

Introduction

Principles behind *Live Beat*

We believe that three key principles need to be followed if language learning material is to be effective for teenagers.

1 Motivate and maintain interest

The visual presentation of the content, and the topics and issues it deals with, must motivate the students from the start. In addition the learning tasks in the course must involve and challenge students both linguistically and cognitively to maintain their interest and ensure that learning is effective. *Live Beat* achieves this by using:

- authentic location photography, magazine articles, website articles and emails, as well as material in puzzle formats.
- supplementary content in a variety of digital delivery formats such as authentic video blogs, video drama, grammar animations, interactive exercises, etc.
- a group of sympathetic teenage characters with whom students can easily identify.
- situations, topics and emotional issues (see in particular the **Real Life Issue** lessons) which students will recognise and respond to.
- authentic functional language and everyday expressions which young British and American people use in conversation with each other (see the **Phrases boxes** and the **Use your English** sections).
- topics which expand students' knowledge of the world (see the **Across Cultures** lessons).
- memory exercises and puzzles (see the **Solve it!** exercises in the Students' Book, the puzzle exercises in the **Motivator worksheets** and the **interactive exercises** on the **ActiveTeach**) to provide cognitive stimulus.
- interesting and varied language exercises to encourage the practice of key language (e.g. quizzes and questionnaires).
- personalisation to allow the students to talk about themselves and their opinions as much as possible.

2 Enable *all* students to succeed

The course material should make it possible for every student to achieve success at his or her level of ability.

Live Beat achieves this by providing:

- grammar in clear tables for easy processing of information, and **Grammar summaries in Polish** in the **Workbook**.
- clear signposting of the key language (highlighted in red) in the presentation texts and dialogue.
- memorable exemplification of grammar structures through **video animations** on the **ActiveTeach**.

- **graded grammar practice** tasks with simple language manipulation exercises followed by more challenging tasks in the **Workbook** and on the **MyEnglishLab**.
- **Extra practice** activities in the back of the Students' Book for learners who need extra challenge (stretch activities) or support (remedial activities).
- additional **lead-in**, **revision** and **extension** activities to help teachers tailor the material to individual class needs.
- multi-level exercises in the **Workbook**.

3 Set goals and monitor progress

The learning material should contain markers throughout the course to enable students to monitor their progress, gain a sense of achievement and develop independent learning strategies. *Live Beat* achieves this by providing:

- **Objectives boxes** at the beginning of each lesson, enabling students to focus on what their learning goals are.
- **Skills tip boxes in Polish** containing simple advice to help students develop their learning skills.
- a **Language Revision** every unit with a **Self-check score box** and **Audio answer key**.
- a **Skills Revision** every two units with typical Gimnazjum Exam tasks.
- **Language Round-up** pages in each unit of the **Workbook** to help students monitor their own progress.
- an extensive **Assessment package** in the **Test Master** and on the **MyEnglishLab**.

Course components

Students' Book

The **Students' Book** contains a Welcome unit for revision and 9 core units. The units are organised into lessons. **Video** and **animation** is an integral part of the course and can be accessed on the **ActiveTeach**, **Teacher's DVD-ROM** or **MyEnglishLab**.

Units 1, 3, 5, 7 and 9 follow this pattern:

- three language input lessons (a, b and c)
- an Across Cultures lesson (d)
- a Writing skills lesson (e)
- a Language Revision lesson

Units 2, 4, 6 and 8 follow this pattern:

- three language input lessons (a, b and c)
- a Real Life Issues lesson (d)
- a Language Revision
- a Skills Revision including typical Gimnazjum Exam tasks

The a, b and c **input lessons** present and practise grammar, vocabulary and functional language (Use your English).

Lesson d focuses on **skills development**. It consolidates and extends the language presented in the preceding three lessons and provides further reading, listening, speaking and writing practice. There are two types of skills development lessons – **Real Life Issues** and **Across Cultures** – and they both cover all four skills, reading, listening, speaking and writing.

The emphasis on particular skills is slightly different, however. In the **Across Cultures** lessons, the emphasis is on **reading**, with reading tips that offer strategies for reading different kinds of text more efficiently.

In the **Real Life Issue** lessons, the emphasis is on **listening** and **speaking**. Tips for listening and speaking are provided which train students to listen and speak more confidently.

The **Writing skills** pages focus on **writing** and provide tips and writing practice leading to the production of different kinds of text such as a postcard, an email, etc. They contain a model text plus focus task, writing tips, one or two exercises based on the writing tips, and finally the main writing task. They are designed to build students' confidence and improve their performance by providing a lot of help and guidance.

There is a **Language Revision** page at the end of each unit. The pages contain accuracy exercises to revise grammar, vocabulary and communication, finishing with a simple self-assessment box to help students monitor their own progress. **Skills Revision** pages revise the skills taught in the preceding units and include typical Gimnazjum Exam tasks.

At the end of the Students' Book, there are **Extra practice** exercises, **Pronunciation** exercises, a **Word bank** for revision of the main vocabulary from the previous level, a unit-by-unit **Word list** with Polish translations and phonetic transcription and an **Irregular verbs list**.

Material ćwiczeniowy Exam Trainer

The Exam Trainer offers vocabulary and grammar revision exercises as well as comprehensive preparation for the Gimnazjum Exam. It contains:

- **Grammar** and **Vocabulary** pages reviewing the material covered in the Students' Book.
- **Minixams** corresponding to each unit of the Students' Book, with exam tasks, exam tips and additional lead-in and wrap-up exercises that make lessons easy to run.
- **Bank funkcji językowych** and **Bank środków językowych** offer additional lists of structures that are typically tested in the Gimnazjum Exam.

Workbook

The **Workbook** is divided into units and lessons which correspond to those in the **Students' Book**. The a, b and c input lessons provide practice of phrases, grammar, vocabulary and functions. It contains exercises at two levels of difficulty, indicated by one or two stars, to cater for mixed ability classes. Most students will benefit from completing both levels of difficulty in the exercises, but students with a good basic knowledge may attempt just the higher levels of task. Additionally, each input lesson ends with a **Grammar summary** in Polish which contains example boxes and simple rules.

Language Round-ups give extra practice of the unit. These exercises have a marking scheme and progress **Self-check score box** and **Audio answer key** so that students can check their knowledge.

Skills Practice pages focus on reading, writing and listening.

Skills Round-up pages include typical Gimnazjum Exam tasks from each part of the exam.

Środki językowe and **Funkcje językowe** pages offer additional exam preparation.

Exam Tests correspond to the content of the Students' Book and enable students to test their language skills in the context of authentic Gimnazjum Exam tasks.

There are also additional **Writing** sections and a **Writing Bank** which help develop students' writing skills in the context of the exam.

Teacher's Book

The **Teacher's Book** contains the **Students' Book** pages, **answer keys** for the **Students' Book**, **Workbook** and **Exam Trainer** exercises, **audio scripts** for the **Class**, **Workbook** and **Exam Trainer audio** as well as informative background notes. Optional extra activities (Extension, Extra Practice) provide further practice which the teacher can draw on to tailor the course materials more closely to the needs of individual classes. The Teacher's Book also contains **Motivator worksheets**, which correspond to lessons a, b and c of the units in the **Students' Book** and, in addition, summative **Round-up worksheets** which revise the language from the three input lessons. The lively, stimulating activities are a mixture of puzzles, problem-solving exercises and information-gap tasks and include many authentic text types (e.g. maps, menus, notices and signs). Since some have been designed for the student to complete individually and some for pairwork, the worksheets can be used to vary the class dynamic, and as the activities are highly visual they are particularly suitable for use with students who have Specific Learning Disabilities. Specific teaching notes for the

Motivator worksheets with integrated answer keys can also be found in this section of the **Teacher's Book**.

The **Teacher's Book** also contains a DVD-ROM with a variety of films and animations:

- video clips with dialogues from the Use your English boxes
- additional video lessons based on teenagers' video blogs (plus worksheets)
- animated grammar presentations
- animated pronunciation presentations.

The videos can also be found on the **ActiveTeach**.

Class audio CDs

The **Class audio CDs** contain all the recorded material from the Students' Book.

Tests

The complete **Assessment package** for *Live Beat* consists of:

- a **Diagnostic test** to be used at the start of the course to assess the level of students.
- individual **Unit tests** focusing on Grammar, Vocabulary and Functions.
- two **Exam and Skills tests** every two units, including Gimnazjum Exam preparation.
- **Summative tests** every two units to assess students' progress at key points during the course.
- **End-of-year tests** to assess students' progress at the end of each academic year.
- **A and B versions** of all the tests above.
- **Gimnazjum Exam Tests**.

Some of the above tests are also provided for students with Specific Learning Disabilities (SLD), such as dyslexia.

ActiveTeach

The **ActiveTeach** is a digital presentation tool designed for use with an interactive whiteboard or a projector connected to a PC. It is a key component of the course permitting the teacher to vary the classroom dynamic, engage students' interest and so increase their motivation to learn. On the **ActiveTeach** the Students' Book pages can be shown on screen and the teacher can use the hotspots on them or the bottom menu bar to navigate between the pages and connect directly to the key features of the tool:

- videos and animations from the Teacher's DVD-ROM: grammar and pronunciation presentations, Use your English dialogues, additional video lessons based on teenagers' video blogs
- class audio-recordings

- interactive exercises
- Motivator worksheets
- phonetics chart.

In addition, the enhanced functionality of the **ActiveTeach** allows the teacher to:

- zoom in on any part of the page.
- play audio material and display the audio script while the audio is playing.
- view the course video material with the option to display or hide the video script.
- call up the answers to the activities on screen.
- highlight words or phrases on screen.
- write/delete notes.
- hide/reveal sections of the screen, etc.

Students' eText

The **Students' eText** is an interactive e-book designed for individual use on a tablet or PC. Essentially students have the same basic functionality as the ActiveTeach but without the Show answers facility, Teacher's materials or the write-on-screen tools. The Students' eText can be used instead of a print version of the Students' book.

MyEnglishLab

The **MyEnglishLab** is an online resource which allows teachers and students to interact beyond the classroom. It contains:

- the entire **Workbook** in an online, easy-to-manage, interactive and auto-graded environment.
- a wealth of extra **Skills practice** specifically written for the **MyEnglishLab** environment.
- student access to **Video blogs** with follow-up activities to consolidate learning from the classroom activities.
- **Pronunciation** activities with **Record and playback**.
- useful **tips** designed to help students complete activities and **feedback** on submission of an activity to help students understand why an answer is right or wrong.

MyEnglishLab gives teachers instant access to a range of diagnostic tools. The **Gradebook** enables teachers to see how students are progressing at a glance. The **Common Error Report** indicates which errors are the most common and which students are making these errors. The **Summative** and **Skills tests** are also available in interactive format. Teachers can assign tasks to the whole class, groups of students or individual students and communication tools enable teachers to send instant feedback on their students' work.

Features of Live Beat

Students' Book

Input lessons present and practise grammar, vocabulary and functional language (Use your English).

Objectives boxes make students aware of the language they are going to learn.

3a Too big to see it all on foot

Grammar too + adjective/adverb + to
(not) + adjective/adverb + enough to

Vocabulary Adjectives and nouns of measurement
Transport

Read
1 Listen and read the webpage. How many types of transport does it mention?

3 CITY LIFE
Podrózowanie i turystyka • Świat przy
• Elementy wiedzy o krajach anglojęzycznych

GETTING AROUND THE CITY in style

So, you have a weekend in London. Lucky you! Here's some advice: plan carefully and decide what you want to do. The city's too big to see it all on foot, so what's the best way to get around?

The Tube is quick and easy, but it's often crowded → find a seat. Some people prefer to catch a bus and of course there's a great view from the top of a double-decker!

If buses aren't stylish enough to tempt you, how about a rickshaw? The rickshaw rider will take you wherever you want to go. Sit back and enjoy the greenest way to travel! Or, if you want to avoid the traffic, go by boat. River buses are popular and they move slowly enough → see the sights along the river.

Back on dry land, you can use one of the many bridges to cross the river – or if you're too tired to walk, use the cable car! The London cable car goes over the Thames at a height of 30 metres. The river there is only one kilometre wide so it's a short trip. At busy times of the day the cable car goes too fast to take good photos. At other times the ride is slower and long enough to enjoy the view.



Key grammar is highlighted in red.

Photographs set the scene and present new language.

Photographs with teen characters engage students and set the scene.

3a

Grammar
too + adjective/adverb + to
The city's too big to see it all on foot.
The car goes too fast to take photos.
(not) + adjective/adverb + enough to
It's (isn't) long enough to enjoy the view.
They (don't) move slowly enough to see the sights.

Practice
3 Write sentences in your notebook. Use the prompts and too ... to or (not) ... enough to.
1 it's expensive/travel by taxi
It's too expensive to travel by taxi.
2 rickshaws/not be big/carry lots of people
I can't dance well/performed in public
4 you're young/get married
5 David/didn't study hard/passed his exams
6 Jack/not be strong/carry that box
7 you're clever/solve the puzzle?
8 Maisie/run slowly/win the race

4 In your notebook, write sentences about you with too ... to or (not) ... enough to. Use the ideas in the box or your own ideas.
I'm (not) old enough to have a job.
I'm too young to have a job.

Vocabulary: Adjectives and nouns of measurement

• be old/young – have a job
• run fast/slowly – be in the Olympics
• get up early/late – get to school on time
• sing well/badly – be a pop star
• be fit/unfit – run a kilometre
• be confident/shy – make a speech

Vocabulary: Transport

7a Look at the types of transport in Exercise 1 again. In your notebook, write the advantages and disadvantages of each one.
The Tube: quick, easy, often crowded

b Recall How many more types of transport can you name? Check the Word bank on page 112.
car, tram, ...

Speak and write

8 Discuss the questions in pairs or small groups. In your notebook, write some travel advice to tourists in your town or city.
• What are the different ways of travelling around your town or city?
• Which ways are the slowest, fastest, cheapest and most expensive?
• Which form of transport do you prefer? Why?
You can travel around our town by tram, ...

Extra practice
For more practice, go to page 103.

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Pronunciation exercises isolate and practise specific sounds, or stress and intonation patterns. Presentation animations with audio are included on the ActiveTeach and Teacher's DVD-ROM.

3b You can't miss it.

Vocabulary Places in town
Function Ask for and give directions

Vocabulary: Places in town

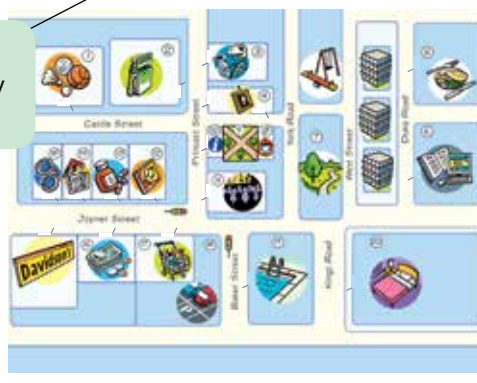
1 Recall List all the places in town on the map. Then check the Word bank on page 112.

Martin: Hey, Emma. Sorry, I'm late. I'm a bit lost.
Emma: Oh no, where are you? Stupid question! I mean, what can you see?
Martin: I'm standing in front of Davidson's department store. It's next to a bank.
Emma: OK, that's Joyner Street. No problem, you aren't too far away. Go right, down Joyner Street to the traffic lights.
Martin: OK, hang on ... right. I've done that!
Emma: Good. Now go past the cinema. Then take the second turning on the left into West Street.

Martin: OK, what now?
Emma: Go straight on until you see a children's playground on your left. You can't miss it. I live opposite the playground ... Oh, nice hoodie!
Martin: How do you know?
Emma: Look up! Hi there!
Jodie: Hi, Martin!

Phrases
• I'm a bit lost. • I mean, ...
• what now?

Dialogue
2 Listen and read. Where does Emma live? Find it on the map.



Dialogues present new language in context.

Students learn useful everyday expressions.

Pronunciation: Sentence stress and rhythm

6 Listen and repeat. Go to page 113.

Use your English: Ask for and give directions

7 Find Davidson's on the map. Listen and repeat. Then practise the conversation in pairs.
A: Excuse me. Can you tell me the way to the art gallery, please?
B: Yes, sure. Go down Joyner Street until you get to the traffic lights, then turn left. Go straight on, past the tourist information centre. Cross over the road and you'll see it on the right opposite the petrol station. You can't miss it.
A: Thanks very much.
B: No problem. You're welcome.

Ask for directions
Excuse me. Sorry to bother you ... Can you tell me the way to the theatre, please? How do I get to the theatre?
Where's the nearest theatre, please?
Give directions
Go left out of the library. Turn right at the corner. It's next to the bank. Take the second/third turning on the left. See Exercise 4 for other directions.

8 Work in pairs. Take turns to ask for and give directions to four places on the map.

Write

9 In your notebook, write directions from your home to the nearest shop, station or bus stop.

Extra practice
For more practice, go to page 104.

Comprehension

3 In your notebook, rewrite the summary, correcting the mistakes.
Martin is on his way to see Jodie. She phones him because he's late. She gives him directions from the library to her flat. He knows when he gets to the right place because he sees her.
Martin is on his way to see Emma ...

Practice

4 Look at the map on page 34. Then complete the directions with the places in the box. There are three extra places. Write the answers in your notebook.

• cinema • park • playground • restaurant • supermarket

1 Go left out of the sports centre. Cross Princess Street and go straight on, past the square on your right and the art gallery on your left. Turn right and you'll see the [] on your left.
2 From the bank, cross over the road and turn right. Take the fourth turning on the left. Go past the library and you'll see the [] on your right.

Listen

5 Look at the map again and listen to two phone conversations. Where are the two people going?

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Communicative language is practised in functional contexts with video presentation on the ActiveTeach and Teacher's DVD-ROM.

Grammar boxes provide clear examples of grammar points. Animated cartoons on the ActiveTeach and Teacher's DVD-ROM present grammar in context.

3c We throw away too many things.

Grammar *too many, too much, not enough*
Pronouns *some-, any-, no-, every- + thing, where, one, body*

Vocabulary Countable and uncountable nouns

Read

1 Listen and read the webpage. Which is the correct summary?

a) Do more recycling. b) Eat less food. c) Don't throw things away.

TALKBACK: YOU ASK, WE ANSWER. TODAY WE'RE TALKING... RUBBISH!

Home News Articles

I know I should recycle things, but why? The refuse collectors collect our rubbish every week. So what's the problem? **Ben15**

Of course we can't recycle everything, but we throw away far **too many** things. Each year the average British family throws away about 100 kg of glass, 40 kg of plastic and 260 kg of paper (that's about five trees). That's an awful lot of rubbish! And believe it or not, we throw away about one third of all the food we buy (so we waste a lot of money, too).

Not enough people recycle and **too much** rubbish goes to landfill sites (enormous holes in the ground). As **every thing** lies there year after year, it poisons the land. It also creates methane (a greenhouse gas that increases global warming). These days, there **isn't enough** space for all the landfill sites we need – we have to send some of our rubbish overseas!

It doesn't matter if I recycle or not. One person can't change anything, **nonamegir!**

Not true! Change has to start **somewhere** – why not with you? And remember this – if **nobody** does anything, **nothing** will change!

Comprehension

2 Are the sentences true, false or the text doesn't say? Write the answers in your notebook.

- Ben15 thinks recycling is a waste of time. **DS**
- The UK uses 260 kg of paper per person every year.
- British people
- Rubbish is in
- Some of our
- nonamegir!**

SOLVE IT!

3 Joe is 16. How much glass (approximately) has his family thrown away in his lifetime?

The Solve it! tasks engage students cognitively.

Vocabulary: Countable and uncountable nouns

4a Listen and repeat. Put the words from the box in the table. Write the answers in your notebook.

family • food • glass • holes • money • people
plastic • problem • rubbish • things

Countable	Uncountable
family	food

b Listen and repeat. Now add these words to the table in Exercise 4a.

air • children • cities • garden • information
litter • luggage • music • news • pollution
school • shop • snow • street • traffic • woman

Grammar

too many, too much, not enough

We throw away **too many** things.
Too **much** rubbish goes to landfill sites.
There **isn't enough** space.

Practice

5 Choose the correct options in sentences (1–4). Write the answers in your notebook. Then complete the sentences with the correct form of the verb be.

- There **is** **too much** / many pollution in our towns.
- There **is** **too much** / many rubbish in the streets.
- There **is** **too much** / many traffic on the roads.
- There **is** **too much** / many people in the city.
- There **is** **not** enough parks and playgrounds.
- is** there enough food for us?
- There **is** **not** enough places where we can recycle.
- There **is** **not** enough clean air.

Grammar

Pronouns **some-, any-, no-, every- + thing, where, one, body**

	some-	any-	no-	every-
thing	something	anything	nothing	everything
place	somewhere	anywhere	nowhere	everywhere
person	somebody	anybody	nobody	everybody
	someone	anyone	no one	everyone

Practice

6 Complete the sentences with words from the grammar box. Write the answers in your notebook.

- What will the Earth be like in a thousand years' time?
- Nobody** knows.
- What shall we do with these old newspapers?
- Let's find **2** to recycle them.
- I don't know **3** who grows their own food. Do you?
- Yes, my aunt grows vegetables in her garden.
- Let's do **4** about the litter in the playground.
- OK, I'll get some rubbish sacks.
- Is there **5** in that bottle?
- No, **6**. It's empty.
- What a terrible place. There's rubbish **7**.
- Yes, and there's **8** to sit down.

Listen

7 Listen to Della talking about her town. Which summaries (1–6) are correct? Write the answers in your notebook.

- I live here. ✓
- There's nothing to do here.
- My friends and I don't go to the sports club.
- I like expensive clothes shops.
- There aren't enough cafes.
- The streets are dirty.

Speak

8 Work in pairs or small groups. Talk about your town, and the things you would like to change (traffic, pollution, rubbish, noise, etc.). Then tell the class.
There's too much traffic. There's nowhere to go in the evenings.

Extra practice

For more practice, go to page 104.

Lesson d focuses on **skills development**. It consolidates and extends the language presented in the input lessons and provides further reading, listening, speaking and writing practice.

Across Cultures lessons feature cultural aspects of the English-speaking world.

Get started activities make the topic relevant.

3d Sightseeing – by land, sea or air!

SKILLS FOCUS: READING

ACROSS CULTURES

Get started

1 Look at the photos. Which place looks a) the most interesting b) the most exciting?

Read

CZYTANIE: Odgadywanie znaczenia nieznanego wyrazów
Użyj kontekstu, aby odgadnąć znaczenie nieznanego wyrazu. Najpierw postaraj się określić, jaką częścią mowy jest dany wyraz (np. czasownikiem, rzeczownikiem lub przymiotnikiem). Następnie spróbuj ustalić jego znaczenie, analizując słowa występujące bezpośrednio przed i po nim. Jeśli mimo to nie potrafisz odgadnąć znaczenia nieznanego wyrazu, sprawdź je w słowniku. Wykonaj ćwiczenie 2.

2a Read the travel guide quickly. What three cities can you visit? What are the three exciting ways to see them?

b Read the guide again and find these new words. **Guess the meaning.** Write the answers in your notebook.

- junk (line 5)
'junk' is a noun. I think it is a traditional Chinese boat.
- beams (line 11)
- stunning (line 13)
- villains (line 15)
- fudge (line 20)
- barbie (line 33)

Comprehension

3 Answer the questions. Write the answers in your notebook.

- What is the best way to see Hong Kong's high buildings?
- From a boat on the harbour.
- What is the 'Symphony of Lights'?
- Where can you find ghosts in Edinburgh?
- What sights can you see in Edinburgh's Royal Mile area?
- What sights can you see on the helicopter ride?
- What can you do on Bondi Beach?

TEEN TRAVEL: GUIDE

THREE EXCITING WAYS TO SEE THREE EXCITING CITIES

HONG KONG, CHINA
Did you know that Hong Kong is actually 260 small islands? This city is famous for its skyline. Hong Kong's skyscrapers are too tall to appreciate from the street, so the best way to see them is from a boat on the harbour. Travel in a traditional junk once used by Chinese fishermen and pirates. You can take a night cruise around Victoria Harbour to see the incredible 'Symphony of Lights'. This is a multimedia light and music show where you can see Hong Kong's highest buildings. They are illuminated with coloured lights and laser beams – it's stunning!

EDINBURGH, SCOTLAND
If you don't fancy walking, a fun way to see Edinburgh is by rickshaw. You can fit two or three people in this unusual taxi and the driver gives you a guided tour. Learn about the villains and heroes that lived in the old town. Your guide can also tell you tales about the ghosts in Edinburgh's forgotten underground city. If this is too scary, take a break and visit one of Edinburgh's traditional sweet shops – so try some home-made fudge, it's delicious! Finish your tour in the area called the Royal Mile, in the old part of the city. At the bottom you can see Holyrood Palace and at the top, Edinburgh Castle.

SYDNEY, AUSTRALIA
Have you ever been in a helicopter? Take a twenty-minute ride over the city and its beaches. It's amazing to see Sydney's skyscrapers and waterways from the air. The pilot gives a commentary and you can see Sydney Harbour Bridge and Sydney Opera House. The helicopter ride ends at Bondi Beach. This is a popular place for surfers. But if you are not brave enough to go surfing you can relax on the golden beach. And if you're hungry, why not enjoy an Australian 'barbie'? Watch out in January though, because it is summer so here and the beach is often too crowded to do anything.

NEW WORDS

- skyline • skyscraper • appreciate
- harbour • pirates • cruise • illuminated
- fit • hero • tales • underground
- home-made • v...

Listen

4 Listen to the information about the Sydney 'Hop-on hop-off bus tour'. Copy the table into your notebook and complete it.

Bus type:	1 Open-air double-decker
Duration of tour:	2 70 minutes
Ticket types:	3 2 / 12 -hour tickets
Sights:	4 7 / 8
Language of tour commentary:	5 7
Place to start tour:	6 7 bus stop
Number of bus stops:	7 8

Speak

5 Work in pairs. Make a list of the places, activities and sights in the guide in Exercise 2. Decide which ones you would recommend for teenagers, older people, or for young children.

Project

6 In your notebook, write a travel blog about a place you went to last summer. Use the ideas below. Include a photo you took, or download one from the internet.

- Where you went
- Who you went with
- How you got there (means of transport)
- Something exciting that happened
- Your opinion of the place

Last summer I went to London ...

Projects give students the opportunity to personalise the topics.

Photographs provide valuable cultural information.

Real Life Issues lessons highlight issues which are relevant to teenagers and contain moral dilemmas.

Speak your mind! sections provide students with the opportunity to give their own opinions.

4d Right or wrong?

SKILLS FOCUS: LISTENING AND SPEAKING

Get started

- 1 When you need some information, which do you prefer to use – a library or the internet? Why? Tell the class.

Read

- 2 Read the online problem page. What are Ned's two choices?

IN A FIX?
Here's your chance
to share your problems and say what you think.

My friend and I often copy stuff from the internet for our homework. Basically we just change some words round to make it look a bit different. I know we shouldn't, but I never really understand why. If the information is correct, why is it wrong to copy it? Anyway, the teachers have caught her, but not me. I actually got a really good mark and she's in big trouble. I don't know how or why it happened because we both use the same websites. We've been doing it for ages! Obviously I've felt a bit bad since it happened, but what can I do? My friend says she won't tell on me and nobody else knows. The thing is, we aren't the only people who do it. I don't really know what to do.

Ned, Oxford
I don't think you should do anything. What's the point? It just means two people get into trouble instead of one. And as you say, everyone does it!

Timbo, Sheffield
I think you should explain everything to your teacher and talk it through. You shouldn't get into trouble if you're honest about it this time and you don't do it again.

northerboy, Leeds
I agree with you, Ned. I don't think it's wrong to copy from the Net. But it IS wrong to abandon your friends! That's why I think you should tell your teacher. Go on, you know I'm right.

amy15, Lincoln

Get started activities make the topic relevant.

NEW WORDS

- stuff • basically • copy
- in (big) trouble • obviously
- tell on somebody • nobody else
- the thing is... • What's the point?
- instead of • as you say
- talk something through • abandon

Comprehension

- 3 Match the beginnings (1–5) to the correct endings (a–e) to make true sentences. Write the answers in your notebook.

- 1 – d
1 Ned's friend has been cheating for some time
2 The teachers have caught her,
3 Timbo thinks Ned should do nothing,
4 northerboy thinks Ned has done wrong
5 amy15 thinks Ned should do something
a) and he thinks he should tell a teacher.
b) but the other two don't agree.
c) because his friend is in trouble.
d) and Ned has been doing the same.
e) but they haven't caught him.

Speak

- 4 Ned says, 'If the information is correct, why is it wrong to copy it?' What do you think? Did Ned do anything wrong? What about his friend? Discuss with your partner, then tell the class.

- 5 Work in pairs. What do you think Ned should do? Why? Tell your partner.

Write

- 6 Read the advice in Exercise 2 again. In your notebook, write your advice to Ned. Give reasons.
I think/ don't think you should...

Listen

SLUCHANIE: Zwróć uwagę na słowa kluczowe. Słuchając nagrania, postaraj się odnieść w nim słowa kluczowe. Przesłuchaj najważniejsze informacje i są zazwyczaj mocno akcentowane w wypowiedzi. Wykonaj ćwiczenie 7.

- 7a Listen to the conversation. Complete the missing words and say who is speaking (Mr Benson or Ned). Write the answers in your notebook.

- 1 You know, the **History** project. **Ned**
2 That was **Mr Benson**.
3 Chrissy and I did it **together**.
4 But Chrissy just **took** from **me**.
5 I did the **rest** thing.
6 Did you **hear** it?

- 7b What do you think Mr Benson is going to do?
8 Listen to Ned and Chrissy. What is going to happen tomorrow? Do you think it is fair?



Speak your mind!

MÓWIENIE: Akcentuj najważniejsze słowa. Postaraj się mocniej akcentować najważniejsze słowa w każdym zdaniu. Wykonaj ćwiczenie 9.

- 9 Work in pairs. Read the situations (A–D) and discuss the questions (1–3). Then tell the class what you think.

- A Sam took his friend's homework out of his bag and copied it. His friend didn't know.
B Bella's dad hid her Maths homework for her while she was watching TV.
C Frankie showed Jack his exam answers while the teacher wasn't looking.
D David's mother helped him with his Geography homework and checked his work.

Listening and speaking tips train students to be more efficient, confident listeners and speakers.

Writing skills pages (e) focus on written communication and are designed to help build students' confidence.

Clear model texts provide guidance.

Skills Revision pages revise skills taught in the preceding two units and include typical Gimnazjum Exam tasks.

Language Revision pages for every unit contain accuracy exercises to revise grammar, vocabulary and communication.

3e A great city

SKILLS FOCUS: WRITING A POSTCARD

Hi Lauren,
Greetings from Dublin, which is **very nice!** I'm here for the weekend with my parents and we're having a **very good** time.
Yesterday in the morning we walked around the **very old** streets of Temple Bar to explore the shops and markets there. Then we had lunch in a **very small** café by the river. This afternoon we want to go to Phoenix Park. This **very big** park is known as a kind of desert! We never see any **very green!** If you ever come to Dublin, you should go to the Wax Museum. This, with life-size models of celebrities! See you soon in London.
Tina



Get ready to write

- 1 Read the postcard. Answer the questions. In which part of the city can you see:
1 an old part of town?
2 wild animals?
3 figures of famous people?
2 Look at the phrases in bold in the text. Replace them with the adjectives from the box. Write the answers in your notebook.
• great • huge • historic • beautiful
• thrilled • busy
3 Complete the text about Dublin with the words in the box. The meaning of the words is in brackets to help you. Write the answers in your notebook.
• excellent • lively • unique • wide

PISANIE: Przymiotniki

Stwórz się unikalny, zwięzły i przyjazny w notatki rano lub po południu. Zdobądź słownictwo sprawnie, ze twoj tekst stanie interesujący.
I'm having a good time – I'm having a great time.
The park is very big – The park is huge.

Write

- 4a Work in pairs. You are going to write a postcard to a friend.
2 Note down interesting things that you want to write about. Think about the topics from the box.
• entertainment • food • shopping
• transport • sightseeing
4b Read the task and write a postcard to a friend.
Justeś na wyścigach z granicą. Wpócczowie do kolegi z Australii:
• napisz, gdzie jesteś,
• opisz, co robisz/robiliście po przyjeździe na miejsce,
• przedstaw swoje plany na kolejny dzień.
Długość postcardu powinna wynosić od 50 do 100 słów.

Writing tips focus on linguistic elements of writing, such as punctuation, language variety, etc.

Controlled practice activities build confidence.

Writing production task gives students the opportunity to demonstrate what they have learnt.

4 Skills Revision

Czytanie

- 1 Przeczytaj informacje o trzech osobach (1–3) i odczytaj cztery wyścigi (A–D). Do każdego osoby dopasuj wyścig, która najbardziej jej odpowiada. Jedną ofertę zostaw podana dodatkową. Odpowiedź zapisz w tabeli.
- 1 Julie likes exploring places on foot. She doesn't like crowded, touristy places and usually avoids public rights. She wants to see the places where the local people go. She doesn't need a guide.
2 Martin is keen on history. He wants to visit lots of sights, but he doesn't want to spend too much time at each place. He isn't interested in walking tours.
3 Ella is interested in food, history and music. She doesn't want to go on a bus tour. She would prefer a personal tour with her own guide to show her around.

Funkcje językowe

- 4 Uzupełnij poniższe mini-dialogi, wybierając spośród podanych odpowiedzi brakującą wypowiedź jednej z osób. Odpowiedź zapisz w zeszytocie.
- 1 X: I've just finished cleaning my room.
a) At last! b) For ages! c) We're on it!
2 X: Who's that boy?
Y: **Who?**
a) Don't tell me he's your friend.
b) Let's just say that he's my friend.
c) I'd like to make friends with him.
3 X: I can't go to the USA next summer.
Y: **Why not?**
a) When? b) Can you? c) Why not?

Sluchanie

- 2 Odczytaj dwukrotnie wypowiedź. Zdecyduj, które ze zdań 1–3 są zgodne z treścią nagrania, a które nie. Odpowiedź zapisz w zeszytocie.
1 Somerset House is a royal palace.
2 The Savoy is over a hundred years old.
3 The person is speaking to tourists on a boat trip.

Śródki językowe

- 3 Przepisz zdania 1–4 do zeszytu i uzupełnij je wyrazami z nawiasów w odpowiedniej formie. Nie zmieniaj kolejności podanych wyrazów i dodaj wszystkie niezbędne elementy.
- 1 My grandparents (be / marry) **got** about 50 years now.
2 I'm sure (nobody / worry) **not** throw away a lot of food.
3 My dad (use / have) **has** long hair when he was a teenager.
4 For many people, plane tickets for the holiday season (be / expensive) **are** high.
5 How long (Sam / prepare) **will** for the music competition?

Pisanie

- 5 Wykonaj poniższe zadanie. Napisz tekst w zeszytocie.
Jedną na wyścig w ciekawym polskim mieście. W podstawie do konkursu z Waszej strony:
• opisz atrakcję turystyczną często odwiedzaną przez turystów,
• opisz, co odwiedzającego zobowiązuje do oglądania w ciekawym mieście,
• napisz, jakie masz plany na następny dzień.
Długość tekstu powinna wynosić od 50 do 100 słów.

Revision

Phrases/Use your English (12 tematów)

6 In your notebook, write the conversation in the correct order.
Hi, Jerry. I'm a bit lost!
a) Yes, very stupid!
b) Oh speak. Flicker is just opposite my block of flats.
c) Sorry. Can you see anything? I mean, a shop or a park?
d) Oh dear! Where are you? I suppose that's a stupid question.
e) Yes, a cinema called 'Flicker'.

7 Complete the sentences with words and phrases from the box. Write the answers in your notebook.
• welcome • miss it • turn left • past • sorry to • along • take • excuse me

A: **Excuse me**. How do I get to the post office?
B: **Miss it** and then go **past** Chester Road. Go **along** the bank and then you'll see it.
A: **Sorry**, bother you, can you tell me where the station is?
B: **No problem**. Go down the road, then **turn left**.
You can't **miss it**.

8 Write a short text about your city or town.
• **There are** many interesting things to see in my town.
• **It's** a very nice place to live.
• **I** like to go to the park every weekend.
• **The** people are very friendly.
• **There are** many shops and restaurants.
• **I** like to go to the cinema every week.
• **The** weather is very nice.
• **I** like to go to the beach every summer.
• **There are** many beautiful views from my town.
• **I** like to go to the museum every year.

9 Listen and check your score.

Grammar	14
Vocabulary	14
Phrases/Use your English	12
Total	40

Self-check score boxes and audio answer keys allow students to monitor their own progress.

Extra practice activities provide stretch and remediation activities for every unit.

Pronunciation exercises for every unit isolate and practise specific sounds, or stress and intonation patterns.

The unit-by-unit **Word list** with Polish translation and phonetic transcription facilitates revision and memorisation of key vocabulary.

Extra practice

Unit 1

Lesson 1a

1 Copy the table into your notebook and put the instruments in the correct column.

cello	drums	flute	violin
clarinet	drums	flute	violin
piano	saxophone	trumpet	percussion

2 Choose the correct options. Write the answers in your notebook.

- What are you planning for the summer?
 - A. We'll (re going to) go camping.
 - B. The sky is very dark.
 - C. I like that T-shirt.
 - D. Will you / Are you going to buy it?
 - E. Let's have lunch.
 - F. OK. I'm going to see what's in the fridge.
 - G. Where are they going?
 - H. The cinema. They'll see / I'm going to see it.
 - I. I need some help with my homework.
 - J. Why don't you ask Tim? I'm sure he'll / I's going to help you.

Lesson 1b

1 Which sentences are correct? In your notebook, rewrite the wrong ones so they are correct. Use going to or will.

- I have a look in my diary. What time is Sarah arriving? /
- How need a warm coat. It's snowing later. /
- Maths is so hard! I'm probably failing the exam next week.
- I don't like that kind of film. I'm not going to the cinema.
- Don't run across the road. You're having an accident.
- Like John. Is he coming to your party?
- Go to bed early. You're feeling better tomorrow.
- Sheena is training hard. She's cycling in a competition next week.

Pronunciation

Unit 1 Lesson 1b

Exercise 5 /eɪ/ /grɒt/, /aɪ/ /lɪkə/

1 Listen and repeat.

2 Listen. Is the sound /eɪ/ (1) or /aɪ/ (2)? Listen again and repeat.

3 Listen and repeat. Then practise saying the sentences.

Unit 2 Lesson 2c

Exercise 7 /ə/ /fəmlɪ/, /tʃ/ /fɑ:ðə/

1 Listen and repeat.

2 In your notebook, put the words in the correct lists. Then listen and check.

3 Listen and repeat. Then practise saying the sentences.

Unit 3 Lesson 3b

Exercise 6 Rising intonation (to stop interest)

1 Listen to the six exchanges. Which responses interest?

2 Listen and repeat the responses. Sound interested each time.

Word list

Unit 1 Lesson 1a Types of music and musical instruments: <i>rodzaje muzyki i instrumenty muzyczne</i> cello /'selo/ wolonczka clarinet /'klærɪnət/ klarinet double bass /'dʌbl bæz/ kontrabas drums /drʌmz/ bębny flute /flu:t/ fletka keyboard /'ki:bɔ:d/ instrumenty klawiszowe piano /'pi:əno/ fortepian saxophone /'sæksəfoʊn/ saksofon trumpet /'trʌmpɪt/ trąbka violin /'vaɪəlɪn/ skrzypce voice /voɪs/ głos portfolio /'pɔ:tfəʊliəʊ/ portfolio saxophone /'sæksəfoʊn/ saksofon record of achievements /rɪ'kɔ:d əv ɪ'ʃi:vəmənts/ zapis osiągnięć	Lesson 1d backstage /'bæksteɪdʒ/ za kulisami be into (something) /bi: ɪn'tu: 'sʌmθɪŋ/ być zainteresowanym /czymś/ cash /kæʃ/ gotówka choir /tʃaɪə/ chóral complete /kəm'pli:t/ kompletny net /net/ sieć gear /gɪə/ sprzęt marquee /'mɑ:ki:weɪ/ namiot cyrkowy perform /pə'fɔ:m/ występować na scenie release /rɪ'li:z/ uwolnić, puścić semi-finals (of a competition) /seɪ'mi:faɪnls (əv ə kəm'pi:tɪʃən)/ półfinały take place /teɪk 'pleɪs/ odbywać się laugh /lɑ:f/ śmiać, wyśmiać się Unit 2 Lesson 2a calculator /'kælkjʊleɪtə/ kalkulator charity shop /'tʃærɪti ʃɒp/ sklep charytatywny Good for you! /gʊd fɔ: ju: 'bi:əʊd/ Gratulacje! Ha, ha, very funny. /hɑ: 'vɛəri: 'fʌni: / Ha, ha, bardzo śmieszne. How do you know? /haʊ du: ju: nəʊ? / Jak to wiesz? Lesson 2b Adjectives of opinion amazing /ə'meɪzɪŋ/ wspaniałe awesome /ə'wɔ:s/ niesamowite boring /'bɔ:ri:ŋ/ nudny fantastic /fæn'tæstɪk/ fantastyczny disappointing /dɪs'əpɔɪntɪŋ/ rozczarowujący dull /dʌl/ nudny excellent /ɪk'selənt/ świetny interesting /ɪn'teresɪŋ/ ciekawy surprising /sə'praɪzɪŋ/ niesamowite scary /'seəri: / przeraźliwy, straszny wonderful /wʌndə'fʊl/ wspaniały without a doubt /wɪðaʊt ə 'daʊt/ bez wątpliwości	go out (with) /gəʊ 'aʊt wɪð/ wyjść (z kimś) make up (with) /meɪk 'ʌp wɪð/ pogodzić się it's driving me mad. /ɪt's draɪvɪŋ mi: məd/ to mnie doprowadza do szaleństwa mother-in-law /'mʌðə ɪn-ləʊ/ zięć /zostawca Lesson 2c Family daughter-in-law /'dɔ:tə ɪn-ləʊ/ córka zostawcy /zostawicy fiancée /fɪ'ænsi: / narzeczona mother-in-law /'mʌðə ɪn-ləʊ/ zięć /zostawca sister-in-law /'sɪstə ɪn-ləʊ/ siostra zostawcy /zostawicy single /'sɪŋɡl/ stanu wolnego sister-in-law /'sɪstə ɪn-ləʊ/ siostra zostawcy /zostawicy stepmother /'step'mʌðə/ matka zostawcy /zostawicy stepfather /'step'fɑ:ðə/ ojciec zostawcy /zostawicy Lesson 2d a couple of /ə 'kʌpl/ kilka busy /'bɪ:zi/ zajęty excited /ɪk'saɪtəd/ zachwycony friend /'frend/ przyjaciel leader /'li:də/ przywódca (let) only child /(let) əʊnli 'tʃɪldr/ jedyny (dziecko) nervous /'nɜ:vəs/ nerwowy partner /'pɑ:tnə/ partner unemployed /ʌn'ɛm'plɔɪd/ bezrobotny Lesson 2e a couple of /ə 'kʌpl/ kilka busy /'bɪ:zi/ zajęty excited /ɪk'saɪtəd/ zachwycony friend /'frend/ przyjaciel leader /'li:də/ przywódca (let) only child /(let) əʊnli 'tʃɪldr/ jedyny (dziecko) nervous /'nɜ:vəs/ nerwowy partner /'pɑ:tnə/ partner unemployed /ʌn'ɛm'plɔɪd/ bezrobotny
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Material ćwiczeniowy Exam Trainer

Material ćwiczeniowy Exam Trainer offer vocabulary and grammar revision, exam tasks from both levels of the exam as well as Bank funkcji językowych and Bank środków językowych.

3 Słownictwo

Adjectives and nouns of measurement

1 Uzupełnij tekst, wpisując jedno słowo w każdą lukę. Pierwsza litera każdego słowa została podana.

The London Eye is great. It's quite impressive. Tickets cost about £20 each for adults, but it's worth it. The Eye is 135 metres tall, so you get a great view from there.

2 Uzupełnij zdania, wpisując jedno słowo w każdą lukę.

1 I wrote carefully, but I didn't write carefully enough.

2 I swam well, but I didn't swim well enough.

3 I worked hard, but I didn't work enough to pass my exam.

4 I wrote my text too quickly and made lots of mistakes.

5 I spoke quietly, but I didn't speak quietly enough and my teacher heard me.

3 Uzupełnij zdania, wpisując jedno słowo lub formę składową w każdą lukę.

1 There's too much rubbish.

2 There's too much information.

3 There are too many holes in the roads.

4 There are too many shops in this town.

5 There's too much good music on the radio.

6 There are too many things to do in the evenings.

7 There are too many children in this class.

8 There is too much pollution from this factory.

3 Uzupełnij dialogi, wpisując jedno słowo lub formę składową w każdą lukę.

A: Why don't you like your school?

B: I don't like it because we have too much homework and we have too many exams. There are too many holidays and there's too much free time!

B: Why don't you play outside?

A: There's too much traffic and green spaces. I can't play in the street because there's too much pollution and there's too much traffic. I can't play in the garden because there's too much rain - Mum and Dad have got too much flowers!

Miniegzamin

Poziom podstawowy

1 Uzupełnij pytania brakującymi słowami. Zapisać odpowiedzi.

1. What's the most interesting place you have been to on holiday? _____

2. What do you like to eat? _____

3. Where in Europe do you like to spend a winter holiday? _____

4. How many stairs are there in the tower? _____

2 Uzupełnij zdania, wpisując odpowiednie wyrażenia. Zapisać odpowiedzi.

1. I was very surprised when I saw the minerals in the water.

2. The minerals in the water were very good for you.

3. The minerals in the water were very good for you.

4. The minerals in the water were very good for you.

5. The minerals in the water were very good for you.

6. The minerals in the water were very good for you.

7. The minerals in the water were very good for you.

8. The minerals in the water were very good for you.

9. The minerals in the water were very good for you.

10. The minerals in the water were very good for you.

3 Uzupełnij zdania, wpisując jedno słowo lub formę składową w każdą lukę.

1. The minerals in the water were very good for you.

2. The minerals in the water were very good for you.

3. The minerals in the water were very good for you.

4. The minerals in the water were very good for you.

5. The minerals in the water were very good for you.

6. The minerals in the water were very good for you.

7. The minerals in the water were very good for you.

8. The minerals in the water were very good for you.

9. The minerals in the water were very good for you.

10. The minerals in the water were very good for you.

Vocabulary and Grammar pages review the material covered in the Students' Book.

Minie exams at both levels of the exam (basic and extended) offer thorough Gimnazjum Exam preparation and include typical exam tasks.

Workbook

Multi-level a, b and c input lessons practise grammar, vocabulary, functional language (Use your English), and include Grammar reference boxes in Polish.

Multi-level exercises mean all students are able to succeed.

Grammar boxes in Polish contain examples, rules and explanations.

Language Round-ups bring together all the language taught in the unit.

4b You've been talking for ages.

Phrases

- Complete the dialogues with the words from the box.
a. I had + ... + just + about + last + ...
b. I'm sorry.
c. I can't get up tickets for the concert.
d. How? These aren't any left.
e. Let's ... we had to know someone who can help us.
f. Don't ... me. Your dad got some from work.
g. I'm writing an article, it's ... boring.
h. OK, yes, ... I hate biology.
i. Great. Well ...

Vocabulary: Phrasal verbs with look

- Complete the sentences with one word in each space.
a. Sue and Tom are looking ... for an apartment.
b. Paul is looking ... at the dictionary.
c. I'm looking ... for a new word in his dictionary.
d. Sam is looking ... at the holidays.
e. Rebecca is looking ... her phone.
f. Sophie is looking ... her little brother.

Grammar: Present perfect continuous with for and since

- Complete the sentences with the correct form of the verbs in brackets and for or since.
1. I have ... (wait) for this bus for ages.
2. ... (wait) for the bus for ages.
3. ... (wait) for the bus for ages.
4. ... (wait) for the bus for ages.
5. ... (wait) for the bus for ages.
6. ... (wait) for the bus for ages.

Grammar summary

Present perfect continuous
I have been waiting for an hour.
You've been working since ten o'clock.
She has been playing tennis since last night.
He hasn't been sleeping for ten hours.
She hasn't been swimming since Monday.

Use the prompts to complete the dialogues.

Use the prompts to complete the dialogues.

4 Language Round-up

1 Match the questions (1-7) to the answers (a-g).

- Has she been playing tennis long?
2 Why can't you get up tickets for the concert?
3 Did you go to the top?
4 What are you writing?
5 What is it?
6 How long have you been waiting for the bus?
7 What are you looking for?

2 Complete the second sentence so that it has the same meaning as the first. Use the word in brackets.

- I have been waiting for an hour. (wait) I've been waiting for an hour.
2 You've been working since ten o'clock. (work) You've been working since ten o'clock.
3 She has been playing tennis since last night. (play) She hasn't been playing tennis since last night.
4 He hasn't been sleeping for ten hours. (sleep) He hasn't been sleeping for ten hours.
5 She hasn't been swimming since Monday. (swim) She hasn't been swimming since Monday.

3 Complete the second sentence so that it has the same meaning as the first. Use the word in brackets.

- I have been waiting for an hour. (wait) I've been waiting for an hour.
2 You've been working since ten o'clock. (work) You've been working since ten o'clock.
3 She has been playing tennis since last night. (play) She hasn't been playing tennis since last night.
4 He hasn't been sleeping for ten hours. (sleep) He hasn't been sleeping for ten hours.
5 She hasn't been swimming since Monday. (swim) She hasn't been swimming since Monday.

4 Skills Round-up

Czytanie

1 Przeczytaj informacje o trzech osobach (1-3) i opisz ich miasto (A-D). Do każdego miasta dopasuj ofertę, którą najbardziej byś odpowiadała. Jedna oferta została podana dodatkowo.

- James likes modern, exciting cities with lots of cool clothes shops and markets to look around during the day. In the evenings, he enjoys going to parties and likes listening to music and dancing.
2 Cathy is interested in art, history and culture. She doesn't like going to clubs or discos but she enjoys more cultural experiences such as classical music concerts or going to the theatre.
3 Tom likes cities with a lot of historic buildings and interesting architecture but without too many tourists. She enjoys taking photographs and she is also keen on spending time in the fresh air.

A Oxford is a beautiful, old city with wonderful buildings, some of which are almost a thousand years old. No wonder then that it is always packed with tourists. At night, the entertainment consists more of Mozart and Shakespeare than nightclubs or discos. There are also a lot of parks and gardens but, because of the heavy traffic, the air is always polluted.

B Bristol is a pleasant town in north Yorkshire, right next to some beautiful countryside. It is a farmer's town with a lively market where you can buy delicious fresh meat and vegetables. Each Sunday there's a farmer's fair where you can try some delicious stews and home-made marmalade. There are also some nice cafes in the centre of town and a small pub with live music.

C Bristol is one of England's oldest cities and there are still a few historic buildings in this modern, busy and dirty city. However, it is now more famous for its multicultural population, which means a great range of fashions on sale from all over the world. You can also get great food and in the evenings, you can always find a club playing pop, reggae, hip hop, rock or any kind of music you like.

D Hastings is a seaside town in the south of England. You may think that it is a popular tourist resort, but it's not really the case. For some reason few tourists come here, which means that the old castle and the many 15th and 16th century buildings are never too crowded. The shops are nothing special but the parks on the hills above the sea are a great place to walk and enjoy the sun.

2 Ułóż plan dwukrotnie wypowiedzi. Zdecyduj, które ze zdań 1-3 są zgodne z treścią nagrania (P) a które nie (N).

- The people have to change boats in Poros.
2 You can't cycling on the island of Hydra.
3 The tour guide is talking to the tourists on a ferry.

3 Complete the second sentence so that it has the same meaning as the first. Use the word in brackets.

- I have been waiting for an hour. (wait) I've been waiting for an hour.
2 You've been working since ten o'clock. (work) You've been working since ten o'clock.
3 She has been playing tennis since last night. (play) She hasn't been playing tennis since last night.
4 He hasn't been sleeping for ten hours. (sleep) He hasn't been sleeping for ten hours.
5 She hasn't been swimming since Monday. (swim) She hasn't been swimming since Monday.

4 Skills Round-up

Słuchanie

2 Ułóż plan dwukrotnie wypowiedzi. Zdecyduj, które ze zdań 1-3 są zgodne z treścią nagrania (P) a które nie (N).

- The people have to change boats in Poros.
2 You can't cycling on the island of Hydra.
3 The tour guide is talking to the tourists on a ferry.

Skills Round-up pages offer additional exam preparation and include typical Gimnazjum Exam tasks.

Live Beat Workbook offers extensive Gimnazjum Exam preparation, focusing on language functions, use of English and writing, as well as including two sample exam papers (one at the basic level of the exam and the other one at the extended level).

3 Funkcje językowe - Poziom podstawowy

Dobieranie reakcji do nagranych wypowiedzi

- Uzupełnij zdania wyrazami z ramki.
- Uzupełnij zdania wyrazami z ramki. Dwa wyrazy zostały podane dodatkowo.

3 Środki językowe - Poziom podstawowy

Dobieranie wyrazów z ramki do luk

1 Uzupełnij lukę wyrazami z ramki. Dwa wyrazy zostały podane dodatkowo.

2 Wybierz poprawny odpowiedź.

3 Uzupełnij zdania jednym wyrazem z każdej pary.

4 Przeczytaj tekst. Którego częściami mowy (A-C) należy uzupełnić lukę 1-3? Zamierzane wyrazy pomogą ci wybrać poprawną odpowiedź.

5 Polącz w pary to same części mowy z ramki. Następnie uzupełnij lukę 1-3 jednym wyrazem z każdej pary.

6 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają lukę 1-3. Trzy wyrazy zostały podane dodatkowo.

7 Wybierz poprawny odpowiedź.

8 Przeczytaj tekst. Wybierz poprawny odpowiedź.

Arkusze egzaminacyjne 2

Poziom rozszerzony

1 Przeczytaj tekst, z którego usunęto części zdania. Wpisz w lukę 1-4 litery, którymi oznaczono brakujące zdania (A-D), tak aby otrzymano logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie powinno być użyte.

2 Ułóż plan dwukrotnie wypowiedzi. Zdecyduj, które ze zdań 1-3 są zgodne z treścią nagrania (P) a które nie (N).

3 Przeczytaj tekst, z którego usunęto części zdania. Wpisz w lukę 1-4 litery, którymi oznaczono brakujące zdania (A-D), tak aby otrzymano logiczny i spójny tekst. Jedno zdanie zostało podane dodatkowo i nie powinno być użyte.

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5 Polącz w pary to same części mowy z ramki. Następnie uzupełnij lukę 1-3 jednym wyrazem z każdej pary.

6 Przeczytaj tekst. Spośród wyrazów podanych w ramce wybierz te, które poprawnie uzupełniają lukę 1-3. Trzy wyrazy zostały podane dodatkowo.

7 Wybierz poprawny odpowiedź.

8 Przeczytaj tekst. Wybierz poprawny odpowiedź.

Teacher's Book

The Teacher's Book contains Students' Book pages, Answer Keys for the Students' Book, Exam Trainer and Workbook exercises, audio scripts, informative background notes and Motivator worksheets with instructions.

The Teacher's Book contains a full answer key and ideas for extension activities.

Exercise 2
Ned's choices are to do nothing or to tell a teacher.

Exercise 3
2 e) 3 b) 4 a) 5 c)

Exercise 7a
2 excellent – Mr Benson
3 together – Ned
4 copied, the internet – Mr Benson
5 same – Ned
6 understand – Mr Benson

Exercise 8
Chrissy and Ned are going to stay behind after school and repeat the work.

4d Right or wrong?

SKILLS FOCUS: LISTENING AND SPEAKING

Get started
1 When you need some information, which do you prefer to use – a library or the internet? Why? Tell the class.

Read
2 Read the online problem page. What are Ned's two choices?

IN A FIX?
Here's your chance
to share your problems and say what you think.

My friend and I often copy stuff from the internet for our homework. Basically we just change some words round to make it look a bit different. I know we shouldn't, but I never really understand why. If the information is correct, why is it wrong to copy it? Anyway, the teachers have caught her, but not me. I actually got a really good mark and she's in a big trouble. I don't know how or why it happened because we both use the same websites. We've been doing it for ages! Obviously I've told a bit but since it happened, but what can I do? My friend says she won't tell on me and nobody else knows. The thing is, we aren't the only people who do it. I don't really know what to do.

Ani Gilbert

I don't think you should do anything. What's the point? It just means two people get into trouble instead of one. And as you say, everyone does it. I think you should explain everything to your teacher and talk it through. You shouldn't get into trouble if you're honest about it this time and you don't do it again.

Anthony Lewis

I agree with you, Ned. I don't think it's wrong to copy from the net. But it is wrong to cheat your friends! That's why I think you should tell your teacher. Go on, you know I'm right.

Amy Louise

Extension
Working in the same pairs as in Exercise 8. Sit in pairs and choose one of the situations A-D. They then improvise a phone conversation between one of the people (Sam, Bella, Frankie or David) and their best friend. They should decide what the person says, the advice the friend might give – and the person's response(s) to that advice. Monitor the Ss' discussion, giving help as necessary. More confident Ss could act out their phone conversations for the class, sitting on chairs back to back so that the phone chat feels more real.

NEW WORDS
+ stuff + basically + copy
+ in a big trouble + obviously
+ tell on somebody + nobody else
+ the thing is... + What's the point?
+ instead of + as you say
+ let something through + abandon

Comprehension
3 Match the beginnings (1-6) to the correct endings (a-f) to make true sentences. Write the answers in your notebook.
1 ...
2 ...
3 ...
4 ...
5 ...
6 ...

Speak your mind!
7a Listen to the conversation. Complete the missing words and say who is speaking (Mr Benson or Ned). Write the answers in your notebook.
1 You know, the library project. Ned
2 That was great.
3 Chrissy and I did it from.
4 I did the best thing.
5 Did you copy it?
6 What do you think Mr Benson is going to do?
7 Listen to Ned and Chrissy. What is going to happen tomorrow? Do you think it is fair?

8 Work in pairs. Read the situations (A-D) and discuss the questions (1-3). Then tell the class what you think.
A Sam took his friend's homework out of his bag and copied it. His friend didn't know.
B Bella's dad did her Maths homework for her while she was watching TV.
C Frankie showed Jack his exam answers while the teacher wasn't looking.
D David's mother helped him with his Geography homework and checked his work.
1 Who was cheating?
2 Who should get into trouble?
3 Whose behaviour was the worst?
Wykonaj ćwiczenia 7.

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1 Who was cheating?
2 Who should get into trouble?
3 Whose behaviour was the worst?
Wykonaj ćwiczenia 7.

Okiem psychologa
Real-life dilemma
Czy zachować się uczciwie?
Lektorka porusza temat uczciwości i oszczędności w wypracowaniu się ze szkolnych obowiązków. Można ją wykorzystać do uświadomienia uczniom na problem nieuczciwych zachowań, takich jak wykorzystywanie czyjejś pracy jako własnej. Badania pokazują, że większość ludzi czasami zachowuje się nieuczciwie. Decydując się na oszukiwanie, chcemy zdobyć posiadane nagrody, np. dobrą ocenę, zaliczenie. Jednocześnie, mimo że oszukujemy, chcemy zachować pozytywny obraz siebie, widzieć siebie jako osoby uczciwe. Nieuczciwym zachowaniem mogą sprzątać m.in. kartki i interesów, fakt, że wcześniej zdziwił nam się zachowywał nieuczciwie lub obserwowali nieuczciwe zachowania, środowiskowe przyzwolenie na nieuczciwość, a także siłomocno do nagradzania własnych działań. Można wpłynąć na zachowanie uczniów m.in. przez przypomnienie zasad moralnych, którym należy się kierować, szczególnie tuż przed przystąpieniem do określonego działania. Nauczyciel wspólnie z uczniami może przy okazji tej lekcji wypracować klasowy kodeks oczekiwanych zachowań. Punktem wyjścia może być sporządzenie listy możliwych nieuczciwych zachowań (kilkna przykładów zamieszczonych jest w ćwiczeniu 8) i zaproponowanie alternatywnych zachowań właściwych, uczciwych. Inne pomysły do wykorzystania w ramach tej lekcji to rozmowa o tym, czy są jakies czynniki lub sytuacje, które skłaniają uczniów do nieuczciwych zachowań, np. niesamodzielne odrabianie prac domowych, i jak można by je wyeliminować, spotkanie na problem wykorzystania treści zamieszczonych w internecie jako własnych z perspektywy ich autorów, stworzenie listy zysków i kosztów związanych z korzystaniem z pomocy rodziców lub innych osób.

Real Life Issue lessons include informative background notes written by a psychologist.

3c The waiting room

Read the story and complete the activities in the speech bubbles using how much/many or not enough.

Each unit of the Students' Book is accompanied by Motivator worksheets, including photocopiable activities for every lesson. The video blogs material is provided in the form of teaching notes, worksheets and transcripts.

Teacher's DVD-ROM
The Teacher's Book comes with a Teacher's DVD-ROM which contains a variety of films with photocopiable activities and DVD worksheets.



Class Audio CDs
Class Audio CDs contain all the recorded material from the Students' Book.



Tests
The Assessment package for Live Beat contains a comprehensive range of tests.

Versions of tests are provided for students with Specific Learning Disabilities (SLD).

Live Beat offers a comprehensive assessment package with A and B versions to prevent copying.

ActiveTeach

ActiveTeach brings **Live Beat** to life with integrated media.

Grammar animations make grammar more memorable.

Pronunciation animations bring language to life.

Videos provide visual contextualisation to aid comprehension.

Videos and audio can be played with or without subtitles.

The screenshot shows a lesson page titled '1b I'm going out.' It includes a video of three people talking, a dialogue section with a transcript, and various grammar and pronunciation exercises. A 'POMC' (Play, Open, Move, Close) control bar is visible at the bottom left.

The ActiveTeach contains **answer keys** are for all exercises, as well as additional **teaching resources** and **videos**.

MyEnglishLab

The **MyEnglishLab** is an online, easy-to-manage, interactive resource with auto-grading which allows teachers and students to interact in the classroom and beyond.

Interactive practice exercises and tests can be assigned to the whole class or to individual students.

The screenshot shows the MyEnglishLab interface with a 'GRADEBOOK' section. It displays a table of student performance for 'Exercise 1'.

Name	Score	Grade	Assignment	
			Score	Grade
Beth, Terry	1/10	C	1/10	C
Alex, Anthony	5/10	B	5/10	B
Miriam, Shira	6/10	B	6/10	B
Perkins, Lani	1/10	F	1/10	F
Alfay, Yaela	7/10	C	7/10	C
John, Steven	1/10	F	1/10	F
Andrew	7/10	C	7/10	C

Students' eText

The **Students' eText** is an interactive e-book designed for individual use on a tablet or PC, with the same basic functionality as the ActiveTeach but without the Show answers facility, Teacher's materials or the write-on-screen tools.

The screenshot shows the Students' eText interface for 'Live Beat 3', displaying the same lesson content as the ActiveTeach interface but with a different layout and navigation options.