

## Lesson 1.1 Vocabulary

### Culture notes

Flamenco is an art form from the Andalusia area of Spain. It is a form of dancing but also singing, guitar playing and hand clapping. It is associated with the Romani people of Spain. Salsa is a Cuban dance, which students will find out more about later in the unit.

### Lead-in

Write the word **CULTURE** vertically on the board. Using the first two letters, make the words *cinema* and *music*.

### CINEMA MUSIC

Tell students to work in pairs and try to do the same with the other letters of the word. Set a time limit and then elicit ideas. Write the best ideas on the board.

### Exercise 1 1.12

Give students a time limit to do the matching. Ask students for the key words in the sentences which allowed them to do the matching (*concert, [dance] steps, stories, camera, painting, actors/movie*).

### Exercise 2 1.13

Pause after each word to check students' pronunciation. Encourage students to start making a note of people words for each suffix on a new page in their notebooks (e.g. *-er: writer, dancer, photographer; -ist: artist; -or: actor, director; -ian: musician*).

Tell students that these suffixes will also come up in other topics, such as jobs, and that they can add more words to them then.

After checking the answers to Exercise 2, remind students that when we talk about jobs, we need to use the indefinite article *a* or *an* (e.g. *I'm an artist. She's a dancer*). Point out that we still need to use the indefinite article when we add an adjective, but that the article is to be placed before the adjective (e.g. *I'm a good artist. She's a great dancer*).

### Exercise 3

Point out that *I'm not a bad ...* is more positive than *I'm not a great ...*. Elicit what students could say if they can't do something at all (*I'm a terrible ...*). Set a time limit and then ask individual students to report back to the class.



### VOCABULARY

Culture – People |  
Cultural activities | Age groups |  
News and entertainment

### GRAMMAR

Present Simple: affirmative  
and negative |  
Adverbs of frequency |  
Present Simple: questions  
and answers



### SPEAKING

At the cinema



### READING

Do young people watch a lot of TV?

### LISTENING

Types of media

### WRITING

A personal introduction

### Culture and Skills

Why do we dance?

6 Unit 1

### Exercise 4 1.14

Set a time limit. Elicit additional words that students think of. Check that students understand all the vocabulary items (e.g. ask for examples of the different types of films or ask them to mime playing different types of instruments).

# Time for culture

## VOCABULARY Culture

I can talk about cultural activities, likes and dislikes.



Art 1



Reading 2

1 1.12 What can you see in the photos? In pairs, match photos 1–6 with phrases a–f. Listen and check. Write the answers in your notebook.

- a Is the concert very long? 5
- b It isn't easy to learn the steps. 4
- c I like stories with a happy ending. 2
- d Look at the camera ... say 'cheese!' 3
- e I like the colours in that painting but what is it? 1
- f The actors in this movie are terrible! 6

2 1.13 Listen and repeat the words.

### Vocabulary A People

art	artist	cinema	actor, director
writing	writer	dance	dancer
photography	photographer	music	musician

3 In pairs, make true sentences with the phrases from the box and the words in Vocabulary A. Write the sentences in your notebook.

I'm a good ... I'm not a bad ... I'm not a great ...

A: *I think I'm a good actor. What about you?*

B: *No, I'm not a great actor but I'm not a bad ...*

4 1.14 **I KNOW THAT!** Add the words from the box to the correct category in Vocabulary B. Listen and check. Add more words in your notebook.

action films horror films rock short stories techno violin Zumba

### Vocabulary B Cultural activities

**Types of films:** cartoons comedies documentaries fantasy films romantic films science fiction (sci-fi) films <sup>1</sup>action films <sup>2</sup>horror films  
**Things to read:** comics novels graphic novels <sup>3</sup>short stories  
**Types of dance:** ballet flamenco salsa <sup>4</sup>Zumba  
**Musical instruments:** drums guitar piano <sup>5</sup>violin  
**Types of music:** classical music hip-hop pop traditional <sup>6/7</sup>rock/techno

### Activity for fast finishers

Students work in pairs. Tell them to write a short description of the plot of a film but without mentioning any distinguishing nouns (people's names, places, etc.). They then join up with a different pair, and take turns to read out their descriptions and to try to guess the other pair's film name and the type of film.

### Exercise 5 1.15

Look at the first sentence with the class. Show students the difference in meaning between *I'm really interested* (very interested) and *I'm not really interested* (not very interested). Play the audio for students to listen and choose the correct words.



Photography 3



Dance 4



Music 5



Cinema 6

**Exercise 8**

Before putting students into groups, tell them to note down three things from the lesson that they have the strongest feelings about, either positive or negative. Encourage students to listen out for those in their group who have similar likes and dislikes to them. When students have finished, choose one group and ask the other groups to guess which of the students in that group have similar likes and dislikes, and what these are. The group then report back about what similarities and differences they actually found.

**Activity for fast finishers**

Tell students to work alone and to write six sentences starting:

- I love ...
- I'm really interested in ...
- I really like ...
- I hate ...
- I'm into ...
- I'm not into ...

They then get into pairs but don't show each other what they wrote. One student starts by reading out only the second part of one of their sentences, e.g. *listening to pop music*. The second student has to guess which stem it goes with: *You love listening to pop music*. The first student tells them the correct answer if the guess is incorrect: *No, I hate listening to pop music!*

**ANSWER KEY**

**Exercises 1, 4, 5, 6 and 7**  
Answers on student page.

**Exercises 3 and 8**  
Students' own answers.

**Audio scripts:** page 136

**Further practice**

- Photocopiable Resource 1, page 189
- Workbook, page 4

**5** **1.15** Listen and choose the correct option. Write the answers in your notebook.

**Speaking** Likes and dislikes

- I'm really / not really interested in modern art.
- I love / hate reading horror stories.
- I really like / don't like taking selfies.
- I love / hate dancing flamenco.
- I'm into / not into classical music.
- I like acting / don't like acting much.

*I'm really interested in modern art.*

**6** **1.16** **WORD FRIENDS** Complete the sentences with the words from the box. Listen and check. Write the sentences in your notebook.

- acting dancing drawing listening
- playing reading taking watching

- 1 I like *dancing* flamenco.
- 2 I hate *listening* to techno.
- 3 I'm interested in *playing* the guitar.
- 4 I love *taking* photos.
- 5 I'm not into *acting* in plays or films.
- 6 I really like *drawing* pictures.
- 7 I'm into *reading* comics.
- 8 I don't like *watching* horror films much.

**7** **1.17** Complete the text in your notebook. Then discuss with a partner. Are your answers the same? Listen and check.

michaelfblog.com

## I'm Michael

I like <sup>1</sup>*listening* to classical music. I've got a violin but I'm not a <sup>2</sup>*great* musician so I can't play it very well. I'm shy so I hate dancing and <sup>3</sup>*acting* in plays but I'm really <sup>4</sup>*into* photography – I've got a good camera and I love <sup>5</sup>*taking* photos. I'm not a bad photographer. I'm <sup>6</sup>*interested* in art too. I don't like painting much but I really like drawing <sup>7</sup>*pictures* and I love <sup>8</sup>*reading* graphic novels and watching science fiction films. What about you?



**8** In groups, talk about your likes and dislikes. Use Exercise 7 and the Speaking box to help you. Which person in your group has similar likes and dislikes to you?

- A: *Are you into music?*
- B: *Yes, I am. I love rock music. I play the guitar. I'm a musician. What about you?*

Play the audio again, pausing after each sentence from the Speaking box for students to repeat with the correct intonation. Ask students to make the sentences true for themselves.

**Exercise 6** **1.16**  
Set a time limit for students to complete the sentences. Elicit the answers before students write their own sentences. When they have finished, encourage students to compare their answers in pairs. Ask follow-up questions about the activities: *Who likes flamenco? Really? Do you go to lessons?* etc.

**Exercise 7** **1.17**  
Set a time limit for students to complete the text on their own.



## Lesson 1.2 Grammar

### Lead-in

#### Review of vocabulary from the previous lesson

Put students into pairs. Ask one student to choose a word from the Vocabulary A box on page 6. They should try to define the word for their partner to guess but they cannot say, spell or translate the word.

### Language note

The spelling rules for the third person -s in the *he/she/it* forms of the Present Simple are as follows:

After -s, -sh, -ch, -x, and with the verbs *do* and *go*, we add -es to the verb.

When the verb ends in a consonant + -y, we change the -y to -i and add -es (*study* - *studies*), but when the verb ends in a vowel + -y, we just add -s (*play* - *plays*).

### Exercise 6

Before students do this exercise, elicit information about the well-known people (and band) mentioned in the sentences.

### Culture notes

Taylor Swift is an American pop singer-songwriter, born in 1989. One Direction is an English-Irish 'boy band'. They became famous when they came third on the talent show *X Factor*. Tim Burton is a film director who has made several fantasy films with Johnny Depp, such as *Alice in Wonderland*. J.K. Rowling is famous for writing the *Harry Potter* books. Daniel Radcliffe and Emma Watson played the parts of Harry Potter and Hermione Granger in the *Harry Potter* films.

### Exercise 8

Tell students to write down what their partner says so that they are able to write the sentences when they have finished the activity or for homework. While watching, students should write down one thing said by one of the speakers that is also true for them.

**Video scripts:** page 154

### Further practice

- Grammar Time, page 122
- Photocopiable Resource 2, page 190
- Workbook, page 6
- Extra Online Homework: Vox Pops Extra Activities

## 1.2 GRAMMAR Present Simple: affirmative and negative | Adverbs of frequency

I can use the Present Simple to talk about habits and routines.

- 1 1.18 Read Rose's blog. Has Rose got the same interests as her sister, Violet?

roseblog.com

10 Feb 4:56

We look the same but we don't like the same things. Violet studies classical music but I study art. She reads novels and poems but I don't read much. And she often watches TV but I never watch TV – it doesn't interest me. Violet writes poems. I write texts on my phone. I paint pictures. Violet tries to paint but she never finishes her paintings. She doesn't understand art! I love hip-hop. She says that hip-hop annoys her. Our friends don't understand. 'You don't like the same things!' they say. 'But you always go out together! Why?' 'We have some fantastic arguments!' I say.

added by Rose

Tweet 13 Like 2

- 2 Read the Grammar box and find more examples of the Present Simple in the text in Exercise 1.

Grammar	Present Simple: affirmative and negative
+	-
I <b>love</b> hip-hop. She <b>writes</b> poems. She often <b>goes</b> out. She <b>studies</b> art.	I <b>don't watch</b> TV. She <b>doesn't like</b> music.
Adverbs of frequency ( <i>always, usually, often, sometimes, never</i> ) go before the verb but after <i>to be</i> .	
GRAMMAR TIME > PAGE 122	

8 Unit 1

- 3 In pairs, say how Rose and Violet are different.

*Rose studies art but Violet studies music.*

- 4 Add adverbs of frequency to make these sentences true for you. Write the answers in your notebook.

- 1 I write poems. *I sometimes write poems.*
- 2 My mother reads novels.
- 3 My teacher draws pictures on the board.
- 4 We (my friends and I) go dancing.
- 5 My classmates listen to classical music.

- 5 1.19 Complete the text with the correct form of the verbs in brackets. Write the answers in your notebook. Listen and check.

I <sup>1</sup>*live* (live) in a village so I <sup>2</sup>*don't go* (not go) to the cinema very often. My brother often <sup>3</sup>*watches* (watch) films on TV but I <sup>4</sup>*prefer* (prefer) playing games with my friend, Dylan. He usually <sup>5</sup>*wins* (win) but he <sup>6</sup>*doesn't win* (not win) every game. We <sup>7</sup>*don't play* (not play) very often on school days but we <sup>8</sup>*play* (play) a lot at weekends.

- 6 Correct the sentences in your notebook.

- 1 Taylor Swift plays the drums in a group.  
*Taylor Swift doesn't play the drums. She sings.*
- 2 One Direction play classical music.
- 3 Director Tim Burton makes documentaries.
- 4 J.K. Rowling acts in films.
- 5 Daniel Radcliffe and Emma Watson paint pictures.

- 7 1.20 Complete the text with the words from the box. Write the answers in your notebook. There is one extra word. Listen and check.

**dancing** doesn't don't go sometimes loves

I love <sup>1</sup>*dancing*! I <sup>2</sup>*go* to dance classes with my friend, Kay. We do hip-hop – it's great! – and we <sup>3</sup>*sometimes* do Zumba but not very often. I <sup>4</sup>*don't* like salsa much but Kay <sup>5</sup>*loves* it.

### 1

- 8 **VOX POPS** Talk to your partner. What do you do in your free time?

- see action films read film reviews
- listen to rap music read comics
- take photos

*I often listen to rap music but Jo prefers pop.*



### ANSWER KEY

#### Exercise 1

No, she hasn't./No, they have completely different interests.

#### Exercise 3

Possible answers:  
Violet reads novels and poems but Rose doesn't read much.  
Violet often watches TV but Rose never watches TV.  
Violet writes poems but Rose writes texts.

Rose paints pictures but Violet never finishes her paintings.  
Rose loves hip-hop but hip-hop annoys Violet.

#### Exercises 4 and 8

Students' own answers.

#### Exercises 5 and 7

Answers on student page.

#### Exercise 6

Possible answers:

- 2 One Direction don't play classical music. They play pop music.
- 3 Director Tim Burton doesn't make documentaries. He makes (fantasy) films.
- 4 J.K. Rowling doesn't act in films. She writes books.
- 5 Daniel Radcliffe and Emma Watson don't paint pictures. They act in films.

I can find specific detail in an article and talk about age groups.

- 1 CLASS VOTE** How many hours of TV do you usually watch after school?
- I never watch TV.
  - One–two hours
  - Under one hour
  - More than two hours

**2** Read the first paragraph of the text. What do you think these phrases mean?

- a a couch potato  
b to have square eyes

**3** **1.21** Read the rest of the text. Match headings a–e with paragraphs 1–4. There is one extra heading. Write the answers in your notebook. Listen and check.

- a A global change **3**      d Too much TV? **1**  
b Surprising statistics **2**      e A new obsession **4**  
c TV is cool again

**4** **1.22** How do you say the words from the box in Polish?

**Vocabulary** Age groups

adults kids middle-aged (people)  
pensioners teenagers

**5** In your notebook, make sentences about the people below using the words in the Vocabulary box.

- 1 Jon and Cara are sixteen. *They're teenagers.*
- 2 Wendy is eight and Peter is five.
- 3 Bob and his wife are seventy-nine.
- 4 Emma and Dom aren't children.
- 5 Dick and Helen are both fifty-two.

**6** Read the text again. Are the sentences true, false or the text doesn't say?

- 1 Parents and teachers agree that teenagers watch too much TV. *True*
- 2 Middle-aged people watch more TV than teenagers. *True*
- 3 Pensioners watch six hours of TV a week. *False*
- 4 Teenagers don't watch TV because they prefer to be outside in the fresh air. *False*
- 5 Teenagers in Britain usually have a TV in their bedroom. *Doesn't say*

**7** The survey shows British people watch a lot of TV. What about you and your family?

*I don't watch TV very often but my sister watches TV all evening.*

It means that someone's eyes will become the same shape as a TV screen because they watch a lot of TV.

**Exercise 3** **1.21**

Go through each of the headings with the class, to make sure students understand what they mean. Before students read the rest of the text, elicit ideas of what the headings could refer to. For example, *A global change* could refer to a new TV habit taken up by people all over the world, such as watching TV over the internet. Ask students to explain their answers by referring to clues in the text.

**Exercise 6**

Tell students to identify in which section of the text they can find each answer.

**Activity for fast finishers**

Students work in pairs. They think of a TV programme they enjoy and imagine that they are at home with their partner. They want to watch the programme, but their partner doesn't know the programme and isn't keen to watch it. Students have one minute to explain what the programme is about, why it is worth watching, and to persuade their partner to change his/her mind.

# Where are all the couch potatoes?

**1** Parents and teachers always say that teenagers are 'couch potatoes' and spend all their time in front of stupid TV programmes. But is it true that young people have 'square eyes'? Do they really watch a lot of TV?

**2** The results of a recent survey show that people in Britain typically watch twenty-seven and a half hours of TV every week – almost four hours a day! But there is some surprising news – young people don't watch as much TV as adults. For example, middle-aged adults (aged forty-five to sixty-five) watch about five hours a day. But young people aged twelve to seventeen only watch about two and a half hours a day. And a typical pensioner watches about six hours a day!

**3** Studies in countries such as the USA and Australia suggest the same: kids today spend less time in front of their TV sets than young people in the 1980s.



**4** Teenagers today don't often sit with their families on the living-room couch. So where are they? Do they perhaps spend all their free time in the fresh air, away from the TV? The simple answer is no, they don't. The favourite free time activity of British teenagers is now surfing the internet – typically about thirty-one hours a week! The couch potato is alive and well – he's just back in his bedroom.

**Lesson 1.3**  
Reading and Vocabulary

**Lead-in**

**Review of adverbs of frequency**

Divide the class into groups of three or four. Each group needs a piece of paper, on which every student in the group writes two true sentences about themselves, using *I like/hate ...* or *I often/never ...*. Groups then pair

up to swap their papers. They have to guess which student in the other group wrote each sentence. The groups then take turns to say what they have guessed and how many the other group have got correct.

**Culture notes**

The phrase *couch potato* was first used by a man called Tom Lacino in 1976. He phoned his friend, whose girlfriend

answered the phone. He asked the question: *Is the couch potato there?* without really thinking about what he was saying. He later said that he was unsure about why he used the word *potato*. At the time of the phone call, his friend was, in fact, sitting on the couch, watching TV.

The phrase *square eyes* is used because the shape of early TV screens was square (not rectangular as they are now).

**ANSWER KEY**

**Exercise 1**  
Students' own answers.

**Exercise 2**  
a someone who spends a lot of time sitting or lying on a sofa (or couch) watching TV  
b to watch a lot of TV

**Exercise 3**  
Answers on student page.

**Exercise 5**  
2 They're kids.  
3 They're pensioners.  
4 They're adults.  
5 They're middle-aged.

**Exercise 6**  
Answers on student page.

**Exercise 7**  
Students' own answers.

**Further practice**

- Workbook, page 7

I can ask and answer questions about habits and routines.

**Lead-in**

**Review of vocabulary from the previous lesson**

Write the following sentences on small pieces of paper: *You are a couch potato. You are a pensioner. You are an artist. You are a photographer. You are a dancer. You are a musician.* Invite a volunteer to come to the front of the class and to choose a piece of paper. The student mimes what is written on the paper, while the rest of the class has to guess. When the class has guessed correctly, invite a new volunteer to the front of the class to mime.

**Language notes**

Short answers can cause problems as they may be formed using the main verb in the students' native language. Give lots of practice and correction to prevent errors such as *Yes, I like.* (instead of *Yes, I do.*) or *No, I don't want.* (instead of *No, I don't.*)

**Exercise 1** **1.23**

With Student's Books closed, ask students to watch the video and be ready to answer some general comprehension questions. Play the video and ask: *Where are they?* (at Amy's home); *What is Amy watching?* (a concert/a Bro concert). Go through the Out of class box, to make sure students understand the different words and phrases.

**Exercise 5** **1.24**

Ask students to close their Student's Books, and play the video. When it has finished, ask: *Who's on the poster?* (Tom Lewis); *Does Amy like him?* (Yes, she does.); *Does Lee like him?* (No, he doesn't.).

**Exercise 7**

Encourage students to think of other questions they could ask (e.g. *What's your favourite music video? Do you watch music videos on the TV or over the internet?*). Invite pairs to ask and answer in front of the class.

**Audio scripts:** page 137

**Video scripts:** page 154

**Further practice**

- Grammar Time, page 122
- Photocopiable Resource 3, page 191
- Workbook, pages 8 and 14



**HE'S AWESOME**

Lee: Hey, Amy. Do you want to hear my new song?  
Amy: Yes, I do, but not right now, Lee. There's a Bro concert on TV.  
Lee: What time does it start?  
Amy: Eight o'clock.  
Lee: To be honest, I don't really like ...  
Amy: He's awesome! He plays the guitar and the piano and he's a wonderful singer!  
Lee: Does he write his songs?  
Amy: No, he doesn't. Do you know what he does in his free time?  
Lee: I've no idea. What does he do in his free time?  
Amy: He works in a home for sick animals once a week. He lives in a big house in Hollywood with lots of cats and dogs. Animals love him. He's perfect!  
Lee: Yeah, right.

**How do you say these expressions in Polish?**

*Not right now. To be honest, ... Awesome! I've no idea. Yeah, right.*

**OUT of class**

**1** **1.23** Listen to Part 1. Is Lee a big fan of Bro?

**2** Read the Grammar box. Find more Present Simple questions and answers in the dialogue.

Grammar	Present Simple: questions and answers
?	
Do you want to play?	Yes, I <b>do</b> . / No, I <b>don't</b> .
Does he write songs?	Yes, he <b>does</b> . / No, he <b>doesn't</b> .
Do they like animals?	Yes, they <b>do</b> . / No, they <b>don't</b> .
Where <b>does</b> he live?	In Hollywood.
How often <b>do</b> you go there?	Once / Twice / Three times a day. Every Sunday. / Often.

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**3** Read the dialogue again and answer the questions.

- 1 What time does the concert start?
- 2 What does Amy think of Bro?
- 3 What instruments does Bro play?

**4** Read the dialogue again and find Bro's answers to the questions below.



**5** **1.24** In your notebook, write questions in the Present Simple. Listen to Part 2 and answer the questions.

- 1 Tom Lewis / play music / ?  
*Does Tom Lewis play music?*
- 2 what / Tom Lewis / do in his free time / ?
- 3 how often / he / go there / ?
- 4 where / Tom Lewis / live / ?
- 5 Lee / always / listen to Amy / ?
- 6 what / Amy / want to do / ?

**6** In pairs, ask and answer the questions.

- 1 Who's your favourite actor/pop star? Where does he/she live?
- 2 What does he/she do in his/her free time?

*My favourite actor is Emilia Clarke. She lives in ...*

**7** In pairs, ask and answer questions about the activities from the box.

watch music videos   make videos  
play an instrument   take photos   sing  
change the posters in your room

A: *Do you watch music videos?*  
B: *Yes, I do.*  
A: *How often do you do it?*

**ANSWER KEY**

**Exercise 1**

No, he isn't. (He doesn't know much about Bro and doesn't believe all the things Amy tells him.)

**Exercise 3**

- 1 It starts at eight o'clock.
- 2 She thinks he is great/awesome.
- 3 He plays the guitar and the piano.

**Exercise 4**

- 1 I live in Hollywood.
- 2 No, I don't.
- 3 I work in a home for sick animals.
- 4 I go there once a week.

**Exercise 5**

- Questions:**
- 2 What does Tom Lewis do in his free time?
  - 3 How often does he go there?
  - 4 Where does Tom Lewis live?
  - 5 Does Lee always listen to Amy?
  - 6 What does Amy want to do?

**Answers:**

- 1 No, he doesn't. He's an actor.
- 2 He helps old people in a hospital.
- 3 He goes there three times a week.
- 4 He lives in New York.
- 5 No, not always.
- 6 She wants to go to the movies.

**Exercises 6 and 7**

Students' own answers.



I can identify specific detail in a conversation and talk about media habits.

Newspapers

The radio

The TV

The internet

## What type of media do you use:

- 1 to listen to new music?
- 2 to watch pop videos?
- 3 to check news about your favourite celebrity?
- 4 to check sports results?
- 5 to see what's on at the cinema?
- 6 to find information for school projects?
- 7 to check the news headlines?
- 8 to check the weather forecast?



**1** **1.25** Read the survey. Then listen and match speakers A–E with questions 1–8. There are three extra questions. Write the answers in your notebook.

A 7 B 8 C 1 D 5 E 4

**2** **CLASS VOTE** Answer the questions in the survey. What is the most popular type of media in the class?

**3** **1.26** In which type of media from the survey can you find these things? Sometimes more than one answer is possible.

### Vocabulary News and entertainment

blog/vlog current affairs documentary game show  
film/game reviews horoscopes message board  
news headlines phone-in reality show soap opera  
sports pages talk show video clips weather forecast

**4** Use the Vocabulary box to complete the sentences. Write the answers in your notebook.

- 1 My dad loves watching *game shows*. He usually shouts out the answers at the TV!
- 2 The group's *message board* is a place on the internet for fans to meet and write about the group.
- 3 My favourite *soap opera* is on Channel 4 on Mondays. I think the actors are fantastic!
- 4 I don't often read *game reviews* because my friends tell me which games to buy.
- 5 My sister often sends me links to funny *video clips* with cats on the internet.

**5** In pairs, take turns to name an example of the types of media in the Vocabulary box.

A: *The X Factor*. B: *That's a reality show*.

**6** **1.27** Listen and match speakers 1–4 with the type of radio programme they like a–e. There is one extra answer. Write the answers in your notebook.

- |                         |                   |
|-------------------------|-------------------|
| 1 Cara e                | a current affairs |
| 2 Cara's dad a          | b Pop Top 20      |
| 3 Rob, Cara's brother c | c sports          |
| 4 Cara's mum d          | d phone-ins       |
|                         | e rock music      |

**4**

**7** **VOX POPS** Talk to your partner. What magazines or newspapers do you read? What are your favourite websites? What programmes do you watch?

- 1 I often read these magazines: ? .
- 2 My three favourite websites are ? , ? and ? .
- 3 My favourite radio station is ? . I usually listen to it when I ? .
- 4 My favourite types of TV programme are ? and ? .
- 5 I watch ? every week.



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### Exercise 4

Tell students to work in pairs. Remind them that to fill each gap, they have to read the whole sentence and sometimes the clue can be found after the gap.

### Exercise 6 1.27

Before students listen, ask them to look at the different kinds of programme in pairs, and to think of reasons why people might like these kinds of show. Elicit ideas.

Encourage students to compare answers in pairs after the first listening. Play the audio a second time, for students to check and complete their answers.

### Exercise 7 4

Invite different students to talk about their partner. While watching, students should write down the name of one newspaper or magazine, one website and one TV show mentioned by the speakers. After watching, ask if students ever read/visit/watch any of these.

### ANSWER KEY

**Exercises 1, 4 and 6**  
Answers on student page.

**Exercises 2, 3, 5 and 7**  
Students' own answers.

**Audio scripts:** page 137

**Video scripts:** page 154

### Further practice

- Workbook, page 9
- Extra Online Homework: Vox Pops Extra Activities

## Lesson 1.5 Listening and Vocabulary

### Lead-in

#### Review of Present Simple questions and answers

Write some verbs on the board from earlier lessons: *watch, make, like, play, do, listen to, read*. Tell students to think of a question using one of these verbs. Invite a student to ask their question to any other student in the class, who has

to answer. The second student then asks a different question to another student and so on.

### Exercise 1 1.25

Elicit the meaning of *media*. Tell students to read the questions in the survey, and elicit some answers. Encourage them to compare their answers in pairs, then play the audio again for them to check their answers.

### Exercise 2

Tell students to discuss the questions in pairs or small groups. Do the survey with the whole class and find out which form of media is the most popular for each of the questions.

### Exercise 3 1.26

Elicit students' ideas and find out which of the items students are and aren't interested in, and why.

## Lesson 1.6

### Speaking

#### Lead-in

#### Review of vocabulary from the previous lesson

Use words from the previous lesson in the *Hangman* game. One space represents one letter and students take turns to guess letters to fill the gaps. They can guess the whole word if they think they know it. If a guessed letter doesn't appear in the word, on the board, draw a section of a hangman's noose and the victim's head. Students have to find the word before the victim is hung. Words to use: *horoscope, message board, soap opera, talk show, weather forecast, vlog, current affairs.*

#### Exercise 1

Before students open their Student's Books, have a class discussion about the different films that are on at the cinema at the moment and what kind of film each one is. Students look at the list of films in pairs to guess what kind of film each one is and to say which ones they would like to see. Elicit ideas from the class.

#### Exercise 2 1.28

Tell students to close their Student's Books. Play the first part of the video and ask questions about the previous episode (e.g. *Who's on Amy's poster? Is he a pop star? Is Lee a fan of Tom Lewis? What does Amy want to do?*). Tell students that they are going to watch the next part of the video without sound. Ask them to focus on the characters' expressions and actions. Play the video, pausing at the relevant parts to ask the following questions: *Where are they? (at the cinema); How many films are on? (two); What are they doing? (buying tickets); Who pays for the tickets? (Amy).* Now tell students to open their Student's Books and read the three questions. Explain that they are going to watch the video again, this time with sound, in order to answer the questions. Play the video and elicit answers. At this stage, don't confirm which of the students' answers are correct or incorrect. Ask students to check their answers while they read and listen to the dialogue, and play the audio only version. Elicit ideas and this time confirm the answers.

## 1.6 SPEAKING At the cinema

I can buy a ticket at the cinema.



WHAT'S ON	JOIN OUR CLUB	BOOK NOW
<b>FILM WORLD</b>		
True Love	6:15 / 8:15	
Return of the Dead	6:20 / 8:40	
ZooWorld	6:30 / 8:30	
Crime of the Century	6:45 / 9:00	
Toy Story 6	6:15 / 8:15	

**AT THE CINEMA**

Lee: So, what's on?  
 Amy: The new Tom Lewis movie, *True Love*. It starts in ten minutes.  
 Lee: No way! I want to see *ZooWorld*.  
 Amy: I don't like fantasy films. They're boring.  
 Lee: Oh, come on, please.  
 Amy: Oh, OK.  
 ...  
 Lee: Can I have two tickets for *ZooWorld*, please?  
 Tess: Sure, which screening?  
 Lee: The 6.30.  
 Tess: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats.  
 Lee: Great!  
 Tess: But they're in the front row.  
 Amy: Lee, I don't want to sit in the front row!  
 Lee: OK ... I'd like two for *True Love* at 6.15, please.  
 Tess: Row seven. Is that OK?  
 Lee: Yes, thanks. How much is that?  
 Tess: That's twelve fifty, please.  
 Amy: Here you are.  
 Tess: Thank you. Enjoy the film!  
 Lee: Yeah, right.

How do you say these expressions in Polish?

No way! Come on, please!  
 Hold on!

**OUT of class**

12 Unit 1

 Video scripts: page 154

#### Further practice


- Photocopiable Resource 4, page 192
- Workbook, pages 10 and 15

**1 CLASS VOTE** Look at the cinema programme and say what types of film are on. Which ones would you like to see?

*I think True Love is a romantic comedy. I'd like to see it.*

**2  1.28** Listen and answer the questions.

- 1 Which film do Lee and Amy go to see?
- 2 What time does it start?
- 3 How much is each ticket?

**3  1.29** Complete the dialogue with the phrases from the Speaking box. Write the answers in your notebook. Listen and check.

Krystal: Can I have two <sup>1</sup>tickets for *True Love*, please?

Tess: Which <sup>2</sup>screening?

Krystal: The 8.15 screening.

Tess: Here you are... Two tickets in <sup>3</sup>row five.

Krystal: How <sup>4</sup>much is that?

Tess: That's twelve fifty, <sup>5</sup>please.

Krystal: <sup>6</sup>Here you are.

Tess: Thank you, enjoy the movie.

#### Speaking At the cinema

##### Buying tickets

- What's on?
- Can I have two tickets for *ZooWorld*, please?
- I'd like two for *True Love*, please.
- The 6.15 screening.
- How much is that?
- Here you are.

##### Selling tickets

- Which screening?
- I'm sorry, it's sold out.
- There are two seats in the front row.
- Row seven. Is that OK?
- That's twelve fifty, please.

**4** In pairs, buy tickets for a film from Exercise 1. Use the Speaking box to help you.

*A: Can I have two tickets for ... ?*

#### ANSWER KEY

##### Exercise 1

Suggested answers:  
*True Love* – romantic comedy;  
*Return of the Dead* – horror film;  
*ZooWorld* – fantasy (or possibly documentary);  
*Crime of the Century* – action film;  
*Toy Story 6* – cartoon

##### Exercise 2

- 1 *True Love*
- 2 6.15
- 3 £6.25 (two tickets for £12.50)

##### Exercise 3

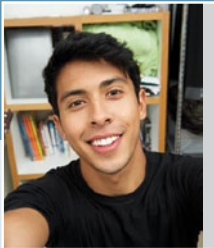
Answers on student page.

##### Exercise 4

Students' own answers.

I can write a personal introduction to a webpage.

**Lee Marshall**  
Harlow Mill, near London,  
England  
*alternative/lo-fi*



**About me**

1 My name is Lee Marshall and I'm fifteen. I'm English. I live with my parents and my sister, Ruby, in Harlow Mill, near London. I'm in Year 10 at Harlow Mill High School. My favourite subjects are Music, Art and English.

2 I like books and movies but my big passion is music. My favourite band is Arcade Fire – they're from Canada and they're awesome. In my free time, I sing and play the guitar.


3 I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!



1  NO WAY!  
3:20

2  COME ON, PLEASE!  
4:05

3  NOT RIGHT NOW  
3:55

4  HARLOW MILL BLUES  
3:33



Friends

- 1 **CLASS VOTE** Have you got a personal webpage?
- 2 In pairs, quickly look at Lee's webpage. Which sentence is not true?
  - 1 There is a photo of Lee on the webpage.
  - 2 You can listen to some of Lee's songs.
  - 3 You can look at Lee's photo gallery.
  - 4 There is some personal information about Lee.
  - 5 You can see some of Lee's friends on his page.

Writing A personal introduction

**Personal details**

My name is ...  
I'm ... years old.  
1 I come from ... [place]  
I'm ... [nationality]  
I live with my family in ...  
My hometown is ...  
I'm in Year ... at ... School.

**Interests/Hobbies**

I like / I'm into / I'm mad about ...  
I'm interested in ...  
2 My big passion is ...  
My favourite ... is ...  
In my free time, ...  
Outside school I ...  
I often ...

**Routines**

3 I often / sometimes / usually ...  
I ... once a week / every day.

- 3 In pairs, read Lee's introduction. Which things from the box does he write about?
 

school nationality hobbies  
 best friend name and age  
 family/hometown personality  
 interests (books, music etc.)
- 4 Look at Lee's profile again. Say how you are similar to or different from Lee.
 

*He's English but I come from Poland.*  
*He's got a sister and I've got a sister too.*
- 5 Look at the Writing box. In your notebook, complete the sentences about interests and hobbies to make them true for you.
- 6 **WRITING TIME** In your notebook, write a personal introduction for a webpage. Use the Writing box, your answers from Exercise 5 and Lee's text to help you.
 

Write about:

  - 1 personal details
  - 2 interests and hobbies
  - 3 routines

Activity for fast finishers

Give students additional practice of making sentences using *and* and *but*. Write a suitable sentence stem on the board, e.g. *My name is ... but ...*, and ask students to complete it, using their imagination (e.g. *but my friends call me The Martian*). In pairs, students write on a piece of paper a few sentence stems using *and* or *but*. They swap papers with another pair and complete the sentences using their imagination. Elicit some of the completed sentences to make sure that *and* and *but* have been used correctly.

Exercise 5

Tell students to complete the sentences so that they are true for them. This will give them a clear written record that they can refer back to.

Exercise 6

This writing exercise can be done in class or for homework. Encourage students to design their text as a blog or a website profile. They don't have to draw pictures, but can plan the layout of the text, considering where different items would go, what sort of fonts they would like to use and a background colour scheme for the page. If students have access to computers, they can use these to design their texts. When students have finished, display the profiles on the classroom wall so that students can see the different ways information has been laid out to be most eye-catching.

ANSWER KEY

- Exercise 1**  
Students' own answers.
- Exercise 2**  
Sentence 3 isn't true.
- Exercise 3**  
School, Nationality, Hobbies, Name and age, Family/hometown, Interests (books, music, etc.)
- Exercises 4, 5 and 6**  
Students' own answers.

Further practice

- Photocopiable Resource 5, page 193
- Workbook, page 11

Lesson 1.7 Reading and Vocabulary

Lead-in

Review of vocabulary from the previous lesson

On the board, write some phrases without their vowels. Tell students to work in pairs to guess the phrases and then use them in a roleplay about buying tickets at the cinema.

Wh't's n?  
Hw mch s tht?  
th frnt rw  
Whch scrng?  
Hr y r.  
sld t  
(What's on?  
How much is that?  
the front row  
Which screening?  
Here you are  
sold out)

Exercise 4

Remind students of the linking words *and* and *but* and when to use each one. Elicit or give students the meaning of the word *too* (as well) and look at its position at the end of the sentence in the example. Tell students to try to find two ways in which they are similar to Lee and two ways in which they are different from him. Invite ideas from different students.



## VOCABULARY

1 In your notebook, write the correct word for each definition.

- This person makes films and tells actors what to do. **director**
- It's something you like doing in your free time. **hobby**
- It's a big photo or drawing. **poster**
- It's a good idea to read one before you see a film. **review**
- This person is aged from thirteen to nineteen. **teenager**
- This person doesn't work because of his/her age. **pensioner**

2 Complete the text in your notebook. Then ask and answer the questions in pairs.

\* the media and your parents

**Do your parents:**

- listen to the radio? When? Which programmes do they prefer?
- watch the <sup>1</sup>news on TV? At what time?
- watch the weather <sup>2</sup>forecast every day?
- watch documentaries on TV? What about <sup>3</sup>soap operas, <sup>4</sup>talk shows, <sup>5</sup>game shows, <sup>6</sup>reality shows?
- buy newspapers or <sup>7</sup>magazines? Which sections do they read first?

SUBMIT >

3 Complete the poem with the words from the box. Write the answers in your notebook. There are two extra words.

act go make play potato sing  
story take watch write

I want to <sup>1</sup>go dancing and <sup>2</sup>play the guitar  
And then <sup>3</sup>sing a song with my favourite pop star.  
I want to <sup>4</sup>write a poem and <sup>5</sup>act in a play  
And <sup>6</sup>take some photos of a beautiful ballet.  
I don't want to <sup>7</sup>watch films on TV all day  
Or be a couch <sup>8</sup>potato, no way!

## GRAMMAR

4 Complete the sentences with the Present Simple form of the verbs in brackets. Write the answers in your notebook.

- Beyoncé **lives** (live) in the USA. She **doesn't live** (not live) in England.
- Jo **goes** (go) to dance classes on Fridays.
- No, I **never watch** (never/watch) reality shows.
- My friends **prefer** (prefer) romantic films. They **don't enjoy** (not enjoy) science fiction films.
- Yes, I **do**. I **listen** (listen) to it every day.

5 In your notebook, write questions for the answers in Exercise 4.

- Where **?** ?
- When **does Jo go to dance classes?**
- Do you (ever) watch** reality shows?
- What kind of **films do your friends prefer/like?**
- Do you (ever) listen** to techno?

6 Work in pairs. In your notebook, write five sentences about a classmate using the words in A and B. Then ask your classmate questions with *how often* to check your ideas.

**A:** always often sometimes usually  
never once/twice/three times a ...

**B:** act go listen paint play read watch


## SPEAKING

7 Work in pairs. Student A, ask your partner these questions and buy two tickets to see a film. Student B, look at page 134.

**Student A**

- What's on? • How much ... ?
- What time ... ? • ... two tickets / please?
- ... seats / row ?

## DICTATION

8  1.30 Listen to the recording. Write the sentences in your notebook.

Audio script: page 137

### Check yourself!

- ✓ I can talk about cultural activities, likes and dislikes.
- ✓ I can use the Present Simple to talk and ask about habits and routines.
- ✓ I can find specific detail in an article and in a conversation.
- ✓ I can talk about age groups and media habits.
- ✓ I can buy a ticket at the cinema.
- ✓ I can write a personal introduction to a webpage.

## LESSON 1.1

**Culture: People** Ludzie zwiqzani z kulturq

**actor** /'æktə/ aktor  
**artist** /'ɑ:tɪst/ artysta  
**dancer** /'dɑ:nsə/ tancerz  
**director** /dɪ'rektə/ reżyser  
**musician** /mju:zɪʃən/ muzyk  
**photographer** /fə'tɒgrəfə/ fotograf  
**writer** /'raɪtə/ pisarz

**Cultural activities** Korzystanie z kultury

**act in plays / films** /ækt ɪn pleɪs, fɪlmz/ grać w teatrze / w filmach  
**acting** /'æktɪŋ/ aktorstwo  
**action film** /'ækʃən fɪlm/ film akcji  
**art** /ɑ:t/ sztuka  
**ballet** /'bæleɪ/ balet  
**be interested in sth** /bi 'ɪntrəstəd ɪn 'sʌmθɪŋ/ interesować się czymś  
**be into sth** /bi 'ɪntə 'sʌmθɪŋ/ pasjonować się czymś  
**camera** /'kæməɹə/ kamera, aparat fotograficzny  
**cartoon** /kɑ:'tu:n/ kreskówka  
**cinema** /'sɪnəmə/ kino  
**classical music** /'klæsɪkəl 'mju:zɪk/ muzyka poważna  
**comedy** /'kɒmədi/ komedia  
**comic** /'kɒmɪk/ komiks  
**concert** /'kɒnsət/ koncert  
**dance** /dɑ:ns/ tańczyć  
**dancing** /'dɑ:nsɪŋ/ taniec  
**documentary** /,dɒkjə'mentəri/ film dokumentalny  
**drawing** /'drɔ:ɪŋ/ rysunek  
**drums** /drʌmz/ perkusja  
**fantasy film** /'fæntəsi fɪlm/ film fantasy  
**flamenco** /flə'menjkəʊ/ flamenco (rodzaj tańca)  
**graphic novel** /'græfɪk 'nɒvəl/ komiks, powieść graficzna  
**guitar** /gɪ'tɑ:/ gitara  
**happy ending** /'hæpi 'endɪŋ/ szczęśliwe zakończenie  
**hip-hop** /'hɪp hɒp/ hip-hop  
**horror film** /'hɒrə fɪlm/ horror  
**horror story** /'hɒrə 'stɔ:ri/ przerażająca opowieść  
**learn the (dance) steps** /lɜ:n ðə dɑ:ns steɪps/ nauczyć się kroków (w tańcu)  
**listen to music / hip-hop** /'lɪsən tə 'mju:zɪk 'hɪp hɒp/ słuchać muzyki / hip-hopu  
**modern art** /'mɒdn ɑ:t/ sztuka nowoczesna  
**music** /'mju:zɪk/ muzyka  
**novel** /'nɒvəl/ powieść  
**painting** /'peɪntɪŋ/ obraz  
**photography** /fə'tɒgrəfi/ fotografia

**piano** /pi'ænəʊ/ pianino, fortepian  
**picture** /'pɪktʃə/ zdjęcie, obrazek  
**play** /pleɪ/ sztuka  
**play the guitar** /pleɪ ðə gɪ'tɑ:/ grać na gitarze  
**pop** /pɒp/ pop  
**reading** /'ri:dɪŋ/ czytanie  
**rock** /rɒk/ rock  
**salsa** /'sælsə/ salsa  
**science fiction film** /'saɪəns 'fɪkʃən fɪlm/ film science-fiction  
**story** /'stɔ:ri/ historia  
**techno** /'teknəʊ/ techno  
**traditional** /trə'dɪʃənəl/ tradycyjny  
**violin** /vaɪə'li:n/ skrzypce  
**writing** /'raɪtɪŋ/ pisanie  
**Zumba** /'zumbə/ zumba

## LESSON 1.2

**blog** /blɒg/ blog  
**go dancing** /gəʊ 'dɑ:nsɪŋ/ iść potańczyć  
**poem** /'pəʊəm/ wiersz  
**read film reviews** /ri:d fɪlm rɪ'vju:z/ czytać recenzje filmowe  
**sing** /sɪŋ/ śpiewać  
**take photos / selfies** /teɪk 'fəʊtəs 'selfɪs/ robić zdjęcia / zdjęcia samemu sobie

## LESSON 1.3

**adult** /ə'dʌlt/ dorosły  
**couch potato** /'kaʊtʃ pə'tetəʊ/ osoba, która spędza większość czasu przed telewizorem  
**have square eyes** /həv skweə 'aɪz/ oglądać za dużo telewizji  
**kid** /kɪd/ dziecko, dzieciak  
**middle-aged (person)** /'mɪdəl 'eɪdʒd 'pɜ:sn/ osoba w średnim wieku  
**pensioner** /'penʃənə/ emeryt  
**survey** /'sɜ:veɪ/ ankieta  
**teenager** /'ti:neɪdʒə/ nastolatek  
**TV programme** /,ti:'vi:'prəʊgrəm/ program TV

## LESSON 1.4

**Out of class**  
**Not right now.** /nət raɪt 'nəʊ/ Nie teraz.  
**To be honest, ...** /tə bi 'ɒnɪst/ Szczerze mówiąc...  
**Awesome!** /'ɔ:səm/ Znakomicie!  
**I've no idea.** /aɪv nəʊ aɪ'dɪə/ Nie mam pojęcia.  
**Yeah, right.** /jeə raɪt/ Skoro tak mówisz...

**poster** /'pəʊstə/ n plakat  
**make videos** /meɪk 'vɪdɪəʊz/ tworzyć klipy wideo  
**watch music / pop videos** /wɒtʃ 'mju:zɪk pɒp 'vɪdɪəʊz/ oglądać teledyski

## LESSON 1.5

**celebrity** /sə'lebrəti/ znana osoba

**check sports results / the weather forecast / the news** /tʃek 'spɔ:ts rɪ'zʌltz ðə 'weðə 'fɔ:kə:st ðə 'nju:z/ sprawdzać wyniki sportowe / prognozę pogody / wiadomości  
**current affairs** /'kʌrənt ə 'feəz/ sprawy bieżące, aktualności  
**film / game review** /,fɪlm geɪm rɪ'vju:/ recenzja filmu / gry  
**find information** /faɪnd ɪnfə'meɪʃən/ znaleźć informacje  
**game show** /geɪm ʃəʊ/ teleturniej  
**horoscope** /'hɒrəskəʊp/ horoskop  
**magazine** /mægə'zi:n/ magazyn, czasopismo  
**media** /'mi:diə/ media  
**message board** /'mesɪdʒ bɔ:d/ forum internetowe  
**news headlines** /'nju:z 'hedlɪnz/ skrót najważniejszych wiadomości  
**phone-in** /'fəʊn ɪn/ program, podczas którego słuchacze telefonują do studia  
**radio station** /'reɪdɪəʊ 'steɪʃən/ stacja radiowa  
**reality show** /rɪ'æləti ʃəʊ/ reality show  
**soap opera** /səʊp 'ɒpərə/ opera mydlana  
**sports pages** /spɔ:ts 'peɪdʒ ɪz/ sekcja sportowa w gazecie  
**talk show** /tɔ:k ʃəʊ/ talk show  
**video clip** /'vɪdɪəʊ klɪp/ klip wideo  
**weather forecast** /'weðə 'fɔ:kə:st/ prognoza pogody  
**website** /'websaɪt/ strona internetowa

## LESSON 1.6

**Out of class**  
**No way!** /nəʊ weɪ/ Nie ma mowy!  
**Come on, please!** /'kʌm ən 'pli:z/ Proszę cię!  
**Hold on!** /həʊld 'ɒn/ Poczekaj!  
**(cinema) programme** /sɪnəmə 'prəʊgrəm/ repertuar (kina)  
**romantic film** /rəʊ'mæntɪk fɪlm/ romantyczny film  
**row** /'rəʊ ɪn sɪnəmə/ rzqd (np. w kinie)  
**screening** /'skri:ɪŋ/ seans kinowy  
**seat** /si:t/ miejsce (w kinie)  
**see what's on (at the cinema)** /si: wɒts 'ɒn ət ðə 'sɪnəmə/ sprawdzać, co grają w kinie  
**sold out** /səʊld aʊt/ wyprzedany

## LESSON 1.7

**hometown** /,həʊm 'taʊn/ miasto rodzinne  
**hobby** /'hɒbi/ hobby  
**interests** /'ɪntrəsts/ zainteresowania  
**nationality** /næʃə'næləti/ narodowość  
**be mad about sth** /bi 'mæd ə'baut 'sʌmθɪŋ/ pasjonować się czymś



# Why do we dance?

## Dancing in the UK

Many of us love dancing or watching dancing. But why do you think we do it? It's strange when you think about it. When we dance, we don't go anywhere and we don't make anything, so what's the reason for it?

Today in the UK dance is very popular. About 5 million people go to dance classes every week. There are many styles but the most popular are street-dancing, ceroc, ballet and salsa.

**Street-dancing** has got many styles including breaking, hip-hop and popping. It's popular with young people and you have to be very flexible. Some people say we do this kind of dance to show our friends how strong and skilful we are.

**Ceroc** is a simple version of swing, salsa and jive. You can do ceroc to fast or slow music. It is very popular with middle-aged people because dancing is a good way to keep fit.

**Ballet** is popular all over the world. There are many spins and jumps in ballet. It's very difficult and you must do a lot of training to be good at it. Ballet usually tells stories and people think it's very beautiful.

**Salsa** is from Cuba. The word 'salsa' is Spanish for hot and spicy sauce. Salsa dancers have got a lot of passion and energy. People usually dance salsa to fast and fun music. One reason we do this dance is to show how attractive we are to other people.

So there are many reasons why we dance. Whatever the reason everyone agrees that dancing is great fun.



### GLOSSARY

**attractive** (adj) good-looking

**flexible** (adj) bending and moving easily

**skilful** (adj) good at doing something

**spicy** (adj) a strong, pleasant taste

**spin** (n) the movement of something turning around very quickly

For this section, we recommend using the DVD instead of audio recordings.

## READING

1 In pairs, discuss the questions.

- 1 Do you like dancing? Are you a good dancer?
- 2 How popular is dancing in your country?
- 3 Do you know anyone who is a very good (or bad) dancer?
- 4 Why do you think we dance?

2 Read the text. Are the sentences true or false?

- 1 Street-dancing is popular with middle-aged people. *False*
- 2 Ceroc is always danced to fast music. *False*
- 3 Ballet is from Cuba. *False*
- 4 Salsa also means a hot and spicy sauce in Spanish. *True*

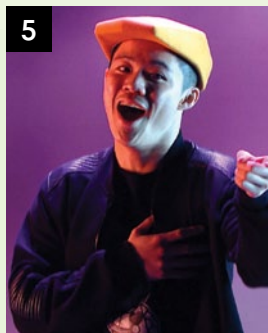
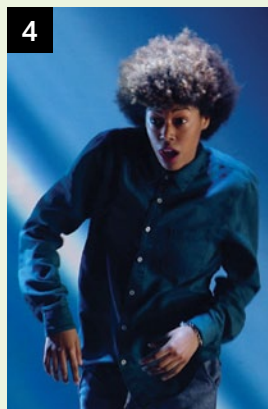
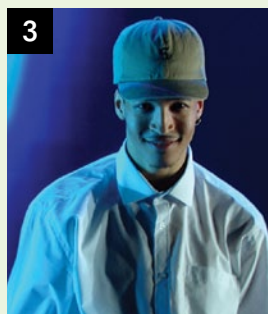
3 Work in pairs. Read the text again and find four reasons for why people dance. Are they the same as your ideas in Exercise 1?

*Answers underlined in the text.*

4 You are going to listen to a report about a dance competition. Read the advert below. Do you have competitions like this in Poland?



This competition happens every year. Judges choose the best dancers from four sections – ballet, contemporary, hip-hop and South Asian.



## LISTENING

5 **BBC 1** Listen to Part 1. Match the contestants (1–5) to the reasons why they dance (A–E). Write the answers in your notebook.

- |                             |                       |
|-----------------------------|-----------------------|
| 1 Harry Barnes <i>C</i>     | A It's creative.      |
| 2 Jonadette Carpio <i>A</i> | B It's hypnotic.      |
| 3 Jodelle Douglas <i>E</i>  | C It's uplifting.     |
| 4 Sharifa Tonkmor <i>D</i>  | D It's liberating.    |
| 5 Kieran Lai <i>B</i>       | E It's their passion. |

6 **BBC 1** Listen again. Are the sentences true or false? In your notebook, correct the false statements.

- 1 Harry always feels happy. *False*
- 2 Jonadette was born in a different country. *True*
- 3 Jodelle usually works alone. *False*
- 4 Sharifa doesn't plan her dances. *True*
- 5 Kieran uses machines when he dances. *False*

7 **BBC 2** Listen to Part 2 and answer the questions.

- 1 Who is the winner? *Harry Barnes*
- 2 Why do the judges like him/her?  
*because he's a talented and natural performer*
- 3 How does the winner react/feel?  
*thrilled/excited/happy*
- 4 What happens next for the winner?  
*He goes through to the grand final (at a big theatre in London).*

## PROJECT

8 Work in groups. Create a digital presentation promoting dance and its benefits.

- 1 Use the internet to research traditional or popular dances in your country.
- 2 Write a short script for your presentation.
- 3 Include some photos or video.
- 4 Share the presentation with your class.
- 5 Vote for the most interesting presentation.

**Video scripts:** pages 154–155