

Klasa 7

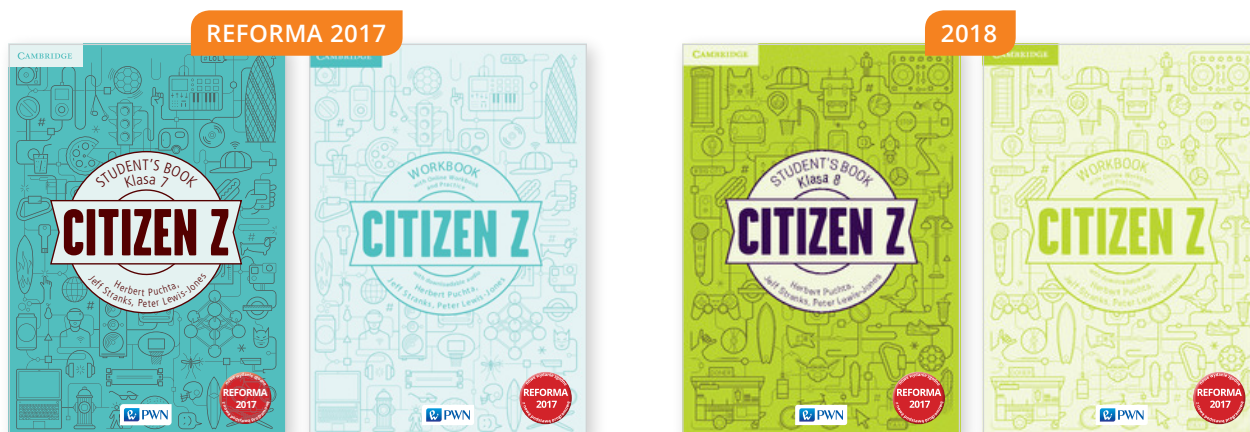
CITIZEN Z

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nowe wydanie zgodne
REFORMA
2017
z nową podstawą programową

„Citizen Z” to najnowsza seria podręczników dla uczniów klasy 7 i 8 zreformowanej szkoły podstawowej napisana przez doświadczonych i cenionych autorów wydawnictwa Cambridge University Press ELT.

Dla ucznia



Tytuł	Poziom ESOKJ
Podręcznik klasa 7 + nagrania online	A2
Materiały ćwiczeniowe klasa 7 + nagrania online + interaktywne ćwiczenia na platformie	A2



Strefa ucznia

nagrania do podręcznika i materiałów ćwiczeniowych online

www.wszpwn.com.pl/strefa-ucznia



„Citizen Z” do klasy 7 to:

- **Poszerzanie horyzontów ucznia** i wzbogacanie jego wiedzy na temat otaczającego go świata przy pomocy języka angielskiego.
- Sekcje *THINK values*, które koncentrują się na **rozwijaniu pozytywnych wartości społecznych i moralnych**.
- Sekcje *THINK self-esteem*, które koncentrują się na **budowaniu pozytywnej samooceny**.
- Sekcje *train to THINK*, które doskonalą **umiejętność logicznego i krytycznego myślenia**.
- Materiały ćwiczeniowe z dostępem do **platformy Cambridge Learning Management System**.

Dla nauczyciela

- rozkłady materiału
- plany wynikowe
- program nauczania
- książka nauczyciela
- testy
- nagrania do testów
- nagrania do podręcznika i materiałów ćwiczeniowych



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„Citizen Z” klasa 7
Spis treści

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Life skills: Saying sorry	Values: Food and health Self-esteem: Being happy	Reading Article: Food facts or food fiction? Blog: My brother's cooking Photostory: The picnic Writing A paragraph about your favourite or least favourite meal Listening Ordering food in a café
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1 HAVING FUN

LEARNING OUTCOMES

FUNCTIONS: talking about routines and everyday activities; expressing likes and dislikes; giving warnings and stating prohibition

GRAMMAR: present simple review; *like + -ing*; adverbs of frequency

VOCABULARY: hobbies; collocations with *have*

Work in pairs. Look at the photo. Discuss these questions:

- 1 Who is this boy and where is he?
- 2 Do you think he is having fun?
- 3 What do you like doing to have fun?


READING

1 Match the activities in the list with the photos.

- | | |
|--------------------|--------------|
| 1 sleeping | 5 reading |
| 2 doing homework | 6 dancing |
| 3 playing football | 7 tidying up |
| 4 studying | 8 singing |


2 Are these activities fun? Write *always*, *sometimes* or *never*.

- Sleeping is ... fun.
- Doing homework is ... fun.
- Playing football is ... fun.
- Studying is ... fun.
- Reading is ... fun.
- Dancing is ... fun.
- Tidying up is ... fun.
- Singing is ... fun.

3  Work in groups of three and compare your ideas from Exercise 2.


I think dancing is always fun.

I think it's sometimes fun.

4  Think of more activities and say what you think.

Riding a bike is always fun.

Doing housework is never fun.

5  1.16 Read and listen to the quiz. Match the pictures with the questions in the quiz.

1 D

GET IT right!

Jeśli dobrze bawiliśmy się na przyjęciu, mówimy:

✓ *the party was fun.*

a nie:

✗ *the party was funny.*



A



B



E



C



D



H



G



F

Do you take good care of yourself?

Does your teacher give you a lot of homework? Do your parents always want your bedroom tidy? School work, housework; life's not always easy. There are a lot of things to do and there isn't always time to do it all. But in your busy life it's important to think about yourself. It's important to do things you like, things that make you happy. Everyone needs fun.

So take our quiz and find out. Do you take good care of yourself?



1 Do you smile a lot?

- a) Yes, I smile all the time.
- b) I only smile when I'm happy.
- c) My best friend says I don't smile very often.



2 How many hobbies do you have?

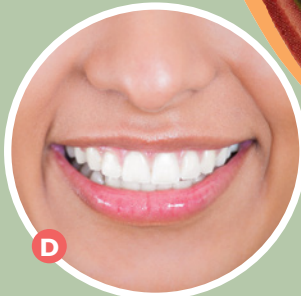
- a) I've got lots of hobbies.
- b) One or two.
- c) I don't have any hobbies.

3 When do you relax?

- a) In the morning, afternoon and in the evening.
- b) I relax when I have time.
- c) I never relax. I'm always busy.

4 How many hours do you sleep a night?

- a) nine to ten hours
- b) about eight
- c) less than eight



5 Do you like exercise?

- a) Yes, exercise is fun.
- b) It's OK.
- c) No. It's really boring.



THINK values

Taking care of yourself

1 Which questions in the quiz tell us that these things are important for us?

a 7

- a Being with people
- b Enjoying exercise
- c sleep
- d Getting rest
- e Giving your brain exercise
- f Being positive
- g Having interests

2 Compare your ideas with a partner.

Question 7 shows us that being with people is important.

6 Do you like puzzles and crosswords?

- a) I love them.
- b) They're OK.
- c) I don't really like them. They're boring.



7 Which of these things do you do most?

- a) Talk with friends and family.
- b) Meet friends online.
- c) Watch TV and play computer games.

YOUR SCORE:

Mostly As: You take good care of yourself. You know how to have fun and enjoy life.

Mostly Bs: You take care of yourself OK, but can you do more? Try and find more time for yourself.

Mostly Cs: You don't take good care of yourself. Try and have more fun.

GET IT right!

Który wyraz jest napisany poprawnie: *excercise*, *exercise*, *exersise*?

GRAMMAR

Present simple review

1 Complete the sentences with the words in the list. Check your answers in the quiz on page 13.

relax | do | does | don't | says

- 0 I never **relax**.
- 1 My best friend **do**. I don't smile very often.
- 2 I **do** really like them.
- 3 **do** your teacher give you a lot of homework?
- 4 **do** you like exercise?

2 Look at the sentences in Exercise 1 and the table. Complete the rule with *do*, *does*, *don't* or *doesn't*.

Zdanie twierdzące	Zdanie przeczące
I like milk.	I don't like milk.
You like milk.	You don't like milk.
He/She/It likes milk.	He/She/It doesn't like milk.
We like milk.	We don't like milk.
They like milk.	They don't like milk.

Pytanie	Krótka odpowiedź	
Do I like milk?	Yes, you do .	No, you don't .
Do you like milk?	Yes, I do .	No, I don't .
Does he/she/it like milk?	Yes, he/she/it does .	No, he/she/it doesn't .
Do we like milk?	Yes, we do .	No, we don't .
Do they like milk?	Yes, they do .	No, they don't .

RULE: Czasu present simple używamy do opisywania powtarzających się czynności, które odbywają się regularnie.

W zdaniach twierdzących, w których podmiotem jest zaimek:

- *I, you, we* lub *they*, używamy podstawowej formy czasownika (bez *to*).
- *he, she* lub *it*, do podstawowej formy czasownika dodajemy końcówkę *-s* (lub *-es* do czasowników zakończonych na *-s*, *-sh*, *-ch*, *-x* lub *-z*).

W zdaniach przeczących, w których podmiotem jest zaimek:

- *I, you, we* lub *they*, używamy przeczenia ¹ **do**...
- *he, she* lub *it*, używamy przeczenia ² **does**...

W zdaniach pytających, w których podmiotem jest zaimek:

- *I, you, we* lub *they*, używamy operatora ³ **do**...
- *he, she* lub *it*, używamy operatora ⁴ **does**...

3 Complete the sentences. Use the present simple of the verbs.

- 0 I **don't like** (not like) roller coasters. I **get** (get) really scared on them.
- 1 My dad **do** (not sleep) a lot. He only **need** (need) five or six hours.
- 2 A **do** you **study** (study) English?
B Yes, I **do**.
- 3 My dad **do** (cook) really well but he says he **do** (not enjoy) it.
- 4 A **do** your sister **play** (play) in the school football team?
B No, she **do**.
- 5 My grandparents **do** (not like) travelling. They **do** (prefer) to stay at home.
- 6 My brother **do** (watch) TV all day. He **do** (not do) anything else.

PRONUNCIATION

/s/, /z/, /ɪz/ sounds
Go to page 122.



VOCABULARY

Hobbies

1 Complete the phrases with the words in the list.

play | write | keep | take | be | collect

- 0 to **play** an instrument
- 1 to **be** in a club
- 2 to **keep** a blog
- 3 to **take** photos
- 4 to **write** a pet
- 5 to **collect** things

2 Work in pairs. Ask questions about the hobbies in the pictures.

Do you play an instrument?

What do you play?

Do you collect something? What ...?

GET IT right!

Mówimy:

- ✓ **Let's take** some photos.
- a nie:
- ✗ **Let's make** some photos.
- ✗ **Let's do** some photos.




YOUTH CLUB


NAME: Peter Summers
ADDRESS: 51 Willow Avenue
PHONE: 07734 384 587
MEMBERSHIP NUMBER: 09173



 **LISTENING**

1  **1.19** Listen to the conversations. Match each one with a picture.



2  **1.19** Listen again. Complete the sentences with the names in the list.

Tom | Carla | Lisa | Lisa's dad | James | James's mum

0 Tom has got a headache.

- 1 ... wants to join a football club.
- 2 ... doesn't have time to relax.
- 3 ... thinks music is good for relaxing.
- 4 ... wants to be a famous piano player.
- 5 ... thinks football is for boys.

THINK *self-esteem*

Why it's good to have a hobby


1 Choose the person from Listening Exercise 1.

I think it's good to have a hobby because ...

- 1 you can make new friends.
A Carla B Lisa C James
- 2 it helps you relax.
A Carla B Lisa C James
- 3 you can discover you have new talents.
A Carla B Lisa C James


2 Copy the diagram into your notebooks and complete it with the hobbies in the list.

playing the piano | joining a tennis club
collecting stamps | writing a blog
dancing | cooking | watching TV
playing online games | taking photos

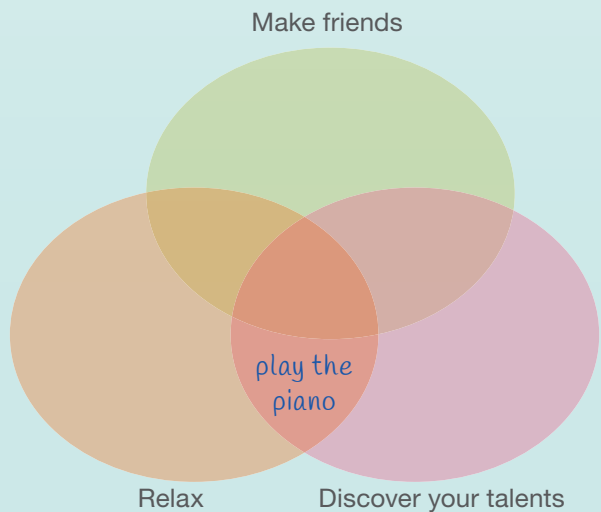
3  Work in pairs. Compare diagrams with your partner.

Playing the piano is good. It helps you to relax.

4 What hobbies have you got? Think about why they are good for you. Make notes.

5  Tell your partner about your hobbies.

I dance. I'm not very good but it helps me to relax.





READING

- 1 Read the blog and answer the questions.
 - 1 How many people like collecting things?
 - 2 Who has got the strangest hobby?



So what do you do in your FREE TIME?

OK, we know you all like watching TV and playing computer games but we want to know some of the other things you do when you've got some free time. Write us a line or two and let us know.

Posted on January 22

NATHAN

I love collecting autographs of my friends and family. Now I want to get some from some famous people.

CHLOE

I enjoy lying on my back and looking at the clouds. I try to find different shapes in them. It's really relaxing and I occasionally fall asleep doing it.

IZZY

Once a week my granddad takes me out for a milkshake. I love listening to his stories. It's the best.

ADAM

I can't stand walking to school so I sometimes invent little games to help pass the time. For example I try to think of an animal, or football team or city for every letter of the alphabet.

LIZ

I like doing my homework as soon as I get home from school. Is there something wrong with me?

REBECCA

I really like going for a walk on my own in the forest near our house. There's always something interesting to see and I never get bored.

LEWIS

I collect bottle tops. I always take one home every time I go to a restaurant.

DYLAN

I like watching the news on TV. I watch it every day. My friends think I'm weird.

KUBA

I hate being on my own. So when I am by myself I usually start talking to my imaginary friends. But don't tell anyone!

JASMINE

I rarely get bored but if I do I just go to the library and get a book to learn about something new. It works every time.

DAISY

I like writing poems. I often write a poem when I've got nothing to do.



- 2 Read the sentences. Which of the people above do you think is saying each one?

- | | | |
|---|---|------|
| 0 | A country that starts with R? Easy: Russia. | Adam |
| 1 | Have you got a book about birds? | ... |
| 2 | Tell me more, please! | ... |
| 3 | Can you write your name for me in my book? | ... |
| 4 | Sorry, I can't come to the park now. I want to finish my maths. | ... |
| 5 | Hey, that one looks just like a cow. | ... |





GRAMMAR

like + -ing

1 Look at the sentences from the blog on page 16. Match 😊 or 😞 to each one.

- 1 I love collecting autographs.
- 2 I can't stand walking to school.
- 3 I hate being on my own.
- 4 I like writing poems.

2 Use the sentences in Exercise 1 to complete the rule.

RULE: Po czasownikach wyrażających preferencje, np. *like, love, hate, enjoy, can't stand*, używamy czasowników z końcówką **1**

- Jeśli czasownik zakończony jest na literę *-e*, usuwamy ją i dodajemy końcówkę *-ing* (np. *live - living*).
- Jeśli czasownik jednosylabowy zakończony jest na spółgłoskę poprzedzoną pojedynczą samogłoską, podwajamy tę spółgłoskę przed dodaniem końcówki *-ing* (np. *swim - swimming*).

3 Complete the sentences. Use the *-ing* form of the verbs in the list.

run | visit | swim | eat | ride | talk

- 0 I hate **running** to catch the bus to school.
- 1 My mum and dad enjoy ... in nice restaurants.
- 2 My brother can't stand ... on the telephone.
- 3 They quite like ... in the sea when it's warm.
- 4 Donna really likes ... her horse.
- 5 We love ... new places on holiday.

4 What about you? Write two or three sentences about yourself.

Adverbs of frequency

5 Copy and complete the diagram with the words in the list.

always | occasionally | never | often

6 Complete the sentences so they are true for you.

- 1 I ... do my homework when I get home.
- 2 I ... write 'thank you' cards for my presents.
- 3 I am ... late for school.
- 4 I ... watch TV in the mornings.
- 5 Mum is ... angry if I don't tidy my room.
- 6 I ... turn off the lights when I leave the room.

7 Complete these sentences from the blog on page 16. Check your answers and complete the rule.

- 1 ... / ... / ... my granddad takes me out for a milkshake.
- 2 I watch it (the TV news) ... /

RULE: Przysłówki częstotliwości, np. *sometimes, never, always*, występują ¹ przed czasownikiem / po czasowniku *to be*, ale ² przed pozostałymi czasownikami / po pozostałych czasownikach.

Wyrażenia *every day* lub *twice a week* można postawić na początku lub końcu zdania.

8 Write down things you do ...

every day: *I give my mum a kiss every day.*

three times a week: ...

once a year: ...

9 Work in small groups. Compare your answers to Exercises 6 and 8.

How often do you go to the cinema?

I go once a month ...



WRITING

Complete the sentences so they are true for you.

- 1 I rarely ... at the weekend.
- 2 I can't stand
- 3 I ... three times every day.
- 4 I love ... in August.
- 5 I never ... when I'm tired.
- 6 I ... once a week.
- 7 I occasionally
- 8 I enjoy ... after school.


Adverbs of frequency



OLIVIA'S NEW HOBBY

1 Look at the photos and answer the questions.

What do you think Olivia's hobby is?
Why does Ryan look worried?

2  1.20 Now read and listen to the photostory. Check your answers.



LUKE: Look. It's Olivia and Megan.
RYAN: What are they up to?
LUKE: I'm not sure what they're doing but they're definitely having a good time.
RYAN: Let's go and find out.

1

OLIVIA: Hi, Ryan. Hi, Luke.
RYAN: Hi, Olivia. So what are you two doing?
OLIVIA: It's my new hobby. I take photos of Megan reading a book in strange places.
LUKE: Cool! Can I video you on my phone?
OLIVIA: Of course you can. Come on.

2




LUKE: This is great. I think I've got a new hobby too – making videos.
RYAN: Be careful, Luke. Don't push too hard.
OLIVIA: That's right. Be careful.
MEGAN: Don't stop, Luke. I'm having fun.

3



OLIVIA: That's great, Megan.
MEGAN: Hurry up. My arms are tired. I need to have a rest.
OLIVIA: Just a few more.
RYAN: Look out, Olivia! You're very close to the water.

4

- 3  Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think Olivia falls in the water.

Phrases for fluency

- 1 Find the expressions 1–5 in the photostory. Who says them? Match them to the definitions a–f.

0 (What are they) up to? **Ryan e**

1 Cool! **...**

2 Come on. **...**

3 That's right. **...**

4 Hurry up. **...**

5 Look out! **...**

a Be quick. d Let's start.

b Correct. e Doing.

c Be careful. f Great.

- 2 Complete the conversation with the expressions in Exercise 1.

In the park

SARAH: Hi, Nicole. What are you ⁰up to?

NICOLE: Not a lot. Just walking. Are you here for a walk too?

SARAH: 1 **...**. I'm a bit bored at home.

NICOLE: Me too. We can walk together, if you want.

SARAH: 2 **...**! Oh no – 3 **...**! Mike Smith is coming. I don't like him!

NICOLE: 4 **...** – let's walk over here.

SARAH: I don't want him to see me. 5 **...**, Nicole!



VOCABULARY

Collocations with have

- 1 Match the sentence parts from the story.

1 e

1 I'm not sure what they're doing

2 Don't stop, Luke.

3 You're really dirty. You need to go home

4 My arms are tired.

5 Olivia, I think you *have a problem*.

6 We're just *having dinner*.

a I'm *having fun*.

b I think your camera's broken.

c It's pizza. Would you like some?

d I need to *have a rest*.

e but they're definitely *having a good time*.

f and *have a shower*.

- 2 Ask and answer the questions in pairs.

1 Who do you have the most fun with?

2 Do you have a good time at school?

3 What do you do when you have a problem?

4 What time do you have dinner?

5 Do you have a rest after school?

6 When do you have a shower?



FUNCTIONS

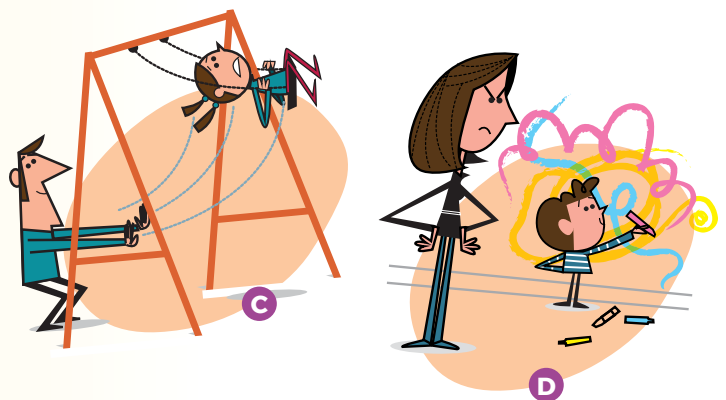
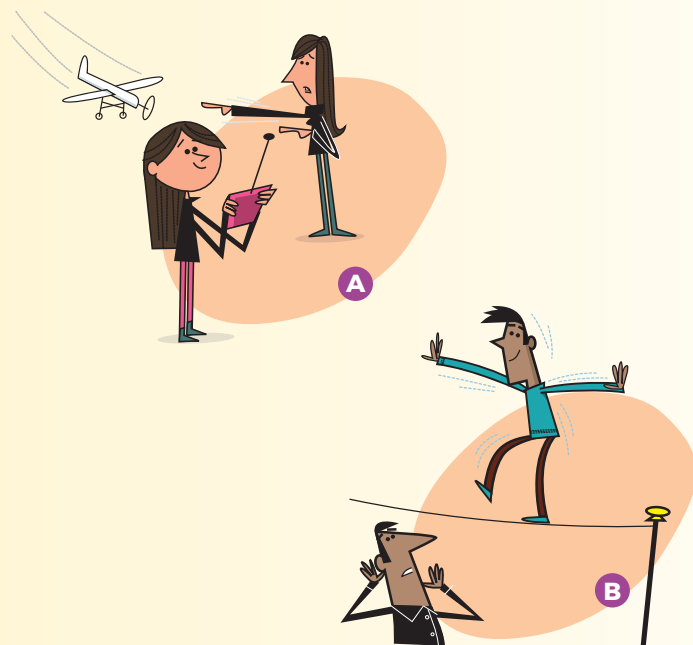
Giving warnings and stating prohibition

- 1 Put the words in order to make sentences.

1 Dan / Be / careful 3 do / that / Don't

2 out / Lucy / Look 4 push / Don't / hard / too

- 2 Match the sentences in Exercise 1 with the pictures A–D.



Life skills

Showing empathy

Empathy is understanding how other people feel. We need empathy to tell people we understand how they feel in bad situations. Sometimes, this is all people need when they feel bad. But empathy can help us decide what we can do to help.

1 Think about the photostory on page 18.

- 1 Imagine you are Olivia. Your camera is broken. How do you feel?
- 2 Imagine you are Olivia's friend. Olivia tells you her camera is broken. What do you say? What do you do?

2 Read this email from Tomek to his friend, Jake. Does he like his new school?

Hi Jake,

How are you? Thanks for your email and the photos! I like the holiday pictures, but my favourite is the class photo. Say 'Hi' to everyone for me! Who is the new girl next to you in the photo?

I don't like my new school very much. The teachers are mostly OK, but I can't stand going to Maths now. Mr Allen, the teacher, always seems angry because I don't know things that rest of the class know from last year. I don't think I can pass the exam we have next week because I don't ask questions anymore.

Another thing is that I haven't got any friends. Everyone has got a small group of friends and isn't interested in talking to me - 'the new boy.' Luckily, I have a new mobile so can spend break playing games, but it's horrible when nobody wants to sit next to me in class, and the teacher moves someone to be my partner.

Are you free to Skype this weekend? Tell me when is a good time for you, OK?

Tomek.

3 Work in pairs. Discuss the questions about Tomek.

- 1 What are Tomek's problems at his new school?
- 2 Imagine you are Tomek. How do you feel?
- 3 When do your friends and family feel like this?
- 4 Do people like talking about these feelings?

4 Imagine you are Jake. Which of these sentences are good to say to Tomek?

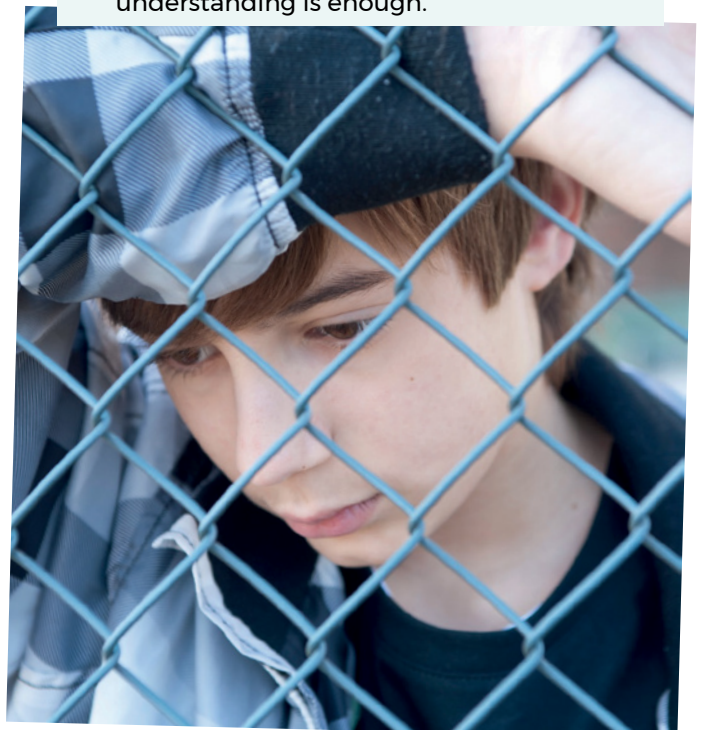
- I'm here for you.
- I've got some great friends!
- I'm sorry you feel this way.
- I hate Maths too.
- Talking about feelings is stupid.
- I understand how you feel.

5 Work in pairs. Discuss and think of more sentences you can say to Tomek. What things can you do?

6 Write a short email to Tomek. Use your ideas from Exercise 4 and 5 to help you. Don't forget to include a time for him to Skype at the weekend!

Tips for showing empathy

- 1 Listen to other people's problems. Don't always talk about your problems.
- 2 When someone is explaining their problems, don't say their problems aren't important, or be critical.
- 3 It's not always necessary to give advice. Sometimes just listening and understanding is enough.



2 MONEY AND HOW TO SPEND IT



LEARNING OUTCOMES

FUNCTIONS: buying things in a shop; talking about what people are doing at the moment

GRAMMAR: present continuous; verbs of perception; present simple vs. present continuous

VOCABULARY: shops; clothes

Work in pairs. Look at the photo and answer these questions.

- 1 Where are these people and what are doing?
- 2 How do they feel?
- 3 Do the clothes people wear demonstrate their personality?



READING

1 1.21 Say these prices. Listen and check.



2 1.22 What are these objects (A-F) here? Match them with the prices (1-6) in Exercise 1. Listen and check.

3 Work in pairs. Discuss the following questions. Then compare your ideas with other students.

Which of the things in Exercise 2 do you ...

- 1 think are cheap?
- 2 think are expensive?
- 3 think are fantastic?
- 4 dream about having?

4 Look at the picture on page 23. Answer these questions.

- 1 Who do you think the boy and girl are?
- 2 Do you think the girl likes the shirt?

5 1.23 Read and listen to the script from a soap opera and check your ideas.

6 Mark the sentences T (true) or F (false). Correct the false ones.

0 It's six o'clock on Friday afternoon.

It's four o'clock on Friday afternoon.

- 1 Tom is deciding what to wear.
- 2 Maddy thinks yellow is a good idea.
- 3 Tom thinks he's good-looking.
- 4 Tom wants to buy expensive clothes.
- 5 Tom wants to be famous.



TOM: Hi, Maddy.

MADDY: Where are Mum and Dad?

TOM: They're out. At the supermarket, I think. They're doing some shopping or something.

MADDY: What are you doing?

TOM: Me? I'm looking for something.

MADDY: OK. What are you looking for?

TOM: A shirt. And some trousers. I'm going out. It's Friday and I have plans for tonight. So, I'm choosing my clothes.

MADDY: But it's only four o'clock.

TOM: I know. I need time to choose.

MADDY: Do you need any help? I can help you.

TOM: No. Well, maybe. OK, yes.

MADDY: Think about colours.

TOM: I'm thinking. I'm thinking about ... yellow.

MADDY: Not a good idea.

TOM: Why not?

MADDY: Because yellow just isn't interesting.

TOM: But I like yellow. Like this.

MADDY: I'm trying to help you, Tom. And I'm telling you – don't wear a yellow shirt.

TOM: You're laughing. Why are you laughing at me?

MADDY: I'm not laughing at you. I'm laughing at the shirt. It looks terrible.

TOM: I need some new ideas.

MADDY: You're right. Look at this. Here, in this magazine. See this guy? He's wearing beautiful clothes.

TOM: Yes, but he's good-looking. And rich too, probably. I'm not good-looking.

MADDY: Yes, you are! But of course, I'm only saying that because you're my brother. OK, have you got your money?

TOM: Yes. Why?

MADDY: I want to take you to town – to a clothes shop and maybe a shoe shop, too.

TOM: That sounds great. Nothing expensive though.

MADDY: Don't worry. Nice clothes aren't always expensive. Come on.

TOM: You know, I dream about being famous one day and about having fantastic clothes. Do you dream about that too?

MADDY: Tom, I'm nine years old. I dream about ice cream.

TOM: OK, we can get ice cream after we buy the clothes.



THINK values

Fashion and clothes

1 How important are these for you? Give each one a number from 0 to 5 (0 = not important, 5 = very, very important).

Clothes – my values:

I want to look cool.

I want to feel comfortable.

I always buy cheap clothes.

I like buying designer clothes.

I love wearing clean clothes.

I like wearing bright colours.

I always buy clothes in the same shops.

2 Work in pairs. Ask and answer questions.

How important is it for you to look cool?

Not very important. I have 3 points. What about you?

For me, it's very important. 5 points.

GRAMMAR

Present continuous

- 1 Look at the examples of the present continuous. Then complete the rule and the table.
- They're **doing** some shopping at the supermarket.
 - He's **wearing** beautiful clothes.
 - Why **are** you **laughing** at me?
 - I'm **not laughing** at you, Tom.

RULE: Czasu present 1 używamy, kiedy mówimy o czynnościach, które mają miejsce w chwili mówienia o nich. Czas ten tworzymy, stawiając po podmiocie odpowiednią formę czasownika 2 + czasownik główny z końcówką *-ing* (np. *running / doing / wearing*).

Zdanie twierdzące	Zdanie przeczące
I'm (= I am) working.	I'm not working.
you/we/they're (1 <input type="text"/>) working.	you/we/they aren't working.
he/she/it's (is) working.	he/she/it 2 <input type="text"/> working.
Pytanie	Krótką odpowiedź
3 <input type="text"/> I working?	Yes, I am. No, I'm not.
4 <input type="text"/> you/we/they working?	Yes, you/we/they 6 <input type="text"/> . No, you/we/they 7 <input type="text"/> .
5 <input type="text"/> he/she/it working?	Yes, he/she/it 8 <input type="text"/> . No, he/she/it 9 <input type="text"/> .

- 2 Complete the sentences. Use the present continuous of the verbs.
- Sorry, Jenny's not here. She **'s doing** (do) some shopping in town.
 - They're in the living room. They (play) computer games.
 - My brother's in the garage. He (clean) his bike.
 - Steven! You (not listen) to me!
 - I can't talk now. I (do) my homework.
 - It's 3-0! We (not play) very well, and we (lose)!
 - A you (watch) this programme?
B No, I . You can watch a different one if you want.
 - A What you (do)?
B I (try) to find some old photos on my computer.

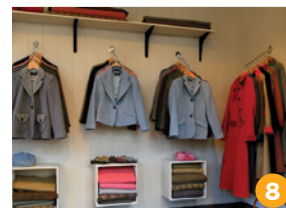
VOCABULARY

Shops

- 1 Match the names of the shops to the photos.

bookshop – 1

newsagent's | chemist's | ~~bookshop~~
clothes shop | shoe shop | department store
supermarket | sports shop



GET IT right!

Kiedy opisujemy branżę sklepu w języku angielskim, najpierw stawiamy rzeczownik określający, co można kupić w sklepie, a następnie dodajemy słowo *shop*, np. *clothes shop*, a nie: *shop of clothes*. Podobnie opisujemy rodzaj zajęć lekcyjnych w szkole, np. *art class*, a nie: *class of art*.

- 2 Complete the sentences with the names of shops from Exercise 1. Then compare your ideas with other students.

- In my town there's a very good . It's called . It's good because .
- I often go there because .
- I never go into because they don't interest me. I don't often go to because .

In my town there's a very good clothes shop. It's good because the clothes aren't expensive.

GRAMMAR

Sense verbs

1 Look at the sentences from the script on page 23. Answer the questions.

- 1 *It looks terrible.* What is 'it'?
- 2 *That sounds great.* What is 'that'?

2 Match the verbs with the pictures. Then complete the rule.

- 1 look 2 sound 3 smell 4 taste



RULE: Czasowniki opisujące nasze doznania zwykle występują w czasie present ¹
*The food **tastes** great. That idea **sounds** good.*
*That pizza **smells** nice. His new shirt **looks** awful!*
 Części mowy, które występują po tych czasownikach, to ²

3 Match the responses (a-d) to the first parts of the conversations (1-4).

- 1 I'm going to the cinema.
 - 2 My mother's making pizzas.
 - 3 I'm wearing my new shoes.
 - 4 Don't you like the juice?
- a No. It tastes horrible!
 - b That sounds great.
 - c They smell fantastic.
 - d They look nice.

PRONUNCIATION

Contractions
Go to page 122.

LISTENING

1 1.24 Listen. What shop is each person in? Match a shop to each speaker.

- 1 ... 2 ... 3 ... 4 ...

bookshop | newsagent's | clothes shop | sports shop

2 1.24 Listen again. What does each person want to buy?

- 1 ... 2 ... 3 ... 4 ...

FUNCTIONS

Buying things in a shop

1 Read the sentences from the listening. Mark them C (customer) or A (assistant).

- | | |
|--------------------------------|-----------------------------------|
| 0 Can I help you? - A | 4 How much is it/are they? |
| 1 Have you got ... ? | 5 That's (twenty pounds) please. |
| 2 What size do you take? | 6 Have you got it/them in (blue)? |
| 3 Can I try it/them on please? | |

2 1.25 Put the sentences in the correct order 1-9. Listen and check. Practise in pairs.

1 - A Hello. Can I help you?

- a A It's £75.00.
- b A Hello. Can I help you?
- c A Great. So - that's £75, please!
- d A Sorry, no. Only brown.
- e A Yes, of course.
- f B Can I try it on?
- g B Very nice. I'll take it.
- h B Yes, please. I like this jacket. Have you got it in black?
- i B Oh, well, brown's OK. How much is it?

3 Work in pairs. Student A: Go to page 131. Student B: Go to page 132. Take two or three minutes to prepare. Then have two conversations.

train to THINK

Exploring numbers

1 You want to buy some new clothes. Here are some things you like. Answer the questions in pairs.

T-Shirt - £8.50 | shoes - £12.75 | jumper - £9.25
belt - £3 | jacket - £35

- 1 Choose three things. How much do they cost?
- 2 You've got £30.00. Name three things you can buy.
- 3 You've got £75.00. Can you buy all five things?

2 Compare your ideas with a partner.



VOCABULARY

Clothes

1 1.28 Copy and complete the names of the clothes. Listen and check.

- | | |
|--------------------------|--------------------------|
| 0 b e l t | 5 ... oo |
| 1 e | 6 ... a e ... |
| 2 ... u e ... | 7 i |
| 3 oe ... | 8 o |
| 4 ai ... e | 9 ou ... e |

2 Answer the questions.

- 1 What are you wearing now?
- 2 What do you usually wear at the weekends?
- 3 What do you never wear?
- 4 What clothes do you really like / dislike buying?

3 Work in pairs. Ask and answer the questions in Exercise 2. Then work with another partner.

I'm wearing a green shirt and jeans.

I never wear shorts.

GET IT right!

Trousers, jeans i shorts to słowa, które w języku angielskim zawsze występują w liczbie mnogiej.

- ✓ I'm getting some new **trousers/jeans**.
- ✗ I'm getting a **new trouser/jean**.



READING

1 Read the web chat. Answer the questions.

- Who ...
- | | |
|-------------------------------|------------------------------|
| 1 is interested in the sky? | 4 is in front of a TV? |
| 2 is probably in the kitchen? | 5 is surprising her parents? |
| 3 has a problem? | |

2 Think of three things you enjoy that don't need money. Write them down.

going for a walk watching TV

3 Work in pairs. Tell your partner your ideas. Listen to what your partner says. Are his/her ideas really things that don't need money? Say what you think.

I like going for a walk.
I also like watching TV.

I like baking cakes.

But you need money to buy ingredients!



How not to spend money

JollyMarie
5 June 2015

Wow! Problem. Not a lot of money right now and I don't want to spend it. I'm tired of spending money! So here I am at home and I'm thinking – what can I do that's free? (and fun lol)



LIKE

COMMENT

SHARE



goodgirl
an hour ago

I always go into town at the weekend – and I usually spend money! It's very easy to buy things if you go into a shopping mall or a street full of shops. So this weekend I'm staying at home. Right now I'm just reading a book – my parents can't believe it! lol



Peterj
yesterday

I really like going to the cinema but it can be a bit expensive – especially because my friends and I often go for a pizza after the film. So tonight I'm watching a film on TV at home. I'm really enjoying it. And it's free! It's incredible how many good films there are on TV these days, too.



RonnieRaver
two days ago

It's funny, Petej – I'm just like you (going to the cinema, I mean). Right now, I'm not watching a film – I'm watching the stars! I've got a book about the sky and it's fantastic. I'm having a really good time here!



EllieParsons
two days ago

Oh JollyMarie, it's not such a problem. My friends and I often have a picnic on Sundays and I make the sandwiches the night before. So right now, it's Saturday night and I'm making sandwiches. hehehe

GRAMMAR

Present simple vs. present continuous

1 Look at the examples. Complete the rule.

present simple

I usually **watch** a film at the cinema.

I **make** the sandwiches the night before.

I always **go** into town.

present continuous

Right now, I'm **watching** a film.

It's Saturday night and I'm **making** sandwiches.

This weekend, I'm **staying** at home.

RULE: Czasu ¹ ... używamy do opisywania naszych przyzwyczajęń, rutynowych czynności czy stanów, które zawsze są prawdziwe.
Czasu ² ... używamy do opisywania czynności, które dzieją się w momencie, kiedy o nich mówimy, lub do opisywania tymczasowych, przejściowych sytuacji.

2 Match the sentences with the pictures.

Write 1-4 in the boxes.

- | | |
|-----------------------|--------------------------|
| 1 She sings well. | 3 He plays football. |
| 2 She's singing well. | 4 He's playing football. |



Look!

Poniższe słowa bardzo rzadko występują w czasie present continuous.

believe | know | understand | mean
remember | need | like | hate | want

I **know** the answer. (a nie: *I'm knowing the answer.*)

I **understand** the problem. (a nie: *I'm understanding the problem.*)

3 Choose the correct options.

- We *always wear* / *'re always wearing* a uniform to school.
- Paula *wears* / *is wearing* black jeans today.
- Come inside! It *rains* / *'s raining*.
- It *rains* / *'s raining* a lot in February.
- Dad *cooks* / *'s cooking* at the moment.
- My mother *cooks* / *'s cooking* lunch every Sunday.
- Steve's terrible! He *never listens* / *'s never listening* to the teacher!
- Can you be quiet, please? I *listen* / *'m listening* to some music.

4 Complete the sentences. Use the present simple or present continuous form of the verbs.

- Mandy usually **goes** (go) to school on her bike, but today she **is walking** (walk).
- We **...** (have) science lessons three times a week. This week we **...** (learn) about trees.
- Tom **...** (do) some shopping this afternoon. He **...** (want) to buy a new camera.
- I **...** (know) her face, but I **...** (not remember) her name.
- Alex **...** (not watch) the game tonight because he **...** (not like) football very much.
- What **...** this word **...** (mean)? I **...** (not understand) it.

SPEAKING

1 Look at these photos. Who are the people in each one?



2 Work in pairs. Discuss the questions.

For each person, say ...

- who they are.
- what they do.
- what they are doing.


It's Beyoncé. She's a ...
She's ...

Culture

1 Look at the photos. Name one or two things you can buy in each market.

Where can you see stalls?

Where can you see a canal?

2  1.29 Read and listen to the article. Match the photos (A–E) with the places (1–5).



A



D

World markets

Wherever you go in the world, you find shops and stores – but you can find wonderful markets in most cities, too. Here's a selection from five different countries.

1 The **Spice Bazaar in Istanbul** is popular with both tourists and people from Istanbul. There are lots of shops and stalls and they all sell many different kinds of spices, sweets or nuts. You can buy spices from a lot of countries (like Iran, China, Russia and of course Turkey), and the smells and colours are amazing.

2 **Khlong Lat Phli** is a very unusual market about 80 kilometres south of **Bangkok**, Thailand. Early every morning, hundreds of local people sell fruit and vegetables from their boats on the canals. It's not the only boat market in the country but it's a very popular tourist one.



E

3 Do you like fish? Then the **Tsukiji Market in Tokyo** is the right place for you. It is the biggest seafood market in the world, and it never closes! It's very busy between the hours of 4.00 and 5.00 am, when people from the shops and restaurants in Tokyo buy the fresh fish that they need for the day. It is also very popular with tourists, but they can only visit the market later in the day, after the early morning buying and selling.

4 In **Madrid** there is a famous open-air market called **El Rastro**, which is open on Sunday mornings. There are over 1,000 stalls that sell many different things: books, CDs, paintings, antiques – beautiful old things. One of the streets sells only animals and birds. And of course visitors can stop to eat 'tapas' and get something to drink, and there are many street musicians with their guitars making music too.



B

5 **Portobello Road Market in London** is popular with tourists and with Londoners, too. You can find all kinds of bargains here. The market (in Notting Hill) has five different parts and you can buy new or second-hand things (like clothes) as well as fruit and vegetables, and antiques. It's very busy at the weekend.

3 There are eight highlighted words in the article. Match the words with these meanings.

0 stalls

- 0 big tables or small shops with an open front
- 1 not inside a building
- 2 fish and other things to eat from the sea
- 3 different or surprising
- 4 small man-made rivers
- 5 full of people
- 6 liked by a lot of people
- 7 things that you buy for a good, cheap price

4 Read the article again. Correct the information in these sentences.

- 0 All the spices at the Istanbul Spice Bazaar are from Turkey.
Not all the spices are from Turkey. You can buy spices from a lot of countries.
- 1 At Khlong Lat Phli, people sell spices from their boats.
- 2 The Tsukiji Market closes between four and five in the morning.
- 3 Tourists can go to the Tsukiji Market in the early morning.
- 4 You can't get food at El Rastro.
- 5 Portobello Road Market is very quiet on Saturdays.

SPEAKING

1 Make sentences about the markets that are true for you. Use adjectives from the list, or other adjectives if you want.

fantastic | interesting | fascinating
exciting | unusual | attractive

I think the ... market is fantastic / isn't very interesting because ...

2 Work in groups. Compare your sentences and ideas.

I think the Istanbul Spice market is fantastic because ...

Hi Lucy

(1) How are things with you? I'm in Madrid right now - we're here on holiday. Madrid is a really cool place. There are lots of great things to see and do here - shops, markets, and of course the football stadium! We're staying in a small hotel in the middle of Madrid, and it's really nice.

(2) I'm sitting in a café at the moment, in the middle of the city. I'm here with my mum and we're having a drink because it's really hot today! My father and my sister are at a market near here - they're looking for some shoes for my sister. Tonight we're watching a flamenco dancing show. I don't especially like dancing but all the family do, so ... !

(3) OK my father and sister are coming back so I'm going now. Write soon and tell me how you are.
Hope you're OK.

Paul



WRITING

An email to say what you're doing

1 Read the email from Paul to his friend Lucy. Answer the questions.

- 1 Where is Paul and what is he doing?
- 2 Where are his father and sister?
- 3 What is Paul's family watching tonight?

2 How does Paul start his email? And how does he finish it? Complete the table with the words in the list.

Dear | Love | Hello | See you soon | Best wishes

starting an email	ending an email
Hi (Lucy),	Hope you are OK.
1 ... (Mike)	Bye
2 ... (Mr Jones)	3 ...
	4 ...
	5 ...

3 Look at paragraphs 1 and 2 of Paul's email. Match the functions (a-d) with the paragraphs.

Paragraph 1: ... and

Paragraph 2: ... and

- a saying what you are doing
- b talking about your plans
- c saying where you are
- d a description of the place where you are

4 Choose the things Paul writes about in his email.

- 1 what he likes about the city
- 2 when he is coming home
- 3 his plans for tonight
- 4 where he is staying
- 5 what his mother/father/sister are doing
- 6 how Lucy is

5 Write an email to a friend (about 100-120 words). Imagine you are in a café or shop in a shopping centre. Use the example email and language above to help you.

GET IT right!

Słowa i wyrażenia *Dear, Love, Hello, See you soon* zawsze piszemy wielką literą. W przypadku wyrażień, np. *See you soon*, wielką literą piszemy tylko pierwszy wyraz (a nie: *See You Soon*).

Literature

MAGIC JANE BY ROZ WARREN

Jane's parents are divorced. Her father takes her to the bookshop every Saturday morning.

- 1 Read the text and answer the following question.
What is new in Jane's life?

Before the divorce, her parents rarely bought Jane books. Instead, she and her mother went to the library each Saturday morning, where Jane chose ten books, which she'd always finish reading before their next visit.

- 5 Then Jane's dad moved out. Now each Saturday morning he picks her up and they go to the bookstore.

"How many can I buy?" Jane had asked him the first time.

- 10 He smiled and ruffled her hair. "As many as you want, cookie."

Each week, Jane browses the 'intermediate reader' shelves. When she's gathered as many books as she can carry, she'll sit on a quiet stretch of the carpeted floor with

- 15 its happy pattern of puppies and clowns and dancing mice, and examine each book carefully. Although she can buy as many as she pleases, she only wants them if they're special, and not, as her mom would put it, mindless garbage. As she picks up each book, she removes the tiny plastic disk tucked into its pages. She's heard the bookstore staff call them 'chicklets' because they're small and white like the gum. When you buy a book, the register people remove the chicklet. If they forget and you leave the
- 20 store with a chicklet still in your book, a loud alarm sounds and everyone stares. That happened to Jane once, so now she removes the chicklets herself, ahead of time, just to make sure.

She's deep in her tasks of reading and choosing when her father comes to find her.

- 25 "How's my little book worm?" he asks.



GLOSSARY


browses- looks at different things in the shop
stare - look at someone in a rude or shocked way
book worm - someone who likes reading a lot

- 2 How old do you think Jane is? Which details in the text help you guess her age?

- 3 Why do you think Jane's dad takes her to the bookshop?

- 4 Read lines 15–20. What does this tell you about Jane's personality? What other evidence can you find for this in the text?

- 5 What else do you learn about Jane's personality in this text?

- 6  How do you think the story continues? Do you think it has a sad ending or a happy one?



GET IT right!

Units 1&2

Adverbs of frequency

Słowa *sometimes, never, always* itd. występują w zdaniach pomiędzy podmiotem a orzeczeniem.

✓ *I sometimes do my homework on Saturday.*

✗ *I do sometimes my homework on Saturday.*

Wyjątek stanowią zdania z czasownikiem *to be*, w których przysłówki częstotliwości wstawiamy po czasowniku.

✓ *I am often late for school.*

✗ *I often am late for school.*

1 Find six mistakes in the text. Correct them.

Saturday- my favourite day!

I have always fun on Saturday! In the morning, I usually meet my friends in the park or they come sometimes to my house. In the afternoon, we go often swimming. I never do homework on Saturday. In the evening, we have always pizza. My mum usually cooks the pizza at home, but we go occasionally to a restaurant. I always am very tired on Sunday!

like + -ing

Po czasownikach wyrażających preferencje wstawiamy czasownik z końcówką *-ing*.

✓ *He likes watching TV.*

✗ *He likes watch TV.*

2 Work in pairs. Find five mistakes in the conversation. Correct them.

LUCY: What do you like doing, Jim?

JIM: I love play with my dog, Spud.

LUCY: Does he enjoy swim?

JIM: No, he hates swim. But he likes go to the beach.

LUCY: I like play on the beach, too!

Practise the conversation with your partner. Then do it again- don't look at the book this time!

Sense verbs

Czasu present simple używamy z czasownikami opisującymi nasze doznania i odczucia (np. *look, taste, sound, smell, feel*). Te czasowniki nie występują w czasie present continuous.

✓ *His new jacket looks terrible!*

✗ *His new jacket is looking terrible!*

Po tych czasownikach występuje przymiotnik.

✓ *This pizza tastes awful!*

3 Choose the correct sentence.

1 a The classroom smells bad!

b The classroom is smelling bad!

2 a Yum! This chocolate tastes great!

b Yum! This chocolate tastes like great!

3 a Look at that dog. He looks like happy.

b Look at that dog. He looks happy.

4 a The music is sounding cool.

b The music sounds cool.

Present continuous

Pamiętaj, aby w zdaniach w czasie present continuous używać *am / is / are*.

✓ *I am looking at the sky.*

✗ *I looking at the sky.*

W pytaniach w czasie present continuous słowa *am / is / are* stawiamy przed podmiotem, a nie po nim.

✓ *Why are you looking at the sky?*

✗ *Why you are looking at the sky?*

4 Work in pairs. Put the correct form of *be* in the correct place in the sentences. Do it quickly!

1 What you looking at?

2 They going shopping today.

3 I looking for a new jacket.

4 She wearing a beautiful dress.

5 Why he laughing? It's not funny!

6 What you doing?

SAY IT right!

/z/, /s/, /ɪz/ sounds

1 Work in pairs. Read the text. How many syllables are in the underlined words?

Clara ¹ lives in Brighton now. She ² misses her family in Madrid but she ³ likes living by the sea. Every day she ⁴ finishes school at four o'clock. In the evening, she ⁵ watches television in English and she ⁶ loves programmes about nature.

2 1.30 Listen and check your answers. Then practise with your partner.

Jeśli na końcu czasownika słychać dźwięk */s/, /ʃ/* lub */tʃ/*, końcówkę *-s* dodawaną do czasownika w czasie present simple w 3. osobie liczby pojedynczej, wymawiamy */ɪz/* i piszemy *-es*.

/s/ misses /ʃ/ finishes /tʃ/ watches

test yourself

Units 1&2



VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

newsagent's | take | dress | club | write | plays | collects
sports shop | supermarket | jumper | shoe shop | belt

- 1 I want to ... a blog about pop music.
- 2 If you're cold, why don't you put on a ... ?
- 3 She ... the guitar and the piano. She's really good at both.
- 4 I need to go to the ... and buy some tennis balls.
- 5 My dad ... old toy cars. He's just a big child!
- 6 You need some new boots. Let's go to the
- 7 I'm thinking about joining the golf ... but it's very expensive.
- 8 Your trousers are falling down. You need a
- 9 Can you get some eggs and some milk when you go to the ... , please?
- 10 I always ... lots of photos when I travel.



GRAMMAR

2 Complete the sentences with the words in the list.

's working | 're writing | works | plays | 're playing | write

- 1 My dad's a cook. He ... at a restaurant in town.
- 2 I like poetry. I ... at least five poems every week.
- 3 Mum's in her office. She ... on something very important.
- 4 Paul's in a band. He ... the drums.
- 5 Ian and Dan are on the computer.
They ... their blog.
- 6 Lucy and Rachel are in the garden.
They ... football.

3 Find and correct the mistake in each sentence.

- 1 I can't stand to eat carrots.
- 2 We don't playing very well today.
- 3 They doesn't like playing video games.
- 4 That sandwich is tasting very good.
- 5 Does you speak French?
- 6 He goes always swimming at the weekend.



FUNCTIONAL LANGUAGE

4 Write the missing words.

- 1 A Be ... ! It looks very dangerous.
B Don't worry. I'm ... fun.
- 2 A How ... do you watch TV?
B ... day when I get home from school.
- 3 A Look ... ! There's a dog coming.
B And it ... look happy. Let's run!
- 4 A Please ... shout! The baby is asleep.
B Oh, OK. I'm

MY SCORE

22-30

10-21

0-9

1 HAVING FUN



GRAMMAR

Present simple **SB p.14**

1 ★☆☆ Wybierz poprawne słowo tak, jak pokazano w przykładzie.

- 0 My mum *go* / *goes* to work by car.
- 1 He *think* / *thinks* I'm crazy.
- 2 Jim *look* / *looks* quite angry.
- 3 Dad *wash* / *washes* his car every Sunday.
- 4 I *doesn't* / *don't* feel very good.
- 5 Joe *doesn't* / *don't* want to have a shower now.
- 6 We *doesn't* / *don't* live very close to our school.

2 ★★★ Zamień zdania twierdzące na przeczące i przeczące na twierdzące.

- 0 Sally doesn't watch a lot of TV.
Sally watches a lot of TV.
- 1 I like dancing.

- 2 Tim plays the guitar in a band.

- 3 Kelly doesn't miss her family a lot.

- 4 My parents work at the weekend.

3 ★★★ Z podanych słów i wyrażeń ułóż zdania w czasie *present simple*.

- 0 where / you / live?
Where do you live?
- 1 you / speak / French?

- 2 what / your mum / do?

- 3 your teacher / give you / lots of homework?

- 4 what / bands / you / like?

- 5 you / play / instrument?

4 ★★★ Dopasuj pytania z ćwiczenia 3. do podanych odpowiedzi.

- a She's a businesswoman.
- b Yes, I do. The piano.
- c Just outside of London.
- d Yes, she does. Every day.
- e No, I don't.
- f I don't really like music.

5 ★★★ Zadaj sobie pytania z ćwiczenia 3. i napisz odpowiedzi.

- 0 _____
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

6 ★★★ Przeczytaj tekst na temat hobby Briana i uzupełnij go podanymi słowami we właściwej formie.

not collect | stand | phone | see | write | say
tell | turn | not think | not do | not play | try

My friend Brian has a really unusual hobby. He ⁰~~doesn't collect~~ stamps and he ¹_____ the piano. No, these are normal hobbies. Brian's hobby is really strange. My friend Brian's hobby is being on TV. Every time he ²_____ a TV cameraman and presenter in town he ³_____ behind the presenter and ⁴_____ to appear on TV. Then he ⁵_____ me and ⁶_____ me to watch the news on TV. So I ⁷_____ on the TV and there he is. He ⁸_____ anything silly. He's just there smiling. Then he ⁹_____ about it on his blog. He ¹⁰_____ he's famous. I ¹¹_____ he's famous, just a bit crazy!

PRONUNCIATION

Wymowa końcówki:
- liczby mnogiej rzeczowników
- czasowników w 3. osobie liczby pojedynczej (patrz: str. 00) ⌂»

like + -ing SB p.17

7 ★★★ Uzupełnij zdania podanymi czasownikami we właściwej formie.

take | read | get | chat | go | do | help | tidy

Best and worst things to do on a Saturday morning.

- 0 I love taking my dog for a walk.
- 1 I enjoy _____ Dad make breakfast.
- 2 I like _____ for a bike ride with my friends.
- 3 I love _____ a book in bed.
- 4 I enjoy _____ to my friends on the phone.
- 5 I hate _____ my homework.
- 6 I can't stand _____ up my bedroom.
- 7 I hate _____ out of bed before midday.

8 ★★★ Co lubisz robić, a czego nie lubisz robić w sobotnie poranki? Uzupełnij zdania.

- 1 I love _____
- 2 I enjoy _____
- 3 I like _____
- 4 I hate _____
- 5 I can't stand _____

Adverbs of frequency SB p.17

9 ★☆☆ Dopasuj fragmenty wyrazów tak, aby powstały przysłówki częstotliwości. Następnie uzupełnij nimi drugą tabelkę.

occasion	ten	100% _____
ne	ways	↑ _____
rare	times	↑ _____
some	ally	↑ _____
al	ly	↑ _____
usu	ally	↑ _____
of	ver	0% _____

10 ★★★ Napisz zdania, uwzględniając podany przysówek częstotliwości.

- 0 I play computer games after dinner. (usually)
I usually play computer games after dinner.
- 1 You are happy. (always)

- 2 My best friend stays with us in the holidays. (often)

- 3 My mum and dad go out for a meal. (occasionally)

4 My sister is nice to me. (rarely)

5 My friends and I go to the cinema on a Saturday morning. (sometimes)

6 You are sad. (never)

11 ★★★ Odpowiedz na pytania.

- 1 What do you always do at the weekend?

- 2 What do you rarely do after school?

- 3 What do you usually do when you're bored?

- 4 What do you sometimes do in the evening?

- 5 What do you never do on a Monday?

- 6 What do you often do when you're happy?

GET IT right!



like + -ing

Po czasownikach wyrażających preferencje, np. *like, love, hate, enjoy, can't stand* używamy czasowników z końcówką *-ing*. Jeśli czasownik zakończony jest na literę *-e*, usuwamy ją i dodajemy końcówkę *-ing*, np.

✓ *live - living* ✗ *live - liveing*

Jeśli czasownik jednosylabowy zakończony jest na spółgłoskę poprzedzoną pojedynczą samogłoską, podwajamy tę spółgłoskę przed dodaniem końcówki *-ing*, np.

✓ *swim - swimming* ✗ *swim - swiming*

W czasownikach wielosylabowych nie podwajamy ostatniej spółgłoski, np.

✓ *listen - listening* ✗ *listen - listenning*

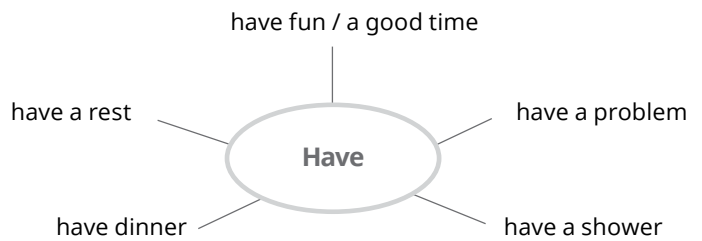
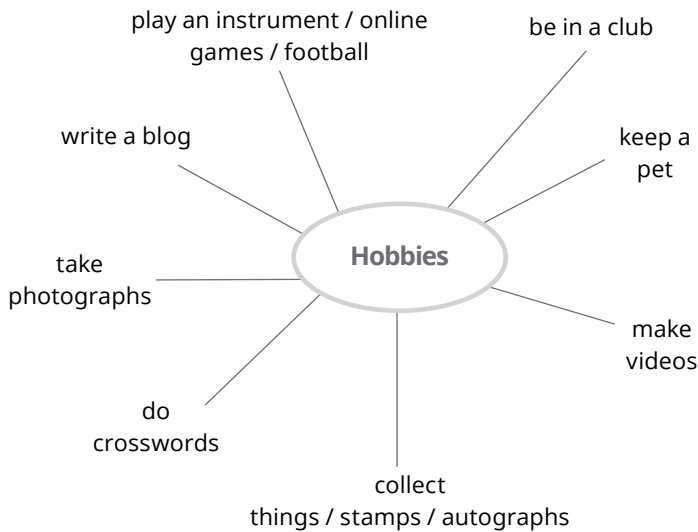
Popraw pisownię wyrazów.

- 1 writting _____
- 2 comming _____
- 3 studing _____
- 4 chating _____
- 5 useing _____
- 6 planing _____
- 7 raining _____
- 8 geting _____



VOCABULARY

WORDLIST



Adverbs of frequency



Key words in context

- have time** I never **have time** to watch TV in the morning.
- have a hobby** I **have lots of hobbies** but my favourite is writing my blog.
- tidy** My bedroom is very **tidy**.
- busy** Sorry – I’m too **busy** to help you.
- relax** My dad says that cooking the dinner helps him to **relax**.
- definitely** That’s **definitely** Bradley Cooper over there. I’m sure!
- strange** Bird watching – that’s a **strange** hobby!
- smile** You never **smile** when I take your photo. You always look so sad.
- positive** I feel very **positive** today. I’ve got a good feeling about it.
- interests** My dad’s got a lot of different **interests**, like reading and playing the piano.
- pass the time** How do you **pass the time** when you’re waiting for someone?
- can’t stand** Football is really, really boring. I **can’t stand** it!

Hobbies SB p.14

1 ★☆☆ Przeczytaj teksty na szarym tle. Następnie wybierz słowa, aby stworzyć nazwę opisanego hobby tak, jak pokazano w przykładzie.

write | collect | be | play | take | keep
 a blog | an instrument | a pet | things
 photographs | in a club

It's about my life. It's about my friends and my families. It's about the things I enjoy doing (and some of the things I don't enjoy). It's about everything and anything. Read it!

write a blog

1 I'm in a band. I'm the guitarist. I play for about two hours every day.

2 We meet every Friday from 7 pm to 9 pm. We learn how to do things like how to make a fire or how to cook. It's really good fun.

3 I've got about 50 teddy bears now. I've got big ones, medium-sized ones and small ones. Every time I visit a new city I always buy one.

4 It's quite hard work. Every morning I wake up early to take him for a walk and then when I get home from school I take him for another walk.

5 These are from my last holidays. We were in Corfu. It was really great. I spent hours with my camera.

2 ★★☆☆ Uzupelnij diagram tak, jak pokazano w przykladzie. Napisz slowa, ktore wystepuja z podanym wyrazem.



3 ★★★ Wykorzystaj cztery wyrazenia z cwiczenia 2., i napisz zdania na swój temat.

I'm in the school football team.

I don't collect anything.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Collocations with have SB p.19

4 ★☆☆ Uzupelnij pytania podanymi slowami.

shower | fun | dinner | problem | rest | time

0 Do you usually have a shower when you wake up or before you go to bed?

1 Who do you always ask for help when you have a _____ with your homework?

2 Do you always have a _____ when you feel tired?

3 What time does your family usually have _____ ?

4 Do you always have a good _____ when you're on holiday?

5 What do you do to have _____ at the weekend?

5 ★★★ Zadaj sobie pytania z cwiczenia 4. i odpowiedz na nie.

- 0 _____
- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

2

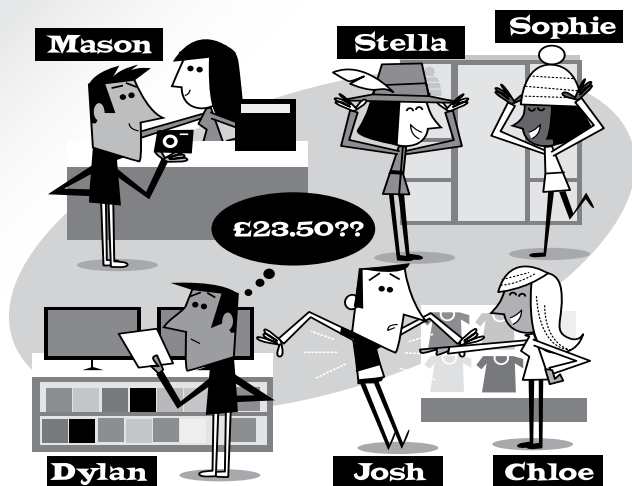
MONEY AND HOW TO SPEND IT



GRAMMAR

Present continuous SB p.24

1 ☆☆☆ Uzupełnij zdania imionami osób przedstawionych na ilustracji.



- 0 Sophie and Stella are laughing about some crazy hats.
 1 _____ is looking at the TV prices.
 2 _____ is buying a digital camera.
 3 _____ is trying on a T-shirt.

2 ☆☆☆ Napisz zdania w czasie present continuous, wykorzystując informacje w nawiasach.

- 0 Adrian isn't studying English, he's studying Maths. (- study English / + study Maths)
 1 We _____, we _____.
 (+ take the bus to school / - walk)
 2 Ben and Anna _____, they _____. (- have fun / + work on a project)
 3 I _____, I _____.
 (+ try to finish my homework / - take a break)
 4 We _____, we _____.
 (+ play computer games / - listen to music)
 5 Abigail _____, she _____.
 (- have lunch / + help her dad)

3 ★★☆☆ Dopasuj odpowiedzi do pytań.

- 0 Are you having fun? d
 1 Is Jim in the garden?
 2 What are you studying?
 3 Are they playing football?
 4 Am I talking too loudly?
 5 Is he studying for the test?

- a Yes, he is. He's cutting the grass.
 b No, they're watching a film.
 c No, don't worry. It's OK.
 d No, I'm not. I've got a lot of work to do for school.
 e Yes, he is. He's in his room.
 f French. I'm trying to remember some new words.

4 ★★☆☆ Uzupełnij dialog podanymi słowami w odpowiedniej formie.

do | try | not sit | sit | laugh | run | get | try | cry | laugh

- LUCY: Look at that man over there! What
 0 _____ is _____ he _____ doing _____?
 GAVIN: Hmm. I think he ¹ _____ to climb the tree.
 LUCY: Oh yes, there's a cat up there. Look. It
 2 _____ high up in the tree.
 GAVIN: Oh yes. Poor cat. What's that strange noise?
 3 _____ it _____
 LUCY: Yeah, it's scared. Look. The man
 4 _____ closer to the cat.
 GAVIN: But it's scared of the man too.
 LUCY: Oh, no. It ⁵ _____ to jump down.
 I just hope ...
 GAVIN: There it goes. It's down.
 LUCY: Wow. Look how fast it ⁶ _____ now.
 GAVIN: Well, I guess it's happy it ⁷ _____ in the tree any more.
 LUCY: Hey, look at those people over there. They
 8 _____ so the cat must be OK.
 GAVIN: That's right. And you ⁹ _____ too now!

PRONUNCIATION

Wymowa form skróconych (patrz: str. 01)

Sense verbs SB p.25

5 ★★★ **Zaznacz** właściwą formę wyrazu.

- 0 A What do you think of this song?
B It sounds / is sounding really cool.
- 1 A What are you thinking about?
B My homework. It looks / is looking difficult.
- 2 A How do you like this T-shirt?
B It doesn't look / is not looking very nice.
- 3 A Would you like some cake?
B Yes, it smells / is smelling nice.
- 4 A Do you like the soup?
B Yes, it tastes / is tasting wonderful.
- 5 A Do you like this tattoo?
B To be honest, I think it looks / is looking awful.

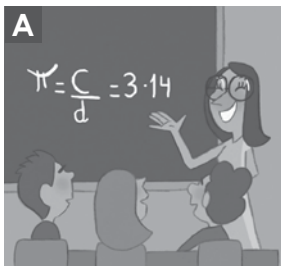
6 ★★★ Przeczytaj zdania podane w przykładzie i napisz podobne zdania, w których wyrazisz swoje opinie, wykorzystując słowa: *look, sound, smell, taste* oraz *interesting, boring, cool, awful, wonderful* i *exciting*.

Raindrops on the window sound relaxing.
Lemon ice cream with chocolate chips tastes awful.

- 1 _____
- 2 _____
- 3 _____
- 4 _____

Present simple vs. present continuous SB p.27

7 ★★★ Dopasuj ilustracje do zdań.



- 0 She studies English every day.
- 1 She teaches Maths.
- 2 She is studying for her English test.
- 3 She is teaching Maths.

d

8 ★★★ Uzupełnij zdania słowami podanymi w nawiasach w czasie *present continuous* i *present simple*.

Hi Ava,

I ⁰ 'm sitting (sit) in my room in the hotel. I really ¹ _____ (like) Paris. From my window I can see a park opposite the hotel. There aren't many people there. There is one woman. She ² _____ (walk) her dog. The dog ³ _____ (run) after some ducks. OK, now a man ⁴ _____ (try) to help her. I can't believe it! The dog has got the man's hat now, and he ⁵ _____ (run) away with it. The woman ⁶ _____ (shout) for the dog, but he ⁷ _____ (not come) back.

How are you? What ⁸ _____ (you/do)? You always ⁹ _____ (play) computer games in the afternoon – ¹⁰ _____ (you/do) it right now, too?

Love
Toby

GET IT right!

Present simple vs. present continuous

Czasu present simple używamy do opisywania naszych przyzwyczajzeń, rutynowych czynności czy stanów, które zawsze są prawdziwe.

- ✓ *I never do online shopping.*
- ✗ *I am never doing online shopping.*

Czasu present continuous używamy do opisywania czynności, które dzieją się w momencie, kiedy o nich mówimy, lub do opisywania tymczasowych, przejściowych sytuacji.

- ✗ *We're studying English today.*
- ✓ *We study English today.*

Czasowniki opisujące emocje lub nasz sposób myślenia nie występują w czasie present continuous (np. think / need / like itd.)

- ✓ *I think it's a good idea.*
- ✓ *I'm thinking it's a good idea.*

Zaznacz poprawne słowo.

Bike for sale!

I ¹ *sell / am selling* my bike. It's 5 years old but it ² *is looking / looks* new. I ³ *like / am liking* this bike very much, but I ⁴ *want / am wanting* to sell it because it's too small for me.

My name is Liam and I ⁵ *am coming / come* to school on my bike every day. I can show it to you. 😊 This week I ⁶ *am studying / study* in room 3C. You can find me there!



VOCABULARY

WORDLIST



It **looks** cool.



It **feels** comfortable.



It **sounds** nice.



It **tastes** good.



It **smells** awful.



- 1 boots
- 2 shirt
- 3 jacket
- 4 jumper
- 5 shoes
- 6 dress
- 7 belt
- 8 shorts
- 9 trainers
- 10 trousers



VOCABULARY

Key words in context

customer There aren't many **customers** in the shop right now.

size **A** What **size** do you take?
B Medium, please.

try on Can I **try on** this jacket?

cost How much does it **cost**?

spend I don't want to **spend** so much money.

market There are wonderful open-air **markets** in many cities.

shopping mall Is there a **shopping mall** near here?

interested in I'm not **interested in** designer clothes.

popular with This shop is very **popular with** young people.

laugh at Why are you **laughing at** me?

good-looking Do you think he's **good-looking**?

interesting This bookshop looks **interesting**. Let's go in.

Shops SB p.24

1 ★★★ Popatrz na ilustracje towarów i napisz nazwy sklepów, gdzie można je kupić.



0 chemist's 1 _____



2 _____ 3 _____



4 _____ 5 _____



2 ★★★ Uzpełnij dialog nazwami sklepów z ćwiczenia 1.

MIA So, here's the shopping list.
 LIAM OK, where do we have to go first?
 MIA Let me see. Well, we need Dad's newspaper. Let's go to the ⁰ newsagent's first.
 LIAM Wait a minute. What else do we need?
 MIA Well, we need to buy stamps for this letter. The ¹ _____ isn't far. Let's go.
 LIAM No, no, no. I need to get jeans first. We could start at the ² _____.
 MIA Don't forget. We need to get a book for Mum first. Remember - it's her birthday soon. The ³ _____ closes at 5!
 LIAM Absolutely, and I need some medicine for Dad. The ⁴ _____ isn't too far from there.
 MIA OK, and there's a ⁵ _____ where we can buy all the food we need for tonight.

3 ★★★ Czy zgadzasz się z poniższymi stwierdzeniami? Popraw je tak, aby odzwierciedlały twoje doświadczenia.

- 1 There's a very good shoe shop in our town. I buy all my shoes there.

- 2 I never go to a clothes shop. I buy all my clothes on the Internet.

- 3 There's a newsagent's in my street. I like it.

Clothes SB p.26

4 ★★★ Ustaw litery tak, aby powstały wyrazy.

- | | | | |
|----------|-------------|------------|-------|
| 0 btle | <u>belt</u> | 5 osetsrur | _____ |
| 1 tobos | _____ | 6 hoses | _____ |
| 2 sreds | _____ | 7 rtossh | _____ |
| 3 keajct | _____ | 8 hirst | _____ |
| 4 erpumj | _____ | 9 restnair | _____ |

5 ★★★ Uzpełnij opis słowami z ćwiczenia 4.



Sebastian likes black. His ⁰ trousers and his ¹ _____ are black, his ² _____ and his ³ _____ are white, and he's wearing a grey ⁴ _____.

6 ★★★ Napisz, co masz dzisiaj na sobie.

7 ★★★ Dopasuj odpowiedzi do pytań.

- | | |
|---|--------------------------|
| 0 What do you usually wear to school? | <input type="checkbox"/> |
| 1 Do you like buying clothes? | <input type="checkbox"/> |
| 2 What's your teacher wearing today? | <input type="checkbox"/> |
| 3 Does your sister like wearing shorts? | <input type="checkbox"/> |
| 4 What do you usually wear when you're not at school? | <input type="checkbox"/> |
| 5 What do you usually wear when it's cold? | <input type="checkbox"/> |
- a Not really. I hate shopping.
 b She's wearing trousers and a jacket.
 c When I'm at home, my old jumper. I love it.
 d A warm coat and a hat.
 e I can't choose. We all wear uniforms.
 f No. She wears jeans all the time.

8 ★★★ Odpowiedz na trzy wybrane przez siebie pytania z ćwiczenia 7.

- 1 _____
- 2 _____
- 3 _____

Consolidation

Units 1&2

LISTENING

1 3.44 Posłuchaj, jak Anna opisuje swoje hobby. Które z ubrań znajdują się w jej kolekcji?



2 3.44 Posłuchaj nagrania ponownie i odpowiedz na pytania.

0 What is Annie's hobby and how is it different from other teenagers'?

She shops for clothes. It's different because she collects old clothes from the 1940s.

1 Who buys the clothes that Annie wears every day?

2 Where does Annie buy the things for her hobby?

3 Why is her collection quite small?

4 Where does she keep her collection?

5 Why doesn't she wear these clothes?



VOCABULARY

3 Ustaw litery w słowach napisanych kursywą w takiej kolejności, aby powstały poprawne wyrazy.

0 Can you go to the *rapumkerest* and get some milk? supermarket

1 If you're cold, then put on a *premu*. _____

2 I'm going to the stop *cofe* so I can get you some stamps. _____

3 Mum, I need some new *reatrins*. These have got holes in them. _____

4 The new *prentatmed toser* is really big. You can buy anything there. _____

5 Put some *hostrs* on. It's really hot today. _____

6 If your hands are cold, put on your *levsog*. _____

7 My mum's a doctor. She works at the local *sopithal*. _____



GRAMMAR

4 Napisz zdania, wykorzystując słowa podane w nawiasach tak, jak pokazano w przykładzie.

0 I get up late on Saturday mornings. (never)

I never get up late on Saturday mornings.

1 Dad's in the bath again. (singing)

2 That sounds a great idea. (like)

3 My dog runs after birds in the park. (always)

4 Polly like hot food but she's eating your curry. (doesn't)

5 Mum cooks at the weekend. (usually)

6 Why are you drinking the coffee? It awful. (tastes)

7 I like music but I'm enjoying listening to this! (not)

8 I go swimming on Sunday mornings. (sometimes)

9 My mum likes most fruit she doesn't like apples. (but)

10 James loves this band but he isn't the concert. (enjoying)



5 Popraw zdania. Uwaga! Jedno ze zdań zawiera dwa błędy!

- 1 These boots look like really cool.

- 2 In my football team we hate train in the rain.

- 3 I don't like studing in my bedroom – it isn't very tidy.

- 4 I buy always cheap clothes – I buy never expensive ones.

- 5 Why you are wearing your dad's shoes?

- 6 This pizza is tasting awful!

- 7 A What do you do?
B I'm just looking at this post about a clothes swapping party.



DIALOGUE

6 Uzupełnij dialog podanymi słowami.

on | problem | much | making | looks cool | up | careful | do | right

BEN Come ⁰ on , Sue. Stop looking at the shoes.

SUE But they're really ¹ _____ .

BEN But we're here to buy George a present. Remember?

SUE Because it's his birthday tomorrow.

BEN That's ² _____ . Now, he really likes ³ _____ models so ...

SUE What about this ship?

BEN Interesting. How ⁴ _____ is it?

SUE £200.

BEN What! We've only got £10.

SUE Oh. So let's forget the ship, then.

BEN Hey, that aeroplane ⁵ _____ good.

SUE What are you ⁶ _____ to, Ben?

BEN I'm just getting this aeroplane off the shelf.

SUE Ben – don't ⁷ _____ that.

BEN It's OK. Don't worry.

SUE Be ⁸ _____ .

(CRASH!)

SUE Oh, too late. I think we've got a ⁹ _____ !



READING

7 Przeczytaj tekst opisujący zainteresowania Dana. Zdecyduj, czy zdania są prawdziwe (true – T), czy fałszywe (false – F).

I've got quite an unusual hobby for a teenager. My hobby is bird watching. Some of my friends think it's a silly hobby but they don't really understand what it's all about.

I love bird watching because I get to spend a lot of time out of the house. Many teens spend most of their time indoors playing on their tablets or watching TV. I like doing that too, but not all day. I like walking in the countryside and seeing what I can find. There's always a surprise or two. I usually go bird watching at the weekend, for three or four hours in the afternoon. I sometimes go for an hour really early in the morning before school. It's the best time to see birds.

I keep a list of all the birds I see. There are more than 250 birds on it. That's most of the birds that live in the UK, but there are still a few more to see.

But the best thing about my hobby is that it doesn't cost much money. I've got a pair of binoculars – a present from my granddad – and a few books. I only need these things. Everything else is free.

- 0 All of Dan's friends think his hobby is great. F
- 1 Dan doesn't like playing computer games.
- 2 Dan always sees something different when he goes for a walk.
- 3 The best time to see birds is after lunch on a Saturday or Sunday.
- 4 Dan writes down all the birds that he sees.
- 5 You don't need any money to be a birdwatcher.



WRITING

8 Opisz swoje hobby (120-150 słów). Uwzględnij następujące informacje:

- co to za hobby,
- kiedy i gdzie się nim zajmujesz,
- ile pieniędzy na nie wydajesz,
- dlaczego lubisz to robić.

1 HAVING FUN

Learning Outcomes

FUNCTIONS	talking about routines and everyday activities; expressing likes and dislikes; giving warnings and stating prohibition
GRAMMAR	present simple review; <i>like + -ing</i> ; adverbs of frequency
VOCABULARY	hobbies; collocations with <i>have</i>

Basic competences

In this unit students will

- revise vocabulary related to routines and activities. CLC, SCC
- practise discussing preferences. CLC, L2L, SCC, SIE
- learn the value of taking care of their psychological and physical well-being. CLC, CMST, SCC, CAE
- revise the use of the present simple tense and adverbs. CLC, CMST
- learn the language for giving warnings and stating prohibitions. CLC, SCC
- consider the importance of empathy. CLC, SCC, CAE

CLC	Competence in Linguistic Communication
L2L	Learning to Learn
SCC	Social and Civic Competences
DC	Digital Competence
CAE	Cultural Awareness and Expression
SIE	Sense of Initiative and Entrepreneurship
CMST	Competence in Mathematics, Science and Technology

Student's Book page 11–13

UNIT OPENER

Focus attention on the photo. If you're using an interactive whiteboard (IWB), display the image on the screen. Ask students to suggest words you could use to describe it (for example: *extreme sports, skateboarding, teenagers, alone*). Record the words on the board. Continue until they run out of ideas – but don't spend more than a couple of minutes on the vocabulary brainstorm. You may like to ask students to come to the IWB to point to each thing listed on the board. Put students in pairs. Before they begin discussing the three questions, ask them to read these, and check comprehension. Give students three or four minutes to talk about the questions. Remind them there is no correct answer, so encourage them to express their own ideas. Monitor, and help with any difficult grammar or vocabulary, but avoid error correction. The aim of the Unit Opener activity is to get students thinking about the topic of the unit, and to elicit their own experiences and views about it.

For each question, ask one or two volunteers to offer suggestions. Ask them to give reasons for their ideas, or to mention clues in the photo that helped them decide. Ask the rest of the class to say if they agree or disagree, and if they disagree, why they think differently.

Possible answers

- 1 He's a teenage boy who likes skateboarding. He is at a skate-park.
- 2–3 Students' own answers.

READING

- 1 If there is an interactive whiteboard (IWB) available in the classroom, the picture description would best be done as a heads-up activity with the whole class. Say *sleeping*, and nominate a strong student to point to the correct picture on the board. The rest of the class check and confirm or reject answers. There may be some pictures that students disagree about. Remind them that each word should only be used once, so they should try and work out the best answer through elimination. Alternatively, students do the matching activity in pairs before checking answers with the whole class. Again, ask the rest of the class to check and confirm or reject answers.




Answers

1 C 2 F 3 G 4 B 5 A 6 E 7 H 8 D

Optional extension

Students work in pairs to test each other about the activities. They look at the photos, cover the exercises and take turns to point to a photo at random and ask: *What's this?* Monitor the activity, and conclude things when most pairs have gone through all the images.

- 2 Check comprehension of *fun* by asking students to name activities they consider fun. Draw attention to the **Get it right!** box and make sure the distinction between *fun* and *funny* is clear by eliciting a translation for each adjective or each sentence with the adjective. Also check if students understand the difference between *always*, *sometimes* and *never*. Draw a line with 0% at one end and 100% at the other end on the board, and ask students to situate each adverb at the appropriate place on the line. Then students go through the list and complete the statements. Ask for a show of hands to find out which activities students find the most fun (they could raise both hands for *always* and one hand for *sometimes*).

- 3  Give groups two minutes or so to compare their ideas.
- 4  Do the activity as a contest between groups: which group will be the first to come up with at least ten activities? Ask the winning group to tell the class their ten activities and write any new phrases on the board. The other students should cross off all the words they also have on their lists as they hear them, and tell you any other words they have thought of to be added to the list on the board. Then give the groups a couple of minutes to discuss which activities they think are and aren't fun. They have to try to find activities that they agree about. Monitor and check the use of the new vocabulary. Ask a student from each group to report back on activities they all agreed on, and activities that caused disagreement. How many activities do all the students in the class agree on?
- 5  **1.16** Ask students to cover up the text on page 13 and look at the title only, or display the page on the IWB, and zoom in to the title. Ask students what they think the text is about and write their ideas on the board. Prediction helps motivate students to read and find out if they're right. Check that students understand the meaning of *take (good) care of* (to look after) then ask them to read the introductory paragraph quickly to check their ideas. Elicit which predictions were correct. Then ask the class to look at the pictures and elicit what the person is doing in each case. This is a good opportunity to teach the words *smile, relax, crossword puzzle* and *hobby* if students don't already know them. Also draw attention to the **Get it right!** box on page 13, and elicit the correct spelling. Make sure students copy the word in their vocabulary notebooks. Play the audio for students to listen, read and match the pictures with the questions. Students compare answers in pairs before you check with the whole class.

Answers

A 2 B 5 C 3 D 1 E 6 F 4 G 7


THINK values

Taking care of yourself

Optional extension

Before students begin their discussions, ask them to complete the quiz with their own answers. Monitor and help with difficult language as necessary. When students have finished working, ask them to check the feedback on their score in the dark blue box at the bottom of the page. Do they agree with the results?

- 1 Ask the class: *Why is it important to take care of yourself?* Elicit some simple ideas in response, such as: because it's important to be healthy; you can't enjoy life if you aren't healthy, etc. Then give students a minute to go through the list and match the questions with the items in the list.

- 2  Allow two or three minutes for the pair-work activity. Monitor the conversations. As the focus is on fluency and educating the whole learner, avoid correcting errors unless they hinder comprehension. Check answers with the class.

Answers

a 7 b 5 c 4 d 3 e 6 f 1 g 2

Optional extension

Ask students to rank the ways of being healthy in order of importance and compare their ideas with their partner. Encourage them to try to give reasons for the ideas but stress that there are no right or wrong answers. Pairs should try to agree on the top three most important ways to take care of themselves. Monitor and help with vocabulary as needed. Conduct whole-class feedback to find out what different pairs think are the most important things they should do to take care of themselves.

Student's Book page 14–15

GRAMMAR

Present simple review

- 1 Students complete the sentences individually, then check back in the quiz. Ask them to compare answers in pairs before you check them as a class. Point out that *Does* and *Do* should take an initial capital letter in 3 and 4 because they come at the beginning of the sentence. Try to elicit this information from the class before you tell them. Ask: *How do the words 'does' and 'do' change when you write them in the sentence?*

Answers

1 says 2 don't 3 Does 4 Do

- 2 While the students are completing 1, you could copy the table with the different forms of *do* and *does* on the board with the verb forms gapped, then elicit the missing words from the class. Students work individually to complete the rules and compare answers in pairs before you check with the whole class. Elicit the rules through concept-checking questions, for example: *What's different about the verb after he, she or it?* (We add an *-s* in positive sentences, we use *doesn't* instead of *don't* in negative sentences, and we use *Does*, not *Do* in questions.)

Answers

1 don't 2 doesn't 3 do 4 does

- 3 Look at the example with the class and check students understand why these verb forms are used (point to the relevant column on the table). Elicit or explain the meaning of *roller coaster* (say that you find them at amusement parks and fairs and it's a kind of fast train that goes up and down a lot – you can do a rough drawing on the board to illustrate) and *scared* (make an appropriate facial gesture). You may also like to do number 1 together as a class. Students complete the sentences individually, then check in pairs before checking as a whole class.

Answers

- 1 doesn't sleep, needs 2 Do ... study, do
 3 cooks, doesn't enjoy 4 Does ... play, doesn't
 5 don't like, prefer 6 watches, doesn't do

Fast finishers

Students rewrite the sentences in Exercise 3 so they are true for them and their families.

Workbook page 10

PRONUNCIATION

For practice of /s/, /z/, /ɪz/ sounds, go to Student's Book page 122.

VOCABULARY

Hobbies

- 1 To lead into the activity, ask students to look through pages 12–14 and find any hobbies mentioned so far. Stronger students could try and answer from memory. Elicit and write them on the board or ask students to come to the board to write them. Try to elicit phrases rather than single words, e.g. *play football, do crossword puzzles*. You could also elicit examples of students' own hobbies. Students match the verbs with the nouns in the exercise individually, then check in pairs before a final check with the whole class. When checking answers, students may come up with other acceptable alternatives, for example: *keep a blog, collect photos or write things*. If they do, say that these answers are possible but ask: *What other things do we keep/collect/write?* and elicit the preferred alternative from another student.

Answers


- 1 be 2 write 3 take 4 keep 5 collect

Fast finishers

Students try to think of further hobbies where they *write, take, keep or collect* things, and make a list.

Optional extension


Test how well students remember the collocations. Call out either the verb or the noun, and nominate a student to say the whole phrase. For example, you say: *play or instrument*, they say: *play an instrument*. Alternatively, put students in pairs to take turns to test each other in the same way.

- 2  Look at the example with the class so the task is clear to students: they must first ask a *yes/no* question, then follow it up with a *wh*-question, asking for more details. Students take turns to ask and answer questions about their hobbies in pairs, using the phrases from Exercise 1. Ask them to find at least two interesting things they could share with the rest of the class about their partners. Monitor students' use of the various forms of the present simple. Make a note of any grammar errors to go over at the end of the activity, but avoid interrupting conversations. Input any unfamiliar vocabulary (e.g. names of instruments)

that students need. Ask two or three students to report back to the class on something interesting they found out about their partners.

Workbook page 13

LISTENING

- 1  **1.19** As a warm-up, ask students to look at the pictures for 30 seconds to try to memorise the details, then ask them to close their books. If there is an IWB available, do this on the screen with books closed. Point out the lettering A–C before you hide the pictures so students can refer to them more easily. Ask students: *Which picture shows: a piano player? (A); a footballer? (B); a sofa? (C); two adults? (A); a TV? (C); no girls? (C); somebody sitting? (A)*. Students then open their books to check their answers – how many did they get right? Direct students' attention to the sentences and check they understand *headache*. Then play the audio, pausing after each conversation so students can decide, in pairs, which picture they think it goes with. Check answers as a class.

Answers

- 1 A 2 B 3 C

Audio Script Track 1.19

Conversation 1

- Tom Carla! Please stop. I've got a headache. ... Carla!
 Carla What is it, Tom?
 Tom Can you stop playing, please. I've got a headache.
 Carla You've always got a headache when I play the piano.
 Tom Maybe your piano playing gives me a headache!
 Carla I need to practise. I need to find a new talent. I know it's there. One day when I'm famous ...
 Tom You! Famous! Don't make me laugh.
 Carla And that's why I need to practise more.

Conversation 2

- Lisa Mum, can I join the football club?
 Mum: I'm not sure, Lisa. What do you think, Bob?
 Dad Football. It's not really for girls, is it?
 Lisa Don't be so silly, Dad. Lots of girls play football these days.
 Mum She's right, Bob. Don't be so old-fashioned.
 Dad Hmm. Can't you just play in the garden with your brother?
 Lisa It's not the same. I want to be in a team and meet new people.
 Mum It is a good way to meet new people and for Lisa to make new friends.
 Dad Oh, OK.
 Lisa You're the best, Dad!


Conversation 3

- Mum James. It's time for dinner.
 Mum Come on, James. Dinner is ready.
 James Sorry, Mum. What do you want?
 Mum I want you at the table. It's dinnertime.

James OK. I love music. It's great just having some time to do nothing – just listening to music.

Mum Is it? I never have any time to listen to music. I'm too busy with my work ... And looking after you lot.

James And that's why I love you, Mum.

- 2  **1.19** Before you play the audio again, give students the opportunity to complete the sentences with the details they remember from the first listening and check ideas in pairs. Drill the pronunciation of the names in the box (students repeat all together after you) so students will recognise them when they hear them. Play the recording, pausing after each conversation to allow time for students to note their answers. As you check answers, play the audio again, pausing at the relevant parts.

Answers

1 Lisa 2 James's mum 3 James
4 Carla 5 Lisa's dad

THINK self-esteem

Why it's good to have a hobby

- 1 Refer students back to the people on top of the page and elicit their names before asking them to match the statements with the correct person. Students check answers in pairs before you check with the whole class. Give students 30 seconds to decide which of the three statements they agree with the most or is closest to their own experience. Ask students to tell the class which statement they agree with the most and why.


Answers

1 B 2 C 3 A

- 2 Students copy and enlarge the diagram so there is enough room to write all the items in it. Put the diagram up on the board, or on the IWB and discuss as a class why *playing the piano* is in the position it is and where you would put *joining a tennis club*. Students complete the activity individually whilst you monitor and help with ideas as necessary. Move on to Exercise 3 when most students have completed their diagrams.

Fast finishers

Encourage students to add other hobbies to the diagram. They should include their own hobbies – this will help them later in Exercise 4.

- 3  Write *It helps me/you to ...* on the board, then ask students to read the example. Check comprehension by eliciting a translation in L1. Pairs then compare and discuss their diagrams. Encourage them to give each other reasons, e.g. *Playing the piano helps you to relax because music helps you to forget your problems*. Monitor and help with vocabulary as necessary. Encourage students to try to express their real ideas and opinions but to use English to do so. Avoid error correction unless it really impedes

comprehension. The focus of this task is on fluency and development of the whole learner via an open discussion of students' own ideas and experiences, not on practice of structures or lexis. Make a note of any nice expressions in English that students use during the activity. At the end write them on the board for the whole class to copy, and praise the student who used them. Giving positive feedback like this will encourage students to be more adventurous in similar communication tasks.

- 4 Students add their own hobbies to the diagram. Tell them to think about why their hobbies are good for them and to make notes about this to help them with the discussions in Exercise 5. Allow about a minute or so for this stage before returning to the pair-work activity.
- 5 Students discuss their hobbies with their partner. Extend the activity by asking students to stand up and walk round the class asking as many people as possible what their hobbies are and their reasons for liking them. Tell students to make notes and see how many people have the same hobbies and if they give the same reasons for liking them or not. Monitor as before. At the end, ask for volunteers to report back to the class on what they found out.

Optional extension

In stronger classes or if students are motivated by this topic, they could do a survey among students in other classes or members of their extended families about what hobbies they have, and why they enjoy them. Ask them to write up their findings on a poster, illustrate it with suitable pictures then present it to the class. For example: *In class 7C, fifteen students play sport. It helps them to be fit. Four students play an instrument: three play the piano, and one plays the guitar. It helps them to relax – and so on.* Students can do the project individually, in pairs or in small groups.

Student's Book page 16–17

READING

- 1 A recording of this text is available with your digital resources. Ask students to look at the photos. If you use an IWB, show the page on the screen, and use two panels to cover up the text and exercise (you may need to set this up before the start of the lesson). Ask students to describe what's in the photos. If they don't know the words, point to the corresponding pictures and say: *clouds, milkshake and bottle tops*. Ask: *What shape can you see in the clouds? What kind of milkshake is it? What kind of bottle tops are they?* and elicit ideas. Read the first paragraph of the text with the class and ask students for their ideas on what clouds, milkshakes and bottle tops have to do with how people spend their free time. Write their ideas on the board. Then ask students to read the two questions so they know what information they are looking for in the text. Students read the blog to check their predictions and answer the questions. They should make a note of any comments that refer to collecting things. Students check their answer to the first question and discuss the second question in pairs.

There is no correct answer to the second question. As you check answers with the class, also ask students to match the three photos with the people (Lewis: bottle tops; Chloe: clouds; Izzy: milkshake).

Answers

- 1 two: Nathan (autographs), Lewis (bottle tops)

Optional extension

To check comprehension of key vocabulary, ask students in pairs to scan the text for the following words, and try to work out their meaning from the context: *autograph, invent, pass the time, imaginary, library, poem*. Elicit definitions, explanations or examples – and only teach the word overtly if students are unable to work out their meanings. Encourage students to take risks, even if they sometimes get it wrong, and don't forget to praise their efforts.

- 2 Read the example, and ask students to find the part of Adam's comment that is connected to it (*I try to think of ... for every letter of the alphabet*). You may also like to do number 1 together as a class. Students study each statement first, then scan the paragraphs to find any information that link them to these statements. Remind them not to look for specific words but for similar ideas. During feedback, ask students to read out the parts of the paragraph that support their answers.

Possible answers

- 1 Jasmine 2 Izzy 3 Nathan 4 Liz 5 Chloe

Optional extension

Students invent and write similar quotes for the remaining people: Rebecca, Lewis, Dylan, Kuba and Daisy, then ask another student to try and match these to the paragraphs.

GRAMMAR

like + -ing

- 1 This exercise introduces verbs used for expressing likes and dislikes. Demonstrate the task by saying two things about yourself, one positive and one negative, for example: *I like pizza. I don't like coffee*. Use exaggerated facial expressions to convey meaning and write the corresponding smiley for each statement on the board. Then give students a minute to go through the sentences and mark them in a similar way. Ask them to compare answers in pairs before you check as a class. Clarify that *love* is stronger than *like* and that *can't stand* is similar to *hate*.

Answers

- 1 and 4 are positive. 2 and 3 are negative.

- 2 Elicit the form we use after each verb expressing a like or dislike, and complete the rule together. Ask students to write down the base forms for the verbs in Exercise 1: *collect, walk, be, write*. Ask them which of the three spelling rules each of them follow.


Rules

- 1 *-ing* 2 *-ing*

- 3 Students complete the sentences, and compare answers in pairs before you check with the whole class. In weaker classes, and/or to check that students have retained and understood the spelling rules, ask them to write the *-ing* forms for *run, visit, swim, eat, ride* and *talk* first. Check these with the class, then move on to the gap-fill task.

Answers

- 1 eating 2 talking 3 swimming 4 riding 5 visiting

- 4  Students write some sentences about things they like and dislike doing themselves and compare them in pairs. Monitor as they are doing this and make a note of common errors. Write these up on the board, ensuring anonymity, and ask students to correct them during whole-class feedback. Ask two or three students to tell the class something interesting they learnt about their partners. If you're short on time, you can set this exercise for homework.



Be aware of common errors related to *like + -ing*, go to **GET IT right!** on Student's Book page 31.

Adverbs of frequency

- 5 Ask students to find the four adverbs of frequency in the blog on page 16, then with the help of the contexts, work out the answers for the task and label the diagram with *never, occasionally, often* and *always* in the correct position. Check answers with the whole class. If you're using an IWB, nominate students to label the diagram on the screen.

Answers

- 1 never 2 occasionally 3 often 4 always

- 6 Give students two minutes or so to complete the sentences. (The answers will be used later in Exercise 9.) Ask them to compare answers in pairs by trying to predict which adverb of frequency their partner has used for each situation.
- 7 First, ask students if they can remember who made these comments from the blog. Then ask them to look back at the text to check and complete the sentences. Working individually, students choose the correct alternatives to complete the rules, referring to the sentences in both Exercises 6 and 7 for help. Ask them to compare answers in pairs before you check with the whole class.

Answers

- 1 Once a week (Izzy) 2 every day (Dylan)


Rules

- 1 after 2 before

- 8 Write *every day, three times a week* and *once a year* on the board and give some examples of your own, e.g. *I drink coffee every day; I go to the supermarket three times a week; I go on holiday once a year* to get

UNIT 1

students started. Then give the class a minute or two to complete the sentences with their ideas.

- 9  Read the example with the class to introduce the question *How often do you ...?* Refer to the examples you wrote on the board for Exercise 8 and turn them into questions – *How often do you drink coffee/go to the supermarket/go on holiday?* etc. – and elicit answers from individual students. Use their answers to build up the formula *once/twice/three/four times a ... day/week/month*, etc. and write this on the board. Ask students to compare their ideas in small groups for two or three minutes and find the person who gave the most similar answers to them. Invite feedback from each group.

Workbook page 11



Be aware of common errors related to adverbs of frequency, go to GET IT *right!* on Student's Book page 31.


WRITING

Students complete the sentences for homework. At the start of the next class, put them in groups again to compare their answers, then feed back, as in Exercise 9. Ask students to find out who gave the most similar responses to them.

Student's Book page 18–19

PHOTOSTORY 1

Olivia's new hobby

- 1 Students look at the photos, but cover up the dialogues. If you use an IWB, zoom into the pictures and cover up the text, and do the activity on the screen with books closed. Ask students to describe the photos in as much detail as they can. Ask: *Where are the people? How many girls and how many boys are there? What is the relationship between them, (e.g. friends, brothers and sisters, etc.)? How old are they? Where are they? What are they doing? Are they having fun?* At this point, they have not covered the present continuous, so don't worry too much about its use. Then read the questions with the class and tell them that the people they can see are four friends: Luke, Ryan, Olivia and Megan, who are in the playground at the moment. The girl with the lighter hair is Olivia, and the boy with the lighter hair is Luke. Elicit students' ideas in answer to the questions and write them on the board. Don't give away correct answers at this point, as students are going to check their answers in the next exercise.
- 2  **1.20** Before you play the audio, check/clarify the meaning of *worried* (unhappy because you are thinking about problems or bad things that might happen). Students read and listen to the story and check the predictions on the board.

Answers

- 1 Taking photos of Megan (reading in strange places).
- 2 Olivia is very close to the water.

- 3 Ask students what they think happens next and ask them to brainstorm possible endings for the story. They could do this in groups with one student in each group acting as secretary and taking notes. Take feedback with the whole class and write the ideas on the board. Focus on the ideas, not on accuracy – correct errors only if they impede comprehension. Don't give away answers.

Optional video activity EP1

Tell students they are going to watch a video to find out how the story continues. Play the video for students to watch and check their answers. The notes on the board will help them remember their suggestions. Who guessed correctly?

Optional extension

You could ask students to role-play the story in groups of four. You could either ask students to memorise the lines from the story and imitate the intonation, or you could ask them to re-tell the story using their own words as much as they can. They can use their camera-equipped mobile phones as props. Invite groups of volunteers to perform in front of the class, then vote on the best performance.

PHRASES FOR FLUENCY

- 1 Students work in pairs to first match each of the expressions to the person who said them and then to use the context to help them match with the meanings. Stronger classes could try completing the task from memory first, without looking at the text, then check their answers. In weaker classes, you might like to stage this by first instructing students to find the expressions in the story, then check in pairs. Then, next to each expression, they write the name of the person who said it. Feed back on this before students match to the definitions. Students compare answers in pairs before you check with the whole class.

Answers

1 f Luke 2 d Olivia 3 b Olivia 4 a Megan 5 c Ryan

- 2 Ask students to read the gapped conversation, then ask: *What do Sarah and Nicole want to do?* (walk); *Does Sarah like Mike Smith?* (no). Students complete the gaps individually, then compare answers in pairs. You could ask pairs to practise the dialogue together, and invite one or two pairs to perform in front of the class.

Answers

1 That's right 2 Cool! 3 Look out! 4 Come on
5 Hurry up

VOCABULARY

Collocations with *have*

- Write *have* + ... on the board and tell students that there are lots of expressions in English with the verb *have*. Give the class 30 seconds to read the sentence parts and match the first item as a class: 1 *I'm not sure what they're doing + e but they're definitely having a good time*. Students complete the matching individually, then compare answers in pairs. You may like to replay the video as a way of checking answers. Stop after each answer is given and get the students to repeat it all together to reinforce correct stress and intonation.

Answers

1 e 2 a 3 f 4 d 5 b 6 c

- To practise the meaning of the phrases, students take turns to ask and answer the questions in pairs. Monitor their use of the collocations, paying special attention to the use of articles. Allow up to five minutes for the conversations. Ask two or three students to share with the class something interesting they have learnt about their partner. Alternatively, you could do this as a mingle activity. Students draw a blank table, and interview at least four other students to get their answers to all the questions, and make a note in their tables. Ask one or two students to report back on their findings.

Workbook page 13

FUNCTIONS

Giving warnings and stating prohibition

- Students order the sentences individually. Check answers as a class. Point out that we don't use a subject in the imperative form (*Don't do that!* **not** *You don't do that!*).

Answers

1 Be careful, Dan! 2 Look out, Lucy!
3 Don't do that! 4 Don't push too hard.

- Students match the pictures and sentences individually, then compare ideas in pairs before you check answers with the class.

Answers

1 B 2 A 3 D 4 C

Optional extension

Students use search engines on the Internet to find a suitable photo to illustrate each of the four expressions. If they have their smartphones or tablets with them in class, or if you have access to internet-linked computers, you could do this as a class activity. Students then test each other in pairs by showing the photo and eliciting which expression it might match. Monitor that they are using English throughout.

LIFE SKILLS

Showing empathy

Books closed. Write the word *empathy* on the board, and elicit what it might mean. Encourage students to try and clarify its meaning through examples or explanations in their own words, rather than through a translation. Ask students to read the introductory paragraph to check their ideas. Then ask them to think about examples of people showing empathy or lack of empathy in Unit 1. For the former, they'll probably mention the photostory, for the latter the first dialogue in the Listening on page 15.

- Ask students to quickly recap what happens in the first episode of the photostory, including the ending on the video, before you discuss their ideas about the questions. The first question asks them to empathise with Olivia's situation. Elicit adjectives that could describe Olivia's feelings (*sad, guilty, embarrassed, angry*).

Put students in pairs or small groups to discuss ideas about what they could say or do in this situation. Give them a couple of minutes to talk about this. Monitor, and make a note of any good suggestions. Elicit ideas in open class, making sure to include those contributions you noted earlier.

Read the Tips together, and ask students if they agree with the advice. In their pairs or groups, ask them to come up with at least one more general suggestion about what to do when a friend has a problem.

- Explain that Tomek and Jake are friends who live in different towns, and they keep in touch over emails and Skype. Tomek's family has recently moved to their new home, and he's now in a new school. Ask students to read the email to find out if he likes it there. Ask students to check their ideas in pairs before you check with the class. Ask them to say where they found the information to help them decide.

Answers

He doesn't like the school. (He says it at the start of the second paragraph, then gives a number of reasons.)

- Clarify/check: *mostly, pass the exam, (school) break*. Ask students to read the email again, more carefully this time, and find the answers to the first two questions. Ask them to compare their ideas in pairs before you check with the class. Check that students understand that when Tomek writes *I don't think I can pass the exam*, he means he believes he will fail. In their pairs, students discuss questions 3 and 4. Ask students to think of situations where people may have the same feelings as Tomek, and how ready they would be to talk about them. Be sensitive to any students who may be in a difficult situation themselves, as they may be more reluctant to talk about these openly. Monitor, and help students express themselves, supplying or explaining any challenging language they may need. Don't correct errors, as the focus here is on open expression of sensitive personal feelings, not on controlled language practice.

UNIT 1

As you elicit ideas in open class, do this with volunteers only, and avoid calling on any students who don't want to share their experiences or views with the class.

Possible answers

- 1 He can't stand going to Maths classes because the teacher is always angry with him. He's worried about the exam, he doesn't think he can pass. He hasn't got any friends.
- 2 Students' own answers, for example: sad/unhappy, lonely/alone, depressed, stressed, worried.
- 3-4 Students' own answers.


Language note

In English, we use *I don't think I can ...* or *I don't think I will ...* to make negative predictions about the future outcome of an event. We don't use *I think I can't ...* or *I think I won't ...*. Check if this is expressed in a similar or different way in the students' L1.

- 4 Explain that in order to show empathy, you need to imagine yourself in the other person's situation – that is, look at their problem from an inside point of view. Which of these sentences will they like to hear, and which will only make them feel worse? Ask students to check through the list quickly and decide which would be helpful.

Possible answers


I'm here for you.
I'm sorry you feel this way.
I understand how you feel.

- 5  Put students in pairs to compare their ideas from Exercise 4, then think of a few other things to say in this situation. Also ask them to think about things they could do. Monitor, and help with language as before.

Elicit a few ideas in open class, and ask for comments from the rest of the class. Elicit or explain that the main thing in a problem situation is to support the friend who needs help, in whatever way they need support.

Optional extension

Students in pairs or small groups use the sentences from Exercises 4 and 5 to produce an Empathy poster with Do and Don't columns of examples. They can use the Tips from page 20, but encourage them to include some of their own ideas as well. Display the posters for the class to look at, then vote on which one is most helpful.

- 6  Ask students to look through Tomek's email, and identify the statements or questions that he might expect an answer to. They make notes on each of these subjects, then expand these into sentences, including some of the encouraging sentences from Exercises 4 and 5. Remind them to use Tomek's email as a model. You may like to set this task as homework.

When they have written their emails, students could email these to each other in pairs for checking. Ask the students who receive the emails to imagine they are Tomek, and how they might feel after reading

them. In the next class, put the pairs together to give each other brief feedback. Alternatively, they could email their messages to you. Check these from the point of view of content (do the messages show empathy?), not from the point of view of grammar or lexis, and avoid correcting or marking mistakes! In this activity, the focus is on developing social skills, not on language improvement.



Klasa 7

STUDENT'S BOOK

Citizen Z Reforma 2017 – kurs do nauki języka angielskiego adresowany do uczniów klasy 7. i 8. zreformowanej szkoły podstawowej.

Seria została specjalnie przygotowana z myślą o nastoletnim uczniu. Gwarantuje ona solidne i wszechstronne rozwijanie umiejętności językowych, jak również wychodzi naprzeciw emocjonalnym i kognitywnym potrzebom młodego człowieka. Seria podręczników *Citizen Z* koncentruje się nie tylko na kształceniu językowym, ale przygotowuje też ucznia do życia we współczesnym, pełnym wyzwań świecie.

Zalety podręcznika *Citizen Z* Klasa 7 to:

- Poszerzanie horyzontów ucznia i wzbogacanie jego wiedzy na temat otaczającego go świata przy pomocy języka angielskiego.
- Sekcje *Think values*, które koncentrują się na rozwijaniu pozytywnych wartości społecznych i moralnych.
- Sekcje *Think self-esteem*, które koncentrują się na budowaniu pozytywnej samooceny.
- Sekcje *Train to Think*, które doskonalą umiejętność logicznego i krytycznego myślenia.

Seria *Citizen Z* Reforma 2017 składa się z podręczników:

- *Citizen Z* Klasa 7
- *Citizen Z* Klasa 8

<i>Citizen Z</i> REFORMA 2017	ESOKJ
Klasa 7	A2
Klasa 8	A2+/B1

Podręcznik zgodny z reformą oświaty obowiązującą od 2017 roku.



Wybierz dla siebie dogodną formę kontaktu:



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