

Exercise 2

- /eɪ/
- J K
- /iː/
- D E G P T V
- /e/
- M N S X Z
- /aɪ/
- Y
- /uː/
- U W



IN CLASS

Grammar: Imperatives
Vocabulary: Alphabet • classroom language

- 1 1.2 Listen and repeat the alphabet.
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
- 2 1.3 Copy the table. Complete the letters for the sounds in the table. Then listen, check and repeat.

/eɪ/	/iː/	/e/	/aɪ/	/uː/	/əʊ/	/ɑː/
A, H	B, C	F, L	I	Q	O	R

- 3 1.4 Listen and decide which word you hear. Then listen again and repeat.
- 1 a pin **b** pen 4 **a** poster b pasta
2 **a** book b back 5 **a** bin b pin
3 a disc **b** desk
- 4 Look at the classroom language poster. Translate the verbs in red.

Exercise 4

- 1 think – pomyśl, tell – powiedz, speak – mów
- 2 read – przeczytaj, choose – wybierz, don't use – nie używaj
- 3 work – pracuj, ask (questions) – zapytaj, answer (questions) – odpowiedz
- 4 listen – posłuchaj, complete – uzupełnij
- 5 tick – zaznacz, underline – podkreśl
- 6 look – spójrz, don't look – nie patrz,
- 7 put – utóż, write – napisz,
- 8 match – połącz, check – sprawdź, repeat – powtórz

In the classroom



1 **Think** of a sport. Tell the group your idea. **Speak** English.



2 **Read** the text and **choose** the correct answers. **Don't use** a dictionary.



3 **Work** in pairs. **Ask** and **answer** the questions.



4 **Listen** to the conversation and **complete** the table.



5 **Tick** (✓) / **Underline** the answers.



6 **Look** at the photos. **Don't look** at the board.

- 5 Read REMEMBER THIS. Find more examples in Exercise 4.

REMEMBER THIS

You use the imperative to give instructions.
✓ Use a dictionary. ✗ Don't use a dictionary.

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- 6 In your notebook, make sentences with the correct form of the imperative.
- 1 ✓ work in groups of three / ✗ speak your language
 - 2 ✗ use a pen / ✓ use a pencil
 - 3 ✓ write in your notebooks / ✗ write in the book
 - 4 ✗ talk / ✓ read the text
 - 5 ✓ repeat the words / ✗ repeat the sentences
- 1 Work in groups of three.

- 7 Read REMEMBER THIS.

REMEMBER THIS

You use **let's** to make suggestions.



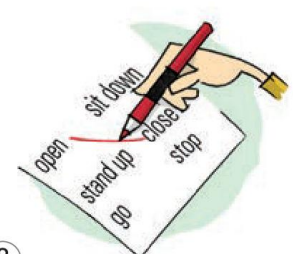
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- 8 Copy the dialogues and complete them with **let's** and the verbs in the box.
- (ask do finish listen read use)
- 1 A: I don't know this word. **Let's ask** the teacher.
B: No, let's use a dictionary.
- 2 A: Let's do Exercise 2 now.
B: No, let's finish Exercise 1 first!
- 3 A: Let's read the dialogue.
B: Let's listen to the dialogue before we read it. OK?

- 9 **SPEAKING** Take turns to make suggestions.
A: **Let's go to the cinema today.**
B: **Let's ...**



7 **Put** the words in the correct order. Then **write** the answers.



8 **Match** the words with opposite meanings. Then listen, **check** and **repeat**.

EXTRA ACTIVITIES

- Play *Bingo* with vocabulary and the alphabet. Ask students to make grids of squares (e.g. 4x4) and to write one letter or vocabulary item from the page in each square. Read out letters or vocabulary items. Students listen and cross out the letters or words on their

- grids that you call out. When a student has crossed out all the items, they shout out *Bingo* and have won the game.
- Students make six more instructions in pairs to read out to the class: three affirmative imperatives and three negative imperatives.

WORKBOOK

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NEXT CLASS

Ask students to write as many countries and nationalities as they can.

0.2

I'M FROM ...

Grammar: to be • subject pronouns

Vocabulary: Numbers • countries and nationalities • age

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We're students at the Caledonia School of English.



A

I'm **Andrea**. I'm 19 years old. I'm Spanish. I'm from Valencia.



B

Lukasz is 21. He's Polish. He's from Lublin.



C

Boris and **Daria** are Russian. They're from St. Petersburg.



D

Mei is Chinese. She's 23. She's from Beijing.



E

Andrew isn't a student. He's a teacher. He's Scottish. He's 34 years old.

Teachers

1 Write the numbers in your notebook.

- 1 nineteen – 19 3 twenty-three – 23
2 twenty-one – 21 4 thirty-four – 34

2 **1.5** Go to page 125. Listen and repeat the cardinal numbers.

3 Read the website. In your notebook, match the people in the photos with the countries.

- 1 Spain 2 Scotland 3 Poland 4 Russia 5 China

4 **1.6** Go to page 120. Listen and repeat the list of countries and nationalities.

5 Copy REMEMBER THIS and complete it with the short forms. Use the website to help you.

6 **SPEAKING** Ask and answer the questions in pairs. Use the nationalities in the box.

American Brazilian German
Portuguese Russian Spanish
Swiss

A: What nationality is Penélope Cruz?

B: She's Spanish.

- 1 Penélope Cruz
2 Paulo Coelho
3 Cristiano Ronaldo
4 Angela Merkel
5 Garry Kasparov
6 Roger Federer
7 Dakota and Elle Fanning

7 **SPEAKING** Read REMEMBER THIS. Then ask and answer the questions in pairs.

REMEMBER THIS

You can say: *I'm nineteen years old.* or *I'm nineteen.*

- 1 How old are you?
2 How old is your brother/sister?
3 How old is your best friend?
4 How old are your parents?

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REMEMBER THIS

to be

I am = ¹ I'm
You are = ² You're
+ He is = ³ He's
She is = ⁴ She's
It is = It's

We are = ⁵ We're
You are = You're
They are = They're

I am not = I'm not
You are not = You're not = You aren't
- He is not = He's not = He isn't
She is not = She's not = She isn't
It is not = It's not = It isn't

We are not = We're not = We aren't
You are not = You're not = You aren't
They are not = They're not = They aren't

Am I?
⁶ Are you?

Yes, I am. / No, I'm not.
Yes, you are. / No, you aren't.
Yes, he/she/it is. / No, he/she/it isn't.
Yes, we/you/they are. / No, we/you/they aren't.

? Is he/she/it?
Are we/you/they?

Exercise 3

- 1 Spain – Andrea, A
2 Scotland – Andrew, E
3 Poland – Lukasz, B
4 Russia – Boris and Daria, C
5 China – Mei, D

Exercise 6

- 2 He's Brazilian.
3 He's Portuguese.
4 She's German.
5 He's Russian.
6 He's Swiss.
7 They're American.

REFERENCES

Culture notes p. 198

EXTRA ACTIVITIES

- After ex. 6, students choose three more famous people and use the verb to be and the nationalities from the lists prepared at home to describe the

people to the class. The class listens and tries to guess who they are.

- In pairs, students compare their lists of countries and nationalities prepared at home and then make an alphabetical list on the board.

WORKBOOK

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NEXT CLASS

Ask students to write down three things that belong to them and three things that belong to another member of their family.

0.3

FAVOURITES

Grammar: Demonstrative pronouns • plural nouns
Vocabulary: Colours • adjectives • objects

1 **SPEAKING** Decide which word in the box matches which colour. Name other colours you know.

(black blue brown green grey orange
pink purple red yellow)



2 In your notebook, match the adjectives in A with their opposites in B.

A (beautiful big fantastic fast new old)

B (old slow small terrible ugly young)

old – young beautiful – ugly big – small
fantastic – terrible fast – slow new – old

3 Look at the photos. Which four things do you think belong to Amy? Which belong to Mike? Make two lists in your notebook.



Amy has got: a beanbag, ... Mike has got: ...

Exercise 4

Amy: beanbag, photos, watch, headphones

Mike: comics, T-shirt, sunglasses, skateboard

4 **1.7** Listen and check which things belong to Amy.

5 **1.7** Listen again. In your notebook, complete the sentences with the words in Exercise 3.

- This is my beanbag. It's old and brown. I love it!
- These are my holiday photos. They're beautiful.
- That's my new watch on the table over there. It's my favourite thing.
- Those are my headphones over there too. They're expensive. They are great.

6

6 **1.8** Read REMEMBER THIS. In your notebook, complete the sentences about Mike's things with *this*, *that*, *these* and *those*. Then listen and check.

REMEMBER THIS

Singular demonstrative pronouns

This is my beanbag. It's old.



That is my watch. It's new.



Plural demonstrative pronouns

These are my holiday photos. They're great.



Those are my headphones. They're expensive.



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Look at ¹*these* comics. My favourite is Spider-Man. And ²*this* is my favourite T-shirt. It's really old but I love it! ³*Those* are my sunglasses over there. They're cheap but they're really cool. And ⁴*that* is my skateboard under the sunglasses. It's expensive and it's really fast. It's great!

7 **1.9** In your notebook, complete the gaps with *it's* or *they're*. Then listen and check.

- Look at those posters over there! They're terrible.
- Listen to this CD. It's fantastic.
- Are your headphones blue? No, they're red.
- What is that over there? I think it's a bicycle.
- Look at this skateboard. It's really cool!
- These are my holiday photos. They're great.

REMEMBER THIS

You add *s/es* to make nouns plural.
skateboard → skateboards watch → watches

Some words don't have a singular form, e.g. sunglasses, headphones.

Some nouns have irregular plural forms:
man – men woman – women child – children

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8 **SPEAKING** In your notebook, draw four things that are yours and two things that are not yours. Describe them to your partner. Can your partner guess which are not yours?

A: *These are my headphones. They're blue. That is my beanbag. It's big and heavy. This is my favourite comic. It's old.*

B: *I think 'the beanbag' is not your beanbag.*

A: *Wrong! It is my beanbag!*

REFERENCES

Audioscript p. 206

EXTRA ACTIVITIES

- In pairs, students listen to the lists of belongings they wrote at home. They guess which items belong to their partner.
- Students think of five sentences to dictate to their partner to draw, e.g. *Draw an old orange T-shirt. Draw a small blue skateboard.*

WORKBOOK

p. 6

NEXT CLASS

Bring in pictures of different people, animals and objects from magazines or ask students to bring in magazines to cut up.

0.4

MY FAMILY

Grammar: Possessive adjectives
 • possessive 's
 Vocabulary: Family

1 Copy the table and complete it with the names of family members in the box. What other names of family members do you remember?

(brother cousin daughter father grandfather uncle wife)	
♀	♂
mother/mum	1 <u>father</u> /dad
2 <u>daughter</u>	son
sister	3 <u>brother</u>
4 <u>wife</u>	husband
aunt	5 <u>uncle</u>
grandmother	6 <u>grandfather</u>
7 <u>cousin</u>	cousin

2 Read the text. Copy Lara's family tree and complete it with the correct names.

Hi, I'm Lara and this is my family tree. **My** sister's name is Suzanne. She's twenty years old. **My** brother's name is Damien, he's fourteen. **Our** parents' names are Elaine and Paul. **My** grandfather's name is Michael and my grandmother is Sarah. **My** mum's sister is Louise and **her** husband is Alex. **Their** children are my cousins, Fiona and Charles. We're a great family!

3 Copy REMEMBER THIS and complete it with the pronouns in blue in the text. Then, in your notebook, complete the sentences in the cartoon.

REMEMBER THIS

I	1 <u>my</u>
you	your
he	his
she	2 <u>her</u>
it	its
we	3 <u>our</u>
they	4 <u>their</u>



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- 4 **1.10** In your notebook, complete the sentences. Then listen and check.
- Dave is good at music. That's his guitar.
 - Is this your pen? Or is it Kate's pen?
 - We love football. Our favourite team is Arsenal.
 - This skateboard is Marta's. It's a present from her parents.
 - My brothers' names are Simon and Rob. They are fourteen and eighteen years old, but their birthday is on the same day!
 - My favourite pop group is London Grammar. What's your favourite group?
- 5 Read REMEMBER THIS. Find more examples of the possessive 's in the text in Exercise 2.

REMEMBER THIS

Possessive 's singular

My mum's sister is Louise.
 My dad's sisters aren't in the photo.
 Charles's dog is Rover.

Possessive 's plural

Our parents' names are Elaine and Paul.
 My grandparents' car is blue.

Note:

My mother's English. 's = is
 My mother's car is old. 's = possessive

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- 6 Which is the correct answer?
- This is Pedro / Pedro's house. Pedro / Pedro's from Spain. Pedro / Pedro's mum is English and he / his dad is Spanish. He's / His from Madrid.
 - My friends / friends / friend's names are Lucy and Kevin. They / Their favourite sports are football and tennis. Kevin / Kevin's favourite sport is football and Lucy / Lucy's favourite sport is tennis. She / Her favourite tennis star is Roger Federer. My friends / friends' / friend's are crazy about sports.
 - Lucy's / Lucys' father's from Ireland. Her / His mother's Polish. She's / She from Poznań. His / Her name's Magda. Magda's / Magda forty years old. She's / She my Maths teacher.
- 7 **SPEAKING** Ask and answer the questions in pairs.
- What is your mum's name?
 - What colour is your dad's car?
 - What is your best friend's favourite band?
 - What are your friends' favourite sports?
 - Who are your cousins' favourite singers?
 - What are your grandparents' names? What are their favourite colours?

REFERENCES

Culture notes p. 198

EXTRA ACTIVITIES

- Students draw their family trees and label them.
- Students use the pictures from magazines to invent short paragraphs about people, e.g. *This is Paolo's father. He's from Italy. This is his dog. Its name's Boris.*

WORKBOOK

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NEXT CLASS

Ask students to choose a famous person and research what they can/can't do.

0.5

ABILITIES

Grammar: *can/can't*
Vocabulary: Common verbs

1 In pairs, match the verbs to the photos in the questionnaire in Exercise 5.

(cook dance paint rollerblade sing)
speak swim

2 1.11 Listen. Copy the table and tick what Jon and Mia can do and put a cross for what they can't do.

	rollerblade	speak a foreign language	sing	dance
Jon	✓	✓	✗	✓
Mia	✓	✓	✗	✗

3 In your notebook, complete the sentences with *can* or *can't*.

Jon ¹*can* rollerblade. He ² can speak a foreign language. He ³ can't sing. He ⁴ can dance. Jon's sister, Mia, ⁵ can rollerblade too. She ⁶ can speak a foreign language. She ⁷ can't sing. She ⁸ can't dance.

4 Read REMEMBER THIS. Complete the cartoon in your notebook.

REMEMBER THIS

You use *can* to talk about abilities.

+ I/You/He/She/We/They **can** sing.

- I/You/He/She/We/They **can't** sing.

? **Can** you sing?
Yes, I **can**. / No, I **can't**.



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5 Do the questionnaire. Answer *Yes, I can* or *No, I can't*.

WHAT CAN YOU DO?



1 Can you sing?



2 Can you dance?



3 Can you cook?



4 Can you swim?



5 Can you speak a foreign language?



6 Can you paint?



7 Can you rollerblade?

6 **SPEAKING** In pairs, ask and answer the questions in the questionnaire. Then tell the class about your partner.

Teresa can dance, but she can't paint. She ...

7 In your notebook, write five questions. Use the ideas in the box or your own ideas.

(dance the tango draw comics play Halo run ten kilometres ski speak three languages swim a kilometre use the Internet)

Can you run ten kilometres?

8 **SPEAKING** In pairs, ask and answer your questions. Then tell the class about your partner.

A: *Can you run ten kilometres?*

B: *Yes, I can. / No, I can't. Can you ...?*

A: *Maria can run ten kilometres. She ...*

REFERENCES

Audioscript p. 206

EXTRA ACTIVITIES

- Students write about their best friends and tell the class what they can and can't do.
- Students write about a famous person they researched at home and tell the class what they can and can't do or the class asks them questions to find out.

WORKBOOK

p. 8

NEXT CLASS

Ask students to find pictures in a magazine or on their phones of their ideal rooms or draw them and to be ready to describe them to the class.

0.6

AT HOME

Grammar: Prepositions, *there is/there are*
Vocabulary: Rooms and furniture

1 Copy the words in the box and translate them. Look at the picture on page 120 and check.

armchair bath bed carpet chair cooker desk
dishwasher fridge lamp poster shower sink sofa table
toilet wall wardrobe window

2 Where is the cat? Look at the pictures. In your notebook, write sentences with the prepositions in the box.

above behind between in in front of next to on
opposite under

1



The cat is on the armchair.

2



The cat is above the armchair.

3



The cat is in the armchair.

4



The cat is in front of the armchair.

5



The cat is opposite the armchair.

6



The cat is under the armchair.

7



The cat is between the armchair and the lamp.

8



The cat is behind the armchair.

9



The cat is next to the armchair.

3 Mia and John work in the Upside-Down House. Read what they say about it. Can people live in this house? Why?/Why not?

Upside Down

This house is in Germany. In the living room there's a big sofa, a table and a picture. There are two beds in the bedrooms but you can't sleep in them! There's a big kitchen. In the kitchen there's a cooker, a fridge, a dishwasher, a table and chairs. In the bathroom there's a toilet, a bath and a shower, but you can't use them. Everything in the house is upside down!



EXTRA ACTIVITIES

- Students use their photos or drawings to describe their ideal rooms.
- In pairs or small groups, students design (and draw) the perfect room and then the class decides which room is the best and why.

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NEXT CLASS

Ask students to think what gadgets they would like to have in the future and why.

4 Read REMEMBER THIS. In your notebook, complete the cartoon with *there is* or *there are*.

REMEMBER THIS

Singular

There is a cooker in the kitchen.

There is an armchair in the living room.

there is = there's

Plural

There are four chairs in the kitchen.

¹ There is only one room in my house.



² There are one hundred rooms in my house!

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5 Copy the text and complete it with *there is* or *there are*. Then read the text again and draw the room in your notebook.

My bedroom is my favourite room in the house! It's small, but I love it. ¹ There is a bed. Next to the bed ² there is a carpet. Opposite the bed ³ there are two small wardrobes. Between the wardrobes ⁴ there is a desk with a chair. ⁵ There are two posters above the bed. ⁶ There is a guitar under the bed. Under the window ⁷ there is a small table. ⁸ There are some CDs on the table and ⁹ there is a CD player too.

6 **SPEAKING** Work in pairs and follow the instructions.

- 1 In your notebook, draw a picture of your bedroom but DON'T show it to your partner!
- 2 Describe your bedroom for your partner to draw in his/her notebook. Then listen to your partner's description and draw his/her bedroom. Ask questions to help you, e.g. *Where is the bed? How many posters are there?*
- 3 Compare your drawings.

7 In your notebook, write five sentences about your flat/house, four true and one false. Read your sentences to your partner. Can your partner guess which sentence is false?

There are three rooms in my house/flat. There is a living room, ...

Exercise 1

- armchair – fotel
- bath – wanna
- bed – łóżko
- carpet – dywan
- chair – krzesło
- cooker – kuchenka
- desk – biurko
- dishwasher – zmywarka
- fridge – lodówka
- lamp – lampa
- poster – plakat
- shower – prysznic
- sink – zlew
- sofa – kanapa
- table – stół
- toilet – muszla klozetowa
- wall – ściana
- wardrobe – szafa na ubrania
- window – okno

Exercise 3

No, because everything is upside down.

0.7

GADGETS

Grammar: *Have got*
Vocabulary: Gadgets

1 **SPEAKING** Look at the photos. Which gadgets can you see? What is your favourite gadget? Discuss with a partner.

CD player digital camera e-book reader
games console laptop memory stick
mobile phone MP3 player smartphone
tablet



My favourite gadget is my tablet.

2 **1.12** Listen to the dialogue. Are the statements true or false?

- Ellen has got a new games console. **F**
- Ellen and her brother **haven't got** the same mobile phones. **F**
- Ellen's mobile phone **hasn't got** a good camera. **F**
- Ellen **has got** a computer and a laptop. **F**
- All the students in Ellen's class **have got** tablets. **T**
- Ellen hasn't got a favourite gadget. **F**

3 **REMEMBER THIS** Copy and complete it with the words in blue in Exercise 2.

REMEMBER THIS

have got

+ I/You/We/They **have got** a laptop.
He/She/It **has got** a laptop.

- I/You/We/They **haven't got** a tablet.
He/She/It **hasn't got** a tablet.

? **Have** I/you/we/they **got** a camera?
Yes, I/you/we they **have**. /
No, I/you/we/they **haven't**.

? **Has** he/she/it **got** a camera?
Yes, he/she/it **has**. / No, he/she/it **hasn't**.

What gadgets **have** you **got**?

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4 What gadgets have they got? Read about three people. Then copy the table and complete it.

	digital camera	smartphone	MP3 player	tablet	laptop
Phil	✓	✓			✓
Kate		✓			
Steve			✓	✓	



Phil, 15

My hobby is photography. I've got a digital camera, and I can also use my smartphone to take photos. I've got all my photos on my laptop.

Kate, 16

Music is great! I've got a piano and I can sing too. I'm in a band with friends. We've all got mobile phones and we can take photos and videos of our music with our phones. I've got all my music on my phone!



Steve, 17

Skateboarding is my hobby! I've got a fantastic MP3 player, so I can listen to my favourite songs when I skateboard. I haven't got a laptop but I can watch skateboarding videos and chat to my friends on my tablet.



5 In your notebook, complete the sentences with the correct forms of *have got*.

- Phil **has got** a digital camera, but he **hasn't got** a tablet.
- Kate **hasn't got** an MP3 player, but she **has got** a mobile phone.
- Steve **hasn't got** a digital camera, but he **has got** a tablet.
- Phil and Kate **have got** mobile phones, but they **haven't got** tablets.
- Steve **has got** an MP3 player, but he **hasn't got** a laptop.
- Phil **hasn't got** an MP3 player, but he **has got** a laptop.

6 **SPEAKING** Find out what gadgets your partner has got. Ask and answer questions.

A: *Have you got an MP3 player?*

B: *Yes, I have. / No, I haven't. Have you got ...*

7 **SPEAKING** Tell the class about your partner.

Tomek has got an MP3 player. He hasn't got a tablet.

REFERENCES

Audioscript p. 206

EXTRA ACTIVITIES

- Students think of their six top possessions. They describe the possessions to their partners and

the partner has to guess which possession it is.

- In pairs, students discuss what gadgets they would like to have in the future and why.

WORKBOOK

p. 10

NEXT CLASS

- Ask students to think of their favourite and least favourite days of the week and months to discuss in the next class.

Vocabulary: Days of the week • months and seasons • times • ordinal numbers

1 **1.13 DAYS OF THE WEEK**

In your notebook, write the names of the days of the week and put them in the correct order. Then go to page 124. Listen, check and repeat.

2 Tuesday 5 Friday 1 Monday 7 Sunday 4 Thursday
6 Saturday 3 Wednesday

2 **1.14 MONTHS AND SEASONS**

Listen and repeat the names of the months on page 124. In your notebook, match the months with the seasons in Poland.

Spring: March, April, May Autumn: September, October, November
Summer: June, July, August Winter: December, January, February

3 **1.15 TELLING THE TIME**

Look at the clocks. Listen and repeat the times.



three o'clock

half past six

ten past four



quarter past seven

quarter to five

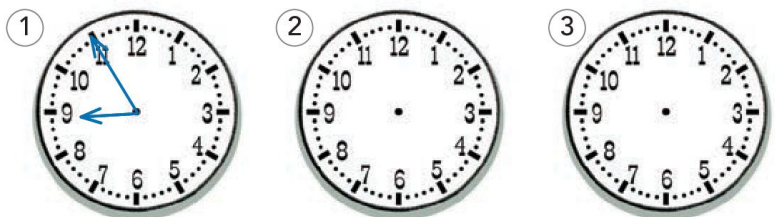
twenty to two

REMEMBER THIS

quarter to five = a quarter to five
quarter past six = a quarter past six

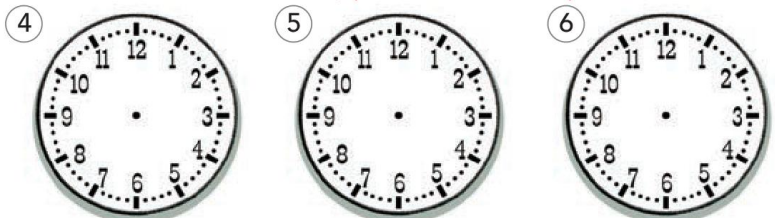
4 **1.16** What time is it? Listen and write the times in your notebook.

1 8:55



twenty past seven (7:20)

quarter to one (12:45)



eleven o'clock (11:00)

half past five (5:30)

quarter past three (3:15)

5 **1.17 ORDINAL NUMBERS**

Listen and repeat the ordinal numbers.

1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th 11th 12th
13th 14th 15th 16th 17th 18th 19th 20th 21st 22nd
23rd 24th 25th 26th 27th 28th 29th 30th 31st

6 **1.18** Listen. Which dates can you hear?

1 a 10 January b 1 January
2 a 6 March b 16 March
3 a 21 May b 20 May
4 a 12 December b 2 December
5 a 19 July b 9 July
6 a 30 August b 13 August
7 a 3 April b 23 April

7 **1.19** Read REMEMBER THIS. Then listen and write the dates in your notebook.

REMEMBER THIS

Days

You write: 6 January or 6th January

You say: the sixth of January or January the sixth

Years

1863 – eighteen sixty-three

1900 – nineteen hundred

1603 – sixteen oh three

2014 – two thousand and fourteen or twenty-fourteen

8 **1.20** Say the dates. What are these dates famous for? Then listen and check.



9 **SPEAKING** Ask and answer the questions with a partner.

- 1 What's the date today?
- 2 When is your birthday?
- 3 When is your best friend's birthday?
- 4 When is the first day of the summer holidays?
- 5 When is Valentine's Day?
- 6 When is New Year's Day?
- 7 When is Halloween?

Exercise 7

- 1 22/22nd January 1901
- 2 3/3rd September 1939
- 3 6/6th August 1957
- 4 14/14th July 1782
- 5 12/12th April 1961

Exercise 8

- the eleventh of September 2001 – the attack on the World Trade Center in New York
- the fourth of July 1776 – the United States Declaration of Independence
- the twenty-first of July 1969 – the first man on the Moon
- the eighth of May 1945 – the end of World War II in Europe
- the ninth of November 1989 – the fall of the Berlin Wall

REFERENCES

Culture notes p. 198

EXTRA ACTIVITIES

- Students think of five different times, days and dates which are important to them, tell the class and the class has to guess why the dates are important.

- Students discuss their least favourite day of the week, their least favourite month of the year and the times they get up, have lunch and go to bed at the weekend.

WORKBOOK

p. 11

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 12.



Family and friends

If you want a friend, be a friend.
A proverb



VOCABULARY

have, go and play • collocations • prepositions

I can talk about hobbies and interests using simple language.

SHOW WHAT YOU KNOW

- 1 Think about free-time activities. In your notebook, write down as many as you can in one minute. Compare with other people in the class.
go to the cinema
- 2 Do the questionnaire. Which statements are true for you? Which activities are your favourite? Compare with a partner.

Free Time Questionnaire

Part 1

In my free time ...

- 1 I **go out** a lot.
- 2 I listen to music.
- 3 I **go to the cinema** or watch films at home.
- 4 I **play video games**.
- 5 I sometimes go for a walk.
- 6 I **play sports**.
- 7 I read books.
- 8 I **play the guitar/piano/drums/ ...**
- 9 I visit my family.
- 10 I **have fun** with my friends.



VIDEO



BBC
Little Folk 1
Lesson 1.1



GRAMMAR ANIMATION
Lesson 1.2 2
Lesson 1.5 3



FOCUS VLOG
Music Preferences 4
Lesson 1.5



INTERACTIVE SPEAKING VIDEO
Lesson 1.6 5
Lesson 1.6 6

REFERENCES

Culture notes **p. 198**
Videoscript **p. 218**
Using videos in the classroom **p. T14**
How to teach with projects **p. T17**

EXTRA ACTIVITIES

- BBC video. Video worksheet 1.1 in the WB, p. 21.
- Photocopiable resource 1 *Free Time* (10 min.) pp. 223, 238
- Photocopiable resource 2 Test yourselves (10 min.) pp. 223, 239

- Extra digital activities: Vocabulary Checkpoint
- Students write true/false sentences about Nikki, Molly and Bruce from ex. 2 in the WB, p. 12, then exchange with a partner. They mark the sentences T/F and then check in pairs.

FOCUS ON WORDS | *have, go and play*

3 **1.21** In your notebook, complete the phrases with the verbs in red in the questionnaire. Then listen, check and repeat.

- 1 go
 - out a lot
 - out with friends
 - to the cinema
 - to the park
 - to a party
 - to a shopping centre
- 2 play
 - video games
 - sports
 - chess
 - the guitar
 - the piano
 - the drums
- 3 have
 - fun
 - a good time
 - a party

4 In your notebook, complete the statements with *have, go* or *play*. Then decide if the statements are true for you. Compare with a partner.

- 1 I can play the piano.
- 2 I go to parties every weekend.
- 3 I play chess with my friends.
- 4 I can have fun when I'm alone.
- 5 I go shopping with my family at the weekend.
- 6 I always have a party for my birthday.

Part 2

I spend a lot of time ...

- 1 at home.
- 2 in my room.
- 3 with my friends.
- 4 with my family.
- 5 alone.

Part 3

My friends and I talk about ...

- 1 films. 3 books.
- 2 sport. 4 people.

FOCUS ON WORDS | Collocations

5 **1.22** In your notebook, complete the phrases with the underlined verbs from the questionnaire. Then listen, check and repeat.

- 1 read books/magazines/things on the Internet
- 2 spend time (alone/with friends)
- 3 watch films/videos/TV
- 4 visit your family/friends

6 In your notebook, complete the text with the verbs in Exercise 3 and 5. Is the way you spend your free time similar or different?

I'm Alefeya. I'm seventeen and I'm from Kolkata in East India.

I ¹ spend my free time with my friends.

Traditionally in India if you want to do that you

² visit your friends at home. That's

OK, you can talk or

³ play video games together or

⁴ watch videos.

But your parents are always there. So my friends and

I ⁵ go out to Forum, which is a shopping centre in Kolkata.

There we can sit in a café, ⁶ go to the cinema or just walk around. We always ⁷ have a good

time. I also spend some of my free time alone. Then I usually ⁸ read books or ⁹ play the piano.



FOCUS ON WORDS | Prepositions

7 **1.23** In your notebook, complete the phrases with the prepositions in the box. Then listen, check and repeat.

(about at in for to with)

- 1 listen to music
- 2 go for a walk/a coffee
- 3 spend time with friends/family
- 4 spend time at home/in my room
- 5 talk about films/sport/books/people

8 **SPEAKING** Tell your partner about the things you do in your free time. Use the words and phrases in Exercises 3, 5 and 7.

I spend time with ...

I/We play ...

We talk about ...

WORKBOOK

pp. 12–13, including *Show What You've Learnt*

NEXT CLASS

• Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 1.1, Vocabulary.

- Ask students to do *Show What You Know* in the WB, p. 14.
- Ask students to choose a day of the week (not the weekend) and think about what they do and don't do on that day to discuss in the next class.

PROJECT

Work in groups or pairs. Think about an interesting person (writer, blogger, artist, etc.). Describe their typical day. Do some research and prepare a presentation or poster about this person. Then present it to your class.

1.2

GRAMMAR

Present Simple

I can use the Present Simple with common adverbs of frequency.

1 Read Jamie's blog. Are you like Ella or Jamie?



My mate Ella and me

She reads news websites on her laptop every day. I **play** video games on my laptop every day. I **have** a dog. She **doesn't like** dogs. She **has** a cat. I **go** to the park with my dog every Saturday. She **goes** shopping with her friends. She **plays** the piano really well. I **don't play** a musical instrument. BUT we both like music and dancing. We're very different, but we spend a lot of time together.

2 Copy the GRAMMAR FOCUS and complete the examples using the verbs in blue in Exercise 1.

GRAMMAR FOCUS 1



Present Simple

+	I/you/we/they	¹ play video games.
		² have a dog.
		³ go to the park.
	He/she	⁴ plays the piano.
		⁵ has a cat.
		⁶ goes shopping.
-	I/you/we/they	don't play a musical instrument.
	He/she	⁷ doesn't like dogs.

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

REMEMBER THIS

Spelling rules for *he/she/it*:

- most verbs add -s: *play* → *plays*
- verbs ending in -o, -sh, -ss, -ch, -x: add -es: *go* → *goes*; *relax* → *relaxes*
- verbs ending in consonant + y: change y to *ies*: *study* → *studies*
- the verb *have* is irregular: *have* → *has*

3 In your notebook, complete the statements with the correct form of the verbs in brackets. Which statements are true for you?

- 1 I **don't drink** (not drink) coffee.
- 2 My sister **has** (have) a dance class every Monday.
- 3 My best friend **doesn't play** (not play) a musical instrument.
- 4 My brother and I **watch** (watch) DVDs together.
- 5 My mother **doesn't go** (not go) shopping on Saturdays.
- 6 My uncle **lives** (live) in England.

14

4 1.24 Listen to the verbs in the box. Decide which verbs belong to which group.

likes plays watches goes relaxes reads
loves helps dances drinks studies

/s/	/z/	/ɪz/
likes helps, drinks	plays, goes, reads, loves	watches, relaxes, dances, studies

5 1.25 Listen, check and repeat.

6 1.26 Listen to Jamie talking about how he and his friends spend their free time. In your notebook, write how often they do these things.

100%	0%
always	usually often sometimes never



- 1 go out on weekdays never
- 2 have fun at the weekend always
- 3 go rollerblading on Saturday afternoons usually
- 4 go dancing on Saturday night often
- 5 watch music videos on Sundays sometimes
- 6 go to the cinema on Sundays sometimes

7 Copy the GRAMMAR FOCUS and complete it with **after** and **before**.

GRAMMAR FOCUS 2



Adverbs of frequency

I always get up early in the mornings. I am never late for school.

The adverb (*always, often, never, etc.*) normally comes ¹ before the verb. But it comes ² after the verb to be.

8 In your notebook, complete the statements to make them true for you. Use the correct form of the verbs in brackets and an adverb of frequency.

- 1 I (get up) early in the morning.
- 2 My grandmother (look) for information on the Internet.
- 3 I (be) late for school.
- 4 My best friend (play) video games before school in the morning.
- 5 My brother (watch) sports on TV.
- 6 My parents (go) shopping on Sundays.
- 7 My cousin (go) to parties at weekends.
- 8 My best friend (be) hungry.

1 I always get up early in the morning.

Grammar page 110

REFERENCES

Audioscript p. 206

Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 3 Test yourselves (10 min.) pp. 223, 240

• Extra digital activities: Grammar Checkpoint

• Students discuss the days of the week they chose and what they do and don't do on those days.

WORKBOOK

p. 14, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.2, Grammar.
- Ask students to bring in a picture of a person from a magazine to use in the next class.

1.3

LISTENING

Matching

I can understand information about people's weekend routines.



Simon



Lena



Mesut

1 SPEAKING Talk about your typical weekend.

- Are you always busy or do you prefer to relax?
- Do you like to spend time at home or go out?
- Do you have a weekend job at home?

FOCUS ON WORDS | Nouns and verbs

2 **1.27** Copy phrases 1–3 and complete them with the verbs in the box. Then listen, check and repeat. Which person in the photo does each thing?

(coach work take)

- work in a restaurant **Mesut**
- take photos **Lena**
- coach a football team **Simon**

3 **1.28** Read statements 1–3. In your notebook, match them with the speakers, Simon (S), Lena (L) or Mesut (M). Then listen and check.

- I don't have time to relax **at the weekend**. I have to work. **M**
- In the evening**, I post the best photos **on Facebook**. **L**
- My weekends are busy with football. **S**

LISTENING FOCUS Matching

4 **1.28** Listen to the young people again. In your notebook, match statements 1–8 with the speakers, Simon (S), Lena (L) or Mesut (M).

This speaker ...

- visits different places. **L**
- loves cooking. **M**
- works with young children. **S**
- works in a kitchen. **M**
- often goes **on the Internet**. **S, L**
- believes that exercise is good for young people. **S**
- plays football **on Sundays**. **S**
- has a job in his/her family's business. **M**

5 SPEAKING Which person has the best weekend? Why?

PRONUNCIATION FOCUS

6 **1.29** In English the letter c is pronounced in different ways. Listen and repeat.

/k/	/s/	/tʃ/
des <u>cri</u> be typical, picture, club	ci <u>ty</u> place, exercise, Facebook	ch <u>ild</u> ren watch, kitchen, coach

7 **1.30** Listen and decide which group in Exercise 6 the words in the box belong to.

(place typical exercise watch kitchen picture
coach club Facebook)

8 **1.31** Listen, check and repeat.

FOCUS ON WORDS | Prepositions and nouns

9 **1.32** Look at the examples in green in Exercises 3 and 4. In your notebook, complete the list with the words in the box. Then listen, check and repeat.

(a typical weekday evening Facebook Friday
Friday afternoon midnight Sundays
the Internet the weekend)

- In the morning/afternoon/ evening
- On Saturdays/ Sundays / Friday /Saturday
- On Friday afternoon/Sunday mornings/ a typical weekday
- At night/ the weekend /noon/ midnight
- On TV/ the Internet /YouTube/ Facebook

10 SPEAKING Discuss your typical weekend.

*Well, (on Friday evening/Saturday morning) I often ...
Then I ...*

REFERENCES

Audioscript p. 206

EXTRA ACTIVITIES

- In pairs, students tell their partners about what a member of their family does and doesn't do on Saturdays.

- Students use an invented character from a magazine picture and describe their life at the weekend. The class vote on which character has the most interesting life.

WORKBOOK

p. 15

NEXT CLASS

Ask students to prepare a list of things that have to be done in the family home.

1.4

READING

Multiple choice

I can understand a short simple description of someone's day.

- SPEAKING** Tell your partner about your family.
There are (five) of us at home: ...
- Look at the pictures and read the first paragraph of the text. Who are the people in the pictures?
Holly, Mum, Fred
- Read the article. Who in Holly's family likes these things?

(art cooking films sports TV series
washing the dishes writing)

READING FOCUS Multiple choice

- Read the article again. For questions 1–6, choose the correct answer, A, B or C. Write the answers in your notebook.
 - Holly's brother Fred
 - likes sports.
 - wakes up his mum in the morning.
 - gets up with difficulty.
 - In the afternoon, Holly DOESN'T go
 - to an acrobatics class.
 - to art lessons.
 - for a run.
 - They buy pizza from a pizzeria
 - because Mum stays at home.
 - when Fred comes home late.
 - when Holly has acrobatics.
 - The family disagree about
 - the washing-up.
 - looking after the dog.
 - going to bed late.
 - At weekends they
 - all go to the gym.
 - visit Mum's friends.
 - spend some time together.
 - Which is true about Mum?
 - She doesn't go to work.
 - She doesn't usually go shopping in the morning.
 - She doesn't use a computer.

FOCUS ON WORDS | Phrasal verbs and verb collocations

- 1.34** In your notebook, complete the phrases with the verbs in blue in the text. Then listen, check and repeat.

- get up (first/early/late)
- wake up (your sister)
- get dressed
- fall asleep
- take the dog out (for a walk)
- wash the dishes
- look after (a child/a pet)

- SPEAKING** In your notebook, complete the questions with the words in Exercise 5. Then ask and answer.

- Who gets up first in your home?
- Who wakes you up in the morning?
- Can you get dressed in ten minutes?
- Have you got a younger brother or sister? Who looks after him/her?
- Have you got a pet? Who looks after it? Who takes it out for a walk?
- Who usually washes the dishes in your house?
- What time do you usually fall asleep?

FOCUS ON WORDS | Prepositions

- 1.35** In your notebook, complete the phrases with the prepositions from the underlined phrases in the text. Then listen, check and repeat.

- get out of bed (in the morning)
- stay at home
- lie/sit on the sofa
- go for a run/a swim
- go to the gym/museums
- go to bed

- In your notebook, complete the sentences with prepositions. Which options are true for you? Compare with a partner.

- It's easy / difficult for me to get out of bed in the morning.
- I like / don't like staying at home at the weekend.
- I'd like to go for a run / a walk / a coffee / a swim after school today.
- I often / sometimes / never lie on the sofa and do nothing.
- I usually go to bed early / late.

- SPEAKING** Discuss your family's typical day. Use the words and phrases in Exercises 5 and 7 to help you.

In my family my Dad gets up first, and he sometimes takes the dog out ...

Exercise 3

art: Fred
cooking: Fred
films and TV series: everybody
sports: Holly
washing the dishes: nobody
writing: Mum

EXTRA ACTIVITIES

- Students discuss who does what on their lists of chores in the family home.
- In pairs or groups, students write five true/false questions about the text from the WB, p. 16. They exchange and answer the questions and then

they check the answers. If you like, ask some pairs to read out their questions and answers.

WORKBOOK

pp. 16–17

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 18.

A day in the life of my family

1.33

There are three of us at home: Mum, my brother Fred and me, Holly. Fred is seventeen and he's keen on* art. I'm fifteen and I love sports, my family and my friends. There's also our dog Snowdrop.

5 Our mum is a writer. She works at home.

On a normal day Mum **gets up** first, **takes the dog out** and buys fresh rolls* for breakfast. I get up second and make tea.

Mum **wakes up** Fred. He **gets out of bed** and asks, 'Where's my purple shirt?' He finds his clothes (they can be 10 *anywhere*), **gets dressed** and **falls asleep** again.

When we go to school, Mum stays at home and writes. Fred says she has an easy job: she just lies on the sofa and thinks, then gets up in the evening and says she's tired.

After school I go for a run in the park with Snowdrop. (But not on Tuesday and Thursday, when I have acrobatics.) 15
Fred cooks dinner for all of us. He's the best cook in the family. His food can be Italian, Spanish, Chinese or totally experimental*. But some days he has art classes until 7 p.m.; then we get pizza from a pizzeria. We have dinner together and everybody talks about their day. (Well, Fred and I talk and Mum listens.) Nobody wants to **wash the dishes**. 20
We all say 'Why always me?' But someone always does it in the end. And we all **look after** Snowdrop.

When I go to bed, Mum sits down and types* on her laptop.

At weekends I usually go to the gym, Fred goes to museums 25 and Mum visits her friends, but we also spend time together. We watch films and TV series. Our favourites are *Dr Who* and *Sherlock*. Sometimes Snowdrop watches them with us.

I like my home. It's a very friendly place.

GLOSSARY

keen on – zainteresowany
rolls – bułki
experimental – eksperymentalny
to type – pisać na komputerze



1.5

GRAMMAR

Present Simple: Yes/No and *Wh*-questions

I can ask and answer questions in the Present Simple.



- Look at the photo and the headline. What does Jason do?
He's a vlogger.
- 1.36 Listen to Part 1 of an interview with Jason. In your notebook, match questions a–c with answers 1–3.
 - Does your friend help you with your vlog?
 - Where do you prepare the videos?
 - Do you live with your parents?

Journalist: c

Jason: ¹No, I don't. I live with a friend from art school.

Journalist: a

Jason: ²Sometimes he does, but not very often. He isn't interested in technology! But my sister loves computers and she helps me.

Journalist: b

Jason: ³At home, on my computer! Sometimes I can't use my room, when my friend has music practice. I go to see my parents then.

- Copy the GRAMMAR FOCUS and complete it with the verbs in blue in Exercise 2.

GRAMMAR FOCUS

Present Simple questions

You use the verb **do** to form questions and short answers in the Present Simple.

- Yes/No questions and short answers

¹Do you live with your parents? Yes, I do./No, I ²don't.

³Does your father help you? Yes, he ⁴does./
No, he doesn't.

- Wh- questions

Where ⁵do you practise your music?

- In your notebook, put the words in the correct order to make questions.

1 parties / you / Do / like / ? *Do you like parties?*

2 do / What kind of / like / you / music / ?

3 to school / your mother / Does / drive / you / ?

4 speak / your father / English / Does / ?

5 clothes / you / Where / buy / do / your / ?

6 your parents / like / Do / pop music / ?

7 first / does / What time / start / lesson / your / ?

- SPEAKING** Ask and answer the questions in Exercise 4.

A: *Do you like parties?*

B: *Yes, I do. or No, I don't.*

- 1.37 In your notebook, match Jason's answers a–f with questions 1–6. Then listen to Part 2 of the interview and check.

1 Where do you interview people? **c**

2 What time does your day start? **b**

3 What kind of people do you interview? **a**

4 When do you record your videos? **e**

5 Do you follow other vloggers? **f**

6 Who is your favourite blogger? **d**

a All kinds of people! Young, old ... I just like people. I like talking to them and I'm interested in what they say.

b Around 7 on a school day. Much later at the weekend!

c In the street. Usually in the centre of London, where there are a lot of people.

d Hmm, maybe my friend Tom. He takes great photos of people, houses, animals ... everything, really.

e When I have time, so usually at the weekend.

f Not really. I prefer reading blogs or, even better, books!

- Copy the *My life* questionnaire and complete it with the question words in the box.

(How many What (x2) What kind
What time ~~When~~ Which Who (x2))

MY LIFE

1 When is your birthday?

2 What kind of music do you like?

3 Who is your best friend?

4 What time do you wake up at the weekend?

5 How many hours do you spend on your computer every day?

6 What do you like doing with your friends at the weekend?

7 Who do you go on holiday with?

8 Which websites do you visit every week?

9 What is your favourite film?

- SPEAKING** Ask and answer the *My Life* questionnaire with a partner.

A: *When is your birthday?*

B: *My birthday is on the nineteenth of January.*

FOCUS VLOG 4 Music preferences

1.38 Listen to the Focus Vlog. Where do people listen to music? Write the answers in your notebook around the house, in the car, on the train (to work), in bars/a concert

Grammar page 111

Exercise 4

- What kind of music do you like?
- Does your mother drive you to school?
- Does your father speak English?
- Where do you buy your clothes?
- Do your parents like pop music?
- What time does your first lesson start?

REFERENCES

Culture notes p. 198

Audioscript pp. 206–207

Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Focus Vlog. Video worksheet 1.5 in the WB, p. 21.

- Grammar animation
- Photocopiable resource 4 *My life* (10 min.) pp. 223, 241
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 18, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15 minute grammar quiz: Testing Programme, Unit 1.5, Grammar.
- Ask students to make likes and dislikes lists with films, books, music and sports.

1.6

SPEAKING

Expressing preferences

I can talk about likes and dislikes.

1 Read the dialogue and answer the questions.

- 1 Does Alex like reggae a lot? **No, she doesn't.**
 2 What is Laura's opinion of Eminem? **He's old.**

Alex: What kind of music do you like?

Laura: Oh, I don't know, different kinds: reggae, rock, some pop ... And you?


Alex: Reggae's OK, but I prefer rap.

Laura: Who's your favourite singer?

Alex: Eminem. I like him a lot.

Laura: Eminem? He's old. My aunt and uncle listen to him.

Alex: So what? I think he's great.

2  1.39 Read the SPEAKING FOCUS. In your notebook, complete the dialogues. Then listen and check.

SPEAKING FOCUS 6566

Preferences

Do you like (films/reading)?

What kind of (music/books/films) do you like?

Who's your favourite (singer/writer)?

What's your favourite (sport)?

What do you think of ...?

What about you?

I (really) like/love ...

I like ... a lot.

+ My favourite (actor/writer) is ...
(I think) He/She/It is good/great/awesome/
brilliant.- I don't like ... (very much).
I hate/can't stand ...
(I think) He/She/It's terrible/awful/rubbish.

+/- He/She/It's OK, but I prefer ...

Dialogue 1

Natalie: ¹*Do you like* reading?

Michelle: Yes, I do. I read a lot.

Natalie: And ²*who's your favourite* author?Michelle: Terry Pratchett, the fantasy writer.
The Colour of Magic is my favourite.
What ³*about you* ?Natalie: I like Stephenie Meyer, you know,
The Twilight Saga. I've got it on my
tablet!Michelle: Oh no. The vampire stories? I think
they're ⁴*awful* !

Dialogue 2

Ken: What do you ⁵*think of* Orlando Bloom?Jack: He's good. But my favourite actor is Martin Freeman. He's
⁶*awesome* in *The Hobbit*.Ken: So do you ⁷*like* films?

Jack: Sure. And you?

Ken: Yes, me too. But I ⁸*prefer* true life films, not fantasy.

3 Which options are correct?

1 A: Are you interested in film?

B: Oh yes, *really like movies*. / I don't like movies very much.

2 A: What's your favourite song?

B: *Just The Way You Are*. I think it's *brilliant* / rubbish.

3 A: Do you like Norah Jones?

B: She's OK, but I don't like her. / *I prefer Katy Perry*.

4 A: Who's your favourite actress?

B: Natalie Portman. I hate her. / *I really like her*.

4 In your notebook, complete the statements to make them true for you.

1 My favourite film star is ...

2 I like ... a lot.

3 I can't stand ... I think he/she is ...

4 I like ... but I prefer ...

5 SPEAKING Talk about your likes and dislikes. Use the SPEAKING FOCUS to help you.

(books film music sport video games)

A: *Do you like ...?*B: *Yes, I do./No, I don't.*A: *And who is your favourite ...?*

REFERENCES

Culture notes pp. 198–199

Using videos in the classroom p. T14

EXTRA ACTIVITIES

- Interactive speaking video (parts 1 and 2)

- Students discuss their likes and dislikes lists.

WORKBOOK

p. 19

NEXT CLASS

Ask students to think about characteristic features of informal emails/letters.

1.7

WRITING

An informal email/letter

I can write a short informal email/letter.

Exercise 3

Yes, he does.
Yes, he is, because he likes the same things and is the same age.

- 1 Read the information sheet about a student exchange. Who is Lorenzo?

Lorenzo is an exchange student from Italy/Joe's exchange partner.

COTHERSTONE HIGH SCHOOL



Student exchange with Leonardo da Vinci High School in Italy

Time: 12–20 October

Number of students: 14

Your exchange partners:

1. Joe Andrews – Lorenzo Rossi
2. Julia Berry – Alessia De Luca
- 3.

- 2 Read Lorenzo's email. Which things does he want to know about Joe?

age ✓ family favourite food
free-time activities ✓ girlfriend home
interests ✓ school ✓

To: joeandrews@chs.edu.uk
From: lorenzorossi17@supermail.com
Subject: Student exchange

Hi Joe

I'm your exchange partner from Liceo Scientifico Leonardo da Vinci. Thank you for inviting me to your home. I'm seventeen years old and I'm interested in sport and film. I like music, parties and new friends! Please write and tell me about yourself. How old are you? **What are you interested in?** What happens on a typical school day? What do you usually do at the weekend?

See you in October.

Regards,

Lorenzo

- 3 Read Joe's email. Does he answer Lorenzo's questions? Is Joe a good exchange partner for Lorenzo? Why?/Why not?

To: lorenzorossi17@supermail.com
From: joeandrews@chs.edu.uk
Subject: Re: Student exchange

Hi Lorenzo

Thank you for your email. I'm also seventeen and I also like sports, music and the cinema. My favourite actor is Tom Holland. He's great in the new *Spider-Man* movie.

On a typical school day, I get up at 7 (I hope that's OK for you!) and I have a BIG breakfast. School starts at 8:30. We have lunch at school at one o'clock. In the afternoon, I go to the gym, do homework or relax at home.

At weekends, my friends and I always play football. **(It's my favourite sport. Do you like it?)** On Saturday evenings, I usually go out with friends to the cinema or to a party ... or both. We can do all these things together.

Have a good trip. See you soon!

All the best,

Joe

- 4 Copy the WRITING FOCUS and complete it with the examples in purple in the emails in Exercises 2 and 3.

WRITING FOCUS

An informal email/letter

- **Start the email with:**

Dear or ¹*Hi* + the person's name

- **Use contractions:**

I am = ² *I'm* It is = ³ *It's*

- **Useful phrases at the beginning of the email:**

I'm ... (your exchange partner)

Thank you/Thanks for your ⁴ *email* .

- **Ask questions:**

What ⁵ *are you interested in* ? Do you ⁶ *like it* ?

- **Useful phrases at the end of the email:**

Write soon.

Say hello to (your parents).

Have a ⁷ *good trip* . ⁸ *See you* soon/in October.

- **Finish the email with:**

⁹ *Regards*, All the ¹⁰ *best* ,

Bye for now,

Love (if you write to a good friend),

SHOW WHAT YOU'VE LEARNT

- 5 In your notebook, write an email of about 80–130 words to a new exchange partner. You don't know this person yet. Use the WRITING FOCUS to help you.

Write about:

- your age and interests,
- your typical day/weekend.

Ask questions about:

- her/his interests,
- free-time activities.

EXTRA ACTIVITIES

Students imagine that their partner is an exchange student and write to them. Students then reply to each other.

WORKBOOK

p. 20, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to study the Word list on p. 21.

1.1 Vocabulary 4.1

café /'kæfeɪ/ kawiarnia
 go for a coffee/a walk /,gəʊ fər ə 'kɒfi/ ə 'wɔ:k/ pójść na kawę/spacer
 go out a lot /,gəʊ aʊt ə 'lɒt/ wychodzić gdzieś często
 go out with friends /,gəʊ aʊt wɪð 'frendz/ wychodzić gdzieś ze znajomymi
 go shopping /,gəʊ 'ʃɒpɪŋ/ pójść na zakupy
 go to the cinema/park/shopping centre /,gəʊ tə ðə 'sɪnəmə/'pɑ:k/'ʃɒpɪŋ 'sentə/ pójść do kina / parku / centrum handlowego
 go to a party /,gəʊ tə ə 'pɑ:ti/ pójść na imprezę
 have a good time/have fun /,hæv ə ,ɡʊd 'taɪm/,hæv 'fʌn/ dobrze się bawić
 have a party /,hæv ə 'pɑ:ti/ urządzić imprezę
 listen to music /,lɪsən tə 'mju:zɪk/ słuchać muzyki
 parents /'peərənts/ rodzice
 play sports /,pleɪ 'spɔ:ts/ uprawiać sporty
 play the guitar/piano/drums /,pleɪ ðə gr'tɑ: /'pi:ənəʊ/ 'drʌmz/ grać na gitarze/pianinie/perkusji
 play video games/chess /,pleɪ 'vɪdiəʊ ,geɪmz/ 'tʃes/ grać w gry komputerowe / szachy
 read books/magazines/things on the Internet /,ri:d 'bʊks/, 'mæg ə 'zi:nz/,θɪŋz ɒn ði 'ɪntənət/ czytać książki / czasopisma / teksty w Internecie
 spend time alone /,spend ,taɪm ə 'ləʊn/ spędzać czas samotnie
 spend time at home/in my room /,spend ,taɪm ət 'həʊm/ɪn ,maɪ 'ru:m/ spędzać czas w domu / swoim pokoju
 spend time with friends/family /,spend ,taɪm wɪð 'frendz/'fæməli/ spędzać czas z rodziną/przyjaciółmi
 talk about books/films/sport/people /,tɔ:k ə ,bʌt 'bʊks/'fɪlmz/'spɔ:ts/'pi:pəl/ rozmawiać o książkach/filmach/sportcie/ludziach
 visit my family/friends /,vɪzət maɪ 'fæməli/ 'frendz/ odwiedzać rodzinę/znajomych
 watch films/TV/videos /,wɒtʃ 'fɪlmz/,ti: 'vi: /'vɪdiəʊz/ oglądać filmy / telewizję / filmy wideo

1.2 Grammar 4.2

always /'ɔ:l weɪz/ zawsze
 be late for school /bi ,leɪt fə 'sku:l/ spóźnić się do szkoły
 best friend /,best 'frend/ najlepszy przyjaciel
 brother /'brʌðə/ brat
 cousin /'kʌzən/ kuzyn
 dance class /'dɑ:ns klɑ:s/ lekcja tańca
 go rollerblading /,gəʊ 'rɒləbɪlɪdɪŋ/ iść na rolki
 go dancing /,gəʊ 'dɑ:nsɪŋ/ iść potańczyć
 grandmother /'græn,mʌðə/ babcia
 look for information on the Internet /'lʊk fər ,ɪnfə'meɪʃən ɒn ði 'ɪntənət/ szukać informacji w Internecie
 mother /'mʌðə/ matka
 never /'nevə/ nigdy
 often /'ɒfən/ często
 play a musical instrument /,pleɪ ə 'mju:zɪkəl 'ɪnstɹəmənt/ grać na instrumencie muzycznym
 relax /rɪ'læks/ relaksować się
 sister /'sɪstə/ siostra
 sometimes /'sʌmtaɪmz/ czasami
 study /'stʌdi/ uczyć się
 uncle /'ʌŋkəl/ wuj
 usually /'ju:ʒuəli/ zwykle
 watch sports /,wɒtʃ 'spɔ:ts/ oglądać sport

1.3 Listening 4.3

at night /ət 'naɪt/ wieczorem
 at noon /ət 'nu:n/ w południe
 at midnight /ət 'mɪdnɑ:ɪt/ o północy

at the weekend /ət ðə ,wɪk'end/ w weekend
 be busy with /,bi 'bɪzi wɪð/ być zajęтым
 believe /bə'li:v/ wierzyć
 coach a football team /,kəʊtʃ ə 'fʊtbɔ:l ,ti:m/ trenować drużynę piłkarską
 exercise /'eksəsaɪz/ ćwiczenie
 go on the Internet /,gəʊ ɒn ði 'ɪntənət/ korzystać z Internetu
 have a job /,hæv ə 'dʒɒb/ mieć pracę
 in the morning /,ɪn ðə 'mɔ:ɪnɪŋ/ rano
 in the afternoon /,ɪn ði ,ɑ:ftə'nu:n/ po południu
 in the evening /,ɪn ði 'i:vnɪŋ/ wieczorem
 on a typical weekday /ɒn ə 'tɪpɪkəl 'wi:kdeɪ/ w typowy dzień powszedni
 on Friday afternoon /ɒn ,fraɪdeɪ ,ɑ:ftə'nu:n/ w piątek po południu
 on Friday/Saturday /ɒn 'fraɪdeɪ/'sætədeɪ/ w piątek/sobotę
 on Saturdays/Sundays /ɒn 'sætədeɪz/ 'sʌndeɪz/ w soboty/niedziele
 on Sunday mornings /,ɒn ,sʌndeɪ 'mɔ:ɪn ɪŋz/ w niedzielne poranki
 on TV/the Internet /,ɒn ,ti: 'vi: /,ɒn ði 'ɪntənət/ w telewizji / Internecie
 on YouTube/Facebook /,ɒn ,ju:tju:b/ 'feɪsbʊk/ na YouTube/Facebooku
 post photos /,pəʊst ,fəʊtəʊz/ zamieszczać zdjęcia
 take photos /,teɪk 'fəʊtəʊz/ robić zdjęcia
 visit different places /,vɪzɪt ,dɪfərənt 'pleɪsɪz/ odwiedzać różne miejsca
 weekend job /,wɪk'end 'dʒɒb/ praca weekendowa
 work in a restaurant /,wɜ:k ɪn ə 'restərɒnt/ pracować w restauracji

1.4 Reading 4.4

acrobatics class /,æk'rə'bætɪks 'klɑ:s/ zajęcia z akrobatyki
 art lessons /,ɑ:t 'les ənz/ zajęcia z plastyki
 be keen on /,bi 'ki:n ɒn/ interesować się
 experimental /ɪk'sperə'mentl/ eksperymentalny
 fall asleep /,fɔ:l ə'sli:p/ zasnąć
 get dressed /,get 'drest/ ubrać się
 get out of bed (in the morning) /,get aʊt əv 'bed (ɪn ðə 'mɔ:ɪnɪŋ)/ wstać (rano) z łóżka
 get pizza (from a pizzeria) /,get 'pi:tʃə (frəm ə ,pi:tʃə'ri:ə)/ zamówić pizzę (z pizzerii)
 get up (first/early/late) /,get 'ʌp (fɜ:st/'ɜ:li/ 'leɪt)/ budzić się (pierwszym/wcześniej/późno)
 go for a run/swim /,gəʊ fər ə rʌn/swɪm/ pójść pobeiegać/popyływać
 go to bed /,gəʊ tə 'bed/ iść spać
 go to museums /,gəʊ tə 'mju:zɪəmz/ chodzić do muzeów
 go to the gym /,gəʊ tə ðə 'dʒɪm/ pójść na siłownię
 have dinner /,hæv 'dɪnə/ jeść obiad
 lie/sit on the sofa /,laɪ,sɪt ɒn ðə 'səʊfə/ leżeć / siedzieć na kanapie
 look after a child/pet /,lʊk 'ɑ:ftər ə 'tʃaɪld/ 'pet/ opiekować się zwierzęciem domowym / dzieckiem
 normal /'nɔ:məl/ normalny
 rolls /rəʊlz/ bułki
 stay at home /,steɪ ət 'həʊm/ zostać w domu
 take the dog out (for a walk) /,teɪk ðə 'dɒg aʊt (fər ə 'wɔ:k)/ wyprowadzić psa (na spacer)
 type /taɪp/ pisać na komputerze
 wake up /,weɪk 'ʌp/ budzić się
 wake up your sister /,weɪk ʌp jə 'sɪstə/ budzić siostrę
 wash the dishes /,wɒʃ ðə 'dɪʃɪz/ zmywać naczynia
 watch TV series /,wɒtʃ ti: vi: 'sɪəri:z/ oglądać seriale
 writer /'raɪtə/ pisarz

1.5 Grammar 4.5

be interested in /bi 'ɪntrəstəd ɪn/ interesować się
 drive sb to school /,draɪv ,sʌmbədi tə 'sku:l/ zawozić kogoś do szkoły
 father /'fɑ:ðə/ ojciec
 interview people /,ɪntəvju: 'pi:pəl/ przeprowadzać wywiad
 record videos /,rekɔ:d 'vɪdiəʊz/ nagrywać filmy wideo
 start /stɑ:t/ zaczynać
 vlog /vɒlg/ wideoblog

1.6 Speaking 4.6

actor /'æktə/ aktor
 actress /'æktɹəs/ aktorka
 aunt /a:nt/ ciotka
 author /'ɔ:θə/ pisarz
 awesome /'ɔ:səm/ fantastyczny, niesamowity
 awful /'ɔ:fəl/ okropny
 brilliant /'brɪljənt/ znakomity
 fantasy /'fæntəsi/ fantastyka
 favourite /'feɪvərət/ ulubiony
 film star /'fɪlm stɑ:/ gwiazda filmowa
 good /ɡʊd/ dobry
 great /ɡreɪt/ wspaniały
 hate /heit/ nie znosić
 interesting /'ɪntrəstɪŋ/ ciekawy
 like /laɪk/ lubić
 love /lʌv/ uwielbiać
 movie/film /'mu:vi/fɪlm/ film
 pop /pɒp/ pop
 rap /ræp/ rap
 read a lot /'ri:d ə lɒt/ dużo czytać
 reggae /'regeɪ/ reggae
 rock /rɒk/ rock
 rubbish /'rʌbɪʃ/ do niczego
 singer /'sɪŋə/ wokalista
 terrible /'terəbəl/ okropny
 true life films /,tru: 'laɪf fɪlmz/ filmy oparte na faktach
 vampire stories /'væmpaɪə ,stɔ:ɪrɪz/ opowieści o wampirach

1.7 Writing 4.7

age /eɪdʒ/ wiek
 All the best. /,ɔ:l ðə 'best/ Pozdrawiam.
 do homework /,du: 'həʊmwɜ:k/ odrabiać lekcje
 exchange /ɪks'tʃeɪndʒ/ wymiana
 have lunch/breakfast /,hæv 'lʌntʃ/ 'brekfəst/ jeść lunch/śniadanie
 invite /ɪn'vaɪt/ zaprosić
 Love, (Tom) /lʌv (tɒm)/ Buziaki, (Tom) (nieformalnie)
 Regards, /rɪ'gɑ:dz/ Pozdrawiam,

WORD LIST ACTIVITIES

- Write jumbled words on the board, e.g. *tfnaays* (fantasy). In teams, students have to un-jumble them and explain their meaning.

- Divide the class into teams. Dictate sentences using verb phrases with missing words. The teams have to write down and complete the sentences, e.g. *Wake [up] your sister.*

SŁOWNICTWO I GRAMATYKA

- 1 Uzupełnij zdania właściwymi wyrazami z ramki. Dwa słowa nie pasują do żadnego zdania.
- (give go have look spend take visit watch)
- Do you have a good time with your brother or sister?
 - How often do you take your dog out for a walk?
 - We often watch music videos on Saturday.
 - I visit my friends at the weekend.
 - I often go to bed after midnight.
 - We spend a lot of time in the park.
- 2 Uzupełnij zdania właściwymi przymkami.

enquirer 31May13

- What do you usually do at the weekend?
musicmad 15 minutes ago
- I listen to music on my MP4 player.
katieb 2 hours ago
- I stay at home and relax.
outdoorsy 18 hours ago
- I often go for a walk in the morning.
tsi18 1 day ago
- I go out with all my friends every Saturday.
xswot 3 days ago
- I go for a run with my two dogs.
moviefreak 5 days ago
- I always go to the cinema on Friday evening.

- 3 Uzupełnij zdania właściwymi formami czasowników. Użyj czasu Present Simple.
- Ellen plays the guitar in her free time. (play)
 - Richard watches five films every weekend. (watch)
 - My mum doesn't read women's magazines. (not read)
 - We don't visit our grandparents every Sunday. (not visit)
 - What do you usually have for breakfast? (have)
 - Do your parents listen to pop music? (listen)
 - Where does your boyfriend live? (live)
- 4 Odczytaj dialog na głos, wstawiając w odpowiednich miejscach przysłowki podane w nawiasach.
- Sally: Mum, I **always** make the coffee for the guests! Chris **never** helps me! (always; never)
- Chris: That's not true. I **sometimes** help you. (sometimes)
- Sally: Not very often!
- Chris: That's because I am **often** tired. (often)

ŚRODKI JĘZYKOWE

Tłumaczenie, wybór wielokrotny

- 5 Która z podanych opcji A–C jest poprawnym tłumaczeniem fragmentu podanego w nawiasach?
- I usually (zostaję w domu) on a typical weekday.
A go home B come home **C stay at home**
 - On Thursdays, George sometimes plays (w szachy) with his granddad.
A in chess B on chess **C chess**
 - What time do you (wstajesz) at the weekend?
A get up B go out C go back
 - In some families fathers (opiekują się) the children.
A look after B grow C look for
 - (O której godzinie) does your tennis lesson start?
A Where **B What time** C What kind
- 6 Przeczytaj tekst. Które z podanych opcji A–C poprawnie go uzupełniają?

My favourite day – Saturday

I really like Saturdays. I get up quite late. I ¹ _____ breakfast with my family at ten o'clock or later. At breakfast, we talk ² _____ our week and discuss plans for the weekend. Then I do my homework, and after that I relax. I often go out with my friends; we go to ³ _____ or play football. We always ⁴ _____ fun. In the evening I ⁵ _____ music before I go to sleep.

- | | | |
|-----------------|---------------------|----------------|
| 1 A have | B give | C do |
| 2 A to | B on | C about |
| 3 A cinema | B the cinema | C a cinema |
| 4 A spend | B get | C have |
| 5 A listen | B listen to | C listen of |

SŁUCHANIE

Dobieranie

- 7 **1.40** Usłyszysz dwukrotnie cztery wypowiedzi na temat świętowania urodzin. Które zdania A–E najlepiej podsumowują poszczególne wypowiedzi? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

Speaker 1: B Speaker 3: A
Speaker 2: E Speaker 4: D

- They usually celebrate* outside.
- They get lots of presents.
- They celebrate with their family only.
- They have a lot of food all day long.
- They go out with friends.

GLOSSARY

to celebrate – świętować, obchodzić (np. urodziny)

REFERENCES

Audioscript p. 207

EXTRA ACTIVITIES

- Photocopiable resource 5 Sentence translation (15 min.) pp. 223–224, 242
- Photocopiable resource 6 Family and friends (15 min.) pp. 224, 243

CZYTANIE



Wybór wielokrotny

- 8 Przeczytaj tekst. Które z podanych odpowiedzi A–C są poprawne?



Buzzzz ... it's the alarm in your phone. You wake up. You get up. You go to the bathroom, get dressed, prepare for school ... Aaargh! Awful!

Olga Nowak, one of her school's best football players, says the morning is not a problem for her. Today she tells us how to be happy in the morning.

- I pack my schoolbag in the evening. I don't want to look for my English book at 7.45 in the morning!
- I never get up late. You need time to enjoy your morning. I get up at six every day.
- I have a shower. It wakes me up and it's fun.
- I enjoy the first drink of the day. It can be coffee, tea or orange juice. I always listen to music as I have that first drink. You can also read or watch the news.
- I sit down and have a good breakfast – not a banana on the bus to school! It's really important. You need your breakfast.
- I usually walk to school, or go for a walk with my brother's dog. I spend twenty to thirty minutes in the fresh air every morning before school – it's great!

We hope these ideas help you. You too can have a happy morning – every morning!

- Olga
A is a teacher. **B** plays football.
C coaches a football team.
- Olga prepares for school
A in the morning. B in the afternoon.
C in the evening.
- As she has her morning drink, Olga
A listens to music. B reads.
C watches the news.
- Olga has breakfast
A at home. B on the bus.
C at school.
- Before school, Olga always
A takes her dog out for a walk.
B goes for a walk with her brother.
C spends some time outside.

MÓWIENIE



- 9 Uzupełnij zdania właściwymi wyrazami.

- What **kind** of music do you like?
- Who's your **favourite** actor?
- What do you **think** of Jennifer Lawrence?
- I like Nicholas Hoult. I think he's **brilliant**.
- What **about** you?
- I don't **like** football very much.
- I **hate** rap. It's terrible.

- 10 Pracując w parach, odegrajcie dialog według podanych wskazówek.

Uczestniczysz w kursie językowym w Wielkiej Brytanii. Poznajesz nową koleżankę. Porozmawiajcie o swoich upodobaniach.

A

B

Przywitaj się i przedstaw.

Odpowiedz na pozdrowienie i również się przedstaw.

Zapytaj B, jaką muzykę lubi.

Odpowiedz. Zapytaj A o to samo.

Odpowiedz. Zapytaj B, jakie filmy lubi.

Odpowiedz. Zapytaj A o ulubiony sport.

Odpowiedz. Zapytaj B o to samo.

Odpowiedz.

PISANIE



E-mail/list prywatny

- 11 Wykonaj zadanie z ramki.

WSKAZÓWKA

Przeczytaj zadanie i zrób notatki dotyczące każdego z czterech podpunktów. Na ich podstawie napisz e-mail. Przeczytaj swój tekst jeszcze raz przed oddaniem go nauczycielowi. Upewnij się, czy są w nim zawarte wszystkie niezbędne informacje, i spróbuj poprawić ewentualne błędy językowe.

Napisz wiadomość do nowo poznanej przez Internet rówieśniczki z Anglii.

- Przedstaw się.
- Napisz coś o swojej rodzinie i zapytaj adresatkę, czy ma rodzeństwo.
- Poinformuj ją, jakiej muzyki słuchasz, i zapytaj o jej ulubiony zespół.
- Napisz, jak zwykle spędzasz czas wolny.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. E-mail powinien zawierać od 80 do 130 słów.

REFERENCES

MiniMatura writing assessment criteria
Matura speaking test assessment criteria

EXTRA ACTIVITIES

- Photocopiable resource 7 *Our interests* (speaking; 15 min.) pp. 224, 244
- Photocopiable resource 8 *Who are you?* (10 min.) pp. 224, 245
- Extra digital activities: Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 1.9, WB pp. 22–23, as homework.
- Ask students to prepare for MiniMatura and Matura speaking test 1: Testing Programme, Unit 1.