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OC About my family**Vocabulary** Family, jobs**Grammar** Possessive adjectives, possessive 's, have got**Speaking** Describing family**OD About my class****Vocabulary** Classroom instructions**Grammar** Imperatives, object pronouns**Speaking** Giving instructions**OE About my time****Vocabulary** Days of the week, months, seasons,**Grammar** Ordinal numbers**Speaking** Talking about dates, asking about birthdays, telling the time

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WELCOME!

About me

VOCABULARY Countries and nationalities

GRAMMAR Subject pronouns, *to be*

SPEAKING Greetings, giving and asking for personal information, asking for spelling



1 **SPEAKING** In pairs, ask and answer the questions.

- 1 Do you use video chats? Which ones?
- 2 Who do you chat with? What for?

2 **1.2** Listen to the recording. Answer the questions.

- 1 What's the teacher's name? **Kathy**
- 2 Where's Carlos from? **Argentina**
- 3 How old is Fatma? **seventeen**
- 4 What nationality is Sanjit? **French**
- 5 Where are his parents from? **India**
- 6 What's Kathy's email address? **kathyclaire@letstalk.co.uk**

- Kathy** Welcome to 'Let's talk!' English video chat. I'm your teacher, Kathy. I'm from Scotland and I'm twenty-five.
- Carlos** Good morning, Kathy! I'm Carlos and I'm Argentinian.
- Kathy** Hello Carlos. Nice to meet you! How old are you?
- Carlos** I'm eighteen.
- Fatma** Hi guys! My name's Fatma and I'm seventeen.
- Kathy** Sorry, can you spell your name, please?
- Fatma** Yes, it's F-a-t-m-a.
- Kathy** Welcome, Fatma! Where are you from?
- Fatma** I'm from Istanbul. I'm Turkish.
- Sanjit** Hello everyone! Pleased to meet you! I'm Sanjit. That's S-a-n-j-i-t. It's an Indian name.
- Kathy** Hello Sanjit. Are you from India?
- Sanjit** No, I'm not. I'm French, but my parents are from India.
- Carlos** Kathy, what's your email address?
- Kathy** Good question! It's kathyclaire@letstalk.co.uk.

4

EXTRA ACTIVITIES IN CLASS

- After Exercise 2, get students to practise the dialogue in the Student's Book in groups of four, changing the information to make it true about themselves. Alternatively, in weaker classes, get them to just practise reading the dialogue in their groups.

- After Exercise 7, students can work in pairs to test each other on countries and nationalities. Student A starts: he/ she says a country or nationality from the table, and Student B, with his/her book closed, has to respond with the corresponding nationality/country. Student A tests Student B on 4–5 more words in the same way. Students then swap roles and repeat the activity, with Student B testing Student A.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 150

REFERENCES

- Audio script p. 168

Subject pronouns, to be

3 Study the Grammar box and complete the rules in your notebook.

- In affirmative sentences we put subject pronouns before after the verb.
- In negative sentences we add 'not' before after the verb.
- In questions we put subject pronouns before after the verb.

Subject pronouns, to be

I	He • She • It	We • You • They
+ I am ('m) Brazilian.	He is Brazilian.	We are Brazilian.
- I am not ('m not) from Poland.	She is not (isn't) from Poland.	You are not (aren't) from Poland.
? Am I a student? Yes, I am ./No, I am not ('m not).	Is it your address? Yes, it is ./No, it is not (isn't).	Are they students? Yes, they are ./ No, they are not (aren't).

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4 In your notebook, correct the sentences and rewrite them with the correct subject pronouns.

- Carlos, Fatma and Sanjit are on the Face-to-face app. (Let's talk!)
No, they aren't. They're on the Let's talk! app.
- My family and I are from Brazil. (France)
No, we aren't. We're from France.
- Carlos is American. (Argentinian)
No, he isn't. He's Argentinian.
- Kathy's phone number is 07756759941. (0775679888) *No, it isn't. It's 0775679888.*
- Sanjit is a Greek name. (Indian) *No, it isn't. It's Indian.*
- You and your friend are sixteen. (fifteen)
No, you aren't. You're fifteen.
- I'm a teacher. (student) *No, I'm not. I'm a student.*

5 In your notebook, complete the conversation with the correct form of to be.

Kathy Let's welcome our new student: Hi! What ¹is your name?
Ariadne It ²is/s Ariadne.
Kathy Can you spell it, please?
Ariadne Yes, it ³is/s. A-r-i-a-d-n-e.
Kathy What a lovely name! ⁴Is it Italian?
Ariadne No, it ⁵is not/isn't. It ⁶is/s Greek.
Kathy ⁷Are you from Greece?
Ariadne Yes, I ⁸am.
Kathy How old ⁹are you, Ariadne?
Ariadne I ¹⁰am/m sixteen.

6 SPEAKING In pairs, ask and answer the questions from Exercise 5.

7 **1.3** In your notebook, complete the table with the missing words. Listen and check.

Country	Nationality	Country	Nationality
Argentina	Argentinian	Scotland	Scottish
Brazil	Brazilian	Spain	Spanish
Egypt	Egyptian	Turkey	Turkish
Hungary	Hungarian	China	Chinese
India	Indian	Japan	Japanese
Italy	Italian	Vietnam	Vietnamese
Morocco	Moroccan	France	French
Romania	Romanian	Greece	Greek
England	English	New Zealand	New Zealander
Poland	Polish	The USA	American

8 **1.4** Listen and complete the student cards. Write the answers in your notebook.

1

NAME: ¹Mito

AGE: 16

COUNTRY: Japan

2

NAME: Natalia

AGE: 16

COUNTRY: Hungary

3

NAME: Tomas

AGE: 16

COUNTRY: France

9 SPEAKING Work in pairs. Take turns to talk about famous people from the box. Ask questions to guess who your partner is talking about.

Adele (1988) Alice Braga (1983) Andy Murray (1987)
 Donatella Versace (1955) Kendall Jenner (1995)
 Lana Condor (1997) Lionel Messi (1987)
 Mark Zuckerberg (1984) J.K. Rowling (1965)
 Paloma Picasso (1949) Rafael Nadal (1986)

- | | |
|----------------------|----------------------|
| A Is it a man? | B No, it's a woman. |
| A Where is she from? | B She's English. |
| A How old is she? | B She is thirty-one. |
| A Is it Adele? | B Yes, she is! |

10 In your notebook, write a short online profile about yourself. In your profile include:

- your name.
- your age.
- your nationality.

Adele

(1988-) is a British singer. She became famous when she released her debut album *19* in 2008. Her song *Hello* was the first song ever to have a million digital sales in one week.

Alice Braga

(1983-) is a Brazilian actress. She became internationally famous when she appeared with Will Smith in the film *I Am Legend*.

Andy Murray

(1987-) is a British tennis player. He has won three Grand Slam tournaments and two Olympic gold medals.

Donatella Versace

(1955-) is an Italian fashion designer.

Kendall Jenner

(1995-) is a media personality. In 2017, she became the highest paid model in the world.

Lana Condor

(1997-) is an American actress and dancer.

Lionel Messi

(1987-) is an Argentinian footballer. He holds the record for the most goals scored in La Liga.

Mark Zuckerberg

(1984-) is the co-founder of the Facebook. At the age of 23, he became the youngest ever self-made billionaire.

J. K. Rowling

(1965-) is the author of the *Harry Potter* series of books which have now sold over 500 million copies worldwide.

Paloma Picasso


(1949-) is a fashion designer and businesswoman. Her father, Pablo Picasso, painted her in several paintings such as *Paloma in Blue*.

Rafael Nadal

(1986-) is a Spanish tennis player. He has won over 80 career titles and was the world's number one player for 196 weeks.

VOCABULARY Personal possessions, basic adjectives
GRAMMAR Plural nouns, articles, *this/that/these/those*
SPEAKING Describing things

1 SPEAKING Which of the things in the pictures 1–12 are with you in class right now?

2  **1.5** Match the words with the pictures. Write the answers in your notebook. Listen and check.

bag books headphones diary skateboard keys scarf smartphone sunglasses tablet wallet watch

3 Read the descriptions below and match them with the questions. Write the answers in your notebook.

- | | |
|--|--|
| 1 What's <u>long</u> ? <i>skateboard</i> | 5 What's <u>gold</u> ? <i>smartphone</i> |
| 2 What's <u>cool</u> ? <i>sunglasses</i> | 6 What's <u>new</u> ? <i>scooter/keys</i> |
| 3 What's <u>expensive</u> ? <i>headphones</i> | 7 What's <u>orange</u> ? <i>scarf</i> |
| 4 What's <u>old</u> ? <i>watch</i> | 8 What's <u>small</u> ? <i>tablet</i> |

1 *skateboard*

Plural nouns, articles

4 Study the Grammar box on page 7. Complete the rules in your notebook.

Plural nouns

- We add -s to make the plural of regular nouns.
- We add -es to make the plural of nouns ending in *-ch, -s, -sh, -ss* or *-x*.
- We delete -y and add -ies to make the plural of nouns ending in *-y*.

Articles

- We use a or an to talk about single objects in general.
- We use the to talk about specific objects.
- We don't use a/an or the to talk about plural objects in general.

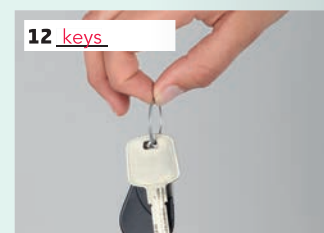
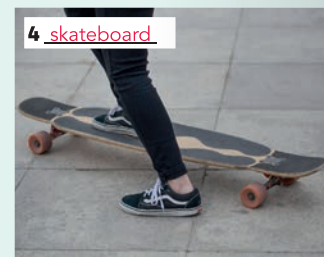
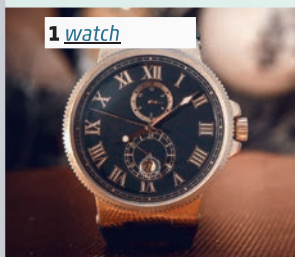
@myfavouritethings

followers: 304 following: 321

Here are my favourite things:

That's my bag.
 And those are my favourite books.
 This is a wallet with no money in it!
 That's a mini tablet – it's very small!
 This isn't just a phone – it's a gold smartphone!
 Those are my cool sunglasses.

This is my secret diary!
 These are the keys to a new scooter. Yay!
 These are very expensive headphones!
 That's an old watch from Dad.
 That's an orange scarf.
 Oh! And that's a really long skateboard!



EXTRA ACTIVITIES IN CLASS

- After Exercise 3, get students to make a list of their favourite things – they should be just nouns (*my sunglasses, my smartphone, my wallet, etc.*). Provide them with any vocabulary they may need for this. They can then share and compare their lists in pairs or small groups.

- After Exercise 5, invite students to tell you other singular nouns they know in English and list them on the board. Then ask them to form the plural of these nouns; they could do this as a class, with students coming up to the board to write the plural form, or you could get them to copy the list into their notebooks and do the activity individually or in pairs.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 150

Plural nouns, articles

Plural nouns

Regular	key- keys , smartphone- smartphones , wallet- wallets
-ch, -s, -sh, -ss or -x	watch- watches , bus- buses , brush- brushes , class- classes , box- boxes
Consonant +y	country- countries , diary- diaries
Irregular	child- children , man- men , mouse- mice , person- people , scarf- scarves

Articles

a/an	It's a watch. It's an old watch.
the	It's the watch from my father. They are the keys to the house.
No article	They are old watches.

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5 In your notebook, write the plural forms of these words.

- 1 bag bags
- 2 tablet tablets
- 3 baby babies
- 4 class classes
- 5 woman women
- 6 bus buses

6 Look at the picture and complete the description with a, an, the or no article. Write the answers in your notebook.

It's ¹a picture of ²a young woman. In her hand are ³two shopping bags: ⁴a yellow bag and ⁵a red bag. ⁶The woman is happy. It's ⁷a nice day!

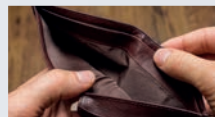


This/those/these/those

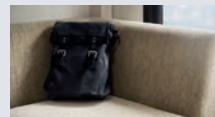
7 Study the Grammar box. Complete the rules in your notebook.

- 1 We use this for singular objects near us.
- 2 We use that for singular objects not near us.
- 3 We use these for plural objects near us.
- 4 We use those for plural objects not near us.

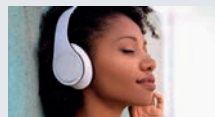
This/those/these/those



This is my wallet.



That is my schoolbag.



These are my headphones.



Those are my sunglasses.

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8 **1.6** Read the conversation and choose the correct words. Write the answers in your notebook. Listen and check.

- Paula Look! ¹This / These is my new smartphone.
 John ²This / That phone on the table over there?
 Paula No, ³this / that phone here in my hand!
 John ⁴These / Those modern phones are good but they're big! I prefer ⁵that / those old, small phones!
 Paula No way!

9 In your notebook, rewrite the sentences in their plural form.

- 1 That's a big wallet! Those are big wallets!
- 2 Where's the key? Where are the keys?
- 3 'What's that?' 'It's just an old box.'
'What are those?' 'They're just old boxes.'
- 4 Keep out! A diary is secret! Keep out! Diaries are secret!
- 5 Look at this new scarf - it's beautiful!
Look at these new scarves - they're beautiful!
- 6 It's a game for a child. They're games for children.

10 **1.7** Listen and match each speaker with their favourite thing. There are two extra things. Write the answers in your notebook.

- 1 e 2 a 3 d 4 c

- a bag
- b diary
- c football
- d headphones
- e smartphone
- f sunglasses

11 **1.7** In your notebook, complete the gaps using articles and pronouns. Then listen again to check your answers.

- 1 This is my favourite thing - my smartphone. It's really cool!
- 2 My favourite thing is the yellow and red bag - it's a birthday present.
- 3 What? I can't hear you! These new headphones are fantastic!
- 4 That old football in the photo is my favourite object!

12 In your notebook, write your own post about your favourite things. Then tell your partner about them.

This new sports watch is my favourite thing. It's big and black and ...

VOCABULARY Family, jobs
GRAMMAR Possessive adjectives, possessive 's, have got
SPEAKING Describing family

MY FAMILY

Hi, I'm Julia and I'm sixteen. I haven't got a very big family, just my mum, my dad, my brother Aden (he's fourteen) and me.

My mother's name is Suzanne - she's thirty-eight and she's an office worker. My father's name is Daniel. He's forty and he's a nurse.

My parents haven't got brothers or sisters, so I haven't got uncles or aunts or cousins. But I've got cool grandparents. Their names are: Sam and Alice (on the bikes) - mum's parents, and Ben and Trudy (in the sports car) - dad's parents. My grandfather Sam is sixty and he's a doctor and his wife, Alice, is fifty-eight and she's a science teacher. My other grandmother, Trudy is an actor and her husband, Ben is a pilot. They're great!



1 **1.8** Read and listen. Decide if statements 1-6 are true or false. Write the answers in your notebook.

- 1 Julia's brother is 14. **T**
- 2 Her sister is called Suzanne. **F**
- 3 Her father has got two brothers. **F**
- 4 Ben and Trudy are her father's parents. **T**
- 5 Her grandmother, Alice, is a doctor. **F**

Possessive adjectives, possessive 's

2 Study the Grammar box. Complete the rules in your notebook.

- 1 We use possessive adjectives or possessive 's/s' to say who *does* /has/ something.
- 2 We put the apostrophe before / after the -s for singular nouns.
- 3 We put the apostrophe before / after the -s for plural nouns.

Possessive adjectives, possessive 's

Possessive adjectives

My • Your • His • Her • Its • Our • Your • Their
 My family is big.

Whose and possessive 's/s'

Singular	Plural
Whose friend is she? She's my sister's friend.	Whose friends are they? They're my parents' friends.
Whose toy is it? It's the baby's toy.	Whose house is it? It's my cousins' house.

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3 Read about Dan's family and choose the correct words. Write the answers in your notebook.

Hi! ¹My / Your name's Dan. I've got one brother, ²her / his name is Alex, and a sister, ³his / her name is Liz. ⁴Our / Your parents are both busy doctors, and we've got lovely grandparents. We've also got two cats - ⁵his / their names are Laurel and Hardy! Tell me about ⁶our / your family.

4 **SPEAKING** In pairs, ask and answer questions about the photos above.

- A What colour is Julia's grandparents' car?
 B It's blue.

5 In your notebook, write 's or s' to complete the sentences.

- 1 This is Tom's tablet.
- 2 My two brothers' bikes are new.
- 3 My grandparents' house is very big. They live in the country.
- 4 Is your dad's name Alastair?
- 5 That's Aden's ball. Don't touch it!
- 6 Our cousins' house is in America. Their names are Paul and Anne.

6 **SPEAKING** Work in pairs. Ask and answer questions about things in your classroom.

- A Whose bag is that?
 B It's Hanna's.
 A Whose books are those?
 B They are Andy's.

EXTRA ACTIVITIES IN CLASS

- You could do this activity as an extension to Exercise 6. Collect different things around the class and put them in a bag - ask students to keep their eyes closed while you are doing this, so they won't see who each item belongs to. Then walk around the class, inviting different students to pick out an item from the bag and say who it belongs to.

- After Exercise 10, put students in new pairs and ask them to write five sentences about different people in their family and their jobs. Three sentences should be true and two should be false. They then share their sentences with their partner, who has to guess which ones are false.

- After Exercise 13, students tell the class what they found out about their partner's family (e.g. *Lorant has got a big family. He's got two brothers - their names are Natan and Michal, and a sister - her name is Emilia. ...*).

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 150

7 **1.9** In your notebook, complete the table with the words from the box. Listen and check.

aunt brother children cousins father grandfather grandmother grandparents mother parents sister uncle

Male	brother	father	grandfather	uncle
Female	aunt	grandmother	mother	sister
Male or female	children	cousins	grandparents	parents

8 Complete the definitions in your notebook.

- Your mother's mother is your grandmother.
- Your aunt's child is your cousin.
- Your father's brother is your uncle.
- Your mother and father are your parents.
- Your parents' parents are your grandparents.
- You, your brother and sister are your parents' children.

9 **1.10** In your notebook, match photos 1–12 with the words from the box. Listen and check.

actor 8 doctor 12 factory worker 7 farmer 3
nurse 6 office worker 4 pilot 2 police officer 11
scientist 1 teacher 5 server 9 vet 10

10 **SPEAKING** In pairs, ask and answer questions about your family's jobs.

- A** What's your father's job?
B He's an office worker. What's your mother's job?
A She is a pilot.

Have got

11 Study the Grammar box. Complete the rule in your notebook.

We use *have got* to talk about *actions* / *possessions*.

Have got	
I • You • We • They	He • She • It
+ I have ('ve) got a car.	He has ('s) got a big family.
- You have not (haven't) got pets.	She has not (hasn't) got a brother.
? Have they got grandparents? Yes, they have ./No, they have not (haven't) .	Has she got a sister? Yes, she has ./No, she has not (hasn't) .
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12 In your notebook, complete the conversation with the correct forms *have got*.

- Amy** ¹*Have you got* a big family?
Mark Yes, I ²*have*. What about you?
Amy I ³*haven't got* a brother or a sister, but I ⁴*'ve got* three cousins. ⁵*Have you got* a brother or a sister?
Mark Yes, I ⁶*have*. I ⁷*'ve got* two brothers and three sisters!
Amy Wow! ⁸*Has* your mother *got* a job?
Mark Yes, she ⁹*has*. She's a French teacher.

13 **SPEAKING** In pairs, use the questions in Exercise 12 to help you talk about your family.

14 In your notebook, write a short blog post about your family. Use the text in Exercise 3 as a model.

My family is very big ...



VOCABULARY Classroom instructions
GRAMMAR Imperatives, object pronouns
SPEAKING Giving instructions



1



2

- 1 **1.11** Read and listen. Check you understand the instructions in the box. Which instructions match photos 1-2?

ask and answer questions copy it from the board
 don't disturb the lesson listen to the teacher
 make notes in your exercise book 1 read the instructions
 speak English use a dictionary work in groups 2

Imperatives

- 2 Study the Grammar box. Complete the rules in your notebook.

- We use the imperative to say we want to do something / somebody to do something.
- There are no subject pronouns / verbs in imperative sentences.

Imperatives

Finish the exercises!
Don't speak Italian!
Listen to me/you/him/her/it/us/them!

Grammar Reference and Practice > page 151

- 3 **1.12** In your notebook, complete the instructions with the correct forms of the verbs from the box. Then listen and check.

ask find not forget not leave read use write

How to do your homework

- Ask your teacher if you don't understand your homework.
- Don't forget to do it! 3 Don't leave it to the last minute!
- Find a quiet place to study.
- Write your homework in your exercise book.
- Use a dictionary to check your spelling and
- read your homework again to check for mistakes.

Object pronouns

- 4 Study the Grammar box. Complete the rule in your notebook.

Object pronouns go after / before the verb or preposition.

Object pronouns

Ask **me** questions.
 Work with **him**.
 Talk to **her**.
 Copy **it** from the board.
 Tell **us** about your holiday.
 I can help **you**.
 Meet **them** in class.

Grammar Reference and Practice > page 151

- 5 Choose the correct words to complete the instructions about how to relax. Write the answers in your notebook.

- A nice hot bath – have it / you just before you go to bed!
- Lights – don't forget to switch him / them off!
- A good friend – spend time with her / us!
- Find a good book – and read him / it
- Computers or tablets – don't use me / them all the time!
- The dog – take him / you for a long walk!

- 6 Work in pairs. In your notebook, write your own instructions for one of the following situations.

how to learn lyrics for English songs
 how to pass exams
 how to remember new vocabulary

How to learn lyrics for English songs:

- find a song on the internet.
- listen to it four or five times.
- read ...

EXTRA ACTIVITIES IN CLASS

- After Exercise 3, students can make (a) poster(s) with tips for their English classes, using imperatives and the ideas in Exercises 1 and 3 – they can also ask you about any other vocabulary they may need if they want to add their own ideas. Depending on the size of your class, this can be done in groups or as

a whole-class activity. The poster(s) can then be displayed in the classroom.

- Students can also create posters for their instructions in Exercise 6.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 151

VOCABULARY Days of the week, months, seasons, times, dates
GRAMMAR Ordinal numbers
SPEAKING Saying what date it is, asking about birthdays, telling the time

1 **1.13** Look at Alice's diary and answer the questions. Write the answers in your notebook. Listen and check.

MONDAY 1.10	
5 p.m.	hairdresser's appointment
TUESDAY 2.10	
8 a.m.	start of autumn term
WEDNESDAY 3.10	
3 p.m.	piano lesson
THURSDAY 4.10	
8 a.m.	dentist's
FRIDAY 5.10	
3 p.m.	shopping for books
SATURDAY 6.10	
8 a.m.	my birthday
8 p.m.	my party
SUNDAY 7.10	
1 p.m.	Grandma's

- 1 What day is it today? *Monday*
- 2 What's the date? *1st October*
- 3 Which month is next? *November*
- 4 Which season is it? *autumn*
- 5 When is Alice's birthday? *Saturday 6th October*
- 6 What time is her party? *8 p.m.*

2 **1.14** In your notebook, complete the table with the words from the box. Then listen and check.

January July March May November Saturday
 September summer Thursday ~~Tuesday~~ winter

Days of the week	<u>Monday</u> , <u>Tuesday</u> , <u>Wednesday</u> , <u>Thursday</u> , <u>Friday</u> , <u>Saturday</u> , <u>Sunday</u>
Months	<u>January</u> , <u>February</u> , <u>March</u> , <u>April</u> , <u>May</u> , <u>June</u> , <u>July</u> , <u>August</u> , <u>September</u> , <u>October</u> , <u>November</u> , <u>December</u>
Seasons	<u>spring</u> , <u>summer</u> , <u>autumn</u> , <u>winter</u>

WATCH OUT!

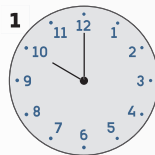
You write *4th September*, but you say: 'the fourth of September'.
 You write *2019*, but you say: 'twenty nineteen' or 'two thousand and nineteen'.

3 **1.15** Say the following dates in pairs. Listen and check your answers.

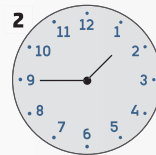
- 1 31/3/1992 *The thirty-first of March, nineteen ninety-two.*
- 2 24th July *The twenty-fourth of July.*
- 3 12/11/2015 *The twelfth of November, two thousand and fifteen/twenty fifteen.*
- 4 22nd April *The twenty-second of April.*
- 5 5/2/2004 *The fifth of February, two thousand and four/twenty oh four.*
- 6 9/6/1978 *The ninth of June, nineteen seventy-eight.*
- 7 13th July *The thirteenth of July.*

4 **SPEAKING** In pairs, study the expressions. Then look at the clocks and ask and answer questions about the time. What's the time?/What time is it?

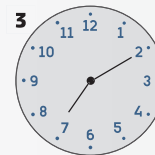
6.00	It's six o'clock.
3.15	It's a quarter past three.
2.30	It's half past two.
3.45	It's a quarter to four.
12.50	It's ten to one.
24.00	It's midnight.



1
 1 What's the time?
It's ten o'clock.



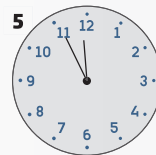
2
 It's a quarter to two.



3
 It's ten past seven.



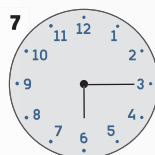
4
 It's half past four.



5
 It's five to twelve.



6
 It's twenty to nine.



7
 It's a quarter past six.



8
 It's 12 a.m./It's midnight.

5 **SPEAKING** In pairs, use the prompts to ask and answer questions.

- When/birthday?
- What/time ...?
- What/day ...?
- Which month/Christmas day?
- What/date ...?
- Which season ...?

A *When's your birthday?*

B *It's on ...*

EXTRA ACTIVITIES IN CLASS

- After Exercise 3, ask students to list three or four dates which are important to them. Then put them in pairs and get them to ask and answer about those dates. Teach *Why is ... important for you?* if necessary and during the activity, monitor and help students as necessary.

REFERENCES

- Audio script p. 168

The United Arab Emirates

is a federation of seven emirates. The largest is Abu Dhabi and it is also the UAE's capital. The states gained independence in 1965 and united together in 1971. The country's oil reserves are the seventh largest in the world but, because of investment in other areas, the country is less reliant on oil and gas than it was.

01


The things we do




- VOCABULARY** Daily routines, free-time activities and frequency expressions
- GRAMMAR** Present Simple affirmative and negative, adverbs of frequency and Present Simple questions
Use of English > page 164
- SPEAKING** Talking about likes and dislikes
- WRITING** A personal profile


Different countries, different routines




A  **Lan-Fen** In China, we do exercise before school starts. #differentworlds
Lily Wow! Are all those people students at your school?
Lan-Fen Yes. We've got 5,000.
Lily That's amazing! Our school's got 600 students.



B  **Yuna** I get up at 6 a.m. I'm at school until 5 p.m. and then I have extra lessons. I get home at 9 p.m. This isn't unusual in Japan. #differentworlds
Josie 😞 That's a LONG day!
Yuna I know. And then I do my homework!

C  **Luis** We have dinner at 9.30 in the evening. It isn't unusual in Spain. #differentworlds
Gemma That's really late! We eat at about 6.30 p.m. in the UK. Or maybe 7 p.m. at weekends. I go to bed at 10!



D  **Khalid** The weekend starts on Friday in the United Arab Emirates. I don't go to school and my dad doesn't go to work. We play chess. #differentworlds
Ellis Three days without school! You're lucky!
Khalid We don't have three days. Our weekend is Friday and Saturday. School starts on Sunday morning again.

12

Grammar video

Lesson 1A



ITN Documentary video

Lesson 1D



Communication video

Lesson 1E



Present Simple: affirmative and negative

1 Look at the photos and read conversations A–D. What is each conversation about? Write the answers in your notebook.

- 1 free time D
- 2 a meal C
- 3 a morning activity A
- 4 a typical schoolday B

2 Match sentences 1–2 with rules a–b. Write the answers in your notebook.

- 1 The weekend starts on Friday in the United Arab Emirates. **b**
- 2 We have dinner at 9.30 in the evening. **a**
- a We use the Present Simple to talk about a regular/repeated action/activity.
- b We use the Present Simple to talk about a fact.

3 Study the Grammar box and find more examples of the Present Simple in the conversations.

Present Simple: affirmative and negative

	I • You • We • They	He • She • It
+	I go out with my friends on Saturdays. We get up at 10 a.m. at weekends.	My cousin lives in the UK. My mum goes to work at 7.30 a.m.
-	They don't have lessons on Sundays.	He doesn't go to my school.

Spelling rules for the third person singular (he/she/it):

Most verbs: **live** → **lives**, **play** → **plays**

Verb ends in -o, -ch, -sh, -s, -x: **watch** → **watches**

Verb ends in a consonant + y: **study** → **studies**

Grammar Reference and Practice > page 152

4 Read the conversations again and choose the correct words. Write the answers in your notebook.

- 1 Lan-Fen (goes) / doesn't go to a very big school.
- 2 Yuna starts / (doesn't start) school at 6 a.m.
- 3 Gemma (has) / doesn't have dinner before 7 p.m.
- 4 Khalid plays / (doesn't play) chess on Sundays.

5 SPEAKING In pairs, talk about how your life is different from the people's in the conversations.

I don't get up at 6 a.m. I'm at school until 3 p.m.

6 In your notebook, complete the table with the words from the box. Which activities are in the photos in Exercise 1?

do get go go+to have

- 3 go to school/work/bed
- 2 do exercise/homework/housework
- 3 have a shower/lessons/breakfast/lunch/dinner
- 4 go home/out with friends/shopping
- 5 get home/dressed/up

Activities in the photos: get up, do exercise, have dinner

7 1.16 Complete the text with the correct forms of the verbs in brackets. Write the answers in your notebook. Then listen and check.

For Yuna, in Japan, the schoolday ¹starts (start) at 8.30 so on weekdays she ²gets up (get up) at about 6 a.m. 'I ³have (have) a shower and I ⁴get (get) dressed – we wear a uniform. I ⁵don't like (not like) it!' She ⁶has (have) lessons until 3.30 p.m. Then after school she goes to clubs. Yuna ⁷doesn't like (not like) sport. She ⁸goes (go) to a homework club. Then she and her friends ⁹go (go) to extra English lessons at a private school. 'Our teacher ¹⁰comes (come) from London, in England. He ¹¹doesn't speak (not speak) any Japanese so we ¹²speak (speak) English all the time.' Yuna ¹³gets (get) home at about 9 p.m. She ¹⁴studies (study) for another hour. Then it's time for bed.

8 1.17 PRONUNCIATION How do we say the final 's' in the verbs in the table? In your notebook, put the verbs from the box in the correct column. Listen and check your answers. Practise saying these verbs.

eats goes likes lives studies watches

/s/	/z/	/ɪz/
starts <u>eats, likes</u>	plays, <u>goes,</u> <u>lives, studies</u>	teaches, <u>watches</u>

9 In your notebook, complete the table with these time expressions. Then write six sentences using the verb phrases from Exercise 6 and these time expressions.

6 a.m. Friday January Saturday morning
the evening weekends

on	Wednesday afternoon, weekdays, ¹ <u>Friday,</u> ² <u>Saturday morning</u>
in	the morning, August, ³ <u>January,</u> ⁴ <u>the evening</u>
at	eight o'clock, midnight, ⁵ <u>6 a.m.,</u> ⁶ <u>weekends</u>

I do homework in the evening.

10 SPEAKING In pairs, talk about what you do on Saturdays. Then tell the class.

On Saturdays I get up at 8. Sally gets up at 10!

ACTIVE GRAMMAR

1 In groups, talk about the topic below. Then report your findings to the rest of the class.

Tell me about your typical Sunday.



I can use the Present Simple to talk about daily routines.

13

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 152
- Workbook pp. 2–3
- Photocopiable resource 1: *Everyday activities*, p. 285
- Extra digital activities: Grammar Checkpoint 1A

1 Grammar video

Video Worksheet 1A Active Grammar Plus, Workbook p. 129

REFERENCES

- Video script p. 183

ASSESSMENT

- Grammar Quiz 1A

NEXT CLASS

Ask students to bring photos showing what they and their friends/family do in their free time (or have them available on their phone).

1B VOCABULARY | Free-time activities and frequency expressions



1 Match verbs 1–12 with activities a–d. Write the answers in your notebook. Which of the activities can you see in the photos?

- | | |
|---------------------|--------------------|
| 1 hang out c | a shopping |
| 2 go a | b computer games |
| 3 go to d | c with friends |
| 4 play b | d a friend's house |
-
- | | |
|-------------------|------------------------------|
| 5 play d | a to music |
| 6 listen a | b books |
| 7 read b | c to the cinema |
| 8 go c | d games on your mobile phone |
-
- | | |
|-------------------|---------------|
| 9 play a | a sport |
| 10 go c | b a blog |
| 11 write b | c to parties |
| 12 watch d | d TV or films |

Exercise 5

- 2 He plays football three times a week.
- 3 He goes out with friends twice a week.
- 4 He does (his) homework five times a week.
- 5 He goes shopping once a week.
- 6 He goes to art club twice a week.

2 1.18 Listen and check your answers to Exercise 1.

3 Complete the text with the verbs from Exercise 1. Write the answers in your notebook.

I love weekends. On Saturdays I ¹ hang out with my friends. We ² go to the cinema or we ³ go shopping in the city. Every month we ⁴ go to a party or a concert – we ⁵ listen to music a lot.

On Sunday mornings I get up late and I ⁶ read a book in bed. I spend the rest of the day with my family. My brother and I ⁷ play computer games or we all ⁸ play sport together. My parents love sport. On Sunday evenings we ⁹ watch a film.

4 Look at Felix's diary. Complete the sentences in your notebook.

- 1 He has a guitar lesson on Tuesday and Sunday evenings.
- 2 He plays football on Mondays, Thursdays and Saturdays.
- 3 He goes out with friends on Friday and Saturday evenings.
- 4 He does (his) homework on Mondays, Tuesdays, Wednesdays, Thursdays and Sundays.
- 5 He goes shopping on Saturday afternoons.
- 6 He has art club/ goes to art club on Wednesday and Fridays.

Monday	5.30 p.m. 8 p.m.	football homework
Tuesday	6 p.m. 8.30 p.m.	guitar lesson homework
Wednesday	4 p.m. 5.30 p.m.	art club homework
Thursday	5.30 p.m. 8 p.m.	football homework
Friday	4 p.m. 7 p.m.	art club go out with friends
Saturday	10.30 a.m. 2 p.m. 7 p.m.	football go shopping go out with friends
Sunday	3 p.m. 6 p.m.	homework guitar lesson

WATCH OUT!

We use frequency expressions to talk about how often we do things:

*I have a party **once a year**.*

*I go the cinema **twice a month**.*

*I play sport **three/four times a week**.*

Grammar Reference and Practice > 162

5 In your notebook, rewrite the sentences in Exercise 4 with the expressions from the box.

once a week twice a week three times a week
five times a week

1 *He has a guitar lesson **twice a week**.*

6 **SPEAKING** Use a word or phrase from each column to talk about how often you do these activities.

have English lessons	once	a day
make dinner for my parents	twice	a week
do exercise	three times	a month
go to the cinema	four times	a year
go to parties		
have a shower		

*I have English lessons **three times a week**.*

14 I can talk about free-time activities and hobbies.

EXTRA ACTIVITY IN CLASS

After Exercise 2, refer students to the photos they have brought from home (or have on their phones). Ask them to share their photos in pairs or small groups. Do they show any of the activities from Exercise 1? What other activities do they show? (Provide students with any vocabulary they may need.)

FURTHER PRACTICE

- Workbook p. 4
- Photocopiable resource 2: *Free-time activities snap*, p. 286
- Extra digital activities: Vocabulary Checkpoint 1

NEXT CLASS

Ask students to think about what they use their mobile phones for and make a list.

REFERENCES

- Audio script p. 168

ASSESSMENT

- Vocabulary Quiz 1



5 SIGNS YOU ARE A PHONE ADDICT

01

- 1 You **always** check your phone before you get up.
- 2 Your phone battery **usually** dies before you get home.
- 3 You **often** check your phone for new messages.
- 4 You are **never** without your phone.
- 5 You **sometimes** feel nervous when your phone doesn't get a signal.

1C GRAMMAR

Adverbs of frequency

- 1 Read 5 signs you are a phone addict. Which sentences are true for you?
- 2 Study the Grammar box. In your notebook, put the adverbs in brackets in the correct place in the sentences.
Your phone is with you. (always)
Your phone is **always** with you.
You check your phone after each lesson. (usually)
You **usually** check your phone after each lesson.

Adverbs of frequency

We often use adverbs of frequency with the Present Simple: never < hardly ever < sometimes < often < usually < always
0% 100%

We put **adverbs of frequency**:

- before the main verb
- after the verb *be*

Grammar Reference and Practice > page 152

- 3 1.19 Read the conversation and choose the correct words to complete the sentences. Write the answers in your notebook. Then listen and check.

Rachel Do you want to have lunch, Tom? Tom?
Tom Lunch? Yes, I do. Sorry.
Rachel On your phone again!
Tom It's a quiz: *Five signs you are a mobile phone addict.*
Rachel Well, the answer for you is 'Yes'.
Tom You're the same!
Rachel No way! I ¹*hardly ever use* / use *hardly ever* my phone.
Tom Let's see, One: How often do you check your phone before you get up?
Rachel Well, I ²*always do* / do *always* that. I ³*get sometimes / sometimes get* important messages.
Tom So that's 'True'. Two: How often does your phone die before you get home?
Rachel Never. It ⁴*usually has* / has *usually* about 50% left.
Tom Three: How often do you check your phone for new messages?
Rachel Only when I hear the sound for a new message.
Tom OK. Four: Do you ever go out without your phone?
Rachel No, I don't. It ⁵*always is* / *'s always* in my pocket.
Tom Another 'True'. And five: How do you feel when your phone doesn't get a signal? Bad, maybe?
Rachel Bad? Never. But I ⁶*feel often* / *often feel* bad when I miss lunch! Let's eat!

Present Simple: questions

- 4 Read the examples. Choose the correct words to complete the rules. Write the answers in your notebook.
Do you want to have lunch, Tom?
How often does your phone die before you get home?
 - 1 We use *do* / *does* to form Present Simple questions with *I/you/we/they*.
 - 2 We use *do* / *does* to form Present Simple questions with *he/she/it*.
 - 3 In questions with *does*, the main verb has */doesn't have* an -s ending.
- 5 Study the Grammar box and check your answers to Exercise 4.

Present Simple: questions

	I • You • We • They	He • She • It
?	Do you go out on Saturdays? Yes, I do ./No, I don't .	Does he work at weekends? Yes, he does ./No, he doesn't .
Wh-?	What time do you get up on Sundays?	How does your dad go to work?

Grammar Reference and Practice > page 152

- 6 In your notebook, put the words in the correct order to make questions. Then, in pairs, ask and answer the questions.
 - 1 games / Does / on / your / her / mum / phone? / play / mobile
Does your mum play games on her mobile phone?
 - 2 does / often / How / sport? / play / dad / your
How often does your dad play sport?
 - 3 write / you / a / blog? / Do *Do you write a blog?*
 - 4 shopping? / often / do / you / go / How
How often do you go shopping?
 - 5 friends? / with / you / hang / out / do / your / Where
Where do you hang out with your friends?
 - 6 text / you? / often / best friend / How / your / does
How often does your best friend text you?
- 7 **SPEAKING** In pairs, ask and answer the questions.
 - 1 Do you ever switch your phone off?
 - 2 How often do you check emails on your phone?
 - 3 How many songs have you got on your phone?
 - 4 How often do you take photos on your phone?

I can ask and answer questions about everyday life and use adverbs of frequency.

15

EXTRA ACTIVITIES IN CLASS

- Use the lists students made at home to lead in to Exercise 1. Ask them to look at their lists and share their ideas with the class. List their ideas on the board.
- After Exercise 7, students tell the class what they found out about their partner. Alternatively, they can write a few sentences about him/her instead, in class or as homework.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 152
- Workbook p. 5
- Photocopiable resource 3: *UK teens' habits*, p. 287
- Extra digital activities: Grammar Checkpoint 1C

NEXT CLASS

Write on the board: *Things most teenagers do* and ask students to make a list at home.

ASSESSMENT

- Grammar Quiz 1C



STEREOTYPES! ARE THEY TRUE?

1.20

1 b EMILY

My dad often says this about me. It's true that I hardly ever read newspapers. But I read the news online every day. And it isn't all stuff about celebrities or my favourite bands! At school, we also talk about important events or problems. They're important to us. And we often look up more information about them online.

2 f OLIVER

Do people really think this is true? It's a really old and boring stereotype. I love all kinds of music: from 1970s music to modern electronic pop. My brother is only thirteen and he's the same. When my parents put on their favourite songs in the car, we usually love them.

3 a HARRY

The problem is teenagers don't have the experience of adults. I don't always think before I do things. I sometimes go out with my friends until late and we often forget to send our parents a message. Hey, we're sixteen! We forget! But they worry about me. And when I get back, they're sometimes angry.

4 e EVIE

I think teenagers and adults do this. My mum loves games. And my dad never puts his mobile down. He often checks his emails at dinner. He reads the news and he plays games as well. I never play games. They're a waste of time. OK, I read a lot of social network stuff on my phone and that isn't very useful. But I also use it for homework, take photos and listen to music and podcasts.

5 d GRACE

This isn't true! I play sports at school twice a week. I get up at eight on Saturdays and I play football in a team. I usually cycle to school and when I go out, I hardly ever eat fast food. Of course, some teenagers stay in all the time and their only hobby is TV or computer games. Adults don't help much. Parents hardly ever go out and play games with their children.


16

EXTRA ACTIVITIES IN CLASS

- Use the lists students made at home to lead in to Exercise 1. Write *Things most teenagers do* on the board, refer students to their lists and invite them to contribute ideas. List their ideas on the board. Use this activity as an opportunity to pre-teach *stereotype*.

- After Exercise 7, put students in pairs or small groups and ask them to think of stereotypical views for another group of their choice (e.g. parents, grandparents, teachers, doctors). They should then share them with the class, who say whether they agree or disagree using phrases from Exercise 2.

FURTHER PRACTICE

- Workbook pp. 6–7
-  **ITN Documentary video**
Video Worksheet 1D Watch and Reflect, Workbook p. 129
- Photocopiable resource 4:
Why are Dutch teenagers happy?, p. 288

1 **SPEAKING** Read the stereotypes about teenagers. Who usually says these things about teenagers? **adults**

- a They often make bad decisions.
- b They are hardly ever interested in the real world.
- c They wear terrible clothes.
- d They don't do any exercise.
- e They're always on their phones.
- f They always listen to terrible music.



2 Do you agree or disagree with the stereotypes in Exercise 1? Use the phrases below.

- I don't agree!*
- This is often true.*
- This is sometimes true.*
- I partially agree.*
- I totally agree!*

3 Study Active Reading and match stereotypes a-f from Exercise 1 with comments 1-5 on page 16. There is one extra stereotype. Write the answers in your notebook.

ACTIVE READING | Understanding the main idea of a paragraph

- Read the text quickly.
- Don't worry about new words.
- Find important words or phrases in each paragraph.

4 **✓** Read comments 1-5 again and choose the correct answers. Write the answers in your notebook.

- 1 Emily thinks that teenagers
 - a prefer talking about news to reading news.
 - b are only interested in celebrity news.
 - c** care about the real world.
- 2 What do we know about Oliver's taste in music?
 - a** It's often similar to his parents'.
 - b It's very different from his brother's.
 - c It's mainly modern.
- 3 Harry thinks that teenagers
 - a are often angry.
 - b** often forget things.
 - c worry all the time.
- 4 What does Evie say about mobile phones?
 - a She only uses her phone for useful activities.
 - b** Her parents sometimes waste time on their phones.
 - c Her dad takes photos on his phone.
- 5 Grace says she
 - a often eats unhealthy food.
 - b loves computer games.
 - c** does a lot of sport.

5 In your notebook, complete the questions with the highlighted phrasal verbs in the comments on page 16. Then in pairs, ask and answer these questions.

- 1 When you go out, do you ever get back after midnight?
- 2 Do you ever stay in on Saturday night?
- 3 How often do you put on your favourite song when you get up?
- 4 What kind of information do you often look up on your phone?
- 5 Is it a good idea to put your phone down on the table in a café?

6 **REFLECT | Society** Read the quotes. Which group of people are they about? Do you agree with the quotes? Discuss in groups. **They are stereotypes of adults.**

“ They never listen to young people. ”

“ They work all the time and they don't have fun. ”

“ They always talk about boring subjects. ”

“ They always watch TV in the evenings. ”

7 **SPEAKING** In groups, think of other stereotypical views teenagers have of adults. Are they always true?

I can understand the main idea of a paragraph and talk about stereotypes. 17

NEXT CLASS

On the board, draw a table with three columns, each headed with an emoji: 😊 for the first column, 😐 for the second column and 😞 for the third column. Ask students to copy it on a piece of paper. At home, they should think about birthday presents and write three or four items in each column: presents they would

hate for the first column, presents they wouldn't mind for the second column and presents they would love for the third column.

REFERENCES

- Video script p. 183

1E SPEAKING

- 1** In pairs, ask and answer the questions.
- How often do you buy presents for your friends on their birthdays or on other special days?
 - What kind of presents do you usually buy?
 - What kind of presents do you like?
- 2** **1.21** **3** Phoebe wants to buy a present for Finlay. Listen and decide who suggests each idea – Mum or Phoebe? Write the answers in your notebook.
- a computer game **M**
 - a fantasy book **P**
 - two cinema tickets **M**
- 3** **1.21** Study the Speaking box. Then read and listen again to the dialogue. Find sentences from the Speaking box in the dialogue.
- Phoebe** What's that?
- Mum** It's a new lamp for Finlay. It's his birthday on Saturday. Have you got a present for him?
- Phoebe** No, I haven't.
- Mum** He enjoys playing computer games. What about a game?
- Phoebe** They're expensive! And anyway, I can't stand playing computer games.
- Mum** OK, but this is a present for Finlay, not ...
- Phoebe** What kind of books does he like reading? Does he enjoy reading fantasy books?
- Mum** Phoebe, I know you like fantasy books, but remember, it's Finlay's ...
- Phoebe** Yes, sure.
- Mum** I know, he loves going to the cinema. What about two tickets to see a film?
- Phoebe** Cinema tickets? Actually, that's a good idea. I quite like watching films at the cinema.
- Mum** Um, yes ... But Finlay has other friends, Phoebe. Remember, it's his birthday.
- Phoebe** Yeah, but I don't like staying in on Saturdays. The cinema's a great idea. Thanks, Mum!
- Mum** You're welcome.

SPEAKING | Talking about likes and dislikes

Asking about likes and dislikes

What's your favourite film?
 What kind of books **does he like reading**? ✓
 Does he **enjoy reading** fantasy books? ✓

Like/enjoy/love

You **like reading** fantasy books (a lot). ✓
 He **enjoys playing** computer games. ✓
 He **loves going** to the cinema. ✓

Quite like/don't mind

I **quite like watching** films at the cinema. ✓
 I **don't mind staying** in on Saturdays. ✓

Don't like/can't stand/hate

I **don't like staying** in on Saturdays.
 I **can't stand playing** computer games. ✓
 I **hate doing** exercise.

18 | I can talk about likes and dislikes.

EXTRA ACTIVITY IN CLASS

After Exercise 6, put students in new pairs, refer them to the list they made at home and ask them to give it to their partner. Individually, they should write a conversation with a friend about a similar situation to that in Exercise 6, referring to their partner's list to decide on a present for him/her. They can work

together to plan their conversations and help each other during the activity, but they should each write their own conversation.

FURTHER PRACTICE

- Workbook p. 8
- **3** Communication video



- 4** Study *Watch out!* In your notebook, complete the conversations with the correct forms of the verbs from the box. Then, in pairs, ask and answer the questions.

do go hang out play stay in watch x2

A Do you like watching films at the cinema or on TV?

B I quite like ¹going to the cinema but I don't mind ²watching films at home.

A Do you go out on Saturday nights?

B Always! I hate ³staying in on Saturdays.

A What's your favourite free-time activity?

B I enjoy ⁴hanging out with my friends. We listen to music, play football and we talk.

A Does your dad like ⁵doing exercise?

B No. He loves ⁶watching football on TV but he never plays.

A What kind of computer games do you like ⁷playing?

B I enjoy sports games.

WATCH OUT!

After the verbs and phrases *like, love, enjoy, hate, can't stand, don't mind* we use the *-ing* form of the verb.

- 5** In groups of three, ask and answer questions to find activities:

- only one person loves/hates doing
- two people love/hate doing
- all three people love/hate doing

- 6** In pairs, role play the situation below.

It is your friend's birthday next week and you want to buy him/her a present. Discuss the things he/she likes/loves, can't stand/hates doing. Decide on a suitable present.

A *It's Jacob's birthday next week. We haven't got a present.*

B *Does he like watching films?*

A *Not really. He ...*

NEXT CLASS

Students prepare a set of questions about free-time activities to ask a partner in the next class, to find out whether he/she enjoys doing these activities.

REFERENCES

- Audio script p. 168
- Video script p. 183

1 **SPEAKING** In pairs, discuss the activities. Which ones do you like, love or can't stand doing?

- dancing in front of the mirror
- reading celebrity magazines
- singing in the shower
- sleeping late
- watching children's cartoons
- watching reality TV

2 In pairs, read the podcast summary and discuss the questions.


- 1 What is a 'guilty pleasure'? *It's an activity you like doing but you never tell anyone about.*
- 2 Are any of the activities in Exercise 1 your guilty pleasures?


4   **1.23** Listen to the podcast again. Match speakers 1-4 to statements A-E. There is one extra statement. Write the answers in your notebook.

- 1 Jen **B**
- 2 Owen **E**
- 3 Jack **A**
- 4 Zoe **D**

This speaker

- A** shares a hobby with his/her friends.
- B** comes back home from school by bus.
- C** works in a shop.
- D** listens to music in the bathroom.
- E** is alone at home on Saturday mornings.

5  **1.24 DICTATION** Listen again to Zoe talking about her guilty pleasure. In your notebook, write down exactly what you hear. *I love singing in the shower. In the morning, I wait for my parents to go to work. I haven't got any brothers or sisters. I put on a song in the bathroom and I sing!*

6  **1.25** In your notebook, complete the sentences with the prepositions from the box. Then listen and check.

about x2 at for with

- 1 I look at the pictures and **dream about** the homes, clothes and lifestyles.
- 2 I never read them with friends. They laugh **at** me!
- 3 I never tell anyone **about** my extra sleep.
- 4 My sister doesn't agree **with** me.
- 5 I wait **for** my parents to go to work.

7 In your notebook, write five sentences using the verbs and the prepositions from Exercise 6.

I dream about having a holiday in Australia.


8 **SPEAKING** Do you ever tell anyone about your guilty pleasures? Discuss in pairs.

I often sing and dance in my room when I'm alone at home. It's not a secret and all my friends know about it!




ZOE'S PERSONAL PODCAST

What is your guilty pleasure? What things do you like doing but you never tell anyone about? Today some of my friends and family members tell me about their guilty pleasures.

3  **1.22** Listen to Zoe's podcast about guilty pleasures. Guess which activity from Exercise 1 each person enjoys doing. There are two extra activities. Check your answers in pairs.

- 1 Jen reading celebrity magazines
- 2 Owen sleeping late
- 3 Jack watching reality TV shows
- 4 Zoe singing in the shower



I can understand a simple personal podcast and talk about guilty pleasures.

19

EXTRA ACTIVITY IN CLASS

Lead in to Exercise 1 by putting students in pairs and getting them to ask and answer the questions they prepared at home.

FURTHER PRACTICE

- Workbook p. 9
- Photocopiable resource 5: *Guilty pleasures*, p. 289

NEXT CLASS

Ask students to imagine they have to write a short paragraph about themselves (a personal profile) for a social media website. What information would they include in it? Ask them to make a list (name, age, likes and dislikes, etc.). Make it clear that they should only list the type of information, *not* write the actual profile!

REFERENCES

- Audio script p. 168

I'M ALEX

Liverpool

is a port city in the north-west of England and it has a population of around half a million. It is a popular tourist destination, mainly because of the pop group, The Beatles, who came from the city. It is home to Europe's oldest Black African and Chinese communities as well as a large Irish population.

Boston

is a city in the north-east of the USA and has a population of about 700,000. It was founded in 1630 and was the location of the Boston Tea Party, a protest against British taxes which was one of the causes of the War of Independence.

San Francisco

is a city on the west coast of the USA. It is famous for the Golden Gate Bridge and Alcatraz prison. The city has a population of about 900,000. It was founded in 1776 and is named after St Francis of Assisi.

- I'm 15 and I'm from the UK.** I live with my parents and my sister in Liverpool. We've also got a cat, Louis.
- On schooldays I get up at 7.30 a.m.** I usually get home at 6 p.m. because I go to clubs after school. My favourite club is Spanish but I'm not very good at it.
- I enjoy doing different things in my free time but I don't like being alone.** On Saturdays I go out with friends. We usually go shopping and to the cinema. I also love playing computer games. My best friend has a lot of games so I often go to his house.



1G WRITING | A personal profile

- Read the profile. Which paragraph does the photo match? Write the answer in your notebook.** paragraph 3
- Match paragraphs 1–3 in the profile with topics a–c. Write the answers in your notebook.**
 - free-time activities 3
 - personal information 1
 - daily routine 2
- Study the Writing box and check your answers to Exercise 2.**

- Choose the correct words to complete the sentences. Write the answers in your notebook.**

- I like watching films on TV (but) because I love watching them in the cinema.
- I go to school at 7 a.m. (and) so I get home at 4.30 p.m.
- It's Tom's birthday (so) because I need to buy a present.
- I never play computer games (because) I think they're a waste of time.
- I buy things online (because) but I don't enjoy busy shops.
- She plays the guitar (but) (and) she plays the piano.
- I love playing sport (but) so I can't stand doing exercise.
- We don't live near a cinema (because) (so) I watch films at home.

- Complete Carrie's profile with the phrases from the box. Write the answers in your notebook.**

going shopping he doesn't live with us
I get up very early live in Boston, in the USA
I love clothes then I have two hours of sports training

WRITING | A personal profile

Paragraph 1

Introduce yourself (name, age, country/nationality, family):

I'm Alex.

I'm 15 and I'm from the UK.

I live with my parents and my sister.

Paragraph 2

Talk about your daily life:

On schooldays I get up at 7.30 a.m.

Paragraph 3

Talk about your free time – use *like/enjoy/love/can't stand/hate + -ing*:

I enjoy doing different things in my free time.

WATCH OUT!

We link information in sentences with *and, but, so, because*. We use:

- and* to connect similar information:
I'm 15 and I'm from the UK.
- but* to contrast information:
My favourite club is Spanish but I'm not very good at it.
- so* to talk about a result:
My best friend has a lot of games so I often go to his house.
- because* to give a reason for something:
I usually get home at 6 p.m. because I go to clubs after school.

My name's Carrie. I'm 16 and ¹*live in Boston, in the USA*. I have got a brother but ²*he doesn't live with us*. He's at college, in San Francisco. School starts at 7.30 a.m. so ³*I get up very early*. I'm always really tired in my first class. Classes finish at about 2 p.m. but ⁴*then I have two hours of sports training*. I get home at about 5 p.m. I do homework every night. In my free time, I spend a lot of time online. I write a blog about fashion because ⁵*I love clothes*. I also enjoy reading and ⁶*going shopping*.

- WRITING TASK** Write your personal profile. Use the text in Exercise 1 to help you and the Writing box as a guide.

20 | I can write a personal profile.

EXTRA ACTIVITIES IN CLASS

- After Exercise 1, refer students to the lists they made at home, elicit their ideas and list them on the board. Does Alex's profile include any of this information?
- Do this activity after Exercise 6. Put students in pairs and ask them to read each other's profiles and give their

partner feedback. Does their partner's profile follow the model in the Writing box? Does their partner use the linking words *and, but, so* and *because*?

FURTHER PRACTICE

- Workbook p. 10

NEXT CLASS

- If you did the peer feedback activity above, you could ask students to rewrite their personal profiles following their partner's feedback
- Ask students to study the word list and do the *Remember More* exercise on Student's Book p. 161.

1A GRAMMAR AND VOCABULARY

5.1

- activity** (n) /æk'tɪvəti/ aktywność; czynność
- amazing** (adj) /ə'meɪzɪŋ/ niesamowity, zdumiewający
- before/after school** /bɪ'fɔːr,ɑːftə 'skuːl/ przed lekcjami / po lekcjach
- come from** /'kʌm frəm/ pochodzić z
- daily routine** /'deɪli ruː'tiːn/ porządek dnia
- do exercise** /,dʊː 'eksəsaɪz/ wykonywać ćwiczenia fizyczne
- do homework** /,dʊː 'həʊmwɜːk/ odrabiać pracę domową
- do housework** /,dʊː 'haʊswɜːk/ wykonywać prace domowe
- extra lessons** /,ekstrə 'lesənz/ lekcje/zajęcia dodatkowe
- free time** (n) /friː 'taɪm/ wolny czas
- get dressed** /,get 'drest/ ubierać się
- get home** /,get 'həʊm/ przyjść/przyjechać do domu
- get up** /,get 'ʌp/ wstawać
- go home** /,gəʊ 'həʊm/ iść do domu
- go out with friends** /,gəʊ aʊt wɪð 'frendz/ spotykać się z przyjaciółmi
- go shopping** /,gəʊ 'ʃɒpɪŋ/ iść na zakupy
- go to a club** /,gəʊ tə ə 'klʌb/ tu: iść na spotkanie kółka zainteresowań
- go to bed** /,gəʊ tə 'bed/ kłaść się spać
- go to school/work** /,gəʊ tə 'skuːl/'wɜːk/ iść do szkoły/pracy
- have a shower** /,hæv ə 'ʃaʊə/ brać prysznic
- have breakfast/lunch/dinner** /,hæv 'brekfəst/'lʌntʃ/'dɪnə/ jeść śniadanie/lunch/obiad
- have lessons** /,hæv 'lesənz/ mieć lekcje
- life** (n) /laɪf/ życie
- meal** (n) /miːl/ posiłek
- play chess** /pleɪ 'tʃes/ grać w szachy
- school day** /'skuːldɪ/ dzień nauki w szkole
- start** (v) /stɑːt/ zaczynać (się)
- study** (v) /stʌdi/ uczyć się, studiować
- unusual** (adj) /ʌn'juːʒuəl/ niezwykły, nietypowy
- wear a uniform** /,weɪə ə 'juːnəfɔːm/ nosić mundurkę szkolny
- world** (n) /wɜːld/ świat

1B VOCABULARY 5.2

- every month** (adv) /,evri 'mʌnθ/ co miesiąc
- go to a friend's house/the cinema/a party/a concert** /,gəʊ tə ə 'frendz haʊs/ðə 'sɪnəmə/ə 'pɑːti/ə 'kɒnsərt/ iść do przyjaciela (do domu) / do kina / na imprezę / na koncert
- hang out with friends** /,hæŋ aʊt wɪð 'frendz/ spędzać czas z przyjaciółmi
- have a guitar lesson** /,hæv ə 'gɪtɑː 'lesən/ mieć lekcję gry na gitarze
- late** (adv) /leɪt/ późno
- listen to music** /,lɪsən tə 'mjuːzɪk/ słuchać muzyki
- once/twice/three times a week** (adv) /wʌns/'tuːs/θriː 'taɪmz ə 'wiːk/ raz/dwa/trzy razy w tygodniu
- play computer games** /pleɪ kəm'pjjuːtə geɪmz/ grać w gry komputerowe

- play games on your mobile phone** /,pleɪ 'geɪmz ɒn jə 'məʊbaɪl 'fəʊn/ grać w gry na telefonie komórkowym
- play sport/tennis/football** /,pleɪ 'spɔːt/'tenɪs/'fʊtbɔːl/ uprawiać sport / grać w tenisa / grać w piłkę nożną
- read a book** /,riːd ə 'bʊk/ czytać książkę
- spend** (v) /spend/ spędzać (np. czas, dzień)
- watch TV/a film** /,wɒtʃ 'tiː 'viː/ə 'fɪlm/ oglądać telewizję/film
- write a blog** /,raɪt ə 'blɒg/ prowadzić blog

1C GRAMMAR 5.3

- addict** (n) /'ædɪkt/ osoba uzależniona; fanatyk
- answer** (n) /'ɑːnsə/ odpowiedź
- check your phone (for new messages)** /tʃek jə 'fəʊn (fə 'njuː 'mesɪdʒɪz)/ sprawdzać telefon (czy nie ma nowych wiadomości)
- die** (v) /daɪ/ przestać działać, rozładować się (o baterii, telefonie)
- feel bad** /fiːl 'bæd/ źle się czuć
- feel nervous** /fiːl 'nɜːvəs/ denerwować się
- get a signal** /,get ə 'sɪgnəl/ mieć zasięg (w telefonie)
- miss** (v) /mɪs/ tu: opuścić coś; spóźnić się na coś
- phone battery** ('fəʊn 'bætəri/ bateria w telefonie
- quiz** (n) /kwɪz/ quiz, test
- sign** (n) /saɪn/ tu: oznaka
- sound** (n) /saʊnd/ dźwięk
- switch off** /,swɪtʃ 'ɒf/ wyłączyć
- take photos** /,teɪk 'fəʊtəʊz/ robić zdjęcia
- text** (n, v) /tekst/ wiadomość tekstowa, SMS; wysłać wiadomość tekstową
- true** (adj) /truː/ prawdziwy

1D READING AND VOCABULARY

5.4

- adult** (n) /'ædʌlt/ dorosły, osoba dorosła
- be interested in sth** /bi 'ɪntərɪstɪd ɪn sʌmθɪŋ/ być czymś zainteresowanym
- be on the phone** /bi ɒn ðə 'fəʊn/ rozmawiać przez telefon
- boring** (adj) /'bɔːrɪŋ/ nudny
- care about sth** (v) /'keə ə baʊt sʌmθɪŋ/ interesować się, przejmować się czymś
- celebrity** (n) /sə'leɪbrəti/ celebryta, znana osoba
- clothes** (n) /kləʊðz/ ubrania
- cycle** (v) /'saɪkəl/ jeździć na rowerze
- do sport** /,dʊː 'spɔːt/ uprawiać sport
- event** (n) /'ɪvnt/ wydarzenie
- experience** (n) /ɪk'spɪəriəns/ doświadczenie
- forget** (v) /fə'get/ zapomnieć
- get back** /,get 'bæk/ wracać
- have fun** /,hæv 'fʌn/ dobrze się bawić
- hobby** (n) /'hɒbi/ hobby, pasja
- kind of music** /kaɪnd əv 'mjuːzɪk/ rodzaj muzyki
- look up** /lʊk 'ʌp/ wyszukać, sprawdzić (np. w internecie, w słowniku)
- make a decision** /,meɪk ə dɪ'sɪʒən/ podjąć decyzję
- modern** (adj) /'mɒdn/ nowoczesny
- newspaper** (n) /'njuːspetəpə/ gazeta

- online** (adv) /,ɒn'laɪn/ w sieci, w Internecie
- put down** /,put 'daʊn/ odkładać
- put on (a song)** (v) /,put ɒn (ə 'sɒŋ)/ włączyć (piosenkę)
- real world** /,riːl 'wɜːld/ realny świat, rzeczywistość
- send a message** /,send ə 'mesɪdʒ/ wysłać wiadomość
- similar** (adj) /'sɪmələ/ podobny
- social network** (n) /,səʊʃəl 'netwɜːk/ serwisy społecznościowe
- stay in** /,steɪ 'ɪn/ zostawać w domu
- stereotype** (n) /'steriətaɪp/ stereotyp
- stuff** (n) /stʌf/ rzeczy, sprawy
- subject** (n) /'sʌbdʒɪkt/ temat
- taste in music** /,teɪst ɪn 'mjuːzɪk/ gust muzyczny
- team** (n) /tiːm/ drużyna
- teenager** (n) /'tiːneɪdʒə/ nastolatek
- terrible** (adj) /'terəbəl/ okropny, straszny
- the news** (n) /ðə 'njuːz/ wiadomości
- unhealthy food** /ʌn'helθi 'fuːd/ niezdrowa żywność
- useful** (adj) /'juːsfəl/ pożyteczny, przydatny
- waste** (n, v) /weɪst/ strata; marnować, trwonić
- worry about sth** (v) /'wɜːri ə baʊt sʌmθɪŋ/ martwić się o coś

1E SPEAKING 5.5

- cinema ticket** (n) /'sɪnəmə 'tɪktət/ bilet do kina
- enjoy** (v) /ɪn'dʒɔɪ/ lubić, czerpać przyjemność (z robienia czegoś)
- expensive** (adj) /ɪk'spensɪv/ drogi
- fantasy book** (n) /'fæntəsi bʊk/ książka fantasty
- good idea** /,gʊd aɪ'dɪə/ dobry pomysł
- next week** (adv) /,nekst 'wiːk/ w przyszłym tygodniu
- present for sb** (n) /'prezənt fə sʌmbɒdi/ prezent dla kogoś

1F LISTENING AND VOCABULARY

5.6

- agree with sb** (v) /ə'griː wɪð sʌmbɒdi/ zgadzać się z kimś
- dream about sth** (v) /driːm ə baʊt sʌmθɪŋ/ marzyć, śnić o czymś
- family member** (n) /'fæməli 'membə/ członek rodziny
- guilty pleasure** (n) /'ɡɪlti 'pleʒə/ przyjemność, która wywołuje poczucie winy
- laugh at sb/sth** /'lɑːf ət sʌmbɒdi/sʌmθɪŋ/ śmiać się z kogoś/czegoś
- lifestyle** (n) /'laɪfstɑɪl/ styl życia
- tell sb about sth** (v) /tel sʌmbɒdi ə baʊt sʌmθɪŋ/ powiedzieć komuś o czymś
- wait for sb** (v) /weɪt fə sʌmbɒdi/ czekać na kogoś

1G WRITING 5.7

- at college** /ət 'kɒlɪdʒ/ w college'u, na studiach
- fashion** (n) /'fæʃən/ moda
- finish** (v) /'fɪnɪʃ/ kończyć (się)
- good at sth** (adj) /,gʊd ət sʌmθɪŋ/ dobry w czymś
- personal information** (n) /,pɜːsnəl ɪnfə'meɪʃən/ dane osobowe
- sports training** (n) /'spɔːts 'treɪnɪŋ/ trening

Remember More > page 161

EXTRA ACTIVITIES IN CLASS

- Individually, students write gap-fill sentences with words from the word list. To make the exercise easier, they could supply the first letter of each word. Then, in pairs, they swap sentences, complete them and check their answers with their partner.

- Divide the class into two or three teams and tell them they will play a game to practise vocabulary for free-time activities. Call out the first part of a collocation from Exercise 1 on page 14 of the Student's Book. The first student to shout out the second part wins a point for his/her team. Record teams' scores on the board. The team with the most points at the end are the winners.

FURTHER PRACTICE

- Workbook p. 11

NEXT CLASS

Ask students to revise Unit 1.

VOCABULARY AND GRAMMAR

1 Complete the expressions with the words from the box. Write the answers in your notebook.

a shower bed computer games dinner films
home homework housework out with friends
school sport TV

- 1 play computer games, sport
- 2 go home, out with friends
- 3 do homework, housework
- 4 go to bed, school
- 5 have a shower, dinner
- 6 watch films, TV

2 Complete the sentences with the verbs from the box. Write the answers in your notebook.

dream about get back laugh at look up put on
stay in

- 1 My parents usually get back from work at 7 p.m.
- 2 I often look up facts online for homework projects.
- 3 My friends and I never laugh at animal videos on the internet. They're just not funny!
- 4 I always stay in on school nights.
- 5 I often dream about being famous one day.
- 6 I usually put on the local radio station in the morning.

3 Choose the correct words to complete the sentences. Write the answers in your notebook.

- 1 British students *doesn't go* / don't go to school on Saturdays or Sundays.
- 2 I *haven't* / don't have breakfast before school because I'm never hungry.
- 3 My little brother *don't read* / doesn't read books – he prefers computer games.
- 4 My best friend and I usually hang out / *hangs out* after school because we *lives* / live close to each other.
- 5 Julia and her sister, Anna, *goes* / go to bed at ten o'clock on weekdays. Julia gets up / *get up* at seven, but Anna doesn't get up / *don't get up* until nine.
- 6 Charlie *write* / writes a blog about sport, but he *don't do* / doesn't do it every day.

4 Complete the conversation with the correct forms of the verbs in brackets. Write the answers in your notebook.

- Hayley** So, what ¹do you do (you/do) in your free time, Elena?
- Elena** Well, I ²go (go) to the cinema quite often.
- Hayley** Cool! What type of films ³do you like (you/like) watching?
- Elena** I ⁴love (love) fantasy and horror films.
- Hayley** Really? Me too! My brother ⁵doesn't like (not like) horror films at all!
- Elena** So what ⁶does your brother do (your brother/do) in his free time?
- Hayley** He ⁷listens (listen) to music or ⁸reads (read) books. He ⁹doesn't enjoy (not enjoy) reading scary books!


5 Put the adverbs of frequency a-f into the correct order. Write the answers in your notebook.

- a never 1
b often 4
c hardly ever 2
d always 6
e sometimes 3
f usually 5

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

- 1 I listen to really loud music in my bedroom.
- 2 My family and I watch TV on Saturday night.
- 3 My mum helps me do my homework.
- 4 My brother does the housework.
- 5 It rains in my country.
- 6 Our teachers give us a lot of homework.

USE OF ENGLISH

7  Choose the correct translation of the Polish phrases in brackets. Write the answers in your notebook.

WSKAZÓWKA | Częściowe tłumaczenia

Przeczytaj uważnie podane zdania i polskie fragmenty w nawiasach. Spróbuj najpierw samodzielnie je przetłumaczyć, a następnie porównaj swoje pomysły z opcjami odpowiedzi.

- 1 I never ? (*odrabiam lekcje*) on Saturday morning.
 a do homework
 b do exercise
 c do housework
- 2 My sister ? (*zwykle*) goes shopping with her friends.
 a sometimes b often c usually
- 3 What kind of music ? (*interesujesz się*) in?
 a you are interested
 b you are interesting
 c are you interested
- 4 My younger brother's football team meets ? (*raz*) a week.
 a once b first c one
- 5 My father ? (*włącza*) old songs when he drives to work.
 a looks up b puts on c hangs out
- 6 Jason's friends ? (*śmieją się z niego*) because he likes romantic comedies.
 a laugh with him
 b laugh at him
 c smile at him
- 7 I ? (*prawie nigdy nie czytam*) celebrity magazines.
 a hardly ever read
 b never read
 c don't ever read

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FURTHER PRACTICE

- Use of English, Student's Book p. 164
- Unit self-check, Workbook p. 12
- Matura self-check, Workbook p. 13
- Extra digital activities:
Use of English, Reading, Listening

ASSESSMENT

- Unit 1 Test

READING

- 8  Read texts 1–5 and choose the correct answers. Write them in your notebook.

WSKAZÓWKA | Wybór wielokrotny

Przeczytaj osobno każdy z tekstów oraz podane do niego opcje. W opcjach zwróć uwagę na kluczowe informacje i porównaj je z treścią tekstu. Następnie wybierz jedną poprawną odpowiedź.

1 PHOTOGRAPHY CLUB

ON WEDNESDAYS AND FRIDAYS

3.30 P.M.–5.00 P.M.

IN THE ART ROOM (H35)

LEARN TO TAKE **BETTER PHOTOS!**

- 1 They have a photography club

- a once a week.
b twice a week.
c every day.

2

Hi Sam

I live in Manchester in the north of England. In my free time I like playing computer games and watching TV series with my friends. We sometimes play football in the park after school.

Jack

- 2 Jack likes

- a playing football at the weekends.
b playing games on his mobile phone.
c watching television with his friends.

3

FILM AT ODEON CINEMA, OXFORD

FILM TIME: 7.45 p.m.

LENGTH OF FILM: 2 hours, 30 minutes

TICKETS: adults £10.50, children £7.95

- 3 The film

- a finishes at a quarter to eight.
b is two and a half hours long.
c is the same price for adults and children.

4

Hi Amy

I've got two tickets for the FREE TIME concert on Saturday. Do you want to come with me? I know they're one of your favourite bands. Let me know if you want to come.

Love
Becky

- 4 Which sentence is true?

- a Amy's got two tickets for a FREE TIME concert.
b Becky wants to give Amy her ticket to a FREE TIME concert.
c Amy likes FREE TIME very much.

5

University Student

BASKETBALL CLUB

needs new players for its men's team


Training: 8.00 p.m. on Monday, Wednesday and Friday evenings

Matches: Saturday afternoons: 4 p.m.
Phone: Luke on 07799 123123

- 5 The team

- a needs male and female players.
b plays matches at weekends.
c trains every Saturday.

SPEAKING


- 9  In pairs, take turns to ask and answer the questions.

WSKAZÓWKA | Rozmowa wstępna

Odpowiadaj na pytania pełnymi zdaniami. Staraj się rozwinąć swoją wypowiedź, dodaj uzasadnienie lub przykład.

- 1 What do you usually do after school?
- 2 How many hours of homework do you do on weekdays?
- 3 How often do you play sport?
- 4 What do you usually do at weekends?
- 5 How many hours do you spend online every day?

WRITING

- 10  You want to start writing a blog. Write an introductory post about yourself. In your blog post:

- introduce yourself and say where you live
- briefly describe your typical weekday
- write about your hobbies and interests
- say what you want to write about in your blog.

Write 80–130 words.

Manchester

is a city in the north of England with a population of 500,000. The Romans founded the city in 79 AD and it became the world's first industrialised city during the Industrial Revolution of the 19th century. It is famous for its two major football teams and *Coronation Street*, Britain's longest running soap opera, set in a typical Manchester street.

Oxford

is a city in the south of England, about 80 kilometres west of London. It is home to Britain's oldest university and is often known as 'the city of dreaming spires' because of its historic architecture. The city got its name because it was a place where oxen could cross, or ford, the river; a ford being a shallow part of the river which made a safe crossing possible.