answers, then check answers with the class.

ANSWERS

- 20.59 km/h
- 0.85 km/h
- 37.548 km/h
- 7.38 km/h

Optional activity: Speaking

Use the equations in exercise 2 to teach the words *divided by* and *times*.

Ask students to close their books, then say: *I can run 400 metres in 52 seconds. How do you calculate my average speed?* Put students into pairs to see how well they can describe the method. Elicit a description from the class, encouraging students to explain the calculation in words rather than writing an equation. Prompt them, if necessary, with key words such as *distance* and *metres per second*. Ask a confident student to come and write the equation on the board. Students can then calculate the speed.

ANSWERS

Students' own answers.

Music: Sounds, pitch and rhythm

page 115

Aim

Talk about different musical instruments and how they produce sounds.

Warm-up

With books closed, ask: *Do you like listening to music? What kinds of music do you like?* Elicit a few ideas, then ask: *What instruments do you like listening to? Do you know how they produce sounds?* Elicit a few answers and tell students they are going to learn about this now.

Exercise 1

Students work in pairs to read the introduction and label the parts of the orchestra. Check answers with the class and check that students understand all the words in the box.

ANSWERS

- A percussion
- B woodwind
- C strings
- D brass

Optional activity: Vocabulary

Write the headings *Strings*, *Percussion*, *Wind* and *Brass* on the board. Put students into pairs and give them two minutes to brainstorm as many musical instruments as they can and add them to the correct categories. They can use their dictionaries to help.

Add students' ideas to the board and check that they understand all the instruments. Make sure the lists include *xylophone*. See which pair wrote the most instruments.

POSSIBLE ANSWERS

Strings: violin, viola, cello, double bass, guitar

Percussion: drums, xylophone

Wind: flute, clarinet, oboe, saxophone

Brass: trumpet, trombone, French horn

Exercise 2 3•28

Play the audio. Students read and listen to the text, then work in pairs to match the sentence halves. Check answers with the class.

ANSWERS

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

Exercise 3 Exam practice • Znajomość środków językowych

Students complete the instructions with the correct words and guess the instruments. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- keys
- strings
- notes
- percussion
- rhythm
- hits
- loud
- blows
- keys
- pitched
- A piano
- B drums (or cymbals)
- C trumpet

Exercise 4

Students work individually to write their descriptions. Monitor and help while they are working. Put them into pairs to read their descriptions to their partner and guess their partner's instruments. With **weaker classes**, students could work in pairs to write the descriptions, then in groups of four to read their descriptions and guess the instruments.

ANSWERS

Students' own answers.

Culture

The typical British teenager ▶ page 116

Aim

Talk about how you spend your free time in your country.

Warm-up

With books closed, ask: *What do you like doing in your free time?* Elicit a few ideas, then ask: *Do you think teenagers in Britain are the same or different? Do you think they do the same things as you or different things?* Elicit a few ideas, then tell students they are going to learn about British teenagers now.

Exercise 1

Students work in pairs to check the meaning of the expressions and match them with the definitions. Check answers with the class. With **weaker classes**, read through the expressions with the class. Elicit or teach the meanings, and do the matching exercise with the class.

ANSWERS

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

Exercise 2 ▶ 3•29

Read out the question and ask students to guess the answer, using one of the expressions from exercise 1. Play the audio. Students read and listen and find the answer to the question. Check the answer with the class.

ANSWER

only 40 %

Exercise 3

Students read the text again to decide if the sentences are true or false and correct the false sentences. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 false (Most British teenagers are not very active.)
- 2 true
- 3 true
- 4 true
- 5 false (Schools sometimes have clubs during the lunch hour.)

Exercise 4

Allow students time to prepare their ideas individually, then put them into pairs to discuss the questions. Alternatively, students can prepare written answers. Discuss the answers with the class.

ANSWERS

Students' own answers.

Exercise 5

Read out the task and ask students to copy the table into their notebooks. Copy the table onto the board.

As a class, brainstorm the questions students need to ask to complete the table, e.g. *Do you do sports in your free time? Do you spend more than three hours a week doing sports? What are your favourite possessions? (your phone? tablet? clothes?)*

Ask the questions to the whole class and complete the table on the board with the information. Students copy the information into their table and write a short report on the findings. With **weaker classes**, students could work in pairs for this.

Put students into small groups to compare their reports. Discuss as a class in what ways they are similar to British teenagers, and in what ways they are different.

ANSWERS

Students' own answers.

Optional activity: Speaking

Write the following discussion questions on the board:

- 1 Do you think that teenagers now spend too much time alone, watching films, playing computer games, etc.? Why? / Why not?
- 2 How could schools encourage teenagers to do more sports?
- 3 Should schools provide more clubs at lunch time and after school? Why? / Why not?

Allow students time to prepare their ideas individually, then put them into small groups to discuss the questions. Ask groups to report back to the class on their ideas. Discuss as a class what clubs students would like to see at their school.

ANSWERS

Students' own answers.

More practice

A typical American teenager, DVD, Teacher's Resource Disk

TV in the USA ▶ page 117

Aim

Write about your TV habits.

Warm-up

With books closed, ask: *What TV programmes do you enjoy? Which programmes do you watch regularly? How much TV do you watch each week?* Elicit answers from individual students and encourage as many students as possible to join in and express their opinions. Ask: *What do you know about TV in the USA?* Elicit a few ideas, and tell students they are going to learn about this now.

Exercise 1 ④ 3-30

Read through the numbers in the box with the class and elicit how to say them. Students read the text and complete it with the numbers in the box. Encourage students to guess the most likely number for each gap. Allow students time to compare their answers in pairs, then play the audio. Students read and listen and check their answers. Ask students which numbers they find most surprising and why.

ANSWERS

- 1 116.3 million
- 2 4½
- 3 66%
- 4 9%
- 5 1928
- 6 114.4 million
- 7 2.6 million

Exercise 2

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

- 1 more than half
- 2 because the USA was one of the first countries to sell TVs
- 3 because there is a big choice of good quality drama series that people can watch
- 4 the Super Bowl
- 5 because young people prefer to watch programmes and films online

Optional activity: Vocabulary

Ask: *What types of TV programme are mentioned in the text?* (drama series, talent shows, comedies and sports events).

Put students into pairs and give them two minutes to brainstorm more types of TV programmes. Bring students' ideas together on the board and check that they understand all the words. Tell them they can use this vocabulary in the next exercise.

POSSIBLE ANSWERS

sports programmes, game shows, documentaries, news programmes, reality TV shows, chat shows, music programmes

Exercise 3

Allow students time to prepare their ideas individually. Put them into pairs to ask and answer the questions. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Exercise 4

Students write their texts individually. Put them into small groups to compare their answers. Discuss as a class in what ways TV is similar in their country to the USA, and in what ways it is different.

ANSWERS

Students' own answers.

Thanksgiving page 118

Aim

Talk about a festival in your country.

Warm-up

With books closed, ask: *What festivals are there in your country? Which are the most important festivals each year? Why?* Elicit a few ideas, e.g. *Christmas* and ask: *How do you usually celebrate these festivals?* Elicit a range of answers.

Background

As Thanksgiving takes place on a Thursday, many American families take the Friday as a holiday and enjoy a long weekend together. After eating their Thanksgiving dinner, many people watch professional American football games either on TV or live, or they watch the traditional Macy's Thanksgiving Day parade. This huge parade with lots of colourful floats takes place in New York, organized by the department store chain Macy's. Millions of people watch it, either on the streets of New York or on TV.

Exercise 1

Students work in pairs to check the meaning of the words. Check their answers and check that they understand that *corn* refers to sweetcorn, rather than to the grain. Students then work in their pairs to look at the pictures and answer the questions. Elicit a few possible answers, but don't confirm them at this stage.

ANSWERS

- 1 People are eating a traditional Thanksgiving meal together.
- 2 1621

Exercise 2

Students check their answers to exercise 1.

Exercise 3 ④ 3-31 Exam practice • Rozumienie tekstów pisanych

Students read the text again and complete it with the missing sentences. Check answers with the class.

ANSWERS

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

Exercise 4

Allow students time to read the questions and prepare their ideas individually. Put them into pairs to ask and answer the questions. Discuss the answers with the class.

ANSWERS

Students' own answers.

Exercise 5

Students write their descriptions individually. Put them into small groups to compare their answers. Discuss as a class what students enjoy and don't enjoy about festivals in their country.

ANSWERS

Students' own answers.

Optional activity: Speaking

For homework, ask students to find out about a festival in another part of the world. Brainstorm some ideas with the class or suggest a few ideas, e.g. Saint Patrick's Day in Ireland, Diwali in India, Carnival in Brazil. Ask students to find information online and prepare a short presentation on the festival.

In the next lesson, put students into small groups to present their festivals to each other and choose their favourite to present to the class. Ask groups in turn to present their favourite festival to the class. Discuss as a class which festivals students would like to take part in and why.

ANSWERS

Students' own answers.

Selfie culture page 119

Aim

Talk about 'selfies' as an art form.

Warm-up

With books closed, ask: *Do you ever take photos with your phone? What do you take photos of?* Elicit a few ideas, then teach the word *selfie*. Ask: *Do you take many selfies? Why?* Elicit a range of answers.

Background

The most popular places in the world for taking selfies include the Eiffel Tower in Paris, Big Ben in London and the Empire State Building in New York. While selfies themselves are permitted anywhere, a lot of places have banned the use of selfie sticks. These are no longer allowed at many sports venues, museums and galleries, some theme parks and some popular tourist attractions.

Exercise 1 3-32

Students work in pairs to check the meaning of the words. Check that students understand all the words correctly. Play the audio. Students read and listen to the text and complete it with the correct words. Check answers with the class.

ANSWERS

1 self-portrait 2 easel 3 quality
4 blurred 5 effect

Exercise 2

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

1 They made *selfie* the word of the year.
2 The word originates from the term 'self-portrait'.
3 Vincent Van Gogh
4 Yes, they did. Over 5,000 people 'liked' it.
5 The background
6 Yes, she does.

Optional activity: Vocabulary

Write the following gapped sentences on the board:

- 1 It's a photo that you take ____ a smartphone or a webcam.
- 2 Anyone can take a photo ____ themselves.
- 3 Most people have cameras ____ their phones.
- 4 I posted it ____ my Facebook page.

Students work in pairs and complete the sentences with the correct prepositions, then check their answers in the text. Check answers with the class and remind students that they should try to learn which prepositions go with different words and expressions.

ANSWERS

1 with 2 of 3 on 4 on

Exercise 3

Allow students time to prepare their ideas individually. Put them into pairs to ask and answer the questions. Discuss the answers with the class.

ANSWERS

Students' own answers.

Exercise 4

Divide the class into two groups, then put students into pairs within their groups to prepare their reasons for or against the statement. Ask pairs in turn to present their reasons to the class, with those agreeing with the statement first, then those disagreeing. Discuss the reasons as a class and end with a class vote to decide on the class opinion.

ANSWERS

Students' own answers.

Optional activity: Speaking

Refer students back to the speech bubbles on the right of the page.

Ask students to find an interesting selfie on their phone to show and describe to their classmates. Allow them a little time to prepare their ideas, then put them into small groups to present their selfies to each other.

Ask some students which selfies they enjoyed looking at and why.

Amazing athletes page 120

Aim

Talk about an athlete from your country.

Warm-up

With books closed, ask: *What famous sports people are there in your country?* Elicit a few ideas and ask about each one: *What are his / her talents? What has he / she achieved?* Elicit a range of answers.

Background

Dennis Kimetto was born in 1984. He has won marathons in Nairobi (Kenya), Berlin, Chicago and Tokyo. Kimetto came from a poor rural background and, according to him, it is his humble background that motivates him, as he wants to do as much as he can to help his family.

Wilson Kipsang was born in 1977. Among others, he has won marathons in Amsterdam, Beirut and Seoul.

Barefoot running has become more popular in recent years because of its perceived benefits. Some footwear manufacturers also now produce running shoes that have very thin soles, to give runners the feeling that they are running barefoot while giving a certain amount of protection to their feet.

Exercise 1 3-33

Students work in pairs to look at the pictures and answer the questions. Play the audio for students to read and listen to the text and check their answers. Check answers with the class.

ANSWERS

- 1 Wilson Kipsang and Dennis Kimetto
- 2 (top photo) running to and from school in Kenya, (bottom picture) Dennis Kimetto celebrating running a marathon
- 3 Kenya

Exercise 2

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

- 1 The world record for the fastest time at the Berlin marathon.
- 2 In one of the poorest regions of Kenya
- 3 Up to 10 kilometres
- 4 They work on farms.
- 5 They can run better and they have fewer injuries.

Exercise 3

Allow students time to prepare their ideas individually. Point out that their amazing athlete does not need to be a runner, but can be a sportsperson of any kind. Students can do their research online in class if they have access to the internet, or they can do it for homework and do exercise 4 in the next lesson.

ANSWERS

Students' own answers.

Exercise 4

Put students into small groups to tell their classmates about the athlete they researched. Ask each group to discuss the athletes presented and choose the most amazing one to present to the class. Ask groups in turn to tell the class about the athlete they have chosen. Discuss as a class which athlete is the most amazing overall.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into pairs. Ask them to imagine that they are interviewing one of the amazing athletes they have learned about. Ask them to prepare three or four questions to ask them.

Students can then work in their pairs and role-play their interviews. Ask some pairs to perform their interviews for the class, without saying the name of the athlete. See if other students can guess the athletes being interviewed.

ANSWERS

Students' own answers.

More practice

Musical prodigies, DVD, Teacher's Resource Disk

Famous explorers page 121

Aim

Understand a text about a famous explorer.

Warm-up

With books closed, ask: *What do you know about space travel? When did people first go into space? When did people land on the moon?* Elicit a range of answers and encourage as many students as possible to join in and share their general knowledge.

Background

Space exploration began in earnest in the twentieth century, with a race between the USA and USSR to be the first to land a man on the moon. The first successful orbit of the Earth by a space craft was the unmanned Russian space craft *Sputnik 1* in 1957. This was followed by the first human space flight in 1961, in which the Russian Yuri Gagarin completed a single orbit of the globe in one hour and 48 minutes. The first woman in space was also a Russian, Valentina Tereshkova, who orbited the Earth 48 times in June 1963. However, it was the Americans who succeeded in being the first to send a manned space craft to the moon in 1969.

Exercise 1 3-34

Students work in pairs to check the meaning of the words in the box. Check their answers, and check that they understand all the words correctly. Students then read the text and complete it with the correct words. Play the audio for them to read and listen to the text and check their answers. Check answers with the class.

ANSWERS

- 1 space craft
- 2 flight
- 3 pilot licence
- 4 mission
- 5 mankind
- 6 achievement

Exercise 2

Students read the text again and answer the questions. Check answers with the class.

ANSWERS

- 1 16 July 1969
- 2 When he was five years old
- 3 His pilot licence

- 4 It can be 120 degrees during the day and –150 degrees at night.
- 5 Two and a half hours
- 6 82

Optional activity: Reading

Write the following numbers and dates on the board:

16 2012 600 million 1930 21 1955

Ask students to find the numbers in the text and note down what they refer to. Point out that some of the numbers may be written as words, not numbers. Encourage students to scan the text for the numbers, rather than reading the whole text again. You could set a time limit, to encourage students to scan quickly. Check answers with the class.

ANSWERS

16: Armstrong got a pilot's licence on his sixteenth birthday. / Space craft took off from Kennedy Space Center
2012: the year when Armstrong died
600 million: the number of people around the world who watched the moon landing
1930: the year when Armstrong was born
21: the number of layers in the space suits that Armstrong and the others wore
1955: the year when Armstrong graduated

Exercise 3

Allow students time to prepare their ideas individually. You could brainstorm some names of famous explorers with the class first, to give students ideas, e.g. Christopher Columbus, Amerigo Vespucci, Vasco Da Gama. Students can do their research online in class if they have access to the internet, or they can do it for homework and do exercise 4 in the next lesson.

ANSWERS

Students' own answers.

Exercise 4

Put students into small groups to tell their classmates about the explorer they researched. Ask each group to discuss the explorers presented and choose one to tell the class about. Ask groups in turn to tell the class about the explorer they chose. Discuss as a class which explorer achieved the most.

ANSWERS

Students' own answers.

A young entrepreneur page 122

Aim

Talk about a young entrepreneur.

Warm-up

With books closed, ask: *What's an 'entrepreneur'?* Elicit that it is someone who sets up their own business and becomes successful. Ask: *Do you know any famous entrepreneurs?* Elicit a few ideas, e.g. Bill Gates, Richard Branson, Steve Jobs. Ask: *Do you know any young entrepreneurs?* Elicit a few ideas, then tell students they are going to learn about a young entrepreneur now.

Exercise 1 3-35

Ask students to read the text quickly to find the answer to the questions. Elicit a few possible answers then play the audio. Students read and listen to the text and check their answers. Check answers with the class.

ANSWERS

Jamal Edwards is a young entrepreneur who has started his own TV station, SBTV.

Exercise 2

Students match the blue words with the definitions. Check answers with the class and check that students understand all the blue words.

ANSWERS

- 1 viewers
- 2 performing
- 3 foxes
- 4 strategy
- 5 award

Exercise 3

Students read the text again and answer the questions. Check answers with the class.

- 1 He received an award for his services to music.
- 2 Jamal's hobbies were making videos and grime music.
- 3 Because he added live concerts and interviews with musicians.
- 4 Because he wanted to combine his love of filming with his passion for grime music.
- 5 He started including different types of music.

Exercise 4

Brainstorm some young entrepreneurs from the students' own country. If students cannot think of any, encourage them to search online to find one. Discuss some possible searches they could do, e.g. 'young entrepreneur (Ukraine)', 'young business person (Turkey)'. Students then choose a young entrepreneur and find information about them online to complete the table. Students can do this in class if they have access to the internet, or for homework.

ANSWERS

Students' own answers.

Exercise 5

Students work in pairs to tell each other about the young entrepreneur they chose and choose one to tell the class about. Ask pairs in turn to tell the class about the young entrepreneur they chose. Discuss as a class which young entrepreneurs are the most inspiring.

ANSWERS

Students' own answers.

Optional activity: Speaking

Put students into small groups and tell them they are young entrepreneurs. Ask them to come up with a business idea to turn themselves into millionaires! Tell them they must think about what they are going to make or sell, how they will sell it and who they will sell it to, etc. Monitor and help while students are working, then ask groups in turn to present their ideas to the class. Encourage other students to ask questions to find out more information about each idea. The class can vote for the business idea that is most likely to succeed.

ANSWERS

Students' own answers.

More practice

Eliza Rebeiro, DVD, Teacher's Resource Disk

Extreme sports page 123

Aim

Talk about extreme sports in your country.

Warm-up

With books closed, ask: *What are extreme sports?* Elicit some examples of extreme sports and ask: *Have you ever tried any extreme sports? Which ones would you like to try? Why? Which ones would you never like to try? Why?* Elicit answers from students.

Exercise 1 3-36

Play the audio. Students read and listen to the text and find the names of the extreme sports in the photos. Check answers with the class and discuss what is involved in the other sports mentioned. Ask: *Would you like to try any of these sports? Why? / Why not?*

ANSWERS

bungee-jumping and jet-boating

Background

Bungee-jumping involves jumping from a height while attached to an elastic cord. The world's highest bungee-jump is at the Royal Gorge Bridge in Colorado, USA and is 321 metres high.

Hang-gliding is an extreme sport in which a person flies through the air, suspended beneath a large, flat rigid sail.

Jet-boating involves riding in small, fast motor boats.

Mountain biking is biking over rough ground, typically mountain paths with steep ups and downs.

Paragliding is similar to hang-gliding, but involves flying using a large cloth sail, like a huge parachute.

Skydiving involves jumping from a plane from a great height and usually free-falling for a period of time before opening a parachute.

White-water rafting is sailing over rough water in a river in an inflatable raft.

Exercise 2 Exam practice • Znajomość środków językowych

Students read the text again and complete the email. Check answers with the class.

ANSWERS

- 1 sześćdziesiątych / 60-tych
- 2 złota
- 3 pierwszy ośrodek bungee-jumping / pierwsze centrum bungee-jumping
- 4 nartach lub desce / snowboardzie

Exercise 3

Allow students time to prepare their ideas individually. Put them into pairs to ask and answer the questions. Ask some students to tell the class something they learned about their partner.

ANSWERS

Students' own answers.

Exercise 4 Exam practice • Wypowiedź pisemna

Read through all the information with the class. Put students into pairs or small groups to make their advert. Monitor and help while they are working.

Put the posters on the classroom walls and allow students time to look at them. Hold a class vote for the best poster.

ANSWERS

Students' own answers.

Optional activity: Writing

Ask students to imagine they are on holiday in New Zealand and have just tried one of the sports mentioned in the text. Ask them to write an email to a friend describing their experience. Tell them they should describe what they did and also how they felt. Students can compare their emails in small groups.

ANSWERS

Students' own answers.

More practice

Queenstown, DVD, Teacher's Resource Disk

Project

A class blog page 124

Aim

Write a class blog.

Warm-up

With books closed, ask: *What's a blog?* Elicit that it is a short text that someone writes online. Ask: *Do you ever write blogs? Do you read other people's blogs? What do people write blogs about?* Elicit that people write blogs about all kinds of topics, but usually about their own lives or interests. Tell students they are going to write a class blog.

Exercise 1

Read through the text types in the box with the class and make sure students understand them. Students read the blog and match the sections with three of the text types. Check answers with the class, and elicit which text types aren't in the blog.

ANSWERS

A article B interview C jokes
Games and news are not in the blog.

Exercise 2

Students read the blog again and answer the questions. Allow students time to compare their answers in pairs then check answers with the class. Discuss the jokes with the class and make sure students understand them all. Ask which they like best.

ANSWERS

- 1 Knitting things to decorate trees, gardens and parks.
- 2 They're yarnstorming the school playground.
- 3 Everyone
- 4 Students' own answer.

Exercise 3 Exam practice • Wypowiedź pisemna

Read through the project checklist with the class and make sure they understand everything.

Put students into groups to plan and write their blogs. Monitor and help while they are working. Students can plan their blogs on paper, then write them up on a computer. They can do this for homework if they don't have access to computers in class. Encourage students to use a range of font sizes and colours to make their blog look interesting. Collect in all the blogs and pin them around the classroom.

ANSWERS

Students' own answers.

Exercise 4

Allow students to walk around the classroom and read all the blogs. Discuss with the class which blogs they like best and why.

ANSWERS

Students' own answers.

A photo album page 125

Aim

Make a photo album.

Warm-up

With books closed, ask: *How often do you take photos? What do you usually take photos of?* Elicit a few answers, then ask: *Where do you keep your photos? Do you ever make photo albums?* Elicit or explain that a photo album is a collection of photos with text giving details about what the photos show. Tell students they are going to make a photo album.

Exercise 1

Students look at the photos and discuss the questions in pairs. They then read the texts to check their ideas. Check answers with the class.

ANSWERS

- A Scotland; making a snowman
- B Sophie's house; having a barbecue
- C Wales; fishing
- D Sydney, Australia; on holiday
- E French Alps; skiing

Exercise 2

Students read the text and answer the questions. Check answers with the class.

ANSWERS

- 1 Five years old
- 2 Copper
- 3 Three weeks
- 4 Last February
- 5 No fish

Exercise 3

Read through the project checklist with the class and make sure they understand everything. Point out that in the texts, Sophie has used present tenses to describe the photos (*Copper looks pleased / He is smiling in the photo*) and past tenses to give details of what was happening when the photo was taken (*Grandad was doing the barbecue / John caught half a fish*).

Students work individually to choose their photos, write the texts and make their photo album. Students could complete this for homework. Encourage them to use creative shapes and colours to present their photos and texts, and point out that the text should be big enough for other students to read while they are presenting their album.

ANSWERS

Students' own answers.

Exercise 4

With **smaller classes**, students can take turns to present their photo album to the class. With **larger classes**, put students into small groups to present their albums to each other and choose one or two to present to the class.

Before students do their presentations, go through some tips for presenting with the class. Elicit or explain that they need to speak loudly and clearly, make eye contact with their audience, and use their hands to show their audience which part of their photo album they are referring to. Write some useful phrases on the board and check that students understand them, e.g. *As you can see on the photo album, ... In this photo, you can see ... This photo shows ... I took this photo when ...*

Discuss briefly as a class which photo albums students enjoyed looking at and why.

ANSWERS

Students' own answers.

An outdoor activity map page 126

Aim

Make an outdoor activity map.

Warm-up

With books closed, ask: *What outdoor activities can you do in this area? Where can you do them?* Elicit a few ideas. If students are struggling for ideas, prompt them with more questions, e.g. *What about cycling / walking / horse riding? Can you do this activity in this area?* Ask students what outdoor activities they enjoy and why.

Exercise 1

Students look at the map and discuss the question in pairs. Ask individual students which places they would like to visit and why.

ANSWERS

Students' own answers.

Exercise 2

Read through the activities in the box with the class and check that students understand them all. Students read the texts and decide where you can do each of the activities. Check answers with the class and ask students which activities they would like to try and why.

ANSWERS

- 1 walking, surfing, swimming at West Sands, St. Andrews
- 2 kayaking, cycling at Loch Lomond near Glasgow
- 3 walking at The Falls of Foyers
- 4 ice climbing in the Cairngorm Mountains

Exercise 3

Read through the project checklist with the class and make sure they understand everything.

Students work individually to prepare their outdoor activity map. They can work in class or complete the map for homework. Encourage them to choose interesting photos of the activities to make their maps look attractive.

Collect in all the activity maps and pin them around the classroom.

ANSWERS

Students' own answers.

Exercise 4

Students work in pairs and exchange their activity maps. Students discuss which places have got interesting activities to do. Discuss with the class which places they would like to visit and why.

ANSWERS

Students' own answers

A poster page 125

Aim

Make a poster.

Warm-up

With books closed, ask: *Do you like doing scary things?* Elicit a few answers and brainstorm some ideas of scary things you can do, e.g. go on a high roller coaster or a zip wire, or get close to wild animals. Ask: *What scary things would you like to try? Why?* Tell students they are going to make a poster about scary activities.

Exercise 1

Students work in pairs to look at the webpage and discuss the questions. Discuss the answers with the class and see which activities most students would like to try.

ANSWERS

Students' own answers.

Exercise 2

Students read the webpage again and answer the questions. Allow students time to compare their answers in pairs, then check answers with the class.

ANSWERS

- 1 monkeys
- 2 Cage of Death
- 3 121°
- 4 28 minutes
- 5 The Edge Walk
- 6 Students' own answers.

Exercise 3

Read through the project checklist with the class and make sure students understand everything.

Students work in pairs to make a list of scary things to do in their country. You could brainstorm some ideas with the whole class first. Students then research the activities they have chosen and make a poster. Students can work in class, or they can complete their poster for homework. Encourage them to find scary photos of the activities and to use interesting fonts and colours to make their posters look attractive. They can produce their poster on the computer, or print out photos and make a poster by hand.

ANSWERS

Students' own answers.

Exercise 4

Collect in the posters and pin them around the classroom. Allow students to move around the classroom and look at all the posters. Discuss with the class which ideas are similar, and find out which five places students would most like to visit and why.

ANSWERS

Students' own answers.

Student's Book audio scripts

Unit 1

Exercises 4 and 5 1-05 page 9

**I = Interviewer, A = Amelia, E = Elijah, R = Renee,
H = Harry, L = Lilly, D = Darius.**

1 Amelia

I What are your favourite places in town?

A When I'm with my friends in town we spend most of our time at the shops. Sometimes we go to fast food restaurants.

2 Elijah

I What about when you're at home? Do you stay in your room a lot?

E Yes, I quite like being alone sometimes, so I spend a bit of time in my room. Usually when I come home from school.

3 Renee

I Do you stay in bed later at the weekends?

R No, I don't spend a lot of time in bed. I go to school on Saturday morning. And on Sunday I don't spend any time in bed: I prefer to get up and do something. See friends, do sport, watch TV. That kind of thing.

4 Harry

I Are you online a lot?

H Quite a lot, I suppose, yes. My parents say I spend too much time in front of screens. I use my phone a lot, and then there's my computer. That's for homework but I play games on it, too.

5 Lilly

I Do you spend much time on your homework?

L No, not much. Maybe thirty minutes a day.

I And at the weekend?

L I spend more time on my homework at the weekend. Maybe an hour? But I don't spend more than an hour ...

6 Darius

I How long does it take to get to school in the morning?

D When there's a lot of traffic, I spend about forty minutes on the bus getting to school. It's a long time!

I What do you do on the bus?

D I spend all of my time on my phone.

Exercises 3 and 4 1-10 page 12

I = Interviewer, A = Abbie, N = Niall

1

I Abbie, those trainers are great – I really love the colours.

A Thanks.

I Where do you buy the trainers and the paints? Are they expensive?

A They're not too expensive, no. I buy them online.

I You're obviously very good at it.

A Well, I love drawing and painting. It's a very relaxing hobby.

I And what do you do with the trainers after you paint them?

A Well, I often wear them, but I sometimes give them to people. If a friend has a birthday then I give them trainers as a present.

I Oh, that's nice. What a great idea for a present.

A Yes, my friends really like them.

2

I Hi, Niall.

N Hi.

I You've got a good camera there, I see. And you use that to make videos, right?

N That's right. I make videos for songs.

I Pop songs?

N Pop, rock, rap. If I like a song, then I make my own video for it.

I OK. That's a nice idea. Do you write stories for the videos, then?

N Yeah, I always write the stories and then afterwards my friends help. They act in the videos.

I Your friends are the actors. Cool!

N Yes, it's usually a lot of fun.

I And how often do you make a new video?

N I don't often make them. Maybe two or three times a year. It's a lot of work.

I Yes, that is a lot of work. What do you do with the videos when they're finished?

N I upload them. I put them on YouTube.

I Great!

Exercise 7 1-13 page 16

I = Interviewer, N = Natalie

I Hi, Natalie.

N Hi.

I You collect things, don't you?

N Yes.

I Tell us what you collect.

N I collect books.

I Real books?

N Yes, real books, with real pages.

I Why don't you just go online and buy a book to read on your phone?

N Because real books are fantastic. I love books with beautiful photographs and pictures. It isn't the same if you buy an electronic book because that's just text on your phone.

I How many books have you got?

N I've got about fifty or sixty.

I Where do you read the books?

N I usually read in my room, in bed, before I go to sleep. It's very relaxing. Better than watching TV or playing video games. And people love them as presents – if my friends have a birthday, I always buy them a book.

I Are they expensive?

N They're usually more expensive than electronic books, but they're not very expensive. I usually buy one every month.

I Great! Thanks Natalie.

Exercise 3 1-14 page 18

1 Now I'm 14, I take the bus to school every day and I can take a train easily, too. Mum and Dad let me go to places with my friends in the evening if they know where I'm going and what time I'll be back. Knowing they let me do stuff that my younger sister can't is pretty cool!

2 I've got a lot of independence for a 15-year-old, but my parents always know where I am. A lot of my friends just go out all weekend and their parents don't know where their kids are, who they're with or what they're doing. But my parents still care about what I do and that's a good thing.

3 I'm 12 and I know I can take the bus on my own, but my parents don't think so! I always tell them where I am and who I'm with, but they think I'm still too young to be on the bus alone. So, I catch the bus to school with my sister in the morning ... my sister's 14.

4 I'm 17 and I don't have to ask if I can go out anymore, but I do tell my parents where I'm going, so that they don't worry about me. They normally call the other mothers or fathers to find out who else is going and what they think about them and then we decide if it's OK to go or not.

Exercise 9 1-15 page 19

1 Do you spend much time in front of the TV?

2 I love scary films.

3 How about going to the cinema?

4 How often do you go to the cinema?

Unit 2

Exercises 4 and 5 1-17 page 21

I = Interviewer, S = Steve, R = Rebecca, H = Harry

1

I Do you spend a lot of time talking to friends on the phone?

S Of course, all the time.

I Do you spend a lot of time talking to friends on the phone?

R Not much. What about you?

H Me neither. We use instant messaging most of the time.

2

I Did you know that young people only spend 3% of their communication time making phone calls?

S Really?

I Did you know that?

H I'm not surprised.

R Neither am I.

3

I Do you use email?

S Absolutely.

I Did you know that teenagers only spend 2% of their communication time writing emails?

S Wow, no. I'm surprised.

I Are you surprised by that?

R Of course, email is for adults.

H That's right.

4

I How often do you have face to face conversations with friends?

R All the time.

H Me, too.

S Hmm, sometimes. About once a week, probably.

H Really?

R I'm surprised.

Exercise 1 1-19 page 24

1 [*keyboard tones as someone dials a number*]

2 Yeah, OK, speak soon, yeah, OK, bye. [hangs up]

3 [*ringing*] Hi, I'm calling back because you were busy earlier ...

4

[*ringing*]

A Hello? Oh wow! Hey everyone! It's Zoe – she's calling from Ireland. Hang on a minute, Zoe.

[*button tones*]

B Hello?

A OK, can everyone hear her now? Go ahead, Zoe, we're all listening ...

B Hi guys!

5 [*keyboard tones, sound of message being sent*] OK, sorry, finished. Carry on ...

6 [*different ringtones*] Which tone do you like best? I think I like this one. [*ringtone*]

7 This is the voicemail service of 085 757 0585. Please leave a message after the tone.

8 [*engaged tone*] ... oh, she's still on the phone!

Exercises 3, 4 and 5 1-21 page 24

M = Mum, D = David, O = Ollie, J = Janet, GF = Grandfather, GM = Grandmother, Ma = Man

1

M Hello, David? This is your mum. Where are you?

D Oh ... Hi, Mum! I'm in the park ... with friends.

M What about your homework?

D Sorry, I can't hear you. Can you speak up? Mum, this line is bad. No, sorry, I can't hear you. I'm hanging up now.

M Wait, wait! Please don't hang up.

D You're breaking up. Lovely speaking to you, Mum. Bye.

M David? David?

2

O Hello, is that Susan?

J No, it's Janet.

O Janet?

J Yeah, I'm using Susan's phone because I haven't got any credit on my mobile.

O Oh, OK.

J I need to top up my phone. But I need to talk to you. Can you call me back on Susan's phone?

O Sorry, I haven't got much credit. Send me a text message.

J All right.

3

GF Who are you calling?

GM I'm calling Andrew. His phone's ringing, but he's not answering.

Ma Hello?

GM Oh, hello, Andrew, it's your grandmother speaking.

Ma Erm, this isn't Andrew. Sorry, I'm afraid you've got the wrong number.

GM Oh! Sorry about that. Well, who are you then? I've got your number in my phone.

Ma I'm Anthony. Anthony Frizzell.

GM Anthony Frizzell? Oh yes! Anthony. The man from the bank.

Ma That's right.

GM Oh dear, sorry to bother you.

Ma No problem.

GM Bye, now.

Ma Goodbye.

Exercise 7  **1-25** page 28**D = Daisy, E = Ellen****D** Hello?**E** Hi, Daisy. It's Ellen.**D** Hi, Ellen. Where are you phoning from?**E** I'm at home.**D** Why are you using your mobile phone?**E** My brother's using the landline. He's always on the phone in the evening. He phones his best friend for hours. He says he can't get reception on his mobile phone, but that's not true. I can get reception on my phone.**D** What do they talk about?**E** I don't know. Girls, probably. Listen, Daisy, can you call me back on my mobile? I'm running out of credit.**D** Why don't you just top up your phone?**E** I haven't got any money this month.**D** Ellen, you've never got any money!**E** Please call me back. I've got something very important to tell you. It's about a boy you like ...**D** Oh, Ellen.**E** I'm hanging up now. Call me back!**Exercise 2**  **1-26** page 30

Hi Jayne. I just got here, but Mark's flight is delayed. I'm not going to come back home, I'll probably just get a coffee and wait here.

Exercise 3  **1-27** page 30

1 Even though he doesn't know how to speak, we can easily understand him. He signs by moving his hands and we know if he wants a drink, or something to eat, or if he wants to be picked up. He no longer gets angry when he wants to tell us something. It's really ...

2 Today, I'm going to teach you sign language that you can use with your baby. It's lots of fun and we'll start with the sign for 'milk'. You move your hand like this – like you're milking a cow. And this is the sign for 'eat' – you just move your hand like you're putting food into your mouth.

3 Hi Caitlin. Where are you? Are you still trying to park? I'm waiting inside, OK? I don't think we've got time to eat now – the film starts in 15 minutes and I want to get a good seat. We should get some drinks and popcorn, too.

4**Ruth** Hello, this is Ruth Turner. Is Joe there?**Man** No, sorry, he isn't here. Can I take a message?**Ruth** ...**Man** Sorry, I can't hear you. Can you speak up, please?**Ruth** I'm on the train and losing signal. Can you ...**Man** I can't hear you.**Ruth** Wait! Wait! Please don't hang up. Wait, I'll call you back.

5 ... and then he talked about how communication is changing. He spent about 30 minutes presenting the negative sides of online communication and social media in general. Take, for example, comments on a Facebook post. Some people write things that they would never say face-to-face. The internet is like a wall that separates us from the people on the other side. Communication is quicker now, too. We write short text messages or forum posts. We don't really have long conversations over the phone. Yeah, it was really interesting.

Unit 3**Exercises 5 and 6**  **1-29** page 33**I = Interviewer, D = Darius, R = Renee, S = Shri, E = Elijah, A = Amelia****1 Darius****I** Tell me about where you live.**D** I live in a town called Bandon. It's a small town in the south of Ireland. It's not exactly beautiful, but I quite like living here.**2 Renee****I** Tell me about a person who you admire.**R** I really admire Lewis Hamilton. He's a British Formula One driver and I think he's brilliant.**3 Shri****I** Tell me about something which you really don't like.**S** I really don't like getting up early in the mornings. I get up at 7 o'clock during the week, and it's terrible!**4 Elijah****I** Tell me about your favourite invention.**E** Mountain bikes are probably my favourite invention.**I** I really love my bike. I cycle a lot and I go most places on it.**5 Amelia****I** Tell me about something you like.**A** I'm really into tennis. I'm in a club and I play in a team.**Exercises 5 and 6**  **1-35** page 36

Saturday the fourth – today I travelled to Egypt in 2000 BCE and visited the pyramids. They were new then! After that, I went to Rome and watched games in the Coliseum. They were violent and cruel. I really didn't like them.

Sunday the fifth – I travelled thirty-five million years into the past to see the dinosaurs. I didn't stay there long, but I saw some scary animals. They looked very unfriendly. I wasn't crazy about them and I was happy to get home!

Tuesday the seventh – I didn't use the time machine yesterday. But this morning I went to the year 2000 and I found my parents. They were at a celebration for the new millennium. I didn't talk to them but it was a bit strange to see them when they were young.

Wednesday the eighth – I explored my town this afternoon and I saw my old school. There were a lot of people and I didn't find my friends, or me! I came home early because I had basketball practice.

Thursday the ninth – today I met a boy in Switzerland. He wanted to be a scientist, but he wasn't brilliant at maths. I helped him with his homework. He gave me a book with his name on it. It was Albert Einstein!

Saturday the eleventh – I didn't use the time machine yesterday because we had a History test. But this morning I visited Brazil in 2014 and watched the Football World Cup final. It was fantastic!

Sunday the twelfth – I visited England a hundred and fifty years ago and I had lunch with Queen Victoria. We ate a strange pudding and I didn't like it. I gave her a photo of my family. She was a big fan of their clothes.

Monday the thirteenth – today I went into the future! I travelled in a spaceship to the moon. It was a very long journey and I felt sick, so I came home early.

Exercise 7  **1•38** page 40**K = Kim, M = Mum**

- K** I had a really strange dream last night.
M Really? Tell me about it.
K Well, I was a girl in the eighteenth century.
M Which century?
K The eighteenth century – the seventeen hundreds, you know?
M OK. Why were you in the eighteenth century?
K I don't know. Maybe because we're studying it at school.
M Oh, right.
K Anyway, I was a girl in an enormous house in France. Everybody was very rich. But I wasn't, I was poor.
M Why were you in the enormous house, then?
K I don't know, it was a dream!
M OK, OK. What did you do in the house?
K I watched the rich people. They talked, they played the piano. And they ate a lot.
M Did they eat cake?
K They ate cake, and a lot more.
M Did you talk to them?
K No, I wasn't very brave. Also, I can't speak French.
M Not even in your dreams?
K No. I just watched and listened. Look, I took a photo ...
M Did you really?
K Yes, I did. Oh, no I didn't. It was a dream, I forgot.

Exercise 3  **1•39** page 42

Time for our next attraction. Just six miles west of Cardiff, you will find St Fagans Natural History Museum – Wales's most popular tourist attraction and one of the top ten free places to visit in Britain. It opened in 1948 and it's the first open-air museum in Britain. It's located in the grounds of the beautiful St Fagans Castle. There are over 40 original buildings which represent the life and culture of Welsh people during different times in history. Some things that you can see are: traditional houses, a farm, a church, a school and old-fashioned shops. The buildings allow you to travel back in time and see Welsh life over the centuries. You can explore the village and learn about how people lived, worked and spent their free time. Visitors can also learn about Welsh culture and hear the beautiful Welsh language. The museum is open from 10 to 5 every day (including Bank Holiday Mondays). Children under 16 must always be with an adult. Parking is £5. So, why not consider this ...

Unit 4**Exercises 3 and 4**  **1•41** page 45**I = Interviewer, L = Lilly, H = Harry, R = Rebecca, E = Elijah****1 Lilly**

- I** What can you see in this photo?
L I can see people in an open space. A man is standing in the middle and two people are hanging from his arms. There's one person on the left and one person on the right. He's a superman!

2 Harry

- I** Look at this photo and tell me what you can see.
H Hey, that's a good one. There's a woman and she's sitting somewhere, like a rock. She's holding a tiny man, who's jumping up and down on her hand. That's funny!

3 Rebecca

- I** What can you see in this photo?
R Mmm. Oh, it's an illusion. It looks like there are two people hanging from the man's arms, but they aren't really. The man is actually standing in the foreground and the two people are standing behind him in the background. It's a clever picture.

4 Elijah

- I** What can you see in this photo?
E There's a woman holding a really small jumping man ... What? Ah, not really. Of course! The man is jumping up in the background and he looks small because he's behind the woman. She's in front of him in the foreground, so she looks bigger than him. So it looks like she's holding him, but she isn't really, she isn't holding anything. I like that.

Exercises 3 and 4  **1•44** page 48**I = Interviewer, S = Steve**

- I** How did you take this one, Steve?
S Well, taking photos of animals isn't easy because they're fast and never stay in one place. For this photo I waited patiently for about an hour. I saw this squirrel while I was photographing flowers in a park. It was running up and down the tree and eating nuts. I was lying down when I took this photo.
I I can see you were very close to it.
S Yes. I was very quiet and it came quite close. It's often difficult to get close to animals because they're scared. So I often use a special camera and take photos from a distance.
I Were you skiing when you took this photo?
S Yes, I was. I was skiing with the guy in the photo. I was on his left when I took it.
I That's very brave of you!
S Not really. I can ski well. Some photographers do dangerous things. But I only take photos of sports I can do. If you follow simple rules, it isn't difficult to take good sports photos. The most important thing is to be in the right place at the right time.
I This is a great photo!
S Yes, it is. I was travelling in Asia when my friend and I saw this street parade. The women were wearing traditional clothes. We talked for a few minutes and then I asked if I could take their photograph with my friend. They said OK.
I Do you always ask people for permission?
S Yes. It's rude to take photos of people you don't know. Most people are happy for you to take their photo if you're friendly. If they say no, then you don't take the photo.
I Where were you sitting when you took this photo?
S I was sitting at the end of the boat and my three friends were at the other end. We were on holiday last summer. Holiday photos are often boring so I was trying new ideas. I took a lot of photos of my friends on the boat and in the sea that day. It was good fun!
I Well, thanks Steve.

Exercise 7  **1•47** page 52**J = Jane, T = Tom**

- J** I really like this photo. Did you take it?
T Yes, I did.
J It's amazing.
T That's really kind of you, thanks.
J Is that a dog in the photo? And a man?
T Yes, the dog was helping the man out of the water.

J You're kidding! Where were you when you took it?
T I was walking beside the river when I saw the dog. It was swimming in the river, and it was helping the man – he was having problems swimming. So the dog saved the man.
J No kidding! You were very fast to take the photo.
T I was sending a text at the time and I was holding my phone. So I used my phone to take the photo.
J I'm impressed.
T Thanks.

Exercise 2 🎧 1-48 page 54

- 1 We usually wait for the bus in front of our school.
- 2 The number is always engaged.
- 3 I don't mind if I lose sometimes.

Exercise 3 🎧 1-49 page 54

- 1 Getting a lot of 'likes' for my selfies is important to me. It makes me feel good when lots of people comment, too. And there are some easy ways to get more 'likes' on Instagram. For instance, using hashtags which can help others find you or following a lot of people and 'liking' and commenting on their photos.
- 2 I think that people who regularly take and post selfies are actually not very confident and need a lot of attention. They also think of the body as an object and believe the way a person looks is more important than their personality. But there is more to a person than what he or she looks like.
- 3 My daughter's always taking selfies, of herself, and also group selfies with her friends. Then she spends hours selecting the best photos. She needs to make sure the photos that she posts are perfect because she doesn't want any bad comments.
- 4 No, I'm not really into selfies. I don't actually understand why people do that. I sometimes see my little sister making funny faces and strange poses with the camera right in front of her face. It's not really her. She just pretends to be someone else for the camera and for all the people who 'like' her posts. I think she does it because she wants to be popular.

Unit 5

Exercises 5 and 6 🎧 2-06 page 57

I = Interviewer, R = Rebecca, H = Harry, D = Darius, Ren = Renee, S = Shri, M = May, E = Elijah, A = Amelia

1 Rebecca, Harry

I How long does a butterfly live?
R I don't know. Any ideas?
H My guess is about a month. Maybe.
I Most butterflies live for no more than two weeks.

2 Darius, Renee

I How much does an elephant weigh?
D What do you reckon?
Ren I reckon ... umm ... I've no idea. I guess 10,000 kilos. What do you think?
D Probably.
I One elephant weighs between 4,000 and 7,000 kilos – that's the same as 80 people.

3 Shri, May

I How fast can the world's fastest car go?

S I know that one.
M Really?
S Have a guess.
M Around 200 kilometres per hour?
S It's 435 kilometres per hour. The Hennessey Venom GT.
M That's fast.
I That's right. The world's fastest car can go up to 435.31 kilometres per hour.

4 Elijah, Amelia

I How tall was the world's shortest person in history?
E I reckon about 60 centimetres.
A Really? I reckon about 70 centimetres.
I The shortest man in history was Chandra Bahadur Dangi, who was 54.6 centimetres tall.

Exercises 4 and 5 🎧 2-11 page 60

J = John, C = Clare

J ... and the topic of today's show is prodigies. OK, Clare – so what could you do when you were five years old? Were you a genius musician?
C A genius musician? Erm ... no.
J Ah, well maybe when you were ten you were an expert mathematician or a great writer perhaps?
C When I was ten? Definitely not – I still can't do maths now.
J Right, well don't worry – that means you were probably a normal child.
C Yes!
J But we're not talking about normal children today. Prodigies are children who can do amazing things when they're very young, like this, for example ...
C Mmmm let me guess – Mozart?
J Correct. The composer Mozart could compose and play piano and violin when he was five. Most kids can't read until they're six. Mozart wrote this piece of music when he was eight.
C Wow. What about the pictures, then? Any ideas?
J Yes, this one's by Leonardo da Vinci.
C Yes, that's right, and we all know that Leonardo was a genius, but did you know he couldn't spell very well?
J Ah, that's interesting – so geniuses have problems, too. What about the other painting – is that boy the artist?
C Yes, his name is Kieron Williamson and he painted this when he was ten.
J It's beautiful. How much are his paintings?
C That one is 22 thousand pounds.
J Really?
C Yes, and when Kieron was ten years old he already had £1.5 million from his art.
J Ten years old and he had £1.5 million? He can't spend all that money!
C Mmm. Maybe you can help him, John.
J Good idea!

Exercise 5 and 6 🎧 2-12 page 61

1

Woman 1 Excuse me, Could I sit here?
Woman 2 Oh, yes, of course. Sorry, just a second, I'll move my bag ... There you are.
Woman 1 Oh, that's lovely, thank you. Ooh, it's good to sit down. Phew!

2

Teen girl Hey Greg. Are you going into town?

Teen boy Yes, I'm meeting Paul and Shaun at the shopping centre.

Teen girl Um ... Can I come with you? I'm really bored.

Teen boy Well, OK. I suppose so.

Teen girl Great. Thanks. I'll get my coat.

3

Mark Excuse me ... Miss Connolly.

Miss Connolly Yes, Mark? What is it?

Mark I've finished my exam. Is it OK if I leave now?

Miss Connolly No, I'm afraid not, Mark. Just wait ten more minutes, please.

Exercise 7 2-14 page 64

M = Martha, T = Tom

M I don't usually like doing homework, as you know ...

T Yes, I know.

M ... but this article about Albert Einstein is really interesting.

T Really? Why?

M Well, we usually think that geniuses like him were child prodigies. That they could do things really well when they were years younger than other people.

T Yes, like, Mozart or ... well ... Mozart.

M Exactly. But listen to this. Einstein was the most famous scientist of the twentieth century, but he couldn't even do maths at school.

T You're kidding.

M No, it's true. He was one of the worst students in his maths class. Probably even worse than you are.

T Thanks.

M And he couldn't remember names or phone numbers. Just like you.

T Obviously I'm a genius.

M He talked slowly, too, when he was a child.

T That's not a bad thing.

M No, it isn't. But I thought that all geniuses spoke really quickly.

T Not true, then.

M No. But there are things he could do that are surprising.

T For example?

M He could play the violin very well. His mum was a musician and she wanted him to play. He played the violin all his life. And he could sail. He often went sailing. Apparently it was relaxing. But he couldn't swim.

T He was brave! What's the best way to learn how to sail?

Exercise 2 2-15 page 66

I wrote my latest book because I love telling stories about how humans and computers live together. It's different from my other books because this is a story for teenagers.

Exercise 3 2-16 page 66

1 Next, on Radio Teen Live we're going to hear from Flynn McGarry. At only 16, he was already living on his own in New York and running his own restaurant! He started cooking for his parents' dinner parties when he was just 13. And a couple of years later he organized an event for 120 people, with each guest paying \$160. So Flynn, what's next ...? *[fade out]*

2 I'm so proud of my Miriam for getting into Harvard University. I used to get annoyed that she was always on her laptop! When she was 16, her app won first prize in an international competition. Now, she's developing a program for engineers to control machines at a distance. This university course is perfect for her!

3

A Who are you going to choose for your project, Kirsty?

B Malala Yousafzai. She's my biggest heroine. She's done so much to fight for the rights of young people to get an education, especially girls.

A Yeah, she's pretty amazing. Isn't she the youngest person to win the Nobel Peace Prize?

B That's right, she was only seventeen. What about you?

A I've no idea! I'm really worried. Do you know any other interesting people that I could write about?

4 Right, today we're going to start by looking at a young inventor called Justin Beckerman. When he was just 12 he invented a cleaning machine and when he was your age, he invented a one-man submarine that you could really use underwater. I'd like you all to think of a machine to invent and how ... *[fade out]*

5

A It's about a 13-year-old girl called Aisholpan who lives in Mongolia. It's beautiful to watch – the countryside is amazing. Well, anyway, she doesn't want to do typical jobs for women, so she learns how to hunt and she enters competitions that are only for men. I guess it's a story about what you can achieve if you try hard enough.

B It sounds really inspiring. I'm going to try and see it this weekend.

Unit 6

Exercises 3 and 4 2-19 page 69

I = Interviewer, S = Shri, M = May, Si = Simon, R = Rebecca, H = Harry

1 Shri

I Are you good at lighting fires outdoors?

S No problem. I can definitely light a fire outdoors. You use dry wood.

I But can you light a fire outdoors without a lighter or matches?

S Definitely not! I'm no good at survival skills.

2 May, Simon

I Do you know what fruit is safe to eat in the countryside?

M I don't think so. I don't know a lot about trees and plants.

I Can you tell what fruit is safe to eat in the countryside?

Si I've no idea! It's best not to eat any fruit if you don't know what it is.

3 Rebecca, Harry

I How do you find your way if you're lost in the countryside?

R I can probably find my way with a map.

I And if you haven't got a map, or a phone?

R Then I doubt it!

I Can you find your way without a phone or a map?

H I think so. I can probably use the sun. But only on a sunny day.

Exercises 3 and 4 🎧 2-22 page 72

Hi. I'm Kay Freeman and I went on the five-day Desert Challenge survival course. It was great fun but it was tough. You must be fit because the desert is extreme. That's why you must see a doctor first and you mustn't have health problems.

But it isn't dangerous if you follow the rules. For example, you mustn't leave the group, not for any reason, and it's important to prepare carefully. You need to carry everything in your backpack, so you shouldn't take things that aren't useful. Water is the most important thing because it's hard to find, so you must have four bottles of water. The sun is very hot, but you mustn't wear shorts or T-shirts because you'll burn. You should cover your body completely and wear a hat. It's cold at night so you should take a tent and a sleeping bag. A knife is useful, too.

It's difficult to find your way in the desert and maps aren't useful because there aren't any roads or villages. The biggest danger is getting lost. That's why you should take a mirror and a torch. You can use a mirror and the sun to signal for help if you get lost. You can use the torch to signal at night. If you get lost, you can't stay where you are because you won't survive. Instead, you should try to walk out of the desert. You can use the position of the sun for directions. You shouldn't travel in the middle of the day when it's hot. Maybe you'll be lucky and arrive somewhere or meet someone.

But don't worry! You won't get lost on the Challenge because there are excellent guides to help. Have a fantastic time!

Exercise 4 🎧 2-25 page 74**I = Instructor, B = Becky**

I It's important to check your equipment first, Becky. Is your helmet OK?

B It isn't very comfortable. It feels very small.

I Let's see. It's fine. Your helmet needs to be secure. OK, are you ready?

B Erm, yes, I think so. I'm nervous.

I Don't worry. Just go slowly and remember to relax and use your legs.

B That's a very big rock! What if I fall?

I You'll be fine if you follow me.

Exercise 7 🎧 2-26 page 76**Z = Zoe, D = Dad**

Z Dad, I was watching TV earlier ...

D I thought you were doing your homework.

Z I was doing my homework. Then I finished and I started watching TV.

D OK.

Z Anyway, as I was saying, there was this TV programme about trekking in the desert. It was called *Desert Challenge*.

D Oh yes?

Z It was really interesting. When you're in the desert, you need to have all these things with you.

D Like ...?

Z Like drinking water, obviously.

D Of course.

Z You must have four bottles of water. And it's very hot in the desert, but you mustn't wear a T-shirt or anything like that because the sun is very strong and you'll burn. So you should cover your body completely and wear a hat.

D Good advice.

Z But then it gets cold at night, so you need a warm sleeping bag. And you should take a mirror, a torch, and a knife. Do you know why?

D Umm. Well, you need a torch when it's dark.

Z Correct.

D But a mirror? And a knife?

Z The mirror is to help you if you can't find the right direction. You use the sun and the mirror to tell people that you don't know where you are.

D Very clever. And the knife?

Z I've got no idea about the knife. They didn't say why you should bring a knife.

D I'm sure it's useful.

Z Dad ... can I go on a desert challenge?

D No, you can't.

Unit 7**Exercises 3 and 4** 🎧 2-28 page 81

I = Interviewer, E = Elijah, R = Rebecca, L = Lilly, H = Harry, Re = Renee.

1 Elijah

I Listen to this song. What do you think of it?

E It's OK. It sounds like reggaeton to me.

I What about the rhythm? Do you like it?

E Yeah! It's a good one for dancing. It's cool!

2 Rebecca

I Listen to this. Do you like it?

R Not really. I'm not into classical music. It's OK. It's a bit too slow for me.

3 Lilly

I Listen to this. What do you think?

L It sounds like samba to me. It's very catchy. It's got a good beat. It's a good one for dancing to.

4 Harry

I Do you like this music?

H It's too heavy for me.

I What do you think of the guitar?

H It's weird. I'm not into heavy metal.

5 Renee

I What do you think of this song?

Re I don't like the beat. It isn't very catchy. And the lyrics are weird. I don't like it.

Exercises 4 and 5 🎧 2-34 page 84

Ka = Katy, J = Jason, L = Lewis, Ki = Kiera

1

Ka Jason, you are amazing. Really, that song is you and you sang it beautifully. So, for me you've definitely got the look, you've definitely got the talent.

J Thanks, Katy.

Ka You're also very charming. BUT ... but ... you've got a problem. You don't believe that you're good. I think you need confidence. No, really. The music business is tough and you'll need more than a voice. If you're ambitious, you'll be successful, OK? So what are we going to do?

J I don't know, Katy.

Ka We're going to make you stronger. Are you going to work with me?

J Yes, I am.

Ka Good. You've got a big heart, Jason, and if you think you can win, then maybe you will win. Anyway, I think you can do better but I'm still going to give you eight points – so ... you're going through to the final.

J That's great, thanks Katy.

2

L Kiera, congratulations! What a performance! You're my number one! Do you know what I like about you, Kiera?

Ki Um no ...

L Everything. Well, almost everything. The thing that I like most – your biggest strength – is your energy. The dancing in particular was fantastic. You've got a lot of confidence.

Ki Thanks, Lewis.

L Now, I am not a hundred per cent happy with the voice. It's a little weak, but only a little. You are dancing so much that maybe it's difficult to sing.

Ka Come on Lewis, what score are you going to give her? Is she going to be in the final or not?

L Be patient! Kiera, what are you doing next Saturday?

Ki I don't know yet, Lewis.

L OK, well don't make any plans, because I'm going to give you nine points, so you're also coming with us to the final next week. Congratulations!

Exercise 7 2•36 page 88

M = Mel, B = Ben

M Hello?

B Hi, Mel? It's Ben. What are you doing?

M Hi, Ben! Not much. I was watching TV, but to be honest there isn't much on. What are you up to?

B Nothing, really. Are you doing anything this afternoon?

M Nothing special. What are you doing?

B I'm practising with the band.

M Oh. Are you still doing that?

B Yes, we are. It's good fun. We're getting quite good.

M Really?

B Yeah. I was thinking ... we haven't got a singer at the moment.

M Why? What happened to Sally?

B She left to sing with Harry's band.

M Oh dear. People think his band will be very successful.

B I don't know. They're not that good.

M Harry's very ambitious.

B Yes, he's confident, but he isn't very talented.

M We'll see.

B Yeah. Anyway, I know you're a good singer. What do you think about joining the band?

M I don't know. I'm very busy at the moment.

B It won't take much of your time. Just two or three hours a week. Go on, you've got a strong voice.

M I'll think about it.

B Why don't you come to our practice this afternoon and meet the band?

M Yes, that's a good idea. Let's do that.

B Great!

Exercise 3 2•37 page 90

1 I love listening to rock music while I'm working. It stops me thinking about other things and I can focus on the task. As soon as I put my headphones on, I feel like I'm entering my own little world. It makes school work much more enjoyable. And I work faster, too!

2 I'm not a very good talker and I don't usually open up to people, so I use my music to say things. Things that are good and bad. I put all my emotions on paper and then turn that into songs. I've been writing and composing songs for three years now. You can listen to some of my stuff on YouTube.

3 Music always makes me want to move my body. So, if I don't feel like working out, some good music helps me to get into it. Everyone in the gym exercises with headphones on. I found it strange at first because I thought the cables would get in the way, but nothing like that happens.

4 Music makes a big difference to the atmosphere in our classroom. It makes the class feel positive and we all feel calm, which is better for our learning. We found it unusual at first, but now we actually ask our teacher to put something on. But I don't like music with vocals, because it's too distracting for me.

Exercise 9 2•38 page 91

1 What about you?

2 Is he interested in joining the band?

3 How was your weekend?

4 How about coming with us?

Unit 8

Exercises 3 and 4 2•40 page 93

I = Interviewer, A = Amelia, H = Harry, S = Shri, L = Lilly

1 Amelia

I What are you scared of?

A Spiders. I can't even look at a picture of a spider. They're horrible.

I What about heights? Are you nervous about high places?

A No, not at all. I don't have a problem with heights.

2 Harry

I What do you find scary?

H Hospitals are really scary. I get really nervous about visiting someone in hospital.

I What makes you happy?

H Happy? Mmm ... Music makes me happy. Listening to music.

3 Shri

I Do you ever get nervous about things or situations?

S Oh, yes. I get really nervous when I'm in a small place.

I So caving isn't a sport that you want to try then?

S No way! I like being outside.

4 Lilly

I What makes you happy?

L Lots of things. But my favourite is dancing. It makes me really happy.

I Are you scared of anything?

L I find roller coasters scary. All my friends love them, but I don't.

Exercises 3 and 4 2•45 page 96

I = Interviewer, L = Laura, O = Owen, R = Rachel

1

I Laura, are you into sports?

L Yes. I love sport.

I And what sports do you do?

L Running and swimming, but my favourite is snowboarding.

I What do you like about it?

L I love going fast on the snow. It makes me feel free. It's awesome.

I It looks dangerous. Have you ever had an injury?

L Yes, I broke my wrist when I was a beginner. It wasn't very serious so I only spent one night in hospital.

2

I What sports do you do, Owen?

O I go mountain biking with Tim, my friend. It's really exciting.

I Have you tried downhill biking?

O Yeah. It's awesome. My record for downhill is 32 kilometres per hour. Tim's is 37 kilometres per hour. He's crazy!

I Have you had any injuries?

O Nothing serious. Only cuts and bruises. I've been lucky.

I What about Tim? Has he broken any bones?

O No. He's only had a sprained ankle. He's been incredibly lucky.

3

I What sports do you like, Rachel?

R Ice hockey. I play goalie in a team here in Edinburgh.

I Has your team ever won a game?

R Sure. We've won a few games.

I It looks dangerous. Have you ever broken any bones?

R No, you see, I wear all this protective gear. But I broke my ankle on the way to hockey training once. I fell off my bike!

I Was it serious?

R Yes. I had an operation and I was in hospital for ten days.

Exercise 7 2•47 page 100

L = Luke, Dr = Doctor Jones

L Hello, Doctor Jones.

Dr Hello, Luke. How can I help you today?

L I've hurt my wrist.

Dr What happened?

L I was mountain biking at the weekend and I fell off my bike. I can't move my wrist at all now.

Dr Let me see. Hmm.

L Ow!

Dr It's quite bruised.

L It's really painful.

Dr Have you ever had any injuries to your wrist?

L Yes, I sprained it about two years ago.

Dr What were you doing?

L I was mountain biking.

Dr Again? That's a dangerous sport. Have you ever thought about doing something less dangerous?

L Not really. It's very exciting, and I'm pretty good at it.

Dr When you're not falling off your bike, you mean.

L Well, yes. That doesn't always happen. I mean, I've had a lot of cuts and bruises, but I've never broken my wrist.

Dr Well, you're lucky. You haven't broken it this time.

L That's good. I was worried.

Dr But you have sprained it quite badly. I'll give you something for the pain. You should protect your wrist. And you shouldn't go mountain biking for at least three weeks.

L Three weeks? That's a long time.

Dr Have you ever thought about taking up chess?

Exercise 2 2•48 page 102

When you think of dangerous jobs, you probably think of police officers or firefighters having the highest risk of injury. The police often have to deal with people who are armed with guns or knives and they work in dangerous situations. Firefighters also regularly put themselves in danger as part of their job. They don't only receive burns, but they also get injured from falling objects and they can have health problems from breathing in smoke.

However, some jobs are even more dangerous. More builders die every year than in any other job. In 2016, 43 builders died in the UK. Many fell from tall buildings. In the same year, 27 farmers also died. Large animals kill a small number of farmers each year, but it's the heavy equipment that makes farming so dangerous. Vets are other workers who are at risk from working with animals. The majority of their cuts and bites come from small animals, like cats and dogs.

So, we can see that some of the most important jobs in our society are also the most dangerous, too. Thousands of people risk their own health and safety every day simply when they go to work.

Options Unit 1

Exercises 3 and 4 3•04 page 104

N = Noel, W = Woman, S = Sarah, M = Man

1

N Excuse me, do you know where the ... is?

W Yes, it isn't far. Turn left at these traffic lights and go past the police station. It's on the left.

N So, I turn left at these traffic lights. Then I go past the police station and ... it's on the left.

W Yes, that's it.

N Thanks!

2

S Excuse me.

M Yes?

S I'm lost. I'm looking for the How do I get there?

M Go straight on at these traffic lights. Turn left at the post office. Go past the sports centre and walk across the pedestrian crossing to the secondary school. The ... is on the left.

S So, I go straight on at these traffic lights. I turn left at the post office. Then I go past the sports centre, I walk across the pedestrian crossing to the school, and the ... is on the left.

M Yes, that's it.

S Lovely! Thanks for your help.

M You're welcome.

Options Unit 2

Exercises 4 and 5 3•07 page 105

S = Sophie, D = Dave, A = Alex

S Hello?

D Oh hello. This is Dave Mitchell. I work with Alex - sorry, I work with your dad. Can I speak to him, please?

S Sorry, he's out at the moment. He's at the supermarket with Mum, I think. Can I take a message?

D Yes, please. Can you ask him to call me on my mobile?

S Yes, sure. Has he got your number?

- D** I think so, but can you give it to him again? It's 07913 24058.
S Hang on a minute. 07913 ... 24058.
D That's right.
S OK, I'll give him the message when he comes home.
D Thanks very much! Bye.
S Bye.

...
A Hi, this is Alex. Sorry I can't take your call right now. Please leave a message.

D Alex, it's Dave. Why aren't you answering your phone? Listen, the football match starts at three o'clock. We're meeting at Oliver's house, and he'll drive us to the stadium. You need to be at Oliver's house at two! His address is 34 Eastfield Road. Oh, and the tickets cost £46.50. It's twenty to two now, so you need to hurry.

Options Unit 3

Exercise 1 🎧 3-09 page 106

L = Liam, E = Emma, H = Harry, R = Ruby

- L** His mum made the wedding cake. It was amazing!
E They got lots of presents. They were on the table and I wanted to open them.
H The wedding party was in the garden of a big hotel.
R There were fireworks and great music at the party.

Exercises 2 and 3 🎧 3-10 page 106

E = Ella, M = Megan

- E** Hi, Megan. Hey, I didn't see you at tennis on Saturday. What happened?
M Hi, Ella. My cousin got married on Saturday and I went to her wedding.
E Wow! Did you have a good time?
M I had a great time. I've got some photos. Look. Here's one of Lily in her wedding dress.
E She's really beautiful! And look at Dan! He looks really smart.
M I know. He usually wears jeans!
E Were there many people?
M Yes, there were about a hundred and fifty people. Lots of my cousins were there. I met Dan's brother, Jamie. He's really cool. I sat next to him at dinner.
E Where was the wedding?
M It was in the garden of a big hotel in the country.
E What was the food like?
M Fantastic. Really amazing – there was so much! After the meal, everyone danced. There was a DJ and he played a lot of good music.
E What did you give them for a wedding present?
M My mum and dad just gave them some money, so that they can have a really good holiday.
E Good idea!

Exercise 4 🎧 3-11 page 106

P = Pete, S = Sam

- P** Hi, Sam. Why didn't you go to Jack's party?
S I couldn't come. It was my brother's wedding.
P Oh, I forgot about that. Did you have a good time?
S Yeah. I had a great time!
P Were there many people?
S Yes, there were about a hundred people. I met Jack's sister, Ruby. She's cool.
P I don't know her. What was the food like?

- S** Really good. There were lots of different types of food.
P What did you give them for a present?
S My mum and dad gave them a coffee machine. They really liked it!

Options Unit 4

Exercise 2 🎧 3-13 page 107

- The pillows are under the beds.
- The sheets are behind the chair.
- The laptop is on the bed.
- The chair is in front of the door.
- The tidy bed is on the left.
- The posters are on the shelves.
- The plant is between the beds.
- The basket is next to the table.

Exercises 3 and 4 🎧 3-14 page 107

A = Anya, M = Malaya

- A** Oh, no! Where is it?
M Come on. It's time for breakfast. It's ten to eight.
A You go, Malaya. I'll come in a minute.
M Anya! What's wrong?
A I can't find my history book and I really need it today. We've got a test.
M Are you sure it's in the bedroom?
A I think so. I usually put it on the shelves with the other books, but it isn't there.
M What about the table? Is it behind your computer?
A No, it isn't. I think it's in here.
M What? In the drawer?
A Yes! I always do my homework at the table here. No, it isn't here.
M Look, here's a history book under the bed. Is this what you're looking for?
A No, that's the wrong one. Maybe it's in your bag ...
M My bag? I'm sure it isn't in there.
A Here it is! It's in the clothes basket.
M The clothes basket? That's a crazy place to put it!

Options Unit 5

Exercises 2 and 3 🎧 3-16 page 108

T = Tim, SP = Salesperson, M = Manager

- T** Excuse me. I bought this laptop here on Saturday, and there's a problem with it.
SP What exactly is the problem?
T Well, your computer expert said that it was very fast, but it isn't. In fact, it isn't as fast as my old laptop.
SP I'm surprised about that. It's one of our most popular models.
T I can't watch videos because I can't download them. But the worst problem is the battery. I recharge it and it only lasts an hour.
SP Mmm. That isn't very long. Perhaps you need to buy a new battery.
T But it IS a new battery! I want to change it for another laptop.
SP I'm afraid I can't do that.
T Could I speak to the manager, please?
SP Yes, of course. I'll call her.
M Hello. How can I help you?

T I'd like to make a complaint. I bought this laptop on Saturday and I'm not happy with it. The salesperson said it was fast, but it isn't. And the battery only lasts an hour.
M I see. I'm terribly sorry about that.
T I would like to change it for a better one.
M I'm afraid we can't do that.
T But what about the battery? There's something wrong with it.
M OK, we can replace the battery for you.

Options Unit 6

Exercises 2, 3 and 4 3-18 page 109

I = Interviewer, W = Will, O = Olivia

I I'm with Will and Olivia. They're students at Stafford High School and I'm going to ask them some questions about their school. Will, do you think there's a problem with cheating at school?
W Not really. Two students in my class used notes in an exam, but the teacher saw them. If they do it again, they'll be in serious trouble.
O I don't agree. Some students use mobile phones in exams. The school should do something about it. I don't think students should take phones into exam rooms. Teachers should stop them.
I What about bullying? Is that a problem?
O I don't know. Some girls can say cruel things sometimes, but it isn't really bullying.
W I disagree with that. There's definitely a problem with cyber bullying.
I You mean on social media?
W Yes, that's right. Posting messages and videos about people. It's difficult to stop because you don't know who's doing it.
I So what does the school do about cyber bullying?
W We must report it to a teacher. They try to find the bullies, and they can take away their mobile phones.
I So that's good. How can the school improve?
O We should have more school trips. I mean educational trips to help with our studies. They're really motivating because they're fun.
I What about you, Will?
W I think that class size is a problem. Some classes are very big. In my class there are nearly 40 students! We should definitely have smaller classes. In small classes, we can learn more.

Options Unit 7

Exercises 2, 3 and 4 3-20 page 110

C = Clerk, W = Will

C Hello. Can I help you?
W Yes, can I just check something? Is *The Lion King* the Disney musical?
C Yes, that's right.
W Great, could you hang on a minute? I want to check which show my friend wants to see. Hello, Sally? I'm at the box office. We can see *The Lion King*, Little Mix, or *Hamlet*. Little Mix? They're an all-girl pop band. Yes, I'd prefer to see a musical, too. *The Lion King* looks good! OK, great. Shall I book tickets then? OK, speak to you later Sally, bye!
W Sorry about that. Can I have two tickets for *The Lion King*, please?

C Certainly. Which date?
W Er, the eighteenth of November.
C OK, where would you like to sit? Front, middle or back?
W Er, how expensive are the seats in the middle?
C They're £47 each.
W Right. Are they more expensive than the seats at the back?
C Yes, they are. The ones at the back are £38 each.
W OK, can I have two seats at the back, please?
C Certainly. That's seats 11 and 12 in row V.
W Great!
C That's £76 altogether, please.
W Here you are.
C Thanks. Enjoy the show.

Options Unit 8

Exercises 2 and 3 3-23 page 111

O = Operator, E = Ellie, H = Harry

1
O *Medical Direct*. Can I take your name, please?
E Yes, it's Ellie. Ellie Smith.
O OK, Ellie, how can I help you?
E Well, I've burned my hand and I'm not sure what to do.
O I see. What were you doing when you burned it?
E I was making lunch.
O Lunch? What happened?
E I was taking some hot soup out of the microwave when it went on my hand.
O Oh, dear!
E It's very red and it really hurts.
O OK. You need to put your hand under cold water.
E Right.
O It's important to put it under cold water for ten minutes.
E OK, and then what?
O Well, I think it will be fine after that. But if it still hurts tomorrow, go and see your doctor.
E OK, I'll do that. Thanks for your help.
O You're welcome. Bye.

2
O *Medical Direct*. Can I take your name, please?
H Harry Roberts.
O OK, Harry, how can I help you?
H It's my mum. She's got a problem with her knee.
O Oh, what happened?
H Well, she was walking along the street when she fell over.
O Can she walk?
H Yes, she can, but her knee is purple and it hurts a lot!
O It sounds like she's bruised it badly.
H OK. What's the best thing to do?
O First, put some ice on it. Ice is very good for bruises.
H OK.
O If it still hurts, she can take an aspirin. And she needs to sit down or lie down and rest it.
H But she's playing tennis tonight.
O I don't think that's a good idea. She mustn't move her leg very much.
H OK. Thanks very much for your help.
O That's no problem. Bye.

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