

Lesson 1.1

Vocabulary

Warm-up

- (Books closed) Students work in pairs and name the rooms in a house. Ask different students to offer ideas. Ask *Do you help in the house? What do you do in the kitchen/your bedroom?* Elicit answers.
- Introduce the aims of this lesson: *Today we will talk about household chores and talk about the ones you like or don't like.* Ask a student to write the objective on the board.

Lead-in

- (Books open) Teach *vacuum your room* and *empty the dishwasher* by asking students to mime with you. *On Saturday morning I do two chores. First I vacuum my room. Let's all vacuum our classroom. Then I empty the dishwasher. Let's all empty the dishwasher.*
- (Books open) Students look at the photos. Ask *Which photo is for vacuum your room?* and elicit *Number 4*. Repeat for *empty the dishwasher*.

Exercise 1

- After students discuss in pairs, ask questions.
- Write *How often do you make your bed?* *I never make my bed.* on the board. Read out the question and choose a student to answer. Ask different students questions with the same structure and elicit answers.

Exercise 2 1.17

- Explain the meanings of the vocabulary in the box with drawings of appliances/items on the board. Point to each one and say which verbs are associated with it and mime the action as you draw.
- Students work in pairs to find the chores in the photos. Monitor pairs for proper use of language and pronunciation.

Answers → student page



VOCABULARY

Household chores | Personality adjectives

GRAMMAR

Present Continuous | Stative verbs | Present Simple and Present Continuous



SPEAKING

Asking for and offering help



READING

Family life

LISTENING AND WRITING

Family time | *and, but, because, so*

GET CULTURE!

Unusual places to live

10 Unit 1

- Ask students why it is good to help around the house / do chores around the house. Students raise their hands and make suggestions. Encourage class discussion.

Exercise 3

- Students work individually and then compare answers with a partner.

Answers → student page

Life at home

Vocabulary

Potrąfię rozmawiać o pracach i obowiązkach domowych.

I know that!

- 1 How often do you do these things: usually, sometimes or never?

make breakfast cook lunch or dinner
make your bed wash the dishes tidy your room
wash your clothes look after your brother/sister

What a chore!

Vote for the best and the worst household chores!

Extra activity

- Students ask each other questions about the chores. Write this example on the board and demonstrate with a student: *Do you clear the table? Yes, I do. / No, I don't.* They give each other feedback on correct short answers.

Exercise 4

- Ask a student to read the example. Ask a confident student to think of another example. Monitor pairs for correct Present Simple forms and pronunciation of the chores. Correct individual students as necessary.

- 2 1.17 Listen and read. Which of these activities can you see in the photos on page 10?

Vocabulary Household chores

- clear the table 5 empty the dishwasher
 3 feed the dog hang out the washing
 iron your T-shirt load the dishwasher
 6 load the washing machine 7 make your bed
 put away your clothes 1 set the table
 take out the rubbish 4 vacuum your room
 2 water the plants

- 3 In your notebook, match the pictures with the household chores in the Vocabulary box.



1 clear the table



2 iron your T-shirt



3 hang out the washing



4 take out the rubbish



5 load the dishwasher



6 put away your clothes

- 4 Work in pairs. Who usually does the chores in Exercise 3 in your family? Compare with a partner.

My sister usually clears the table.

- 5 1.18 Listen to the dialogues. What do you think the people say? In your notebook, match 1–5 to a–e.

- 1 Angie's mum *d* a You can set the table.
 2 Ben's dad *a* b Feed the cat, please.
 3 Jayne's mum *c* c Can you take out the rubbish, please?
 4 Jimmy's mum *e* d Put away your clothes!
 5 Sarah's dad *b* e Load the washing machine for me.

- 6 1.19 Now listen to the complete dialogues and check your answers to Exercise 5.

- 7 Act out the dialogues in pairs.

- 1 The dogs are very hungry!
 A: *The dogs are very hungry!*
 B: *No problem. I can feed them.*
 2 There are lots of dirty clothes.
 3 The bin in the kitchen is full.
 4 The carpet in the living room is dirty.
 5 The dishes in the dishwasher are clean.
 6 Dinner's ready!
 7 Look at the poor plants!

- 8 In your notebook, complete the blog post with the words in the box. There are two extra words.

doing feeding ironing loading
 making putting setting
 taking vacuuming watering

Which chores do you like? Which ones do you hate?

I don't like ¹setting the table or clearing it after meals, and I don't like ²loading and emptying the dishwasher. It's boring! I hate ³taking out the rubbish! That's a smelly chore! I like ⁴vacuuming the carpet in my bedroom, ⁵putting away my clothes and ⁶making my bed because I like having a tidy bedroom. I like ⁷watering the plants too. And I love ⁸feeding my dogs, Rusty and Mustard. They're my best friends.

Jason

- 9 In your notebook, complete the table below with household chores.

I like	I hate
watering the plants	loading the dishwasher

Compare your answers in pairs.
Discuss the reasons for your choices.

- boring / fun difficult / easy
 smelly / smell(s) nice
 A: *I hate loading the dishwasher.*
 B: *Why?*
 A: *Because it's boring!*

I remember that!

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Exercise 5 1.18

- Ask students to read the questions, find the chores in them and predict which words can be used in dialogues about them, e.g. *set the table – dinner, dishes etc.* Then students listen and match.

- Ask different students to say words they heard (*1 mess, T-shirts, 2 dinner ready, 3 rubbish bin, 4 no clean T-shirts, dirty, 5 pretty girl, hungry*).

Exercise 6 1.19

- Play the audio for students to check answers.

Answers → student page

Exercise 7

- Have students work together first to find the responses, then check suggested answers.
- Pairs act out the dialogue. Monitor pairs for correct vocabulary and pronunciation. Correct individual students as necessary.

Suggested answers

- 2 B: I can load the washing machine.
 3 B: I can take out the rubbish.
 4 B: I can vacuum the carpet.
 5 B: I can empty the dishwasher.
 6 B: I can set the table.
 7 B: I can water the plants.

Exercise 8

- Students think about what vocabulary they are looking for by reading the words in the box and all the text before choosing answers.

Answers → student page

Exercise 9

- Review the adjectives to make sure students remember meanings. Remind students to use *like/hate + ing*.
- Listen to pairs and correct individual students as necessary.
- Have a class vote for the best/worst chore.

Finishing the lesson

- (Books closed) Students take turns to say one new chore from the lesson. Ask different 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 reminding them to keep a note of all new words in a vocabulary section of their notebooks.

Activity for fast finishers

- Students look at the *Household chores* box for one minute, then close their books and try to write down all the chores. Students check in the Students' Book and say how many words they remembered and could spell correctly.

Audio scripts: page 129

Further practice

- Photocopiable Resource 1, page 164
- Workbook, page 6

Potrafię stosować czas Present Continuous.

Warm-up

- (Books closed) Revise the chores. Write the verb for each chore on the board, and ask different students to complete the phrases.
- Give students learning feedback by praising them for remembering so many words.
- Set the goal of the lesson. Write two sentences on the board and read them out: *We're doing our chores now. I'm making my bed and my sister is washing the dishes.* Ask students if these sentences help them understand what they will learn today. Say *Today we will learn about the Present Continuous so that you can talk about things you are doing now.*

Lead-in

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

Exercise 1 2 1.20

- Ask students where they find the answer to the question.

Answers → student page

Exercise 2

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

Answers → student page

Exercise 3 1.21

- Ask students to respond to the following sentences with a phrase from the *Out of class* box:
Erm... I can't help because I'm doing... my homework! Are you busy now?
I can't help. I've got to ... bake 199 cupcakes. Sorry!

Answers → student page

Exercise 4

- Students discuss their ideas in pairs.
- Ask students to share their guesses with the class before they watch the video.

I'm vacuuming

It's Saturday morning. George and Harry are playing a computer game. Their cousin, Emma, is at school.

Harry: I love this game!
George: Emma's calling.
Emma: Hi, guys!
George: Hi, Emma! What's up?
Emma: I'm calling because I need your help.
George: What kind of help?
Emma: I'm making decorations for the school fair. Look! Nice! I like them!
Harry: Thanks, but I can't finish them on my own. It's a lot of work.
George: Can't your classmates help you?
Emma: Not really. They're all very busy. Please?



George: Well ... erm ... I don't know ... I'm rather busy too. I'm ... I'm vacuuming right now.
Emma: Nice try! I can see the game controller! What about you, Harry? Are you vacuuming too?
Harry: No, I'm not. I've got ... tennis practice. Bye!
George: Sorry, Emma!
Emma: Yeah, right!



A little later ...

George: It's a text from Emma.
Harry: What is she saying?

- 2 1.20 Listen and read. Why is Emma calling George and Harry?
She's calling them because she needs their help.
- 2 Complete the sentences in your notebook.
- 1 The boys aren't *at school* today because it's Saturday.
 - 2 Emma's making *decorations* for the school fair.
 - 3 All of Emma's *classmates* are very busy at the moment.
 - 4 George says he's busy because he wants to stay at home and play the *computer game*.
 - 5 Harry hasn't really got *tennis practice*.

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- 3 1.21 Listen and repeat. Find these expressions in the story.

Not really. Nice try! Yeah, right!

Out of class

- 4 **CLASS VOTE** What's Emma saying in her text?

- 5 1.22 Now listen and check. 3

She's saying that Poppy is helping her (with the decorations).

Exercise 5 3 1.22

- Students watch or listen to check their answers.
- Monitor comprehension. Ask different students: *Who is sending a text? Who is helping with the decorations? What are they eating? Where is George going? Ask Is your guess correct? Did you expect this response from Emma?*

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 _____ (play), You _____ (play) and He _____ (play)* on the board. Students look at the Grammar box. Ask different students to complete the sentences with the Present

Continuous form of *play*. Draw attention to the different forms of *be* for *I/You/He*.

Extra activity

- Revise the spelling rules for present participles. Write these verbs on the board: *look, take, sit*. Students work in pairs and write the present participles.

Get Grammar! Present Continuous 

+	-
I'm playing.	I'm not playing.
He/She/It's playing.	He/She/It isn't playing.
You/We/They're playing.	You/We/They aren't playing.
?	Short answers
Am I playing?	Yes, I am. / No, I'm not.
Is he/she/it playing?	Yes, he/she/it is. No, he/she/it isn't.
Are you/we/they playing?	Yes, you/we/they are. No, you/we/they aren't.

What **are** they doing? Why **is** she calling?



9 Complete the text messages with the Present Continuous or the Present Simple form of the verbs in the box. Write the answers in your notebook.

do study love need
watch like want



10 Work in pairs.
Student A: Go to page 122.
Student B: Go to page 124.

6 It's Saturday afternoon. Complete the sentences with the Present Continuous form of the verbs in brackets. Write the answers in your notebook.

- George and Harry *are doing* (do) their chores. They *aren't playing* (not play) a computer game.
- Emma *isn't making* (not make) decorations for the school fair. She *is putting* (put) away the clean clothes.
- The boys' mum and dad *are having* (have) a cup of coffee. They *aren't watching* (not watch) TV.
- Poppy and her parents *aren't tidying* (not tidy) the house. They *are doing* (do) the shopping.

7 It's Saturday evening now. Complete the telephone conversation. Write questions and short answers in your notebook.

- Emma: Hi, Gran. ¹*Are you calling* (you / call) from home?
Gran: No, ²*I'm not*. I'm at a café with a friend.
³*Are you hanging out* (you / hang out) with Poppy?
Emma: Yes, ⁴*I am*. We're cooking spaghetti at her place.
Gran: Great. ⁵*Is Poppy's mum helping* (Poppy's mum / help) you?
Emma: No, ⁶*she isn't*. She's working in the garden.

Get Grammar! Stative verbs

We don't usually use the Present Continuous with these verbs: **like, love, hate, know, need, understand, want**.

I want a sandwich. ✓ NOT ~~I'm wanting a sandwich.~~ ✗

8 Which stative verbs can you find in the story on page 12?
love, need, like, know

Exercise 9

- Ask different students to read out different sentences.

Answers → student page

Exercise 10

- Assign Student A and Student B to pairs.
- Monitor pairs for correct grammar forms and pronunciation.


Finishing the lesson

- (Books closed) Clarify the grammar goals of the lesson. Ask different students to think of a sentence using the Present Continuous and a sentence with a stative verb.

Activity for fast finishers

Students look at the photo story. They find the verbs in the Present Continuous and the stative verbs.

 Video scripts: page 145

 Audio scripts: page 129

Further practice

- Photocopiable Resource 2, page 165
- Workbook, page 7
- Extra Online Homework: Grammar Video Extra Activities

Ask different students to write them on the board and explain the rules (*add -ing, remove e and add -ing, double last letter and add -ing*). Students work in pairs again and think of other verbs that fit each category, e.g. *talk, paint, write, ride, swim, run*.

Exercise 6

- Students work on their own and then compare their answers in pairs.

Answers → student page

Exercise 7

- Students complete the activity in pairs and then act it out after checking answers.

Answers → student page

Exercise 8

- Read out the Grammar box and explain the meanings of the verbs. Read out the verbs and students repeat to practise pronunciation.
- Ask different students to read out different sentences containing the verbs in the photo story.

Answers → student page

Warm-up

- (Books closed) Revise the Present Continuous and the Present Simple on the board. Write the gapped sentences *I usually _____ TV after school.* and *I _____ (TV) now.* Ask students to think of the correct form of the verb *watch* for each sentence. Ask different students to write answers on the board. Then change the personal pronoun to *He* and repeat the task.
- Revise the stative verbs. Ask students to call out the verbs we don't usually use with the Present Continuous (*like, love, hate, know, need, understand, want*). Ask different students to say a sentence using one of the verbs.
- Set the goal of the lesson. Point to the two sentences on the board and ask *Which sentence is in the Present Simple? Which sentence is in the Present Continuous?* and elicit answers. Erase the sentences from the board. Say and write *Today we will learn when to use the Present Simple and when to use the Present Continuous.*

Lead-in

- (Books open) Introduce the cartoon characters. Ask different students to describe the pictures.

Exercise 1

- Students answer the question. Ask follow-up questions: *Can you see Millie/Rob/Pi? Which picture is he/she in?*

Answers → student page

Exercise 2 1.23

- Students answer the question and give reasons for their answer from the story.

Answers → student page

Exercise 3

- Ask different students to read the sentences and their answers.

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. Draw students' attention to the time expressions. Call some out and have students say the tense it goes with.
- Write *I _____ watch TV.* on the board. Tell students to look at the Grammar box.

Ask *What word is missing? What kind of word is it?* Elicit *often* and *adverb of frequency*. Ask *Which tense is for things we do regularly?* and elicit *Present Simple*.

- Write *I'm watching TV right _____ on the board.* Ask *What word is missing?* As before, elicit *now*. Ask *Which tense goes is for things we are doing now?* And elicit *Present Continuous*.

Doctor Q Doctor Q's day off

1

Dr Q: Pi! What are you doing? I'm working!
Pi: You work all day, every day. Take a day off! Let's have fun!
Dr Q: You're right, Pi. Let's do that!

2

Millie: Rob, it's 11 a.m. and Doctor Q isn't in his lab. He usually starts at 9 a.m.

3

Rob: He's in the garage with Pi. They're playing the drums!

4

Rob: Right now, they're dancing!
Millie: But Doctor Q only dances on his birthday!

5

Millie: What are they doing now?
Rob: They're skateboarding!
Millie: This is crazy! Doctor Q never does that. I'm coming over there.

6

Millie: Doctor Q? Are you all right?
Dr Q: No, I'm not. I'm going to bed. Days off are too tiring!

- 1 Look at the cartoon. What's in Doctor Q's newest painting? *(A bouquet of flowers (in a vase).)*
- 2 1.23 Listen and read. Does Doctor Q work a lot? *Yes, he does.*
- 3 Read the sentences. Choose the correct answers. Write them in your notebook.
 - 1 Pi thinks Doctor Q often has / doesn't have fun.
 - 2 Millie / Rob is looking for Doctor Q.
 - 3 Rob knows / doesn't know where Doctor Q is.
 - 4 Doctor Q usually dances once a year / every week.
 - 5 Doctor Q doesn't usually skateboard / often skateboards.

- Exercise 4**
- Students complete the exercise individually.
- Answers → student page
- Exercise 5**
- Tell students to find the key words in the sentences which give them the answers.
 - Ask different students to offer answers.
- Answers → student page

Get Grammar! Present Simple and Present Continuous

Present Simple	Present Continuous
I often watch TV.	I'm watching TV right now.
Doctor Q works every day.	Doctor Q is working at the moment.
Time expressions	
every day, every week on Fridays, on weekdays at the weekend always, never, usually, often, sometimes	now right now at the moment today

I usually drink lemonade on Fridays, but now I'm drinking milk!



6 1.24 Listen to the dialogues.

In your notebook, complete the sentences with the words in brackets in the correct form.

- Lucy *writes her blog* every day, but right now she *is chatting online*. (write her blog, chat online)
- Lucy usually *wears jeans*, but today she *is wearing a dress*. (wear jeans, wear a dress)
- Lucy always *stays at home* on Mondays, but tonight she *is having dinner at a restaurant*. (stay at home, have dinner at a restaurant)

7 In pairs, ask and answer questions about Lucy in Exercise 6.

- A: *What does Lucy do every day?*
B: *She writes her blog.*
- A: *What is she doing right now?*
B: *She's chatting ...*

8 Today is 'Be Different Day'! What are you doing to make it different? Complete the table in your notebook and tell your friends.

	usually	today
morning	<i>have toast</i>	<i>have pancakes</i>
afternoon	?	?
evening	?	?

It's seven o'clock in the morning. I usually have toast for breakfast, but right now I'm having pancakes!

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4 Read the sentences from the cartoon. In your notebook, write R (regularly) or N (now).

- I'm working! **N**
- You work every day! **R**
- He usually starts at 9 a.m. **R**
- They're playing the drums! **N**
- He only dances on his birthday. **R**
- I'm going to bed. **N**

5 Read the sentences and choose the correct answers. Write them in your notebook.



- Rob and Millie *clean / are cleaning* the lab on Mondays. Right now, Rob *vacuums / is vacuuming* the floor and Millie *tidies / is tidying* Doctor Q's desk.
1 clean, ...



- Doctor Q *sleeps / is sleeping* at the moment. He usually *gets up / is getting up* at 8 a.m.



- Doctor Q usually *listens / is listening* to classical music. He *downloads / is downloading* his favourite opera at the moment.



- Doctor Q and Pi often *watch / are watching* a DVD in the evenings. They *watch / are watching* a comedy right now.

- Students find the Present Simple and appropriate time expressions in the cartoon story. Then they find the Present Continuous and appropriate time expressions. Where there is no time expression, ask students to suggest one. Correct as necessary.

Exercise 6 1.24

- Students read the sentences before listening to the audio and guess the answers.
- Play the audio.
- Ask *Did you guess correctly?* Students answer using the Thumbs up/down technique.

Answers → student page

Exercise 7

- Monitor pairs for correct grammar and pronunciation. Listen to pairs and correct individual students as necessary.
- Ask different pairs to say one question and answer.

Answers

- 2 A: What does Lucy usually wear?
B: She usually wears jeans.
A: What is she wearing today?
B: She's wearing a dress.
- 3 A: What does Lucy always do on Mondays?
B: She always stays at home.
A: What is she doing today?
B: She's having dinner at a restaurant.

Extra activity

- Divide the students into groups of four. 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 8

- Students work in groups of four. They listen to each other's sentences, give feedback and compare ideas.
- Ask different groups to tell the class about each other, e.g. *My friend [name] usually reads a book but right now he's listening to music.*

Finishing the lesson

- (Books closed) Clarify the grammar goals of this lesson. Say affirmative sentences and ask different students to change them to negative sentences and questions.

Activity for fast finishers

- Students write two sentences in their notebooks:
 - using the Present Simple and an adverb of frequency;
 - using the Present Continuous and a time expression.

Video scripts: page 145

Audio scripts: page 129

Further practice

- Photocopiable Resource 3, page 166
- Workbook, page 8

Lesson 1.4

Speaking

Warm-up

- (Books closed) Ask students some questions about chores: *Do you help with household chores? Who do you help? What chore do you like best? How often do you do it?*
- Set the goals of the lesson. Say and write *In this lesson we will learn how to ask for and offer help in the house.*

Lead-in

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

Exercise 1 6 1.25

- Read out the questions. Students watch the video or uncover the dialogue and listen.
- Students read the dialogue and think about which verbs Gran and Emma use to ask for and offer help (*need* and *can*). Students check their ideas in the next exercise when they read the Speaking box.

Answers → student page

Exercise 2 1.26

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

Exercise 3 1.27

- Students work in pairs. They should refer to the photo story and Speaking box for help.
- Ask students for answers without confirming them. Play the audio for students to check.

Answers → student page

Extra activity

- Do some extra pronunciation and questions intonation practice. Play the audio for Exercise 3 again, stopping after each sentence. Students repeat and copy what they hear. Students can then practise the dialogue in pairs.

16

1.4 Speaking

Potrafię prosić o pomoc i ją oferować.

Do you need any help?

Gran: Emma, I need some help, please.

Emma: No problem, Gran. Just coming!

Gran: Can you help me with the sofa, please? I'd like to move it.

Emma: Yes, of course but ... why?

Gran: This room's boring. Let's change things a little.

Fifteen minutes later ...

Emma: Do you need any help with the lamp?

Gran: No, that's fine, thank you ...

Emma: OK, then. I'm going to Poppy's.

Gran: ... but can you move the coffee table, please? I don't think it looks good here.

Emma: OK.

Twenty minutes later ...

Gran: I think the living room looks perfect now.

Emma: Gran, it looks the same as it was before!

Gran: What?



6 1.25 Listen and read. Then answer the questions.

- 1 Does Gran like the room after the changes? *Yes, she does.*
- 2 Is the living room different in the end? *No, it isn't.*

2 1.26 Listen and repeat.

Speaking

Asking for and offering help

Asking for help

Can you help me *with the sofa*, please?

Can you *move the coffee table*, please?

Reacting

No problem. / Yes, of course.

I'm sorry, I can't. I'm *busy right now*.

Offering help

Can I help you *with the lamp*?

Do you need any help *with the lamp*?

Reacting

Yes, please. / No, that's fine, thank you.

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3 1.27 Complete the dialogues with one word in each gap. Write the answers in your notebook. Then listen and check.

- 1 **Mum:** Max! Can you ¹*help* me with the housework?
Max: No ²*problem*, Mum.
Mum: Can you load the dishwasher, ³*please*?
Max: Yes, of ⁴*course*!
- 2 **Max:** Do you need any help ⁵*with* the cooking?
Mum: Yes, please. ⁶*Can* you wash the tomatoes?
- 3 **Dad:** Max, can you download this song for me?
Max: I'm ⁷*sorry*, Dad, I ⁸*can't*. I'm cooking right now!

4 Work in pairs. Take turns to ask for and offer help with:

- 1 the housework (load the washing machine, set the table).
A: *Can you help me with the housework?*
B: *No problem.*
A: *Can you ... ?*
- 2 the shopping (go to the supermarket, put the shopping away).
A: *Do you need any help with the shopping?*
B: *Yes, please. Can you ... ?*
- 3 the cooking (bring the ingredients to the table, wash the potatoes).
- 4 the plants (take them to the garden, water them).

Monitor their pronunciation and intonation.

Exercise 4

- Have students write their ideas in their notebooks first.
- Pairs perform their role plays to the class. Praise work and correct where necessary.

Finishing the lesson

- (Books closed) Involve students by checking their memory with these

questions: *What does Gran want help with first? Why does she want to change the room? What do they move next? Is the room different?* Encourage students to reflect on the lesson by having them finish the sentence: *I now can ...*

Activity for fast finishers

- Students find the sentences asking for help

and the sentences offering help in the dialogue.

 Video scripts: page 145

 Audio scripts: page 129

Further practice

- Photocopiable Resource 4, page 167
- Workbook, page 9
- Extra Online Homework: Speaking Video Extra Activities

Potrąfię zrozumieć tekst o członkach rodziny.

- Look at the photos. What do you think the children are doing?
- 1.28 Read and listen to the text. In your notebook, match photos A-C to paragraphs 1-3.
- Choose the best title for the text.
 - Only children – how happy are they?
 - Which is better – a big or a small family?
 - Brothers and sisters – love them or hate them?
- Read the text again. Answer the questions in your notebook. Who?
 - sometimes argues with his/her brothers/sisters? *Lizzie*
 - has got a pet? *Ben*
 - often does a brother's/sister's chores? *Ben*
 - likes being on his/her own? *Robbie*
 - isn't worried about what his/her brothers/sisters say? *Lizzie*
 - has got only one brother? *Robbie*
- 1.29 Listen and repeat. Find the words in the text.

Vocabulary Personality adjectives

bossy easy-going loud messy organised patient quiet tidy

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

Wendy, 14

 - Dad is a ¹ *quiet* / *bossy* man. He doesn't talk a lot, but he always listens to us. *quiet*
 - My mum's ² *loud* / *easy-going*. She doesn't get angry when our bedrooms are untidy.
 - My big twin sisters are ³ *organised* / *loud*. They always shout when they argue!
 - My brother is ⁴ *messy* / *patient*. He never puts his clothes away.
 - I'm ⁵ *quiet* / *tidy*. I like putting things in the right place.
 - Gran plans everything and she knows where everything is. She's ⁶ *easy-going* / *organised*.
- What are the members of your family like? Ask and answer in pairs.

A: *What's your mum like?*
B: *She's organised, but she isn't patient.*



Find out what our readers wrote about their families.

- Ben, 14* **C**
Living with my sister is so difficult! She's very messy. She's six, so her only chores are putting her toys away and feeding our cat, Mr Paws. Her toys are always on the floor and Mr Paws' bowl is usually empty! I'm tidy and organised, so I often do her chores in the end. I love her, but I think I'm too patient with her!
- Lizzie, 13* **A**
I'm the only girl in the family. My brothers say I'm too loud and the neighbours can hear me when I talk, but that's not true. We sometimes argue about what to watch on TV. All brothers and sisters argue sometimes! My brothers usually win and I watch the things they like, even the football. But I'm easy-going and I don't get upset easily.
- Robbie, 12* **B**
I'm very quiet and I like spending time on my own. I like reading or playing video games in my room. My brother is very different from me. He can't spend one minute on his own! He is also very bossy. He always tells me what to do! Sometimes I think my best friend, Chris, is lucky – he is an only child!

Write to us and tell us about your family!

Exercise 3
• Ask students *What are the key words in the questions?*

Answers → student page

Exercise 4
• Students work on their own and then compare their answers in pairs.

Answers → student page

Exercise 5 1.29
• Refer students to the sentences on the board to revise vocabulary.

Answers → student page

Exercise 6
• Explain any unknown words.
• Check answers.

Answers → student page

Exercise 7
• Ask two confident students to read out the example.
• Pairs demonstrate their dialogues to the class.

Finishing the lesson

- (*Books closed*) Students share their opinions. Ask *Do you think it's important to be tidy? Do you think all family members can do chores?*
- Refer back to lesson goals: *Was the text easy/difficult to understand?* Students respond with emoticon cards.

Activity for fast finishers

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

Further practice

- Workbook, page 10

Lesson 1.5
Reading

Warm-up

- (*Books closed*) Revise language with these questions. *Have you got a brother or sister? Do you argue with them about chores? Do all your family members do chores?*
- Set the goals of the lesson. Say and write *In this lesson we will read about family members.*

Lead-in

- Write sentences with the adjectives from the Vocabulary box on the board and explain the meanings. Underline the adjectives, e.g. *Bossy people always tell you what to do.*

Exercise 1

- (*Books open*) Students take turns to describe the photos in pairs and then discuss the question.

Exercise 2 1.28

- Ask students how they chose their answers.

Answers → student page

Lesson 1.6

Listening and Writing

Warm-up

- Write adjectives from the previous lesson on the board with the first letter missing. Different students complete the adjectives and think of a sentence using each one.
- Students open their books on page 18 and look at Exercise 4 for a few seconds, then close their books again. Ask *What type of text is it? Do you write texts like this? What will we learn today?* Say and write *Today we will learn how to write an essay about family time.*

Lead-in

- (Books closed) Students say the days of the week as a class. Write *weekdays* and *weekend* on the board. Ask students *Which days are weekdays/ on weekends?*

Exercise 1

- (Books open) Students think of more words in pairs.

Exercise 2 1.30

- Before students listen, ask *What can you see in the pictures?*

Answers → student page

Exercise 3 1.30

- Ask different students to read the sentences and their answers. Students correct false sentences.

Answers → student page

Exercise 4

- Follow-up questions: *What TV programmes do they love? What time does Hattie get home on Saturday? Why? Why do they drive to her grandparents' house?*

Answers → student page

Exercise 5

- Students work individually. Ask different students to say a sentence with the words.


Answers → student page

1.6 Listening and Writing

Potrąfię zrozumieć audycję radiową i napisać krótkie wypracowanie.

- 1 **I KNOW THAT!** Look at the words in the box. Which activities do you do with your family?

have breakfast go to school
chat online feed the dog watch TV
go to the cinema play football
tidy my room ride my bike

- 2  1.30 Where are Andy and his family going? Listen and choose the correct picture. Write the answer in your notebook. Are the other two places important for Andy's family? *Andy's parents have a pet shop. Andy's brother Vic works in a café.*



- 3  1.30 Listen again. Are the sentences true or false?

- 1 It's Saturday afternoon. *False*
- 2 Andy and his family always spend time together on Sundays. *True*
- 3 Andy's mum is driving the car. *False*
- 4 Andy's mum gives Sue a sandwich. *True*
- 5 Andy helps his sisters with their homework. *True*

- 4 Read Hattie's essay. What activities does she do with her family? *watch TV, have dinner on Saturday evenings, visit her grandparents on Sundays, have fun*

Family time

by Hattie Jones



- 1 In my family, we don't do a lot of things together on weekdays because we're very busy. We don't usually have dinner as a family, but we sometimes watch TV together. We love programmes about animals!
- 2 On Saturdays, I do my chores. I put away my clothes and I vacuum my room. Then I meet my friends. I come back home at 7.30 p.m. because we always have a family dinner in the evening. On Sundays, we often visit my grandparents. They don't live near, so Mum drives us to their house. We have a lot of fun together.

- 5 Read the Writing box. Find sentences with *and*, *but*, *because* and *so* in Hattie's essay.

Writing *and*, *but*, *because*, *so*

Dad sets the table for dinner **and** Hattie helps him.
I love swimming, **but** I can't go to the pool every day.
I go to bed early on weekdays **because** I have school in the morning.
Mum opens her shop at 8.30 a.m., **so** she leaves home at 7.45 a.m.

- 6 **WRITING TIME** In your notebook, write an essay about the activities you do with your family.

Find ideas

Think about the activities you do with your family on weekdays and at the weekend. Make notes.

Draft

Write two paragraphs about your family.
In my family, we do/don't do a lot of things together on weekdays.
We always/usually/often/sometimes/never ...
On Saturdays, I/we/my family ...
On Sundays, ...

Check and write

Check the use of *and*, *but*, *because* and *so* and write the final version of your essay.

18 Unit 1

Exercise 6

- Students write their ideas on the board.
- Students write their own draft in their notebooks. They share their ideas and help each other.
- Students write their final text in their notebooks.
- Correct mistakes using descriptive evaluation. Praise good use of grammar and vocabulary.

Extra activity

- Students read out their essays to find out if they do the same things.

Finishing the lesson

- Students talk about what was easy/hard about the lesson.

Activity for fast finishers

- Students find the verbs in the Present Simple and the adverbs of frequency in Hattie's essay.

 Audio scripts: page 130

Further practice

- Workbook, page 11

LESSON 1.1

Household chores

Prace domowe

clear the table /ˌkliə ðə 'teɪbəl/
pościć ze stołu

empty the dishwasher /ˌempti ðə
'diʃwɒʃə/ opróżnić zmywarkę

feed the dog /fi:d ðə 'dɒg/
nakarmić psa

hang out the washing /hæŋ aʊt
ðə 'wɒʃɪŋ/ rozwiesić pranie

iron your T-shirt /ˌaɪən jə 'ti:ʃɜ:t/
wyprasować koszulkę

load the dishwasher /ˌləʊd ðə
'diʃwɒʃə/ załadować zmywarkę

load the washing machine /ˌləʊd
ðə 'wɒʃɪŋ məʃi:n/ załadować
pralkę

make your bed /ˌmeɪk jə 'bed/
pościelić łóżko

put away your clothes /ˌpʊt əˈweɪ
jə 'kləʊðz/ poukładać ubrania

set the table /ˌset ðə 'teɪbəl/
nakryć stół

take out the rubbish /teɪk aʊt ðə
'rʌbɪʃ/ wynieść śmieci

vacuum your room /ˌvækjuəm jə
'ru:m/ odkurzyć pokój

water the plants /ˌwɔ:tə ðə
'plɑ:nts/ podlać kwiaty

LESSON 1.2

Out of class

Nice try! /ˌnaɪs 'traɪ/ Sprytna
próba!

Not really. /ˌnɒt 'ri:əli/ Nie bardzo.

Yeah, right! /ˌjeə 'raɪt/
Tak, pewnie!

call /kɔ:l/ dzwonić (do kogoś)

on my own /ˌɒn maɪ 'əʊn/
samotnie, samodzielnie

school fair /'sku:l feə/ kiermasz
szkolny

LESSON 1.3

day off /ˌdeɪ 'ɒf/ dzień wolny

tiring /'taɪərɪŋ/ męczący

LESSON 1.4

Asking for and offering help

Prośenie o pomoc

i oferowanie jej

Asking for help Prośenie
o pomoc

**Can you help me with the sofa,
please?** /kən jə help mi wið
ðə 'səʊfə plɪ:z/ Czy możesz mi
pomóc z sofą?

**Can you move the coffee table,
please?** /kən jə ˌmu:v ðə 'kɒfi
'teɪbəl plɪ:z/ Czy możesz mi
pomóc przesunąć stolik?

Reacting Reagowanie na prośbę
o pomoc

**I'm sorry, I can't. I'm busy right
now.** /aɪm sɒri aɪ kɑ:nt, aɪm 'bɪzi
raɪt nəʊ/ Przykro mi, nie mogę.
Jestem teraz zajęty.

No problem. /nəʊ 'prɒbləm/
Nie ma problemu.

Yes, of course. /jəs əf 'kɔ:s/
Oczywiście.

Offering help Proponowanie
pomocy

Can I help you with the lamp?
/kən aɪ help jə wið ðə læmp/
Czy pomóc ci przesunąć lampę?

**Do you need any help with
the lamp?** /du: jə ni:d əni help
wið ðə læmp/ Czy potrzebujesz
pomocy, aby przesunąć lampę?

Reacting Reagowanie
na propozycję pomocy

No, that's fine, thank you. /nəʊ
'ðæts faɪn, θæŋk jə/ Nie, dziękuję,
poradzę sobie.

Yes, please. /jəs plɪ:z/
Tak, poproszę.

ingredients /ɪn'ɡri:diənts/
składniki

LESSON 1.5

Personality adjectives

Przymiotniki opisujące
osobowość

bossy /'bɒsi/ dominujący,
apodyktyczny

easy-going /ˌi:zi 'gəʊɪŋ/
wyluzowany

loud /laʊd/ głośny

messy /'mesi/ nieporządkny

organised /'ɔ:gənəɪzd/
zorganizowany

patient /'peɪʃənt/ cierpliwy

quiet /'kwaɪət/ cichy

tidy /'taɪdi/ porządkny

argue about /ɑ:gju: ə'baut/
kłócić się o

bowl /bəʊl/ miska

difficult /'dɪfɪkəlt/ trudny

easily /ˌi:zəli/ łatwo

get upset /get ʌp'set/
zmartwić się

lucky /'lʌki/ szczęśliwy, mieć
szczęście

only child /əʊnli 'tʃaɪld/ jedynak/
jedynaczka

Revision

Further practice

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

VOCABULARY

- 1 Complete the texts with the words in the box. Write the answers in your notebook.

clear feed iron load make put
set hang out vacuum water



Everyone does chores in our house. I ¹ *set* the table for lunch. Then I ² *clear* the table after lunch. I take the dirty dishes to the kitchen and ³ *load* the dishwasher.

I look after our clothes. I ⁴ *hang out* the washing, ⁵ *iron* the clothes and ⁶ *put* them away. I ⁷ *water* the plants too.



I ⁸ *vacuum* the floor and the carpets and ⁹ *make* my bed. I also ¹⁰ *feed* the dog.

- 2 Read and write the words in your notebook.

- I don't mind waiting for people. *patient*
- I don't make a noise and I don't talk a lot. *quiet*
- I like telling people what to do. *bossy*
- I never tidy my room. *messy*
- I put my things in the right place and I plan everything. *organised*
- I'm not often angry or worried. *easy-going*

GRAMMAR

- 3 In your notebook, complete the dialogue with the correct forms of the Present Continuous.

- George: Hi, Mum. What ¹ *are you doing* (you / do)?
Mum: I ² *am making* (make) dinner at the moment.
George: I'm at David's. We ³ *are watching* (watch) the football. Is Harry there?
Mum: Yes, he is. He ⁴ *is helping* (help) Dad in the garden. They ⁵ *are watering* (water) the plants.
George: Can I speak to him? He ⁶ *isn't answering* (not answer) his mobile.
Mum: Yes, of course. Harry! HARRY!
⁷ *Are you coming* (you / come)?

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

know love need want not like

Hi, Mum. I ¹ *want* to buy new jeans. The black jeans are only £10, but I ² *don't like* them. I ³ *love* the blue jeans. They're cool but they're expensive and I ⁴ *need* some money now. I ⁵ *know* it's not pocket money time, but ...



- 5 Choose the correct answers. Write them in your notebook.

Andy's parents are at work. They always ¹ *open* / *are opening* their pet shop early on Saturday because people often ² *buy* / *are buying* pet food at the weekend. At the moment they ³ *serve* / *are serving* customers. There are also some children in the shop. They ⁴ *look* / *are looking* at the tropical fish. Children often ⁵ *come* / *are coming* to the shop but they ⁶ *don't often buy* / *aren't often buying* anything.

PRONUNCIATION

- 6 1.31 Listen and repeat: /ʃ/.

Your *special* T-shirt's in the *washing machine*. Be *patient* and wait till it is *fresh* and clean.



DICTIONATION

- 7 1.32 Listen to the recording. Write the sentences in your notebook.

SPEAKING

- 8 1.33 In your notebook, write questions. Listen and check. Then write the replies and act out the dialogues in pairs.

- you housework help Do with need the any ? ✓
A: *Do you need any help with the housework?*
B: *Yes, please.*
- dishwasher, you the load Can please ? ✗
A: *Can you load the dishwasher, please?*
B: *I'm sorry, I can't. I'm ...*
- you away please put Can these clothes, ? ✓
A: *Can you put away these clothes, please?*
B: *No problem. / Yes, of course.*
- with help Can the I you cooking ? ✗
A: *Can I help you with the cooking?*
B: *No, that's fine, thank you.*



Amelia's World

It's Saturday, our weekly 'cleaning day', as my parents call it. It's not my favourite day of the week, as you can imagine. I always have to tidy my bedroom and the bathroom, and it's a lot of work.

In my bedroom I usually put away my clothes, then I dust my desk and all the shelves, water the plants and vacuum the carpet. Today I'm also ordering things in my desk – I collect too many gadgets and then I have no space for the things I really need. I guess I'm a bit messy.

In the bathroom I start with loading the washing machine and then I clean the sink and the shower. My mum often helps me with that – today she's hanging out the washing and I'm cleaning the floor. I'm glad our bathroom is not too big.

Today I'm doing one more thing – the ironing! I don't mind it – actually, I think it's the best chore. I'm ironing and listening to my favourite music at the same time, so it doesn't feel like a boring task at all! Besides, I love the smell and feel of ironed clothes.

READING AND WRITING

9 Look at the picture. What is the girl doing? Do you do this chore at home? Do you enjoy it? Why?/Why not? *The girl is ironing.*


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

- 1 Amelia really likes the 'cleaning day'. *False*
- 2 She has to tidy two rooms. *True*
- 3 She doesn't have to vacuum her bedroom. *False*
- 4 She's cleaning the bathroom alone today. *False*
- 5 Amelia is enjoying the ironing. *True*

11 In your notebook, write about the chores you do at home. Use these questions to help you.

- 1 Which chores do you have to do every day?
- 2 Which chores do you do once a week?
- 3 What is your favourite one? Why?
- 4 Which chores don't you like? Why?
- 5 Is there an extra chore that you are doing this week? Why?

LISTENING

12  **1.34** Listen and match speakers 1-4 to household chores a-e. There is one extra chore. Write the answers in your notebook.

- a feeding a pet
- b watering the plants *Speaker 2*
- c vacuuming *Speaker 1*
- d taking out the rubbish *Speaker 4*
- e loading the dishwasher *Speaker 3*

Check yourself!

- ✓ Potrafię rozmawiać o pracach i obowiązkach domowych.
- ✓ Potrafię stosować czasy Present Simple oraz Present Continuous.
- ✓ Potrafię prosić o pomoc i ją oferować.
- ✓ Potrafię zrozumieć tekst o członkach rodziny.
- ✓ Potrafię zrozumieć audycję radiową i napisać krótkie wypracowanie.

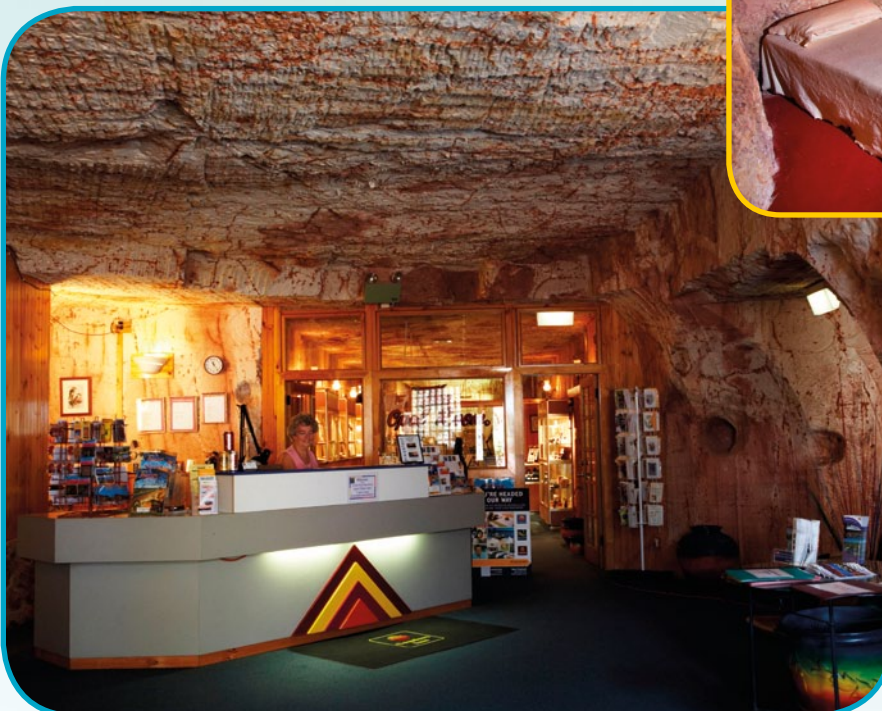


Izzie's most unusual places

Hi, I'm Izzie and this is my blog about the most unusual places in the world. Today I'm writing about Australia!

Australia is a continent and it's also an English-speaking country. Its capital is Canberra and three of its largest cities are Sydney, Melbourne and Brisbane. Australia is the sixth largest country in the world, but only about twenty-five million people live there. Desert covers most of the land, so about eighty percent of the people live on the coast. The climate is better there. But some people live in unusual places. One of them is a small town called Coober Pedy.


Coober Pedy is in the South Australian desert. On summer days, it can be as hot as 47°C! For this reason, more than half the people live under the ground. The temperature is always comfortable there. Underground homes have kitchens, bathrooms, bedrooms and living rooms. Everyday life in Coober Pedy is not very different from any other town. People go to work or school, do their household chores, watch TV and spend time with friends and family.



Coober Pedy has lots of visitors every year. People come to stay in the underground hotels. There are also underground shops, cafés and museums. On summer nights, when it isn't too hot, people can go above the ground and play golf in the world's only golf course without grass. It's not easy to lose golf balls because they are glow-in-the-dark!


1 Read the text about Australia quickly. What do these numbers refer to?

6 *Australia is the 6th largest country in the world.* 25 *About 25 million people live in Australia.* 80 *About 80% of the people in Australia live on the coast.* 47 *On summer days, the temperature can be as high as 47°C.*

2  1.35 Listen and read. Choose the correct answers. Write them in your notebook.

- The capital city of Australia is *Sydney* / *Canberra*.
- There are big / *aren't any* deserts in Australia.
- Coober Pedy is *on the coast* / in the desert.
- All / Some of the people in Coober Pedy live under the ground.
- Not many / A lot of people go to see Coober Pedy every year.
- There are / *aren't any* underground hotels in Coober Pedy.

1 *Canberra*

3  1.36 Listen to two people talking about cities in Australia. Find the cities on the map in Izzie's blog. Then complete the factfiles. Write the answers in your notebook.

Darwin

- In the ¹ *rainy* season, there are storms and it's very hot.
- Swimming in the sea is dangerous because there are ² *crocodiles* in the water.
- You can buy ³ *food* from all over the world at the Mindil Beach Sunset Market.

Sydney

- Sydney has more than ⁴ *one hundred* beaches.
- Bondi Beach is the most ⁵ *famous* beach.
- Australians love doing ⁶ *sport*.
- Sydney has a lot of parks and a ⁷ *zoo*.

4 Which place in Australia would you most like to visit? Give your reasons.

Further practice

- Get Culture! video – Workbook, page 86
- Video script – Teacher's Book, page 151

PROJECT

- Work in groups. Design a town or a city which is in a very unusual place. Think of a name and location. Use these words or your own ideas.

in a rain forest on a different planet
on top of a mountain under the sea

- Write a tourist guide about your town/city for a travel magazine. Use these questions to help you.

- Where is the town/city?
- What can you see there? (e.g. buildings, parks, hotels, museums, zoos)
- What kind of homes do people have?
- What can you do there?

My unusual town

... is in the north/south/east/west/centre of the country / in the rain forest / under the sea.

About / More than ... people live there.

There's ... / There are ...

... is one of the most famous buildings in ...

- Find photos or draw some pictures. Put the text and pictures together.
- Present your guide to the class. Vote for the most unusual town or city.

Read the clues and complete the puzzle. Then put the letters in the grey boxes in the correct order. Where does Ted live?



I'm Ted. I live in a _____ in the country.

1	b					k	
2	a	l					
3	s			n			
4		e	r				
5	s	m					
6		e	t				
7	g			n			
				t		c	

- 1 Let's take the lift to the top floor of this _____ of flats.
- 2 Let's sit outside on the _____.
- 3 Aunt Kay lives in a village on an _____.
- 4 I live in a _____ house, so I have neighbours on the left and on the right.
- 5 We moved from the big city to a _____ town.
- 6 My house isn't semi-detached. It's a _____ house.
- 7 My flat is on the _____ floor.
- 8 Climb those stairs to get to a bedroom in the _____.



Read the clues and complete the puzzle. Then put the letters in the grey boxes in the correct order. Where does Ted live?



I'm Ted. I live in a _____ in the country.

1	b					k	
2	a	l					
3	s			n			
4		e	r				
5	s	m					
6		e	t				
7	g			n			
				t		c	

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- 6 My house isn't semi-detached. It's a _____ house.
- 7 My flat is on the _____ floor.
- 8 Climb those stairs to get to a bedroom in the _____.

1 Read the sentences in Present Continuous and circle N (now) or F (future arrangements).

- 1 I'm doing my homework. It's easy! (N) F
- 2 We're leaving at four o'clock. N F
- 3 Mum is visiting Grandma next weekend. N F
- 4 Look! The boys are playing football in the garden. N F
- 5 She's having her first violin lesson tomorrow! N F
- 6 Shh. Grandpa is sleeping! N F

2 Circle the correct answer.

- 1 We're meeting (at) / in six o'clock.
- 2 Are you coming to my house for dinner *this* / *after* school?
- 3 I'm moving house *next* / *in* month.
- 4 He's arriving *at* / *in* five minutes.
- 5 I'm going on holiday *week* / *today*.
- 6 We're seeing a film at the cinema *this* / *next* evening.

3 Read the first sentence and complete the second sentence so that it has opposite meaning.

- 1 Mark isn't visiting us next week. But Sarah's visiting us!
- 2 You're going to Nick's party tonight. But I _____ to Nick's party!
- 3 Sam's having burgers for dinner today. But Fran _____ burgers!
- 4 I'm not playing basketball this Saturday. But you _____ basketball!
- 5 Mum and Dad are buying new shoes tomorrow. But they _____ anything for me!

4 In pairs ask and answer about the table. Ask yes/no questions and questions with *What*.

When?	Jane	Tom
today	cook pizza	do Maths homework
next Monday	visit Grandpa	go on a day trip
at six o'clock	phone Katy	watch TV

What's Jane cooking today?

She's cooking pizza.

Is Tom going on a day trip next Monday?

Yes, he is.

1 Match 1–5 to a–e.

1 I'm meeting Stan at the station at 11 a.m.

a You must tidy it!

2 My room is a mess and mum is coming home!

b You mustn't go out!

3 I want to send an email but my tablet is broken.

c You mustn't be late!

4 I don't feel well. I've got a headache.

d You can eat my apple.

5 I'm hungry but I haven't got a snack.

e You can borrow my laptop.

2 Complete the sports centre rules with *must* or *mustn't* and the verbs in the box.

bring play run swim wear

Bridgetown Sports Centre

1 Children under 5 must swim with a parent.

2 You _____ on the stairs. Please walk.

3 Tennis players _____ for more than two hours. Please take breaks.

4 Swimmers _____ swimming caps on their heads.

5 Members _____ their member's cards.



3 Circle the correct answer.

1 After you finish dinner you _____ wash the dishes.

a must b mustn't

2 I have a test tomorrow so I _____ study tonight.

a can b must

3 We don't have any homework so I _____ play computer games this evening.

a mustn't b can

4 Mum doesn't know about the surprise party so you _____ tell her!

a mustn't b can

5 You _____ borrow my dictionary, but I want it back this evening.

a can b must

6 The train is leaving in five minutes so we _____ hurry!

a mustn't b must

4 Complete funny sport rules with your own ideas. Compare and discuss with a partner.

Funny _____



You must _____

You mustn't _____

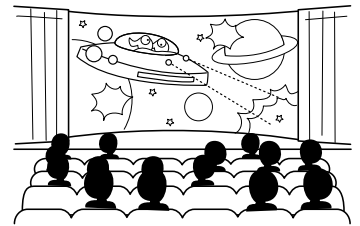
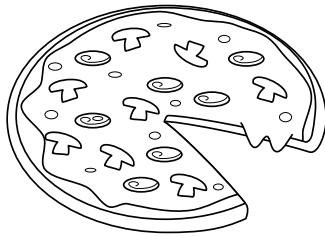
You can _____

My funny sport is funny football. In funny football you must hold the ball and walk. You mustn't run but you can ride a bike.

Put the sentences in the correct order to make a dialogue and act them out in pairs. Then replace the underlined words with your own ideas or use the pictures. Act out the dialogues again.

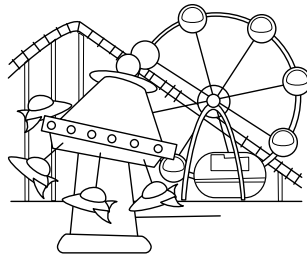
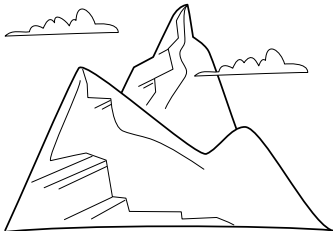
Dialogue 1

- B: Yes, I'd love to, thanks.
- A: Are you free on Sunday? Would you like to play tennis?
- A: See you on Sunday, then!



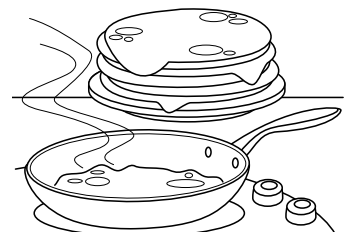
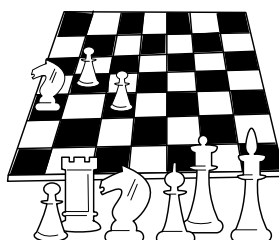
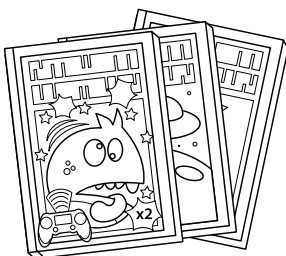
Dialogue 2

- B: I'm sorry, I can't. I'm busy on Saturday. What about Sunday? Would you like to hang out?
- A: Yes. That sounds fun!
- A: Mum's taking us to the beach on Saturday. Can you come?



Dialogue 3

- A: Do you want to hang out this evening?
- B: OK. See you on Thursday, then!
- A: I'd love to, but I'm visiting my cousins this evening. What about on Thursday? We can watch TV.



Complete the table with the words in the box. Then tell your partner your life ambitions.

a doctor a family a foreign language happy abroad an interesting job
 fun near my family good health famous a teacher Chinese
 my own business in the UK on my own to fly rich to drive
 a pilot in a big city a house with a garden to play the drums

be	have	learn	live
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I want to ... Another ambition of mine is to ... I'd also love to ...



Complete the table with the words in the box. Then tell your partner your life ambitions.

a doctor a family a foreign language happy abroad an interesting job
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be	have	learn	live
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

I want to ... Another ambition of mine is to ... I'd also love to ...

1 Put the words in the correct order to make sentences.

- | | |
|--|--|
| 1 be one famous I'll day .
<u>I'll be famous one day.</u> | 4 win game the won't They .
_____ |
| 2 have you big family Will a ?
_____ | 5 future in will Where live you the ?
_____ |
| 3 won't live She the in country .
_____ | 6 business Fred have will own his .
_____ |

2 Write sentences with *will* or *won't* and the verbs in the box.

be go have live win

- Your cousin sings well and he's in a band. He will be famous one day!
- Sara _____ on her own. She wants to share a flat with her twin sister.
- My brothers are great footballers. Their team _____ the match next weekend!
- My best friend wants to see the world but she hates flying. She _____ to America in a plane!
- My brother loves cooking for people. He _____ his own restaurant one day.

3 Circle the correct words.

- | | |
|---|--------------------------------|
| 1 Will the school have a new lab next year? | Yes, it <u>(will)</u> / won't. |
| 2 Will you live abroad when you are older? | No, I <i>will</i> / won't. |
| 3 Will he win the race? | Yes / No, he <i>will</i> . |
| 4 Will the weather be good next week? | Yes / No, it <i>won't</i> . |
| 5 Will you learn French in France? | Yes, we <i>will</i> / won't. |

4 Complete the sentences with *will* or *won't* and verbs to write four true sentences and two false sentences for you. Then in pairs read each other's sentences and guess which ones are true and false.

- I _____ a big family.
- I _____ in the city.
- I _____ a famous footballer.
- I _____ abroad.
- I _____ Chinese.
- I _____ play the violin.

I think you will live abroad but you won't live in the city.

Yes!

1 Match 1–6 to a–f.

- | | |
|-------------------------|-------------------------------|
| 1 How often do | a reading the newspaper? |
| 2 Why are you | b see at the shops? |
| 3 Who did you | c to arrive? |
| 4 What were | d you run in the park? |
| 5 When will he cook | e you doing at seven o'clock? |
| 6 When is Grandma going | f dinner? |

2 Complete the sentences with the correct question words.

Where What

1 'What is your name? _____ do you live?' asked the police officer.

Who How often

2 '_____ do you eat pizza? _____ makes it for you?' asked Judy.

When Why

3 '_____ will the train get here? _____ is it late?' asked Bobby.

What Who

4 '_____ was the party like? _____ did you see there?' asked Mum.

Why What

5 '_____ were you doing at 12 p.m.? _____ was the music loud?' asked Dad.

3 Write the correct questions words.

- | | |
|------------------------------------|-----------------------------|
| 1 <u>Who</u> called you? | Mum called me. |
| _____ did you study last night? | I studied History. |
| _____ do you go to the cinema? | We go every Saturday. |
| _____ are you eating crisps? | Because I'm hungry! |
| _____ will you live when you move? | We'll live in New York! |
| _____ are you leaving? | I'm leaving at six o'clock. |

4 Complete the questions with the correct verbs from the box. Then ask and answer the questions in pairs.

travel give doing visiting invite stay

- How often do you invite people to your house?
- When are you _____ your best friend at their house?
- Who did you _____ a hug last week?
- What were you _____ yesterday at 8 p.m.?
- Where will you _____ this summer?
- How long are you going to _____ there?

How often do you invite people to your house?

I invite people to my house every weekend.

1 Complete the sentences with one word in each gap.

Agreeing

A: I think Rihanna is the best singer

B: I agree with you. She's great!

A: English is the easiest language.

B: You're _____.

A: Chinese is the hardest language!

B: That's _____ I think too!

A: The drums are the most exciting instrument.

B: That's _____ . They're great.

Disagreeing

A: Everybody likes going to the cinema at the weekend.

B: I _____. My brother prefers watching DVDs.

A: Socks are the best birthday present for dads.

B: I _____ agree with you. My dad prefers books.

A: Polish is the easiest language.

B: You're _____. Polish is hard to learn.

A: I think Pink is the best singer.

B: No, that's _____ true. Rihanna is much better.

A: Cartoons are boring!

B: I don't think _____. I think they are fun!

2 Complete the questionnaire with your opinions. Then ask three partners and note their answers. Do you agree or disagree? Talk about it. Use dialogues in Exercise 1 to help.

Questionnaire!				
	You	Partner 1	Partner 2	Partner 3
1 What's the best film?				
2 What's the easiest language?				
3 What's the most exciting instrument?				
4 Where does everybody like going on holiday?				
5 What is the best birthday present for mums?				
6 What does everybody like doing at the weekend?				

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