

Lesson 1.1

Vocabulary

Warm-up

- (Books closed) students work in pairs and look in their bags and say the words for any items they already know in English.
- (Books open) Introduce the aims of this lesson with this question: *What is this lesson about?* Students quickly look at pages 10–11; ask random students for their ideas.

Lead-in

- Teach the vocabulary with the photos, real objects or ActiveTeach. Hold up your book, the objects or draw students attention to the screen, read out the new words one at a time and point to the correct photos or objects. Students do the same.

Exercise 1

- Say *Have you got a (calculator) in your bag?* Hands up for 'Yes'. Check answers with all class.

Exercise 2 1.16

- Make sure students understand all the vocabulary in the box.
- Students can work in small groups or pairs to find the subjects and items in the photos, e.g. *Look. I can see a Maths lesson / a pencil case.* Monitor pairs for understanding and pronunciation.
- Students think about which items you need for which subjects. Students raise their hands and make suggestions. Have two students write the ideas on the board. Encourage class discussion.

Answers → student page

Extra activity

- Students work in pairs and ask each other questions about the school items, e.g. *Have you got a ruler in your bag?* Monitor pairs for correct question forms and pronunciation.



VOCABULARY

School subjects and school items | Collocations with *do* and *play* | Places in a school

GRAMMAR

Present Simple affirmative, negative, questions and short answers | Adverbs of frequency



SPEAKING

Asking for personal information



READING

Boarding School – What's it really like?

LISTENING AND WRITING

My favourite day | Time expressions *at, in, on*

GET CULTURE!

Schools in the UK

10 Unit 1

Classmates

Vocabulary

Potrąfię rozmawiać o szkole.

I know that!

1 Which things have you got in your school bag?

calculator dictionary laptop map paints pencil case trainers



Exercise 3 1.17

- Students listen for key words and school items connected to each subject.
- Monitor understanding and have students write the answers on the board.
- Confirm answers. Play the recording again,

stop after each part and students say the key words and items. (1: *trainers, play*; 2 *Bonjour Madame, dictionaries*; 3 *calculator, problem*; 4 *sing*; 5 *map*; 6 *paint*)

Answers → student page

Exercise 4

- Students look at the photos on page 10, then look for key words connected to each subject.

Answers → student page

- 2 1.16 Listen and repeat. Find these school subjects and school items in the photos on page 10.

Vocabulary School

School subjects

Art Computer Studies English French
Geography History Maths Music P.E.
Science

School items

calculator dictionary laptop map paints
pencil case rubber ruler scissors trainers

- 3 1.17 Listen and choose the correct answers. Write them in your notebook.

- 1 P.E. / Music
- 2 English / **French**
- 3 Geography / **Maths**
- 4 P.E. / **Music**
- 5 Computer Studies / **Geography**
- 6 **Art** / Science

1 P.E.

- 4 Write the school subjects in your notebook.

- 1 We do experiments. It's interesting.
- 2 We learn about the past. **History**
- 3 We play football. **P.E.**
- 4 We play computer games. **Computer Studies**
- 5 We play the piano and the guitar. **Music**
- 6 We learn about different countries. **Geography**

1 Science

- 5 1.18 Listen and match the school subjects to the days. Write the answers in your notebook.

- | | |
|-------------|-------------|
| 1 Maths | a Monday |
| 2 Art e | b Tuesday |
| 3 P.E. d | c Wednesday |
| 4 History c | d Thursday |
| 5 English a | e Friday |

1 b

- 6 Ask and answer the questions in pairs.

A: *What's your favourite subject?*

B: *It's Music.*

A: *When is it?*

B: *It's on Monday.*

- 7 Look at the school bags. Which subjects have they got today? Write in your notebook.



1 Sophie: Art, ...

- 8 Look at the picture. On a piece of paper, illustrate three other subjects in a similar way. Make a class exhibition.



I remember that!

Unit 1 11

- Check answers. Ask *Has Sophie got Art/Maths today?*, etc.
- Choose three students to write the answers on the board. Students can mark each other's work.

Answers

Sophie: Art, Music, French
Lucas: Computer Studies, Maths
Clara: P.E., Geography

Exercise 8

- Different students say what they can see in the picture.
- Ask other students for ideas on other subjects. Write or draw ideas on the board.
- Allow enough time for students to create their pictures. Students look at the pictures on display and choose a favourite one.

Finishing the lesson

- (*Books closed*) students take turns to say one new word from the lesson. Ask random students to write them on the board.
- Ask different students which words they think are the most difficult to spell. Involve them in the learning process by telling them to keep a note of all new words in a vocabulary section of their notebooks.

Activity for fast finishers

- Students look at the Vocabulary box in Exercise 2 for one minute, then close their books and try to write down all the subjects in their notebooks. Ask students how many words they remembered and if they could spell them.

Audio scripts: page 129

Further practice

- Vocabulary: Photocopiable Resource 1, page 159
- Workbook, page 6

Exercise 5 1.18

- Revise the days of the week. First chant the days as a class. Then write the initials of each day on the board, and ask random students to complete the words.
- Play the audio track once.
- Play again for students to confirm answers.

- Check answers. Ask *When is Maths?* Students: *It's on Tuesday.*

Answers → student page

Exercise 6

- Ask two students to read out the dialogue.
- Monitor pairs for correct question forms and pronunciation of the

- subjects. Listen to pairs and correct individual students as necessary.
- Ask some pairs to report back to class. Ask *What is your friend's favourite subject and when is it?*

Exercise 7

- Students open their notebooks and work individually.

Potrafię stosować czas Present Simple, aby opowiadać o czynnościach dnia codziennego.

Warm-up

- (Books closed) Give students one minute to write down new words from lesson 1.1 in their notebooks. Check answers.
- Revise the subjects. Write the first letter of each subject on the board, and ask different students to complete the words. Then revise the school items. Ask e.g. *Have you got a calculator in your bag?* and elicit answers.
- Give students learning feedback by asking them how many words they remembered.
- Set the goal of the lesson. Write two sentences on the board and read them out (*I always get up at 7 a.m. I usually have breakfast before work.*). Say *Today we will learn about the Present Simple so that you can talk about your daily routine.*

Lead-in

- (Books open) Students look at the photo story and make suggestions what it is about.

Exercise 1 2 1.19

- Read out the question first, so students have a purpose for watching or listening.

Answers → student page

Exercise 2

- Students complete the exercise, then watch or listen again to confirm answers.

Answers → student page

Exercise 3 1.20

- Read out the sentences. Students respond with a phrase from the Out of class box:
Science class is in room 3A. It starts in five minutes! Oh no! There are books, pens and paper on the classroom floor! It's ten past one. P.E. is always at 1 o'clock!

Answers → student page

They meet before class

On weekdays Amy, Elena, Tom and Lucas usually meet before class.



1
Amy: Hi everyone!
Tom, Elena, Lucas: Hi Amy!
Amy: Hey Tom, what have you got there?
Tom: Breakfast. Here, have one.
Amy: No thanks! I always have breakfast at home.

Tom loves food and he loves sport. He often brings his football to school.



2
Tom: Hey Elena! The Chelsea – Liverpool match is on TV tonight.
Elena: Thanks Tom, but I never watch football. It's really boring.

Elena often does her homework at school. She usually listens to music at the same time ...



3
Elena: What's the answer to Question 2?
Lucas: Question 2 – that's easy!

Lucas is very clever and he's really good at Maths. But he sometimes loses things.



4
Lucas: Where's my calculator? It's usually here!
Tom: Hurry up, Lucas. We're late for Maths!
Amy: Wow, what a mess!

- 2 1.19 Listen and read. What is Lucas's problem? *Lucas can't find his calculator.*
- 2** Who says what? Match the names to the sentences. Write the answers in your notebook.
- a 'I like football.' *Tom*
 - b 'I like music.' *Elena*
 - c 'I'm good at Maths.' *Lucas*
 - d 'I have breakfast at home.' *Amy*

- 3** 1.20 Listen and repeat. Find these expressions in the story. How do you say them in Polish?

Hurry up! We're late! What a mess!

Out of class

- 4** **CLASS VOTE** What do you think happens next?
a The children are late for class. b There is a test.
- 5** 1.21 Now listen and check. 3

Exercise 4

- Students discuss the options in pairs.
- Do a class vote.

Exercise 5 3 1.21

- Students watch or listen to check their choice. Monitor comprehension. Ask different students: *Are they late? What lesson is it? Has Lucas got his calculator? Has the teacher got a calculator?*

- Involve students. Ask *Is your guess correct?* Check answers.

Answers → student page

Get Grammar! 4

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class.
- Write *I _____ to music.* and *He _____ to music.* on the

- board. Students look at the Grammar box.
- Ask different students to complete the sentences with the correct form of *listen*. Draw attention to the letter *s* for *He/She/It*.

Exercise 6

- Choose different students to read out the answers. Monitor answers and pronunciation.

Answers → student page

Get Grammar!

Present Simple affirmative



I	listen to music.
You	listen to music.
He/She/It	listens to music.
We/You/They	listen to music.

We eat sandwiches.
Hammy eats sandwiches too!



6 Choose the correct answers. Write them in your notebook.

- I *bring* / *brings* my phone to school.
- She *listen* / *listens* to music on the bus.
- We *eat* / *eats* lunch at school.
- They *walk* / *walks* to school in summer.
- He *lose* / *loses* things all the time.
- You *have* / *has* Maths on Monday morning.

1 bring

LOOK!

love → loves eat → eats play → plays

do → does go → goes watch → watches
wash → washes study → studies fly → flies

7 1.22 Complete the sentences with the Present Simple form of the verb. Try to guess the correct option. Write the answers in your notebook. Listen and check.

- Tom *watches* (watch) football in the afternoon / evening. *evening*
- Amy *does* (do) her homework *before* / *after* school.
- Elena *loves* (love) Beyoncé / *Adele* songs.
- Tom *goes* (go) to computer club / *football club* on Friday.
- Lucas *plays* (play) sports / *chess* at break time.

Grammar Adverbs of frequency

■■■■ always	Adverb + verb
■■■■ usually	I never listen to music.
■■■■ often	We sometimes watch TV.
■■■■ sometimes	Adverb + to be
■■■■ never	He is often late for school.
■■■■	I am always happy.

8 Complete the sentences with adverbs of frequency so they are true for you. Write the answers in your notebook. Compare your sentences in pairs.

My daily routines

On school days I ? get up at 7.
At the weekend I ? get up at 10.
I ? have an egg for breakfast.
I ? have chicken for lunch.
I ? study English on Saturday.
I ? ride a bike on Sunday.

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

- always We on Friday have Art .
We always have Art on Friday.
- are Elena and Amy noisy in Science class sometimes .
- I never in class send text messages .
- often We in the park play football .
- watches TV Tom usually after dinner .
- always late for English You are !

10 In your notebook, write three true sentences and one false about what you and your family do every day. Ask your partner to guess which sentence is false. Then swap roles.

A: *I do my homework in the kitchen.*

B: *True!*

A: *My dad sings in the shower.*

B: *False! ...*

Unit 1 13

Look!

- Read out the Look! box. Draw students attention to the spelling rules. Teach pronunciation, focusing on the verb form endings. Read out the verbs and students repeat.
- Give students one minute to memorise the spelling rules in the Look! box. Then tell them to cover the box.

Ask *What's the spelling for loves, eats, etc.* for students to spell out the words and/or write them on the board.

Exercise 7

- Students choose answers and compare in pairs.
- Ask for feedback: *How many guesses are correct?*

Answers → student page

Extra activity

- Give students one minute to study the spelling rules in the Look! box. Students close their books.
- Write the basic form of the verbs on the board. Students write *He/She/It* form in their notebooks. They then open their books and check.

Exercise 8

- Read out the Grammar box and explain the meanings of the adverbs. Read out the sentences and students repeat.
- Make sure students understand all the sentences.

Exercise 9

- Read the Grammar box again. Draw students attention to the position of the adverbs with verbs and with *to be*.

Answers

- Elena and Amy are sometimes noisy in Science class.
- I never send text messages in class.
- We often play football in the park.
- Tom usually watches TV after dinner.
- You are always late for English!

Exercise 10

- Give students three minutes to write their sentences in their notebooks.

Finishing the lesson

- (*Books closed*) Clarify the grammar goals of lesson 1.2. Ask different students to think of a sentence using an adverb of frequency.

Activity for fast finishers

- Students look at the photo story. They find the basic form of verbs in the Present Simple affirmative as well as the *He/She/It* forms.

Video scripts: page 141

Audio scripts: page 129

Further practice

- Photocopiable Resource 2, page 160
- Photocopiable Grammar Roleplays, page 193
- Workbook, page 7
- Extra Online Homework: Grammar Video Extra Activities

Warm-up

- (Books closed) Revise the Present Simple affirmative on the board. Write *I listen to music. He _____ to music.* Students say the missing form.
- Revise the spelling of the Present Simple *He/She/It* form. Ask different students for the spelling rules from Lesson 1.2 Look! box. Write both forms of the verbs on the board (*love-likes, eat-eats, play-plays, do-does, go-goes, watch-watches, wash-washes, study-studies, fly-flies*).
- Set the goal of the lesson. Write two sentences on the board and read them out (*Do you play the guitar? I don't play the guitar.*) Ask students if they know what they will learn today. Say *Today we will learn how to ask and answer questions about hobbies.* Write the lesson objectives on the board.

Lead-in

- (Books open) Introduce the cartoon characters. Students look at the images before proceeding to the exercise.

Exercise 1

- Students answer the question. Ask follow-up questions: *Can you see animals/people? How many?*

Answers → student page

Exercise 2  1.23

- Make sure students understand the sentences before you play the recording.
- Ask different students to read the sentences and their answers. For false answers ask students to say the true sentence.

Answers → student page

Get Grammar!  5

- Play the Get Grammar! video. If you don't have access to a computer/projector, read the Grammar box to the class. Students repeat in chorus.

Grammar

Potrąfię zadawać pytania o hobby i odpowiadać na nie.

City Creatures The new hobby

1
Big Al: I'm bored.
Carla: You don't have a hobby, Al. That's why.
Big Al: Do you have a hobby, Carla?
Carla: Yes, I do.
Big Al: Do you play sport?
Carla: No, I don't. I play the guitar ... and I paint pictures.

2
Big Al: Does Rocco paint pictures?
Carla: No, he doesn't.
Big Al: Does he play sport?
Carla: Yes, he does. He does karate.

Two hours later ...

3
Carla: Where's Al? And where are my paints?
Rocco: I don't know.

4
Big Al: Hi guys. Do you like my picture? Painting is my new hobby.
Carla: It's, er, very ... interesting.

Just then ...

5
Freddie: Hello, we're Freddie and Fifi, the art collectors.
Carla: What do they want? Do they like my paintings?
Fifi: This picture. It's fantastic. Can we buy it?

6
Rocco: What?? I don't understand!!
Carla: They don't like my paintings.
Big Al: They like my painting! I love my new hobby!!

1 Look at the cartoon. What hobbies can you see?

- a football c painting
b karate d tennis

2  1.23 Listen and read. Are the sentences true or false?

- 1 Big Al has a lot of hobbies. *False*
- 2 Carla paints pictures and plays the guitar. *True*
- 3 Rocco does ballet. *False*
- 4 Freddie and Fifi like Big Al's picture. *True*
- 5 Big Al likes his new hobby. *True*

- Write *I paint* on the board. Tell students to look at the Grammar box. Ask *What extra word is in the negative sentence?* Elicit *don't*. Ask *What extra word is in the question?* Elicit *Do*.
- Write *He paints* on the board. Ask *What extra word is in the negative sentence?* Elicit *doesn't*. Ask *What extra word is in the question?* Elicit *Does*.

Exercise 3

- Students complete the exercise individually.

Answers

- 2 Carla doesn't play the guitar. She plays the piano.
- 3 Rocco doesn't do judo. He does karate.
- 4 Freddie and Fifi don't want Carla's painting. They want Big Al's painting.

Exercise 4

- Students complete the questions individually.
- Ask pairs to read out their questions and answers.

Answers → student page

- 1 No, he doesn't.
- 2 Yes, they do.
- 3 No, he doesn't.
- 4 No, they don't.
- 5 He loves it/his new hobby.

Get Grammar!

Present Simple negative, questions and short answers



–	?	Short answers
I don't paint.	Do I paint?	Yes, I do . / No, I don't .
You don't paint.	Do you paint?	Yes, you do . / No, you don't .
He/She/It doesn't paint.	Does he/she/it paint?	Yes, he/she/it does . / No, he/she/it doesn't .
We don't paint.	Do we paint?	Yes, we do . / No, we don't .
You don't paint.	Do you paint?	Yes, you do . / No, you don't .
They don't paint.	Do they paint?	Yes, they do . / No, they don't .

don't = do not doesn't = does not

Where **do** you **paint**? When **do** they **paint**? How often **does** she **paint**?

Do you play football in your free time?

Yes, I do.



3 Correct the sentences in your notebook.

- Carla paints houses.
Carla doesn't paint houses. She paints pictures.
- Carla plays the piano.
- Rocco does judo.
- Freddie and Fifi want Carla's picture.

4 Complete the questions with *do* or *does*. Write the answers in your notebook.

- Does* Big Al play the guitar?
- Do* Carla and Rocco have hobbies?
- Does* Rocco paint pictures?
- Do* Carla and Rocco like Big Al's picture?
- What *does* Big Al think of his new hobby?

5 1.24 Complete the dialogue with *do*, *does*, *don't* or *doesn't*. Write the answers in your notebook. Then listen and check.

- Big Al: ¹ *Do* you play an instrument, Rocco?
 Rocco: No, I ² *don't*, but my sister plays the drums.
 Big Al: ³ *Does* she play in a band?
 Rocco: Yes, she ⁴ *does*. They're called "The Rocking Raccoons".
 Big Al: How often ⁵ *do* they meet?
 Rocco: They meet every Wednesday, and on Thursday she does ballet.
 Big Al: Wow, your sister is busy!

6 1.25 Listen and repeat. Which activities in the Vocabulary box can you see in the pictures?

Vocabulary *do and play*

do ballet, judo, karate, pottery
play basketball, chess, football, tennis; the drums, the guitar, the piano

1



play basketball

2



do karate

3



play the drums

4



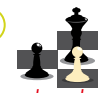
do ballet

5



do pottery

6



play chess

7 Complete the questions with *do* or *play*. Write the answers in your notebook. Then ask and answer in pairs.

- Do you *play* basketball?
- Does your dad *do* karate?
- Does your grandma *do* ballet?
- Does your mum *play* chess?
- Do you *do* pottery after school?

8 1.26-1.27 Go to page 123. Listen and sing My Busy Week song.



Unit 1 15

Exercise 5 1.24

- After checking answers with different students, divide the class into two groups and assign the roles: Big Al and Rocco. Read out the dialogue and students in each group repeat.
- Ask several pairs to read out the dialogue.

Answers → student page

Extra activity

- Divide the students into groups of five. Assign a role from the cartoon story to each student. Students read out their parts and prepare a role play in groups. Monitor question intonation and general pronunciation. The groups perform their role plays to the class. They could read from their books at this stage.

Exercise 6 1.25

- Read out the Vocabulary box and students repeat.
- Students label the pictures they know. Ask different students for feedback. Make sure all students understand the vocabulary.

- Follow-up: students work in pairs and think of more activities that collocate with *play* and *do*, e.g. *play football, the piano; do puzzles, homework*, then share with the class.

Answers → student page

Exercise 7

- Ask two students to read out the questions and make sure all students have the correct question forms. Students answer as a class.
- Students work in pairs and take turns to ask and answer the questions. Monitor pairs.
- Extend the exercise to challenge stronger students. Ask individual students questions with *Where*, *When* and *How often*, e.g. *When / Where / How often do you play basketball?*

Answers → student page

Exercise 8 1.26-1.27

- Play the song for students to hear the first time.
- Read out the lyrics and students repeat. Then students can sing along. Different groups could perform the song. Have a class vote for the best performance.

Finishing the lesson

- (Books closed) Ask students to finish the sentences: *Today I have learned... and I can...* Check with all class.

Activity for fast finishers

- Students write three sentences in their notebooks: 1 using the Present Simple affirmative and an adverb of frequency, 2 using the Present Simple negative, 3 using the Present Simple question form.

Video scripts: page 141

Further practice

- Vocabulary: Photocopiable Resource 3, page 161
- Workbook, page 8

Lesson 1.4

Speaking

Warm-up

- (Books closed) Ask students some questions about themselves: *What's your name? How old are you? Do you like ...?*
- Set the goals of the lesson. *Say In this lesson we will learn how to ask for and give information about us.*

Lead-in

- (Books open) Students cover the dialogue, look at the photo and say/guess who they can see.

Exercise 1 1.28

- Read out the questions. Students watch the video or uncover the dialogue and listen.

Answers → student page

Exercise 2 1.28

- Make sure students understand the information they need for the table. Check answers.

Answers → student page

Exercise 3 1.29

- After the class repeat together, choose individual students or pairs to repeat. Monitor pronunciation.

Look!

- Read out the Look! box and students repeat. Make sure they understand all the information.

Exercise 4

- Students work individually referring to the Speaking and Look! box.

Answers → student page

Exercise 5 1.30

- Make sure students have the correct questions. Choose pairs to read out questions and answers.

Extra activity

- Students make up a phone number and an email address and write it down in their notebooks. Students then work in pairs and dictate the info to each other. Then, have

1.4 Speaking

Potrąfię zadawać pytania o podstawowe informacje i odpowiadać na nie.

Where do you live?

Receptionist: Good morning.
Tom: Good morning.
R: Hello. Can I help you?
Tom: Yes, I'd like to join the basketball club, please.
R: Of course. What's your name?
Tom: Tom Flynn.
R: How do you spell Flynn?
Tom: F-L-Y-N-N.
R: Where do you live, Tom?
Tom: 25 Star Street, Kingston.
R: What's your email address?
Tom: It's tom.flynn@mymail.com.
R: And what's your phone number?
Tom: It's 08976 335214.
R: When does the club meet?
Tom: On Mondays, from 5.30 to 7.00.
R: That's now, isn't it?
R: Yes, hurry up!



1 1.28 Listen and read. Answer the questions.

- 1 Where is Tom? *Tom is in a sports centre.*
- 2 Why is he there? *He wants to join the basketball club.*

2 1.28 Listen and read again. Complete the table in your notebook.

Name	¹ Tom Flynn
Address	² 25 Star Street, Kingston
Email address	³ tom.flynn@mymail.com
Phone number	⁴ 08976 335214

3 1.29 Listen and repeat.

Speaking

Asking for personal information

What's your name?
 How do you spell that?
 Where do you live?
 What's your email address?
 What's your phone number?

LOOK! Email addresses
 @ = "at" .com = "dot com"
 Telephone numbers
 0 = "oh" or "zero"
 33 = "double three" or "three three"

4 In your notebook, write questions to these answers.

- 1 Diego Alvarez
What's your name?
- 2 D-I-E-G-O A-L-V-A-R-E-Z
How do you spell that?
- 3 17 North Road, Oxford
Where do you live?
- 4 It's diego@xnet.com
What's your email address?
- 5 It's 06657 241682
What's your phone number?

5 1.30 Listen and check.

6 1.31 Listen and complete Kate's information in your notebook.

Name of student: Kate ¹ Grey
 Name of Club: Art Club
 Day: ² Monday
 Time: ³ 3.30
 Where: Room ⁴ 308



16 Unit 1

them swap the written information, check and correct if necessary.

Exercise 6 1.31

- Students read the member's card first, so they know what to listen for.

Answers → student page

Finishing the lesson

- (Books closed) Encourage students to give feedback on the lesson and assess their own learning. Ask *What was easy/hard about this lesson?*

Activity for fast finishers

- Students find all the questions in Exercise 1 and say how many there are (there are eight).

 Video scripts: page 141

 Audio scripts: page 129

Further practice

- Vocabulary: Photocopiable Resource 4, page 162
- Workbook, page 9
- Extra Online Homework: Speaking Video Extra Activities

Potrąfię zrozumieć tekst o typowym dniu szkolnym.

1 **1.32** Look at the photos and read the title. What do you think the text is about? Read or listen to the text and check. *The text is about British boarding schools.*

- 2** Read the text again and answer the questions.
- 1 What type of school does Laura go to? *boarding school*
 - 2 What time does she wake up? *6.30 a.m.*
 - 3 What is her favourite lesson? *Science*
 - 4 When does she play badminton? *in the evening*
 - 5 Does Laura miss her parents? *Yes, she does.*

3 **1.33** Listen and repeat. Which of the places are there in your school?

Vocabulary Places in a school

canteen classroom computer room gym hall library playground staff room

4 Complete the sentences with words in the Vocabulary box so they are true for you. Write the answers in your notebook.

- 1 We have assembly in the .
- 2 We have lessons in our .
- 3 We have lunch in the .
- 4 After lunch, we play in the .
- 5 We do P.E. in the .
- 6 I sometimes do my homework in the .

5 Read the questions to Laura. Choose the correct answers. Write them in your notebook.

- 1 A: What do you do at the weekend, Laura?
B: **a** Yes, I do. **b** I usually go sailing.
c No, I don't have lessons at the weekend.
- 2 A: Where do you have breakfast?
B: **a** Every morning. **b** I have toast and cereal.
c In the canteen.
- 3 A: Who is your best friend?
B: **a** She's very well, thank you.
b Her name is Ruby.
c She's fourteen.

6 Imagine a day in a Crazy School. Who can think of the funniest sentences?

We wake up at 2.00 in the afternoon.
We play basketball in the library.



Boarding School – What's it really like?



In films, boarding schools are exciting places, often with magic or monsters. But what is a real British boarding school like? Thirteen-year-old Laura Henderson describes a typical day at her school.

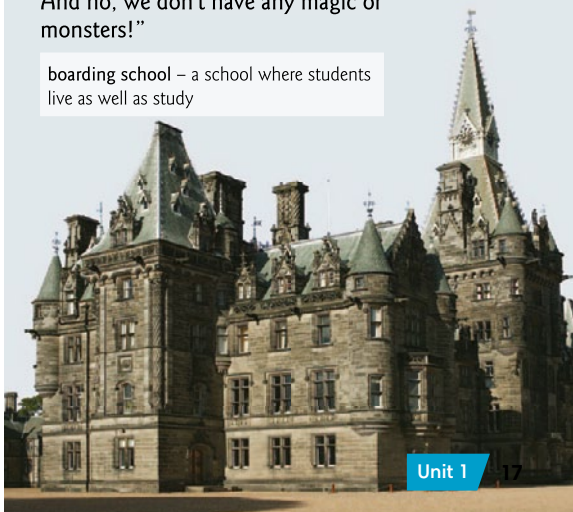
“We wake up at 6.30 in the morning and have breakfast in the school canteen. At 8.00, the bell rings for assembly in the hall. The great thing about boarding school is that we're never late for school!

Lessons start at 9.00 and finish at 3.30. My favourite lesson is Science because we often do experiments. In the afternoon, we sometimes go to the library to read, or we do P.E. in the gym. In the evening, I often play badminton or go to a cookery class.

I go to a boarding school because my parents live in France. Do I miss them? Yes, but I've got some good friends here.

And no, we don't have any magic or monsters!”

boarding school – a school where students live as well as study



Unit 1

Exercise 3 1.33

- Make sure students understand all the vocabulary in the box.

Exercise 4

- Make sure students understand the sentences.

Extra activity

- Groupwork: Play Snowman with the new words. On the board, write a dash for each letter of a word to guess. Draw a part of the snowman for each wrong guess (e.g. snowballs). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of a snowman, it loses a point.

Exercise 5

- Check answers with all class.

Answers → student page

Exercise 6

- Different students give ideas for funny sentences.
- Students work individually and then read each other's work to give feedback. Have a vote for the funniest ideas.

Finishing the lesson

- (Books closed) Students share their opinions. Ask *Are boarding schools a good idea?*
- (Books closed) Refer back to lesson goals: *Was the text easy/difficult to read?*

Activity for fast finishers

- Students study the new vocabulary for one minute, cover the words and try to spell them.

Further practice

- Workbook, page 10

Lesson 1.5
Reading

Culture notes

Boarding schools are schools where students live and study. In the Harry Potter books by JK Rowling, Hogwarts is the name of the boarding school.

Warm-up

- (Books closed) Set the goals of the lesson. Ask *What time do you start/finish lessons? Do you live at school? Say In this lesson we will read about a school day.*

Lead-in

- (Books open) Students take turns to describe the photos.

Exercise 1 1.32

- Give students one minute to read the text, or play the text once.

Answers → student page

Exercise 2

- Involve students by asking them to find key words in the questions.

Answers → student page

LESSON 1.1

School subjects

Przedmioty szkolne

Art /ɑ:t/ sztuka

Computer Studies /kəm'pjutə
ˌstɑ:diz/ zajęcia komputerowe,
informatyka

English /'ɪŋɡlɪʃ/ język angielski

French /frentʃ/ język francuski

Geography /dʒi'ɒɡrəfi/ geografia

History /'hɪstəri/ historia

Maths /mæθs/ matematyka

Music /'mju:zɪk/ muzyka

P.E. /ˌpi: 'i:/ W-F

Science /'saɪəns/ przedmioty
ściśle, przyroda

School items Przybory szkolne

calculator /'kælkjələtə/ kalkulator

dictionary /'dɪkʃənəri/ słownik

laptop /'læptɒp/ laptop

map /mæp/ mapa

paints /peɪnts/ farby

pencil case /'pensəl keɪs/ piórnik

rubber /'rʌbə/ gumka

ruler /'ru:lə/ linijka

scissors /'sɪzəz/ nożyczki

trainers /'treɪnəz/ trampki

LESSON 1.2

Out of class

Hurry up! /'hʌrɪ ʌp/ Pospiesz się!

We're late! /ˌwi:ə 'leɪt/ Jesteśmy
spóźnieni!

What a mess! /ˌwɒt ə 'mes/ Ale
bałagan!

at home /ət 'həʊm/ w domu

at school /ət sku:l/ w szkole

at the same time /ət ðə ˌseɪm
'taɪm/ jednocześnie

boring /'bɔ:ɪŋ/ nudny

bring /brɪŋ/ przynieść

daily routine /ˌdeɪli ru:'ti:n/
codzienne zajęcia

dinner /'dɪnə/ kolacja

get up /ˌget ʌp/ wstawać

have breakfast /ˌhæv 'brekfəst/
jeść śniadanie

in class /ɪn 'kla:s/ w klasie,
podczas lekcji

late for class /ˌleɪt fə 'kla:s/
spóźnić się na lekcje

listen to music /ˌlɪsən tə 'mju:zɪk/
słuchać muzyki

noisy /'nɔɪzi/ hałaśliwy

on TV /ɒn ˌti: 'vi:/ w telewizji

play sports /ˌpleɪ 'spɔ:ts/
uprawiać sporty

study /'stʌdi/ uczyć się

tonight /tə'naɪt/ dziś wieczorem

walk to school /ˌwɔ:k tə 'sku:l/
iść do szkoły pieszo

LESSON 1.3

Phrases with do and play

Wyrażenia z czasownikami
do i play

do ballet /ˌdu: 'bæleɪ/ tańczyć
w balecie

do judo /ˌdu: 'dʒu:ðəʊ/ uprawiać
dżudo

do karate /ˌdu: kə're:ti/ uprawiać
karate

do pottery /ˌdu: 'pɒtəri/
zajmować się garncarstwem

play basketball /ˌpleɪ 'bɑ:skətbɔ:l/
grać w koszykówkę

play chess /ˌpleɪ 'tʃes/ grać
w szachy

play football /ˌpleɪ 'fʊtˌbɔ:l/ grać
w piłkę nożną

play tennis /ˌpleɪ 'tenɪs/ grać
w tenisa

play the drums /ˌpleɪ ðə 'drʌmz/
grać na perkusji

play the guitar /ˌpleɪ ðə gr'tɑ:(r)/
grać na gitarze

play the piano /ˌpleɪ ðə ˌpi'ænəʊ/
grać na pianinie

band /bænd/ zespół

bored /bɔ:d/ znudzony

play in a band /ˌpleɪ ɪn ə bænd/
grać w zespole

rest /rest/ odpoczywać

LESSON 1.4

Asking for personal information

Pytanie o podstawowe informacje

How do you spell that? /haʊ
du: jə spel ðæt/ Czy mógłbyś to
przeliterować?

What's your email address?
/ˌwɒts jə 'i:meɪl ədres/ Jaki jest
twój e-mail?

What's your name? /ˌwɒts jə
neɪm/ Jak masz na imię?

What's your phone number?
/ˌwɒts jə 'fəʊn nʌmbə/ Jaki jest
twój numer telefonu?

Where do you live? /weə du: jə
'lɪv/ Gdzie mieszkasz?

Can I help you? /ˌkæn aɪ 'help jə/
Czy mógłbym ci pomóc?

join a club /ˌdʒɔɪn ə 'klʌb/
zapisać się do klubu

LESSON 1.5

Places in a school

Miejsca w szkole

canteen /kæn'ti:n/ stołówka

classroom /'kla:srʊm/ klasa

computer room /kəm'pjutə
ru:m/ pracownia komputerowa

gym /dʒɪm/ sala gimnastyczna

hall /hɔ:l/ korytarz

library /'laɪbrəri/ biblioteka

playground /'pleɪgraʊnd/ plac
zabaw, boisko

staff room /'sta:f ru:m/ pokój
nauczycielski

assembly /ə'sembli/ apel szkolny

bell /bel/ dzwonek

crazy /'kreɪzi/ szalony

describe /dɪ'skraɪb/ opisać

exciting /ɪk'saɪtɪŋ/ ekscytujący

finish /'fɪnɪʃ/ skończyć

magic /'mædʒɪk/ magia

miss your parents /ˌmɪs jə
'peərənts/ tęsknić za rodzicami

monster /'mɒnstə/ potwór

typical /'tɪpɪkəl/ typowy

wake up /ˌweɪk ʌp/ obudzić się

LESSON 1.6

Time expressions Określenia czasu

at 9 o'clock /æt naɪn ə klɒk/
o dziewiątej

at the weekend /æt ðə 'wi:kend/
w weekend

at lunchtime /æt 'lʌntʃtaɪm/
w czasie lunchu

in the morning /ɪn ðə 'mɔ:ɪnɪŋ/
rano

on Monday /ɒn 'mʌndi/
w poniedziałek

on Friday morning /ɒn 'fraɪdeɪ
'mɔ:ɪnɪŋ/ w piątek rano

on a weekday /ɒn ə 'wi:kdeɪ/
w dzień powszedni

Revision

Further practice

- Workbook, pages 12–13
- Extra Online Homework: Check yourself! Extra Activities



Audio scripts: pages 129–130

VOCABULARY

1 Look at the photos. In your notebook, complete the names of school subjects.



1 Maths



2 Geography



3 Science

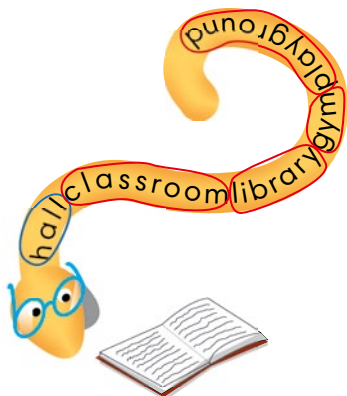


4 Computer Studies



5 History

2 Find five places in the wordsnake. Write the answers in your notebook.



3 Match the words in the box to the correct verb. Write the answers in your notebook. Which activities do you do?

ballet basketball chess the drums
judo karate the piano pottery tennis

play: *basketball, chess, the drums, the piano, tennis*

do: *ballet, judo, karate, pottery*

GRAMMAR

4 Complete the text with the correct form of the verbs in the box. Write the answers in your notebook.

walk have send start get-up talk

On weekdays Elena ¹*gets up* at 7.30 a.m. She ²*has* breakfast with her family. Then she ³*walks* to school with her sister. On the way to school, the girls ⁴*talk* about their day, listen to music and ⁵*send* text messages. School ⁶*starts* at 9 a.m.

5 In your notebook, write five sentences about your weekend. Use adverbs of frequency and the words in the box.

get up meet friends do homework
go to the cinema have a pizza

I usually get up at 10 a.m.



6 Complete the interview with Big Al with *do*, *don't*, *does* and *doesn't*. Write the answers in your notebook.

Interviewer: ¹*Do* you paint every day?

Big Al: Yes, I ²*do*. But I ³*don't* paint in the morning. I sleep in the morning.

Interviewer: ⁴*Does* your friend Rocco paint?

Big Al: No, he ⁵*doesn't*. He does karate.

Interviewer: ⁶*Does* he like your paintings?

Big Al: Yes, he ⁷*does*. He loves them ... I think.

PRONUNCIATION

7 1.35 Listen and repeat: /s/, /z/ or /iz/?

He never **gets** up late.

He **goes** to school at eight.

He **finishes** school at five.

He **plays** football outside!



DICTIONATION

8 1.36 Listen to the recording.

Write the sentences in your notebook.



A Day in the Life of a Basketball Player

Michael plays basketball for the Liverpool Tigers. What do basketball players do in a typical day?

Michael wakes up at 7 a.m. For breakfast, he has eggs, toast and some fruit. After breakfast, Michael practises basketball. He runs and he jumps for two hours – it's hard work!

Michael has lunch at 12.30 p.m. Then he sleeps for 2 hours! At 4 p.m., he has a sandwich and drinks some water. How much water does he drink? A lot! But he doesn't drink coffee.

The basketball games are often at night. Sometimes they start at 8.00 p.m. and finish at 10.30. After a game, Michael goes home and has dinner. Does he like his day? "Yes, I do!" he says.

SPEAKING

9 In your notebook, complete the receptionist's questions. Then act out the dialogue in pairs.

- Receptionist: 1 *What's* your name?
 Paula: Paula Krantz.
 Receptionist: How do you 2 *spell* that?
 Paula: K-R-A-N-T-Z.
 Receptionist: What's your phone 3 *number*?
 Paula: 03862 451957.
 Receptionist: What's your 4 *email* address?
 Paula: paula@net.com
 Receptionist: Where do you 5 *live*?
 Paula: 17 Park Road, Oxford.

READING AND WRITING

10 Look at the picture. What is the man's job? What do you think he does in a typical day?

11 Read the text and answer the questions.

- 1 What time does Michael get up? *at 7 a.m.*
- 2 What does he have for breakfast? *eggs, toast and some fruit*
- 3 What does he do before lunch? *He practises basketball.*
- 4 Does he sleep during the day? *Yes, he does – for 2 hours.*
- 5 What does he do after a game?
He goes home and has dinner.

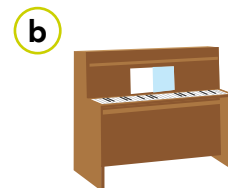
12 In your notebook, write about 60–70 words about your typical day. Use these questions to help you.

- 1 What time do you get up?
- 2 What time do you start school?
- 3 What time is your lunch break?
- 4 What time do you come home after school?
- 5 What do you do in the evening?

LISTENING

13 1.37 Listen and match people 1–6 to hobbies a–h. There are two extra hobbies. Write the answers in your notebook.

- | | | |
|-----------------|-----------------|------------------|
| 1 Paul <i>e</i> | 3 Anna <i>h</i> | 5 Lily <i>d</i> |
| 2 Alex <i>a</i> | 4 Sam <i>b</i> | 6 Daisy <i>c</i> |



Check yourself!

- ✓ Potrafię rozmawiać o szkole.
- ✓ Potrafię stosować czas Present Simple, aby opowiadać o czynnościach dnia codziennego.
- ✓ Potrafię zadawać pytania o podstawowe informacje oraz o hobby i odpowiadać na nie.
- ✓ Potrafię zrozumieć wypowiedzi ustne i pisemne o ulubionym dniu oraz o typowym dniu szkolnym.
- ✓ Potrafię napisać krótki tekst o swoim ulubionym dniu tygodnia.

School Uniforms in the UK

Schoolchildren in Britain usually wear a school uniform. We talk to two students about their uniform.



Josh

Hi, I'm Josh and I'm twelve. At my school, we wear a light blue shirt with a **blue and yellow tie**, and a **dark blue jumper**. We also wear **grey trousers** and black shoes. Girls wear the same clothes. I don't like my uniform. It's expensive, and the shirt and tie aren't very comfortable.



1

2

dark blue jumper

3

grey trousers

Sara

Hi, I'm Sara and I'm thirteen. I wear a **green and purple skirt** and a **cream shirt**. There's also a green jacket, but I don't always wear it. With the skirt, I wear **black tights** and **black shoes**. I think school uniform is good because it's comfortable, and because we think about our lessons, not our clothes.



cream shirt

4

5

green and purple skirt

6

black tights

black shoes

7

1 **1.38** Read and listen to the texts about school uniforms in the UK. Label Josh's and Sara's uniforms with the words in bold. Write the answers in your notebook.

1 *blue and yellow tie*

2 Who says these things? Read the sentences. In your notebook, write *Josh*, *Sara*, or *Josh and Sara*.

1 My uniform isn't comfortable.

2 I sometimes wear a jacket. *Sara*

3 Boys and girls wear trousers. *Josh*

4 I wear a shirt. *Josh and Sara*

5 I like wearing a uniform. *Sara*

6 I don't like wearing a uniform. *Josh*

1 *Josh*

3 **1.39** Listen to two more children answering the questions below. Complete the table in your notebook.

What clothes do you wear to school?

Are you for or against school uniforms?

Name	Clothes	School uniform – for or against
Martha, Australia	<i>a white shirt, blue skirt, white socks, black shoes</i>	<i>for</i>
Ivan, America	<i>jeans, T-shirt, trainers</i>	<i>against</i>

4 Discuss the questions in pairs.

- 1 What do you wear to school?
- 2 What do you wear at the weekend?
- 3 Do you think school uniforms are good or not?

Further practice • Get Culture! video – Workbook, page 88
• Video script – Teacher's Book, page 146

More • Project Worksheet, page 191

PROJECT

- Work in groups. Make a digital presentation about an ideal school uniform.
- Prepare a description of the ideal uniform. Use these questions to help you.
 - What do the girls and boys wear?
 - What are the colours?
 - What shoes do they wear?
 - Are the uniforms cool and comfortable?
- Use a computer programme to draw the uniform, or take photos/videos of your friends in the uniform, using clothes from home.
- Put the text and the drawings/photos/videos together.
- Share your presentation with the class. Which is your favourite uniform? Why?



1 Circle the correct answer.

- 1 I _____ make some biscuits.
 a going to b am going **c am going to**
- 2 She _____ to download this song.
 a is going to b are going c isn't going
- 3 They're _____ have lunch at a restaurant.
 a going to b are going to c aren't going
- 4 The children _____ visit their grandparents.
 a are going to b are going c going to
- 5 We _____ him a present.
 a are going to b are going to buy c going to buy
- 6 Penny _____ going to go to the concert.
 a isn't b aren't c is going

2 Complete the questions with one word in each gap.

- 1 Are you going to do your homework today?
- 2 Is your friend _____ to text you after school?
- 3 Are you going _____ have a birthday party this year?
- 4 _____ your friends going to come to your house on Sunday?
- 5 _____ your English teacher going to give you a test next lesson?

3 Think about you. Answer the questions in Exercise 2 with true short answers (affirmative and negative).

Are you going to do your homework today?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

No, I'm not.

4 Play a class game. You are going to have a party. Say what you are going to do for the party. But remember - you must repeat all the plans!

We're going to blow up balloons.

We're going to blow up balloons and make a pizza.

We're going to blow up balloons, make a pizza and buy some cola.

1 Match 1-5 to a-e. Draw a line.

- | | |
|---------------------------------|---------------|
| 1 Can you cook? | a Yes, I did. |
| 2 Are you going to get the bus? | b Yes, I do. |
| 3 Do you like Maths? | c Yes, I was. |
| 4 Were you at home yesterday? | d Yes, I can. |
| 5 Did you watch TV on Monday? | e Yes, I am. |

2 Read the sentences and make questions.

- 1 He is happy.
Is he happy?
- 2 She's eating her breakfast.

- 3 Grandpa was a great footballer.

- 4 They've got a new fridge.

- 5 She likes pop music.

- 6 Jim went to the supermarket.

3 Put the words in the correct order to make questions.

- 1 is who favourite singer your ?
Who is your favourite singer?
- 2 do like you sports what ?

- 3 many friends how got have best you ?

- 4 did when start you school ?

- 5 your come favourite from food where does ?

4 In pairs, ask and answer the questions in Exercise 3. Complete the table.

Name	Q1	Q2	Q3	Q4	Q5
Me: _____					
My friend: _____					

1 Complete the dialogue with the words in the box.

meet stadium Thursday tickets time

- A: Are you busy next ¹Thursday? I've got ²_____ for a football match. Would you like to come?
 B: That sounds great. I'd love to come. What ³_____ does it start?
 A: At 3 o'clock.
 B: Where shall we ⁴_____?
 A: Let's meet outside the ⁵_____.

2 Look at your plans for the week. Choose an event and invite a friend.

I've got two tickets for the concert on Tuesday.
Would you like to come?

Student A

My week

Monday	
Tuesday	two tickets concert 7pm school
Wednesday	
Thursday	
Friday	two tickets film 5.30pm cinema
Saturday	
Sunday	

Student B

My week

Monday	two tickets baseball game 4.30pm stadium
Tuesday	
Wednesday	
Thursday	two tickets karate match 6.30pm arena
Friday	
Saturday	
Sunday	two tickets film 4 pm museum

UNIT 1 Get Culture!

Our ideal school uniform

Step 1

Work in groups of four. Look at the questions and think about your ideal school uniform.

- 1 What do the girls and the boys wear?
- 2 What are the colours?
- 3 What shoes do they wear?
- 4 Are the uniforms cool and comfortable?

Step 2

Make slides for the presentation.

Student A: write about the boys' uniform.

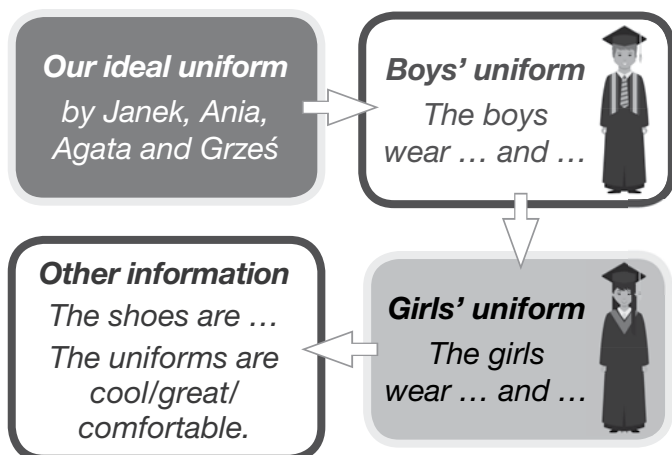
Student B: write about the girls' uniform.

Student C: create pictures of the boys' uniform.

Student D: create pictures of the girls' uniform.

Step 3

Put the text and pictures together to make a presentation. Use the ideas below to help.



TIPS:

- Make 4–5 slides.
- Keep the text short.
- Add pictures and videos/music.
- Add a title to the presentation and each slide.
- Use animations to make text and photos appear and disappear.

Step 4

Share the presentation with the class. Take turns so that all students in the group talk about one slide. You can start like this:

This is a project about ...



UNIT 3 Get Culture!

A day in the life of an astronaut

Step 1

Work in groups of four. Discuss these questions.

- 1 What do astronauts do at the International Space Station?
- 2 Where do they do these activities?
- 3 How do they feel?

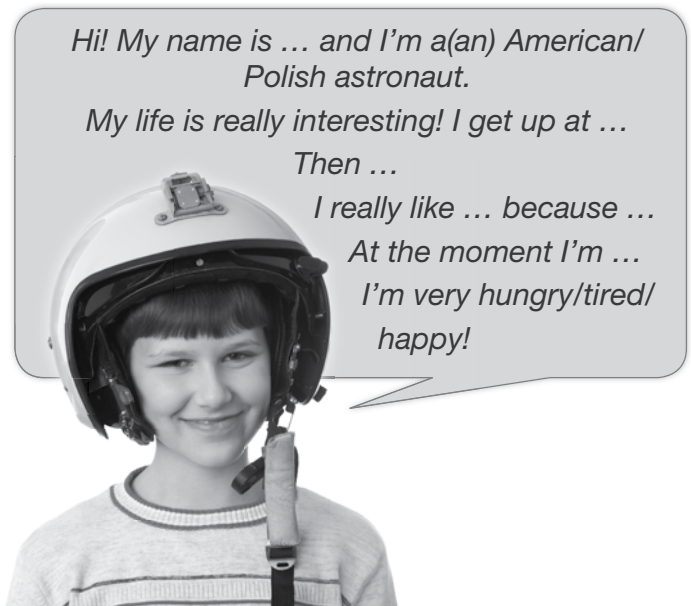
Step 2

Plan your video. Decide:

- where each scene is;
- who is in the scene;
- what they are doing;
- how they feel.

Step 3

Write your script and learn it. Then film the astronauts. Use these ideas to help.



TIPS:

- Choose someone to film each scene.
- Use props and costumes.
- You can film a scene again if you make a mistake.
- Your video should be 2–3 minutes long.

Step 4

Share your videos with the class. Vote for your favourite video.

UNIT 5 Get Culture! A journey around ...

Step 1

Work in groups of four. Think of interesting places in your town, city or neighbourhood. Use these ideas to help.

museums / shops / parks / restaurants / historical buildings / free time places

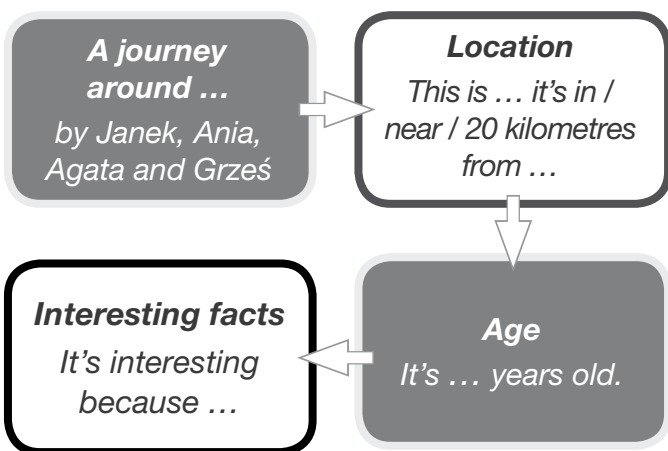
Step 2

Choose a place for your presentation. Write down your ideas or find interesting information about this place on the Internet. Use these questions to help.

- 1 Where is it?
- 2 What do you know about it?
- 3 What can you do there?
- 4 Why is it interesting?

Step 3

Make slides for the presentation. Add photos and/or videos. Use these ideas to help.



TIPS:

- You can find the photos or videos on the Internet. Remember to give information where they come from.
- Add a title to the presentation and the slides.
- Use animations to make text and photos appear and disappear.

Step 4

Share the presentation with the class. Take turns so that all students in the group talk about one slide. You can start like this:

This is a project about ...



UNIT 7 Get Culture! How do you get to school?

Step 1

Work in groups of four. What do you know about your classmates' school journey? Think about:

- what time they leave home;
- what transport they use;
- how long it takes;
- who they go with;
- if they enjoy it.

Step 2

Plan your video. Decide:

- who is in each scene;
- where each scene is.

Step 3

Write your script and learn it. Then film the interviews. Use these ideas to help.

Hi, we're ... From Monday to Friday we all come to the same school but we use different transport to get there. So how do we get to school? Let's talk to ... first. How do you get to school?

I usually take a ... but sometimes I take a ... or walk.

What time do you leave home?

I leave home at ...

How long does the journey take?

The journey takes me ...

Do you go with your friends?

*Yes, I do. / No, I don't.
I usually travel alone / with ...*

*Do you like your journey to school?
Why/Why not?*

*Yes, I do. / No, I don't.
It's fun/long/tiring.*

Step 4

Share your videos with the class. Vote for your favourite video.

Unit 1 They meet before class

The characters: Narrator, Amy, Elena, Lucas, Tom, Class

Part 1

Scene 1

Narrator: On weekdays Amy, Elena, Tom and Lucas usually meet before class.

Amy: Hi everyone!

Tom, Elena, Lucas: Hi Amy!

Amy: Hey Tom, what have you got there?

Tom: Breakfast. Here, have one.

Amy: No thanks! I always have breakfast at home.

Scene 2

Narrator: Tom loves food and he loves sport. He often brings his football to school.

Tom: Hey Elena! The Chelsea – Liverpool match is on TV tonight.

Elena: Thanks Tom, but I never watch football. It's really boring.

Scene 3

Narrator: Elena often does her homework at school. She usually listens to music at the same time ...

Elena: What's the answer to Question 2?

Lucas: Question 2 – that's easy!

Scene 4

Narrator: Lucas is very clever and he's really good at Maths. But he sometimes loses things.

Lucas: Where's my calculator? It's usually here!

Tom: Hurry up, Lucas. We're late for Maths!

Amy: Wow, what a mess!

Part 2

Tom: Phew! We aren't late!

Teacher: Hello everyone. Today, I've got a short test for you. Have you all got your calculators?

Class: Yes, Miss.

Lucas: Er ... sorry Miss. I haven't got my calculator. It's at home.

Teacher: Never mind Lucas. I'm sure you can do the test without it.

Lucas: Oh no!

Teacher: Only joking. Here's my calculator. You can use it.



Unit 2 Are there any strawberries?

The characters: Narrator, Amy, Elena, Lucas, Tom

Part 1

Scene 1

Lucas: It's Elena's birthday today. Let's make a chocolate cake for her!

Tom: Good idea!

Amy: Here's a recipe. Is there any flour in the cupboard, Lucas?

Lucas: Yes, there is.

Amy: We need some butter and some sugar too.

Lucas: No problem.

Amy: Are there any eggs?

Lucas: Yes, there are and there's some milk in the fridge ... but there isn't any chocolate.

Scene 2

Amy: Oh, no chocolate. Are there any strawberries?

Lucas: No, there aren't any strawberries, but I've got some sausages!

Tom: A sausage cake, cool!

Lucas: And two lemons. What about a lemon cake?

Amy: Hmm, a lemon cake. First turn on the oven ...

Scene 3

Narrator: 30 minutes later ...

Tom: That's not a cake, it's a pancake!

Amy: But we can decorate it. Let's use these biscuits!

Lucas: Wait, Amy!

Tom: That's Elena!

Lucas: What a disaster!

Part 2

Amy, Tom: Happy Birthday Elena!

Elena: Thanks! Is this for me?

Amy: Yes, it's for you.

Lucas: Er, no it isn't.

Amy: What?!

Lucas: The biscuits on the cake, Amy ... They're not real biscuits. They're dog biscuits.

Tom: No way!



Unit 3 I'm taking a photo

The characters: Amy, Elena, Tom

Part 1

Scene 1

Elena, Amy: Hi Tom.

Tom: Hi Amy, Hi Elena ... Er, can you sit down? I'm taking a photo ...

Elena: A photo of who?

Tom: Harry Evans, the famous football player. He's sitting over there. Look – the waitress is asking for his autograph!

Elena: She isn't asking for his autograph! She's taking his order!

Amy: Wow! Let's text Lucas. WE'RE HAVING LUNCH WITH HARRY EVANS! Why don't you ask for his autograph?

Tom: But I haven't got any paper!

Elena: Go on Tom! You've got your football.

Scene 2

Amy: Hey Elena – look at Tom!

Elena: Wait a minute. I'm looking it up. ... Harry Evans ...

Scene 3

Tom: I've got Harry Evans's autograph!

Amy: Great! Let's see!

Tom: Oh no! That's a surprise!

Part 2

Amy: It says 'Good luck Tom, from Mark Taylor.' Who's Mark Taylor?

Tom: I don't know, but it isn't Harry Evans!

Elena: Wait... Google says Mark Taylor is an actor!

Amy: So he isn't Harry Evans, but he is someone famous!

Unit 4 It's more exciting

The characters: Narrator, Amy, Elena, Lucas, Tom

Part 1

Scene 1

Narrator: The friends are at Blue Mountain Adventure Park. It's a big activity centre in the middle of a forest. You can cycle, climb or go kayaking.

Elena: Let's go cycling in the forest.

Tom: No way! That's boring.

Lucas: Let's go on the climbing wall. Climbing is more exciting than cycling.

Tom: Cool. I want to go on that wall. It's really high.

Elena: Let's start with this wall. It's lower.

Amy: Yes, I agree.

Scene 2

Narrator: Climbing is really good fun but Tom isn't happy ...

Tom: Help! I can't move.

Lucas: Use your legs, Tom.

Elena: Why don't you climb down, Tom?

Tom: I can't!

Scene 3

Elena: Hold on! I can help. Put your right hand there.

Tom: Thanks Elena. It's easier with your help.

Scene 4

Amy: Well done, Tom! You're safe now!

Tom: Yes, that's better.

Lucas: So, what do you want to do next?

Part 2

Amy: What about kayaking on the lake? I'm ready for some more adventure.

Tom: Er, maybe not. What about a walk in the forest?

Amy, Elena, Lucas: Oh, Tom!



Unit 5 We were worried about you

The characters: Narrator, Amy, Elena, Lucas, Tom

Part 1

Scene 1

Narrator: It was Lucas's birthday last Saturday. His friends' plan was to take him to the cinema and then for a pizza.

Elena: Where's Lucas? The film starts in five minutes.

Amy: Perhaps he's ill. He wasn't very well at school yesterday.

Tom: He was OK this morning.

Elena: He isn't answering his phone.

Tom: Come on, let's go in.

Scene 2

Narrator: After the film ...

Amy: That was awesome!

Tom: The actors were amazing!

Elena: It's a shame about Lucas.

Amy: Wait a minute. There he is ...

Scene 3

Elena: Happy birthday, Lucas! We were worried about you!

Lucas: Sorry I'm late. There weren't any buses and my phone was out of battery.

Tom: So, is this your new bike?

Lucas: Ha ha. No, it's my little sister's bike. My bike's got a flat tyre.

Amy: Never mind, Lucas. Let's go for a pizza now.

Scene 4

Amy: Look, here's the pizzeria.

Lucas: Oh no ...

Part 2

Amy: What is it, Lucas?

Lucas: That's Miss Green, our history teacher, isn't it?

Amy: Oh yes, it was her birthday yesterday.

Lucas: Well, look, she's having a party. There's Mr Burton ...

Tom: ... and there's Mrs Busby.

Lucas: We can't go here. What a disaster!

Elena: Don't worry. We can all come to my house.



Unit 6 She asked me to babysit

The characters: Anna, Aunt Jackie

Part 1

Scene 1

Amy: Hi, it's Amy here. Today I'm doing a vlog. So, what's new? Well, my Aunt Jackie is a nurse. She sometimes works in the evening. Her babysitter was ill two days ago, so she asked me to babysit. I love my cousin Harry, but ...

Scene 2

Amy: First we played football in the garden. That was fun, but then Harry walked through the house in his dirty trainers. What a mess!

Scene 3

Amy: I cooked spaghetti for Harry's dinner. I think he liked it ... but most of it was on his clothes ... and the floor!

Scene 4

Amy: Harry's bedtime is usually 7.30, but he wasn't tired. So we watched a film ... well, I watched a film. Harry jumped on the sofa.

Scene 5

Amy: At 9 o'clock, Harry was finally asleep! I tidied the house and cleaned the kitchen. My aunt arrived home at 9.30, but ... guess what?

Part 2

Aunt Jackie: Was everything OK, Amy?

Amy: Yes, everything was fine.

Aunt Jackie: Was Harry a good boy?

Amy: Yes, of course. ... And then she asked me to babysit again next weekend. Aaagh, I don't know what to do!

Unit 7 Elena didn't sleep well

The characters: Narrator, Amy, Elena, Mr Riley, Mrs Riley

Part 1

Scene 1

Narrator: Last Friday, Amy and her family went away for the weekend. Elena went too. They didn't go camping or stay in a hotel, they stayed in a hostel.

Scene 2

Narrator: The first night Elena didn't sleep well.

Elena: Eek! Is that a spider?

Amy: Where?

Elena: There, on my backpack ... Oh no! It's inside my sleeping bag!

Amy: Don't panic, Elena. It didn't go inside. It's here, on your torch!

Scene 3

Narrator: They didn't have bikes at the hostel, so the next day Amy, Elena, and Mr and Mrs Riley went for a walk.

Amy: It's getting cold, Dad.

Mrs Riley: Where's your coat Elena?

Elena: Er ... I didn't bring one.

Mr Riley: Don't worry, Elena! Here, have my coat.

Scene 4

Narrator: That evening they didn't want to eat in a restaurant. They decided to cook at the hostel.

Mr Riley: Do you want one sausage or two, Elena?

Amy: Er, Elena doesn't eat meat. ... Sorry, Elena, I didn't tell Dad.

Mrs Riley: Well, what about a nice cheese sandwich?

Mr Riley: Atishoo!

Mrs Riley: Oh dear!

Part 2

Mr Riley: What's the matter?

Mrs Riley: We haven't got any cheese.

Amy: But there's a fish and chip shop in town.

Elena: Hmm, I love chips!

Mr Riley: OK everyone. Let's get in the car. Atishoo!



Unit 8 We're going to have a barbecue

The characters: Narrator, Amy, Elena, Lucas, Tom, Mrs Riley

Part 1

Scene 1

Narrator: It's Monday at school ...

Amy: Would you like to come to my birthday party on Sunday? We're going to have a barbecue, and I'm going to make a chocolate cake.

Elena: I'm really sorry, Amy, but I'm in a dance show.

Tom: And Lucas and I have got tickets for a concert.

Amy: Oh, that's a pity.

Scene 2

Narrator: That evening ...

Mrs Riley: Are your friends going to come on Sunday, Amy?

Amy: No, they aren't, Mum. They're all busy.

Mrs Riley: Oh, don't be sad. Granny and Grandad are going to come, and Aunt Jackie too. We can have a lovely family day.

Scene 3

Narrator: Saturday afternoon ...

Mrs Riley: This cake looks delicious.

Amy: I can't wait! What time is everyone going to arrive tomorrow?

Mrs Riley: About five o'clock.

Scene 4

Narrator: Just then ...

Mrs Riley: Can you see who that is, Amy?

Part 2

Tom, Lucas, Elena: Surprise!!

Tom: Amy, it's us!

Amy: Tom, Elena, Lucas? What are you doing here?

Elena: We're busy tomorrow, but not tonight. Your mum invited us for a surprise birthday party!

Lucas: We've got food, music, and a film. It's going to be great!

Amy: Wow! What a surprise! This is the best birthday party ever!

Original edition © Pearson Education Limited 2017

This edition:

Pearson Central Europe Sp. z o.o.
ul. Szamocka 8, 01-748 Warszawa
www.pearson.pl

© Pearson Central Europe Sp. z o.o. 2018

Published by arrangement with Pearson Education Limited.

The right of Jennifer Heath to be identified as author of this work has been asserted by her in accordance with the Copyright, Designs and Patents Act, 1988.

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise without the prior written permission of the copyright holders.

The Publisher grants permission for the photocopying of those pages marked 'photocopiable' according to the following conditions. Individual purchasers may make copies for their own use or for use by classes they teach. School purchasers may make copies for use by their staff and students, but this permission does not extend to additional schools or branches. Under no circumstances may any part of this book be photocopied for resale.

First published 2018

ISBN: 978-83-7882-5463

Published in Poland

Acknowledgements

The Publishers would like to thank all the teachers around the world who contributed to the development of *English Class*: Anna Borek (CEE), Svetlana Chistyakova (CEE), Marina Grechanichenko (CEE), Sofija Ljiljak Vukajlovič (CEE), Ece Kahraman (Turkey), Maria Soledad Saravi O'Keefe (Argentina), Biljana Pavlovič (CEE), Jovana Popović (CEE), Alla Schurova (CEE), Marta Skatbania (CEE), Anna Standish (CEE), Katarzyna Szwejkowska (CEE), Renata Woldan (CEE), Ewa Wódkowska (CEE), Oksana Zinchenko (CEE).

Students' Book Text

Extract on page 41 adapted from <https://www.kennedyspacecenter.com/things-to-do.aspx>;
Extract on page 54 after <http://www.dailymail.co.uk/news/article-2724858/They-busy-Meet-double-amputee-newlease-lifehand-rearing-tiger-cubs-lets-chew-prosthetic-leg.html>

Student's Book Photo Acknowledgements

The publisher would like to thank the following for their kind permission to reproduce their photographs:
123RF.com: 10, 18, 43, Alena Ozerova 120, Ameng Wu 59, Andrey Alyukhin 127, Andrey Kiselev 91, Andrzej Tokarski 106, Anek Suwannaphoom 127, Anne Jose Kan 120, Artisticco LLC 49, BlueOrange Studio 64, Chutikarn Wongwichaichana 86, Daniel Ferreira-Leites Ciccarino 126, Danny Kosmayer 86, Darla Hallmark 92, David Novi 106, Dmitriy Shironosov 77, Dmitry Naumov 64, Elena Kalashnik 120, Elena Kovaleva 65, Filip Fuxa 126, Galyna Andrushko 126, Hongqi Zhang 52, Jacek Chabraszewski 43, 46, Jason Ross 126, Jos Alfonso de Tomas Gargantilla 128, Julio Aldana 86, Karuna EM 80, Lance Bellers 86, Lukas Gajda 65, Michal Bednarek 121, Mykhaylo Pelin 120, Nataliya Kuznetsova 38, Nophamon Yanyapong 125, Oleksii Ovchynnikov 108, Patryk Kośmider 37, Paweł Kazmierczak 121, Peter Hermes Furian 125, Potapova Valeriya 128, Scott

Griessel 127, Sean Pavone 77, Sebastien Coell 10, Sergii Krynytsia 92, 93, Shojiro Ishihara 32, Songquan Deng 37, Sung Kuk Kim 106, Tang Fu-Yao 37, Tetyana Kochneva 93, Tomas Marek 88, Vadim Guzhva 91, Vadym Lavra 65, Viktor Kuryanovich 10, Wavebreak Media Ltd 125, Yael Weiss 43, 43, Yevgeniy Ilyin 93, Yevhen Velishchuk 65, berlinexpressions 36, blueringmedia 105, bogumil 121, czarnybez 37, dmpank 45, dolgachov 125, domenicogelermo 24, donets 86, kajornyt 38, lorcel 126, martm 108, miloszz 64, miramiska 37, mishoo 31, olegdudko 86, piksel 36, rognar 79, slena 36, trashthelens 52, tsuneo 128, warrengoldswain 18, yupiramos 23, 23, zhudifeng 127; akg-images Ltd: E. Mierendorff 74, F. Frith Collection 74; Alamy Stock Photo: Adrian Sherratt 17, All Canada Photos 60, Big Cheese Photo LLC 115, Colin Underhill 94, ColsTravel 94, David Burton 80, David Wall 52, Gillian Moore 59, Graeme Wallace 17, Gregg Vignal 38, Hero Images Inc. 95, Image Source 38, Jan Wlodarczyk 102, Jeff Gilbert 57, Konstantinos Tsakalidis 32, LatitudeStock 88, Maximilian Weinzierl 38, Michael Doolittle 45, New Zealand 52, Peter Horree 73, Pictorial Press Ltd 10, Rick Strange 115, Roger Bamber 38, RosalreneBetancourt 14 45, Roussel Bernard 94, Scottish Viewpoint 94, Sean Pavone 73, Stockbroker 10, Vincent Lowe 52, blickwinkel 60, pcruciatti 31, robertharding 52, twinlynx 31; Barcroft Media: 60; Getty Images: Folio Images / Julia Sjberg 94, Ken Fisher 59, LOOK-foto / Hauke Dressler 52, Michael Hicks 59, Patti McConville 7, Stanislaw Pytel 115, Stringer / Tim Whitby 88; Kennedy Space Center Visitor Complex: 50, 50, 50; Pearson Education Ltd: 116, 116, Coleman Yuen 10, Jon Barlow 10, 10, 100, 108, 108, 110, 110, 110, 110, 114, 12, 12, 12, 12, 16, 22, 24, 24, 26, 26, 26, 30, 30, 38, 38, 4, 4, 4, 4, 4, 40, 40, 40, 41, 44, 44, 52, 52, 54, 54, 54, 58, 6, 66, 66, 68, 68, 68, 68, 7, 7, 72, 80, 80, 82, 82, 82, 82, 82, 83, 86, 94, 94, 96, 96, 96, 96; Photoshot Holdings Limited: Steve Vidler 115; Shutterstock.com: 1000 Words 94, 2xSamara.com 10, AVAVA 63, Aksonya 35, Albina Tiplayashina 108, Alex Oakenman 66, Bildagentur Zoonar GmbH 20, Bogdan Ionescu 106, Bplanet 80, Clari Massimiliano 32, Darrin Henry 22, Dmitry Kalinovsky 80, Dragon Images 10, Dwayne Fussell 52, Elfgradost 46, Eugene Onischenko 21, Evgheni Lachi 80, FXQuadro 20, Frank11 38, Glenkar 51, Jaimie Duplass 18, Jethita 95, Jiggo_Putter Studio 106, Joe Gough 35, Josef Hanus 22, Kharkhan Oleg 127, Kirill Smirnov 10, Kurdanfell 66, Kuznetcov_Konstantin 80, Larienn 108, Luis Fernando Curci Chavier 128, Lynn Y. 126, Maridav 10, Monkey Business Images 107, 18, 35, Nataliya Hora 74, Nonchanon 60, PK289 127, Ralwel 20, Ruth Black 18, Sam72 106, Shutterstock.com 24, Siamionau Pavel 10, Solid Web Designs LTD 81, Sophie James 59, Syda Productions 39, Tyler Olson 20, VGstockstudio 80, Valiza 125, Vanessa van Rensburg 87, Vectomart 108, VectorShots 43, VitaM 80, William Perugini 95, Wittayayut 10, Yayayoyo 43, 43, 43, admin_design 5, fotofreaks 10, gorillaimages 20, karakotsya 127, mjheritage 80, pathdoc 32, pisaphotography 106, pp1 93, racorn 10, ruzanna 127, sciencepics 59, sianstock 80, wolfness72 80; South West News Service: 101.

Cover Image: Shutterstock: Syda Productions

All other images © Pearson Education

Student's Book Illustration Acknowledgements

Anna Hancock (Beehive) p. 6,35, 37, 40, 61, 77, 78, 95, 97;
Dardanele studio: p 13, 15, 25, 27, 37, 39, 49, 51, 61, 63, 73, 75, 85, 87, 97, 99; Keri Green (Beehive) p. 11, 22, 23, 25, 46, 58, 59, 65, 67, 68;
Jim Peacock p. 11, 15, 18, 19, 27, 32, 33, 43, 47, 56, 57, 67, 71, 80, 81, 85, 88, 90, 91, 102, 103, 104, 105, 106, 108; Alan Rowe (Beehive) p. 8, 9, 14, 26, 27, 31, 38, 50, 51, 55, 62, 63, 74, 75, 79, 86, 87, 98, 106, 108;
Ewa Olejnik-Rakowska p. 36, 64-65, 92-93, 121.

All other images © Pearson Education

Teacher's Book Illustration Acknowledgements

Illustrated by Jim Peacock (Beehive Illustration) pp.159-190

Every effort has been made to trace the copyright holders and we apologise in advance for any unintentional omissions. We would be pleased to insert the appropriate acknowledgement in any subsequent edition of this publication.