

Lesson 1

Objectives and materials

Vocabulary: daily routine

Grammar: present simple, present continuous, state verbs

Reading: to find specific information

Listening: to find specific information

Speaking: to talk about daily routine

Warm-up

Write on the board: *My Holiday Routine*. Ask the students to name three things they usually do in the summer, e.g. sleep late, go to bed late, stay out in the evening, eat ice cream, etc.

1 Students do exercise 1.

Extra idea

Find out how many early birds and how many night owls there are in the classroom. Have a class vote. Ask the students to name some benefits of being an early bird and some of being a night owl.

Answers

Ava's friend Ruby is an early bird.

2 Students do exercise 2.

Grammar 1

Draw the students' attention to the grammar table. Allow them to work in pairs to complete the gaps. Then ask what they remember about the present simple tense. Elicit some rules.

3 Students do exercise 3.

Extra idea

Tell the students to add two more questions

Lesson 1 Welcome unit

I can use the present simple to talk about my daily routine. I can use the present continuous to talk about things happening now and temporary actions.

1 Read Ava's blog post. Who is an early bird?

Mornings are the worst!



They're the hardest part of my day. I need five alarms to wake up! I get up at about 8.00 and I haven't got time for breakfast because school starts at 9.00. I take a shower, get dressed and catch the bus to school. My best friend Ruby thinks it's so hard for me because I usually go to bed late and don't get enough sleep. Ruby gets up at 6.30, takes her dog for a walk and has a big breakfast. She doesn't take a bus to school. She's got so much energy that she often rides a scooter. I sometimes sleep on the bus ... Do you like mornings?

GUESS WHAT?

a morning person = an early bird
an evening person = a night owl

2 Complete the Grammar 1 table.

Grammar 1

Present simple

We always **get up** at 8.00.
She usually ¹ **gets up** at 6.30.
I ² **don't get** enough sleep.
He **doesn't take** a bus to school.
³ **Do** you like mornings?
Yes, I **do**. / No, I **don't**.
Does she **ride** a scooter?
Yes, she **does**. / No, she ⁴ **doesn't**.

3 In pairs, ask and answer the questions.
Students' own answers

- What time do you get up in the morning?
- Is it difficult for you to get up early?
- Have you got time for breakfast?
- How often do you go to bed late? Why?

4 Complete the Grammar 2 table with the correct forms of the verb **be**.

4 four

Grammar 2

Present continuous

I ¹ **am revising** for a test at the moment.
He/She/It ² **is learning** Korean this term.
I'm **not going** to school this week.
We/You/They ³ **aren't taking** any tests today.
Is he/she/it **having** lunch right now?
Yes, he ⁴ **is**. / No, he **isn't**.
⁵ **Are** we/you/they **reading** now?
Yes, they ⁶ **are**. / No, they **aren't**.

Remember

We don't use some verbs in continuous forms. They describe states, not actions.
I **like** outdoor sports. She **knows** the answer.
He **wants** a new bike. I **think** Dad is right.

5 Listen to Ruby and Ava. Decide if the sentences are True (T) or False (F).
Correct the false statements.

- Ruby is walking to school today. **Ruby is taking the bus.** F
- Ava doesn't like mornings. T
- Ruby and her parents are staying with her aunt this week. **Ruby's aunt's dog is staying with them this week.** F
- Ruby's dad is taking the dog for a walk in the morning. T
- Ruby is playing with Rolo at home after school. **Ruby's taking the dog for a walk after school.** F

6 Complete the sentences with the present simple or present continuous forms of the verbs in the box.

brush go have not tidy

- Phil **isn't tidying** his room at the moment. He's talking on the phone.
- How often **do** you **brush** your teeth?
- I **'m going** to a Film Club this term.
- Are** we **having** lunch in the garden today?

5 (00:45) Students do exercise 5.

6 Students do exercise 5.

Wrap-up

Imagine there's no school today. In pairs, talk about how this changes your daily routine. Give students an example: *I usually study hard on Tuesdays, but today I'm spending time with my friends.*

to the list. Then ask a student to read his or her question aloud and tell them to choose the classmate who will answer it. Repeat the procedure several times.

4 Students do exercise 4.

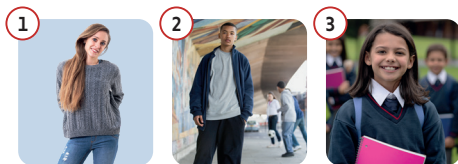
Grammar 2

Draw the students' attention to the grammar table. Give them time to complete the sentences. Then elicit the rules for using the present continuous.

I can talk about clothes. I can use singular nouns with a/an, the and zero article, and plural nouns to talk about my things. I can use pronouns to talk about people and things.

- 1 Talk about the clothes these people are wearing. Use the adjectives in the box. Then say which type of clothes you usually wear.
Students' own answers

comfortable smart sporty warm



The girl in photo 1 is wearing ...

- 2 Complete the Grammar 3 table.

Grammar 3

Plural nouns

- Most nouns → + s

jumper – jumpers, shoe – ¹ shoes

- Nouns ending in s, sh, ch, x, z → + es

dress – dresses ² quiz – quizzes

- Nouns ending in consonant and y → + ies

baby – babies hobby – ³ hobbies

- Irregular nouns

man – men woman – ⁴ women

⁵ child – children foot – ⁶ feet

⁷ tooth – teeth person – ⁸ people

Remember

Some nouns only have one plural form, e.g. (sun)glasses, jeans, shorts, trousers, trunks.

- 3 Complete the table with the correct plural forms of the nouns in the box.

box child city dish family jumper
man party skirt sock tooth watch

+ s	+ es	+ ies	Irregular plural nouns
jumper, skirts, socks	boxes, dishes, watches	cities, families, parties	children, men, teeth

Grammar 4

A/an, the and zero article (–) before nouns

- We use **a/an** when we talk about something for the first time or something not specific.

He's wearing **a** raincoat. It's **a** rainy day.

- We use **the** when we mention something for the second time, or everyone knows what we're talking about.

I'm wearing **a** skirt today. **The** skirt is black.

- We use **zero article** before plural nouns, uncountable nouns, names of people, countries and languages.

I usually wear **jeans** to school. **Lena** always drinks **tea** in the morning. I'm learning **French**.

- 4 Complete the sentences with a/an, the or –.

- You need **a** scarf. It's really cold.
- Dad is going to **the** post office on Oxford Street. It's still open.
- I'm learning **–** Spanish because we often go to **–** Spain on holiday.
- Alice hates wearing **–** smart clothes.

- 5 Read the dialogue. Then complete the Grammar 5 table with the words in bold.

Jim: Mum, can you help **me**, please?

Where are my hockey boots?

Mum: I'm sure they're in your bedroom.

Jim: I can't find **them**! And my hockey stick? I can't see **it** either.

Grammar 5

I → ¹ **me**, you → you,
he → him, she → her,
we → us, it → ² **it**, they → ³ **them**

- 6 In pairs, ask and answer the questions.

Students' own answers

- Where do you keep your **bike**?
- How often do you meet your **best friend**?
- When do you usually do your **homework**?
- Where do you usually buy your **shoes**?

My bike? I keep **it** in the garage.

five 5

- 2 Students do exercise 2.

Grammar 3

Draw the students' attention to the grammar table. Give them some time to read its content and fill in the gaps. Then ask the students to work in pairs and add two examples to each point.

- 3 Students do exercise 3.

Grammar 4

Draw the students' attention to the grammar table. Read its content aloud and make sure the students understand the rules. To check their understanding, write these sentences on the board and ask whether they are correct (if not, tell them to correct the mistakes): *I need to buy jacket. (a jacket) Kate is wearing an uniform. (a uniform) Look! She's wearing the skirt I want. (correct)*

- 4 Students do exercise 4.

- 5 Students do exercise 5.

Grammar 5

Draw the students' attention to the grammar table. Give them some time to read its content and fill in the gaps. Then ask the students to work in pairs and write sentences with *them, him, and me*.

- 6 Students do exercise 6.

Wrap-up

Ask one student to close their eyes and another to describe the outfit of one of their classmates. The student who isn't looking has to guess who is being described.

Lesson 2

Objectives and materials

Vocabulary: clothes

Grammar: a/an, the and zero article, plural nouns, personal and object pronouns

Speaking: talking about clothes, people and objects

Warm-up

Have a vocabulary race. Tell the students to write the names of as many clothes as they can within 90 seconds. When they finish, ask them about the number of items on their list and ask the student with the most words to read them aloud.

- 1 Students do exercise 1.

Extra idea

Have a class discussion about uniforms. Ask the students to name two advantages and two disadvantages of wearing a school uniform.

Lesson 3

Objectives and materials

Vocabulary: free time activities, events

Grammar: past simple

Speaking: to talk about free time activities and events

Optional materials: a set of 10–12 correct and incorrect past simple sentences

Warm-up

Encourage the students to share a special event they attended last week or last month.

1 Students do exercise 1.

Answers

Photo 1 – book fair, Photo 2 – immersive VR experience, Photo 3 – conservation workshop

2 Students do exercise 2.

3 Students do exercise 3.

Grammar 6

Draw the students' attention to the grammar table. After the students complete the gaps, ask a volunteer to read the content of the table aloud. Then say a few sentences in the past tense in the students' native language and ask them to translate them.

4  (00:42) Students do exercise 4.

Lesson 3 Welcome unit

I can use the past simple to talk about past actions and events.



1  Work in pairs. Match photos 1–3 with three of the events in the box. What do you think people can do there?

Students' own answers

book fair 4 clothes swap
conservation workshop 2 esports tournament 3
immersive VR experience 1 theatre workshop
treasure hunt yoga class 5

You can talk to famous writers at a book fair.

2  Match the events in the box in exercise 1 with the sentences. There are three extra events.

- We used VR headsets to see 3D pictures of the dinosaurs. 
- I **learnt** to grow lettuce and tomatoes. It **was** hard work! 
- My friend played with last year's champion and **won** the first prize. 
- I **bought** some comic books, and my mum **met** her favourite writer. 
- We **did** some stretching. There **were** also some breathing exercises. 

3  Complete the Grammar 6 table with **did** or **didn't** and irregular past forms from exercise 2.

Grammar 6

Past simple

I/You/He/She/It/We/They **played** a video game.

I/You/He/She/It/We/They ¹ **didn't** **play** a video game.

² **Did** I/you/he/she/it/we/they **play** a video game?

Yes, I ³ **did** . / No, I ⁴ **didn't** .

Past time expressions

yesterday, last week/month/year, in 2005, two days/years ago, a week ago

6 six

4  Complete the dialogue with the past simple forms of the verbs in the box. Then listen and check.

be do find go have read stay win

Liam: ¹ **Did** you **do** anything fun last weekend, Nora?

Nora: No, I didn't. I ² **was** a bit ill, so I ³ **stayed** at home and ⁴ **read** some comic books. Did you go anywhere?

Liam: Yes, I did. I ⁵ **went** on a treasure hunt with James. We actually ⁶ **found** the treasure and won the prize!

Nora: Wow! What ⁷ **did** you **win** ?

Liam: Tickets to the cinema. Then we ⁸ **had** pizza in that new Italian restaurant. It was delicious.

Nora: Sounds like a great weekend.

Liam: Hey, why don't you go to the cinema with us? We've got an extra ticket.

Nora: Sounds great! Thanks!

5  In pairs, ask and answer about last weekend. Use the dialogue in exercise 4 as a model. Students' own answers

5 Extra idea

Before the students start asking questions, brainstorm some phrases they might use. Ask them to work in pairs and name four things they often do at weekends. Then elicit their ideas and write them on the board. The phrases can then be used to create dialogues. Students do exercise 5.

Wrap-up

Play a game called *Past Tense Auction*. Divide the students into small teams. Give each team some credits (e.g. 100 points). Write 10–12 sentences on the board, both correct and incorrect. Teams bid on the sentences they think are correct. After the auction, check the answers: if a sentence is correct, the team wins the points; if a sentence is incorrect, the team loses the points. The team with the most points wins.

Welcome unit Lesson 4

I can use **have to** to talk about chores. I can talk about feelings and emotions.
I can use **should** and **shouldn't** to give advice.

- 1 Match photos 1–6 with the chores in the box. Which of the chores do you do? When? Talk in pairs.

load the dishwasher put your clothes away
take the dog for a walk take the rubbish out
vacuum the floor water the plants



- 2 Complete the Grammar 7 table.

Grammar 7

Have to

I/You/We/They ¹ have to feed the pet.

He/She/It ² has to clean the floor.

I/You/We/They ³ don't have to set the table.

He/She/It ⁴ doesn't have to wash the car.

⁵ Do I/you/we/they have to clean the floor?

Yes, we do. / No, we don't.

⁶ Does he/she/it have to clear the table?

Yes, she does. / No, she doesn't.

What does she have to do today?

- 3 Complete the dialogue with the correct forms of **have to**.

Josh: Mum, ¹ Do I have to clean the kitchen window today? It's raining.

Mum: No, you ² don't. It can wait. But you ³ have to play with your sister this afternoon. Dad ⁴ has to take Lucky to the vet and I ⁵ have to finish my work.

Josh: Why ⁶ does poor Lucky have to go to the vet?

Mum: They ⁷ have to check his teeth.

- 4 In pairs, talk about the chores you have to do after school today. Who has to do more chores? *Students' own answers*

- 5 Listen to three dialogues and say how the speakers feel. Use the adjectives in the box. More than one answer is possible.

angry annoyed bored confident excited
lonely nervous proud scared stressed
surprised unhappy upset

Pete Jack Mia

1 Pete is annoyed/upset/unhappy. 2 Jack is bored.
3 Mia is stressed/nervous/unhappy.

- 6 Choose four adjectives in exercise 5 and say when you last felt that way. *Students' own answers*

I was proud when I won an art competition at school last month.

- 7 Read the Grammar 8 table. Then listen to the dialogues again. What advice do Pete, Jack and Mia get?

Grammar 8

Should/shouldn't

You should go for a walk.

She shouldn't go to bed late.

Should we study tonight?

Yes, you should. / No, you shouldn't.

How long should I study?

- 8 In pairs, role-play the conversations. Student A: describe the problem and say how you feel. Student B: give advice. *Students' own answers*

1 You're upset because you had an argument with your best friend.

2 You're angry because your parents didn't agree to get a dog.

3 You're scared because you're going to a new school and you don't know anyone there.

4 You're bored because your phone doesn't work.

What's wrong? You look upset.

I had an argument with my best friend.

I think you should ...

seven 7

- 2 Students do exercise 2.

Grammar 7

Draw the students' attention to the grammar table. Give them time to complete the sentences, then ask the students to make sentences about themselves using **have to** and **don't have to** and the verb phrases in the grammar box (e.g. *clear the table, feed the dog* etc.).

- 3 Students do exercise 3.

- 4 Students do exercise 4.

- 5 (01:24) Students do exercise 5.

- 6 Students do exercise 6.

- 7 (01:24) Students do exercise 7.

Answers

1 Pete should make a list of things to take and check before going out. 2 Jack should put away his clothes / do some chores. 3 Mia shouldn't worry. She should get some rest and go for a walk.

Grammar 8

Draw the students' attention to the grammar table. Ask a few volunteers to read the sentences and translate them into the students' first language.

- 8 Students do exercise 8.

Wrap-up

Write 4–5 everyday problems on the board (e.g. *I'm always tired, I often argue with my friend*). Students work in small teams. For each problem, they must quickly write two sentences: one with **should** and one with **shouldn't** (e.g. *You should go to bed earlier.*). Teams read their ideas aloud, and the class chooses the best advice.

Lesson 4

Objectives and materials

Vocabulary: chores, feelings and emotions

Grammar: *have to, should/shouldn't*

Listening: to find specific information

Speaking: to talk about chores, feeling and emotions, to give advice

Warm-up

Write the word **CHORES** on the board. Ask the students what the word means. Then have a short class discussion about the students' chores.

- 1 Students do exercise 1.

Answers

1 load the dishwasher 2 take the dog for a walk 3 vacuum the floor 4 put your clothes away 5 take the rubbish out 6 water the plants
Students' own answers

Unit 1 Extra resources

Workbook: pages 6–15

Videos:

- Grammar Animations (Lesson 2 and 4)
- Culture video: *Jobray the Artist* (Lesson 5)
- Speaking video: *Shall we go?* (Lesson 6)

Tests:

- Short tests (Vocabulary 1, Vocabulary and listening, Grammar 1, Grammar 2, Speaking)
- Unit test (Support, Standard, Challenge, Test for dyslexic students)

Teacher's Resource File:

Grammar and vocabulary practice

On-the-Go Practice: Unit 1

Kahoot!: Unit 1

Quizlet: Unit 1

Lesson 1

Objectives and materials

Vocabulary: types of art, the media and social media

Listening: to find specific information

Speaking: to talk about types of art, the media and social media

Warm-up

Divide the class into two groups. One group creates a mind map for the topic *ART*, and the other creates one for *MEDIA*. The groups draw their mind maps on the board and then they present them.

1 Students do exercise 1.

2  (01:08) Students do exercise 2.

Answers

They are both going to the poetry party (ad 3). They found out about it when they were looking at the arts centre's website.

Culture matters

Lesson 1 Vocabulary and listening

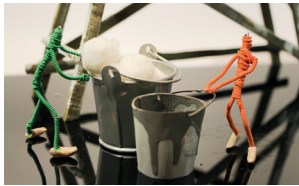
I can talk about types of art and media. I can understand a text about cultural events.

Arts Centre | Arts for teens About us | What's on | Visit | Search for events

OCTOBER



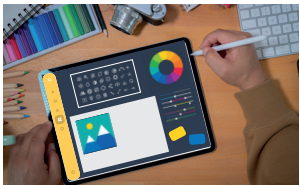
1 Competition
Spooky shots!



2 Exhibition
Crazy figures



3 Reading group
Poetry party!



4 Workshop
Make digital stickers on a tablet



5 Show
Cool gear!



6 Play
Immersive mystery

Click on the photos for more info.

1 Let's start!

   Match objects a–d with types of art 1–4. Find one of objects a–d in photos 1–6 on the website. Then ask your partner if he/she likes these types of art.

Students' own answers

- | | |
|---------------------------|---------------------|
| 1 dance c | a a sketchbook |
| 2 film and video d | b a guitar |
| 3 music b | c comfortable shoes |
| 4 painting a | d a camera |

Do you like painting?

Yes, I do. Painting is so cool. You can paint anywhere! I have classes in our arts centre on Saturdays.

2  (1.4) Listen to Alex interviewing Lucy and Josh. Find one cultural event on the website they are both going to in October. How did they find out about it?

3  (1.5)   Match cultural events 1–6 on the website with the types of art in the box. Check the meaning of the extra phrases. Then listen and check.

Types of art

digital art **4** • fashion design **5** • literature **3** • photography **1** • sculpture **2** • street art • theatre **6**

extra: street art

4  (1.6)  Listen to the dialogues and guess the type of art.

I'm not sure. Perhaps it's street art.

Or is it theatre?

8 eight

3  (00:33) Students do exercise 3.

Extra idea

Students draw pictures and symbols to represent different types of art. Then, they swap their images with a partner to guess the type of art represented.

4  (01:14) Students do exercise 4.

Answers

1 literature, **2** sculpture, **3** fashion design, **4** photography, **5** theatre, **6** street art, **7** digital art

- 23

Lesson 2

Objectives and materials

Grammar: *there is/are ... + a/an, some/any/no, a little, a few and a lot of / lots of*

Listening and reading: to find specific information

Speaking: to describe places

Warm-up

Ask the students to imagine they're making a film. Then ask them what decisions they need to take, e.g. choose actors, music, locations etc.

Culture note

Central Park – a large public park in New York City.

Glenfinnan – a place in the Scottish Highlands known for the Glenfinnan Viaduct, a large railway bridge featured in the Harry Potter films.

Matmata – a small town in Tunisia famous for its underground homes, including the Hotel Sidi Driss where some of the *Star Wars* films were filmed.

1 Students do exercise 1.

SEN tip

Some students may find it difficult to read and listen to texts at the same time. Allow them to listen to the recording without following the text in the book.

1

Lesson 2 Grammar 1

I can use There is/are ... + a/an, some/any/no, a little, a few and a lot of / lots of to describe places.



Billy

FOLLOW

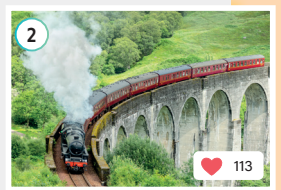


ON LOCATION!

Choosing the best film location isn't easy. You find a place like the one in the photo and think, 'Now this is a great place for a film!' There are lots of famous buildings in New York and there's an enormous park. But the shooting could be very difficult ... There's probably a lot of noise, maybe too much noise to film anything. Don't worry, there's a solution. Choose a time when there isn't much traffic!



Emma • 2 days ago



What about this place? There's a fantastic view – just look at that! There are no houses and there aren't any people. The question is, is there a town nearby? Are there any hotels for the actors? How many restaurants are there?

Luckily, there's a small village, Glenfinnan. There are a few hotels in the area and there are some restaurants, too. It's a good place to film, but there are too many tourists in summer!



Jason • 4 days ago



Matmata in Tunisia is a great place to make films because of the amazing landscape and weather. There are a lot of sunshine hours here, so film crews can work all day! People sometimes ask, 'What about the winter?', 'Is there any rain?'. Yes, there is, but there's only a little.

It's quite a small town. There are some houses that are underground! Finally, the people are very helpful. Good film producers always respect the local community.

1 Look at photos of film locations 1–3 and find places a–c. Do you know where they are?

- a a place with some buildings and mountains. *photo 3 – Hotel Sidi Driss, Matmata, Tunisia*
- b a city. *photo 1 – New York, the USA*
- c a countryside scene. *photo 2 – the Glenfinnan Viaduct, Scotland*

2 Read the texts and listen to them. Check your answers to exercise 1. Can you name any films that have scenes set there? *Students' own answers.*

I can think of four films that they filmed here.

3 Listen to Marek and Anna talking about the photos. Do they mention any of the films you talked about in exercise 2? *Students' own answers.*

10 ten

4 Read the texts and listen to them again. Decide if the sentences are True (T) or False (F).

- 1 It's always easy to find a good film location in New York. *F*
- 2 You should never make a film on a New York street. *F*
- 3 No one lives in Glenfinnan. *F*
- 4 Lots of people come to Glenfinnan in summer. *T*
- 5 The weather in Matmata is good. *T*
- 6 Everyone lives in underground houses in Matmata. *F*

Real English

5 Listen to the phrases and repeat. Practise them in pairs.

Don't worry, there's a solution.

Just look at that!

The question is, is there a town nearby?

Grammar

Draw the students' attention to the grammar table. Highlight that the structures may translate differently in their language and give some examples. Then say 2–3 sentences in the students' first language and have them translate the sentences into English.

2 (01:49) Students do exercise 2.

3 (00:40) Students do exercise 3.

4 (01:49) Students do exercise 4.

5 (00:27) Students do exercise 5.

Grammar 1

There is/are

• *a/an, some/any, no*

There's ¹ a small village.

There's an enormous park.

There's some noise.

There isn't a hotel.

There isn't ² an animal.

There isn't any noise. = There's ³ no noise.

There aren't ⁴ any people. = There are no people.

⁵ Is there any rain?

⁶ Are there any hotels?

• *many, a lot of / lots of, a few* with countable nouns

There are (too) many tourists.

There are a lot of / lots of buildings.

There are a few stations in the town.

How many people are there?

• *much, a lot of / lots of, a little* with uncountable nouns

There is (not) much traffic.

There is a lot of / lots of sunshine.

There is a little rain.

How much noise is there?

6 Read the Grammar 1 table. Complete gaps 1–6 with *is/are, a/an* and *any/no*.

7 Complete sentences 1–6 about the film locations on page 10 with the words in the box.

any few much no some too

- There are no cars visible in the photo of New York.
- Filming sometimes isn't easy in New York because there's too much noise.
- There are a few places to eat in the Glenfinnan area.
- There aren't any tourists in the photo of Glenfinnan.
- There isn't much rain in Matmata.
- There are some houses in Matmata with no windows!

8 Marek and Anna are choosing a location for their new video. Complete their checklist questions. Use *Is/Are there* and *How much/many*. Then listen and write the answers.

- | | | |
|---|---|--|
| 1 | <u>Is</u> there a park? | |
| 2 | <u>Are</u> there any cafés? | |
| 3 | <u>Are</u> there any street art nearby? | |
| 4 | <u>How many</u> shops are there? | |
| 5 | <u>How much</u> noise is there? | |
| 6 | <u>How much</u> rubbish is there? | |

9 Now use the information in exercise 8 to write four affirmative sentences about their new video location.

There's a big park.

10 Imagine you are going to make a video about teen life with your partner. Choose a place you both know where you would like to film. Use some words in the box and your own ideas. *Students' own ideas.*

countryside noise old buildings shops
street art sunlight theatres trees

How about the park near your house?

That's a good idea. There isn't much noise.

Fast finishers

Where is this popular film location? Read the poem and guess the country.



In this place there's fire and ice,
You can sometimes see the northern lights!
The capital begins with R.
People visit from afar!

Iceland

eleven 11

8 1.14 (00:28) Students do exercise 8.

Answers

- Is there a park? Yes, there is.
- Are there any cafés? Yes, there are.
- Is there any street art nearby? Yes, there is.
- How many shops are there? There are lots of / a lot of shops.
- How much noise is there? There's a lot of / lots of noise.
- Is there much rubbish? Yes, there's too much rubbish.

9 Students do exercise 9.

Answers

Possible answers:

There are a few cafés.
There's some street art. / There's a sculpture.
There are a lot of / lots of shops.
There's a lot of / lots of noise.
There's too much rubbish.

10 Students do exercise 10.

Fast finishers

Any students who finish the exercises early can do the task in the book.

EXTRA ACTIVITY

Wrap-up

Tell the students to imagine they are going to make a horror film. Ask them to work in pairs and write 5–6 sentences beginning with *There is / There are* to describe a perfect location for the film.

Grammar 1 video

Write the following summary on the board: *There's a __ next month. The children want to take part in it. They want to use __ clothes. To prepare for the event, they decide to meet in __.* Then play the video and ask the students to complete it. (fashion show, Ada's parents', Ada's garage)

6 Students do exercise 6.

7 Students do exercise 7.

Extra idea

Write the following phrases on the board: *is too much, are many, isn't a, aren't any*. Ask the students to work in pairs and write four sentences about their school using these phrases.

Lesson 3

Objectives and materials

Vocabulary: works of art, ways to see art

Listening: to find specific information

Speaking: to talk about works of art

Optional materials: photos of various types of art (e.g. a mural, a classical 18th century painting, an ancient Greek sculpture, etc.)

Warm-up

Ask the students: *Where can you see works of art?* (e.g., in a museum, in an art gallery) *How often do you visit such places?* *Who do you go there with?* (e.g., classmates, family)

1 Students do exercise 1.

Extra idea

Tell the students to study the images for a moment so they can remember the pictures and their numbers. Then ask them to close their books while you describe the images. The students say the numbers of the pictures you are describing.

2  (01:09) Students do exercise 2.

Answers

Lara speaks about photo 5 (a mural), photo 2 (a portrait) and photo 3 (a landscape painting).

3  (00:33) Students do exercise 3.

4  (00:20) Students do exercise 4.

5 Students do exercise 5.

1

Lesson 3 Vocabulary 2

I can talk about famous works of art and where you can see them.



1 Let's start!

 Look at Lara's favourite works of art. Do you recognise any? Where can you see them?
Students' own answers.

I recognise this painting, but I can't remember the name of the artist!

I know! It's ...

2  Listen to Lara. Look at photos 1–5 and find the three works of art she talks about.

3  Match photos 1–5 with the works of art in the box. Two of the photos match two phrases. Then listen and check.

Works of art

cave painting 1 • installation 4 • landscape 3 • modern art painting 3 • mural 5 • portrait 2, 5

4  Where can you see works of art? Make a list. Then look and listen to the phrases in the box. Possible answers: books, museums, parks, squares, streets, the Internet
art gallery, ...

Ways to see art

digital arts festival • immersive exhibition • online exhibition • virtual tour

5  Complete the sentences with the words or phrases in the boxes in exercises 3 and 4.

- 1 You go to a digital arts festival to see how people use technology to create art.
- 2 Her brother painted her portrait. It looks just like her!
- 3 Prehistoric cave paintings were often of animals.
- 4 Art installations are big works of art people make from different materials. They are often outdoors.
- 5 You don't need to leave your home to see art. You can go on a virtual tour or see an online exhibition.

6  Tell your partner which of Lara's works of art in photos 1–5 you like the most and why. Then say what your favourite types of art are and where you can see them.
Students' own answers.

I like street art. The best place to see some is ...

Fast finishers

 Look at the picture. Then write two types of art Gerald likes.

photography, cave paintings



12 twelve

6 Students do exercise 6.

Display the photos of various types of art on the board. Have a class vote for their favourite type of art. Ask the students to say what exactly they like in each work of art (e.g., colours, people, abstract ideas, emotions, etc.).

Fast finishers

Any students who finish the exercises early can do the task in the book.

EXTRA ACTIVITY



Wrap-up

Divide the students into two groups to play *Charades*. One student from each group comes to the front of the class and draws one of the works of art or places to see art on the board. The rest of the group guesses the word.

I can use *There was/were to speak about past events.*

A Oh no! There was a great mural here last week!



B Sadly, there weren't many people in the audience at the school music festival.

Grammar 2

There was/were

There was a school concert.
There were some great bands.

There wasn't a bus stop.
There weren't any shops.

Was there a queue?
Yes, **there was**. / No, **there wasn't**.
Was there any space for the dancers?
Yes, **there was**. / No, **there wasn't**.

Were there any cheap tickets?
Yes, **there were**. / No, **there weren't**.

How much noise **was there**?
How many dancers **were there**?

There were many / a lot of / lots of / no / some / a few dancers.

There was much / a lot of / lots of / no / some / a little noise.

1 Look at photos A–B. Then listen and match them with the dialogues.

Dialogue 1 **B** Dialogue 2 **A**

2 Read the Grammar 2 table. Choose the correct option to complete rules 1–3.

- We use *There was/were* to talk about things in the **present** / **past**.
- We use *There was* with **one thing** / **more than one thing** and with uncountable nouns.
- We use *There were* with **one thing** / **more than one thing**.

3 Complete sentences 1–6 with *There was/wasn't* or *There were/weren't*. Decide who says each sentence: Andrea (A) or Bart (B)?

- (X) ☐ any street art near our school.
- (✓) ☒ a really good hip-hop band.
- (X) ☐ any classical music.
- (X) ☐ many people in the street.
- (✓) ☒ two saxophone players!
- (✓) ☒ some information about the new installation in the park.

4 Put the words in the email below in the correct order to complete the message.

✉
Hi! Was the school festival good?
1 many were people there how ?
2 classmates there any of your were ?
3 there was any food ?
4 information any about the next festival there was ?

I hope I can go next time!
Jess

5 Read the ad for an immersive exhibition. Work in pairs. Imagine one of you went to see it last weekend. Ask and answer questions about what was there, what wasn't there and what you liked about it. *Students' own answers.*



thirteen 13

Grammar 2 video

Write the following words and phrases on the board and ask the students to tick the things that were at the art festival: *street theatre shows* (✓), *installations* (✓), *a plastic sculpture*, *food trucks*, *street paintings* (✓), *portraits of famous people*.

- 1.18 (00:41) Students do exercise 1.
- Students do exercise 2.
- Students do exercise 3.

Answers

1 There wasn't, B, 2 There was, A, 3 There wasn't, A, 4 There weren't, B, 5 There were, A, 6 There was, B

4 Students do exercise 4.

Answers

- How many people were there?
- Were there any of your classmates? / Were any of your classmates there?
- Was there any food?
- Was there any information about the next festival?

5 Students do exercise 5.

Display a leaflet or a website of a cultural event. Tell the students that you attended it last week. Ask them to work in pairs and write 2–3 questions about it. Tell them to use *Was there...?* / *Were there...?* Then answer some of the questions from the class.

Wrap-up

Play a game of *Spot the Lie!* The students write three sentences about a birthday party they went to. One of the sentences is false. Then the students read their sentences aloud to the class, and the others say which one isn't true.

Lesson 4

Objectives and materials

Grammar: *there was/were*

Listening: to find specific information

Speaking: to talk about past events

Optional materials: a leaflet or a website of a cultural event

Warm-up

Ask the students to describe their classroom using the following phrases: *there is a/an*, *there isn't any*, *there are some*, *there are too many*.

Grammar

Draw the students' attention to the grammar table. Ask them which past forms correspond to *there is/isn't* (*there was/wasn't*) and *there are/aren't* (*there were/weren't*).

Lesson 5

Objectives and materials

Reading: to define the main idea of parts of the text, to find specific information

Speaking: to express opinions about art, to describe works of art

Vocabulary: works of art

Optional materials:

Teacher's Resource File – Video worksheet Unit 1, photos or a video of Yayoi Kusama's *Infinity Mirror Rooms* installation.

Warm-up

Display photos or videos of Yayoi Kusama's *Infinity Mirror Rooms* installation, without telling them it's a work of art. Ask them to describe it and say how it makes them feel. Then tell them the name of the work and artist and ask them if they see any artistic value in it.

1 Students do exercise 1.

Suggested answers

- 1 The people are outside. They're standing in front of a large wall or a public building.
- 2 They are looking at a large mural.
- 3 Students' own answers

Culture video

Before you play the recording, write the following on the board: *Uganda, police officer, Hamburg, artist*. Ask the students to find out what these pieces of information refer to. After you play the recording, ask questions about these words.

1

Lesson 5 Reading and culture

I can understand a blog about controversial art.

1 Look at the photo and answer questions 1–3.



- 1 Where are the people?
- 2 What type of art are they looking at?
- 3 Do you like it? Why / Why not?

2 Describe the photos in Elsa's blog on page 15 and say what type of art you think they represent. *Students' own answers.*

There's a wall in this photo, but what's on it?

I'm not sure. I think it's ...

3 Read the text and listen to it. Then match headings 1–3 with paragraphs A–C.

- 1 Technology and art
- 2 The Gum Wall
- 3 Food for thought

C
A
B

» Quick Tip

W ćwiczeniu 4 nie musisz dopasowywać zdań po kolei. Zaczynij od najłatwiejszych, których jesteś pewny/pewna.

4 Przeczytaj tekst o nietypowych dziełach sztuki. Do każdego zdania 1–4 dopasuj akapit A–C. Jeden tekst pasuje do dwóch zdań.

- 1 This work of art is an imitation.
- 2 This work of art was very expensive to buy.
- 3 This work of art is an example of street art.
- 4 This work of art visitors help make.

C
B
A
A

14 fourteen

5 Posłuchaj nagrania ponownie i przeczytaj tekst jeszcze raz. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu.

- 1 The influencer Elsa follows likes art a lot.
- 2 Elsa read some articles about art online.
- 3 There's a lot of chewing gum on The Gum Wall.
- 4 The banana exhibit is an example of food art.
- 5 Someone used AI / artificial intelligence to create the picture of Rembrandt.

6 What do you think art is? Write a definition in one sentence. Then tell the class. *Students' own answers.*

I think anything beautiful is art.

Really? I disagree.

7 Read the comments that readers posted on Elsa's blog. Discuss them with a partner and decide which you agree or disagree with. *Students' own answers.*

Comments:



Jan (12) Jun 11, 11:31 AM

In my opinion *The Gum Wall* isn't art. It's just chewing gum on a dirty wall.



Paulo (13) Jun 11, 01:14 PM

When I saw the banana, I started to think about the meaning of art.



Beth (13) Jun 11, 02:07 PM

I don't think the Rembrandt picture is real art. It's computer science.

GUESS WHAT?!

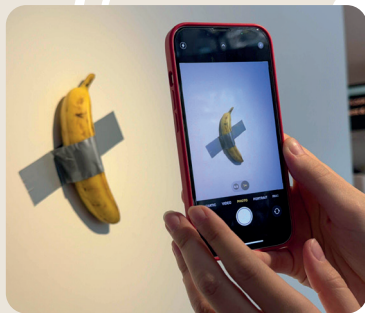


Ocean Sole is an American charity. It helps people in Kenya collect flip-flops from the sea and rivers and make them into beautiful sculptures! Do you think they are art?

2 Students do exercise 2.

SEN tip

Use clear, predictable steps and break the reading task into small chunks. Offer visual supports, allow extra processing time, and check understanding in simple ways. Encourage students to share ideas in pairs before answering to reduce pressure and build confidence.



Is this art?



Hi guys, I'm back!

I follow an influencer who is really into art. Last week, I looked through some articles she suggested on her website. Here's what I found out!

A

Yes, it's true! There's a wall near Pike Place Market in Seattle in the USA people call *The Gum Wall*. Why? Yes, you've guessed it. This local landmark is covered in chewing gum! It's so famous that tourists go there to **stick** their own gum on the wall. It's about 16 metres long and 2.4 metres high!

B

Miami Beach Art Basel is an international modern and **contemporary** art fair. In 2019, there was an unusual **exhibit** of food art by the Italian artist, Maurizio Cattelan. It was simply a banana **taped** to a wall in the exhibition room! Someone liked it though and bought it for \$120,000. And someone else ate it!

C

There are many self-portraits by the Dutch artist Rembrandt that look like this picture in art galleries and online exhibitions around the world. However, an artist created this one by using AI! There are a lot of AI tools you can use to create digital art, and you don't need to be good at painting!

Are these works of art really art? Write to me and tell me what you think!

22.05 @Elsa

Glossary

contemporary – współczesny

exhibit – eksponat

food for thought – materiał do przemyśleń

stick – przyklejać

taped – przyklejony taśmą

Find out

8 Do some research to find out about an interesting work of art. Use the questions below to help. Make notes. **Students' own answers.**

- What type of art is it?
- Who is the artist?
- When did the artist paint / create / make it?
- Why do you think it's interesting?

Now tell another pair or the class what you found out. Show them a photo if you found one.

fifteen 15

3 (01:56) Students do exercise 3.

Quick tip

Draw the students' attention to the box. Explain that in any reading task they do not need to answer the questions in order – they can always start with the ones they find the easiest. After the students complete the exercise, ask who answered the questions in the order they appear in the book and who answered them in their own preferred order.

4 Students do exercise 4.

5 (01:56) Students do exercise 5.

6 Students do exercise 6.

7 Students do exercise 7.

Extra idea

Ask the students to write their own comment about one of the works of art described in the reading text. Then tell them to swap the comments in pairs, read them and say if they agree with their classmates.

8 Extra idea

To make the task easier, suggest a few interesting works of art appropriate for the students, e.g. Banksy – *Girl with Balloon*, Andy Warhol – *Campbell's Soup Cans*, Olafur Eliasson – *The Weather Project*, Frida Kahlo – *Self-Portrait with Thorn Necklace and Hummingbird*, Marcel Duchamp – *Fountain*, CitéCréation – *The Wall of the Canuts*, etc. Students do exercise 8.

Wrap-up

Students work in pairs and draw a silly picture on a separate sheet of paper. After completing the drawing, they prepare a short set of arguments explaining why their picture should be considered a work of art. Give them a few minutes to prepare. Then each pair presents their picture to the class and argues that it is a work of art.

Lesson 6

Objectives and materials

Speaking: to make, accept and refuse suggestions and express my preferences

Reading and listening: to find specific information

Warm-up

Ask the students to imagine they have visitors this weekend who want to experience art. Ask the students: *Where can you go? What can you do?* (e.g., visit an art gallery, go to an immersive exhibition, see murals in the city). Elicit ideas and write them on the board. Leave the ideas on the board for later.

1  (01:06) Students do exercise 1.

Answers

- 1 They are in the school playground / in a street just outside school.
- 2 They are talking about what cultural events to go to.

Speaking video

Play the video and ask these questions: 1 What do the girls decide to do? (*go to town to take photos*) 2 When are they going? (*Sunday morning*)

2  (01:06) Students do exercise 2.

3 Students do exercise 3.

Answers

- 1 Shall we go? How about getting tickets? What about Sunday afternoon?
- 2 That sounds perfect! Brilliant!
- 3 Thanks, but theatre isn't really my thing. I'll give that a miss.
- 4 I'd rather go to the techno music festival. I'd love to go to town and take photos.

1

Lesson 6 Speaking

I can make, accept and refuse suggestions and express my preferences.

1  Look at the photo and answer questions 1–2. Then listen and check.

- 1 Where are they?
- 2 What do you think they're talking about?



2  Read the dialogue and complete it. Then listen again and check.

Magda: Watch out, Andrea! Hey, what are you looking at?

Andrea: Oh, sorry. I'm checking out the town's *What's on* website. There's an immersive play on this month. 1 Shall we go?

Magda: Hmm. Thanks, but theatre isn't really my thing. I'd 2 rather go to the techno music festival on Saturday. How about getting tickets?

Andrea: I'll 3 give that a miss if that's alright with you. There are too many people at festivals!

Magda: That's a shame, but no worries. I've got another idea! I'd love to go to town and take photos of the street art with my new phone. What about Sunday afternoon?

Andrea: Brilliant! But wait, I'd 4 prefer to go in the morning.

Magda: That 5 sounds perfect!

Franky: Hi!

Andrea: Oh, hi Franky. Magda, you know my brother Franky, don't you?

Magda: Yes, we've met at Photo Club. Hey, Franky, why don't you join us? We're going to town on Sunday.

16 sixteen

Remember

I'd rather **stay** at home. = I would rather **stay** at home.
I'd prefer **to stay** at home. = I would prefer **to stay** at home.

3  Match sentences in bold in the dialogue with topics 1–4.

- 1 making a suggestion
- 2 accepting a suggestion
- 3 saying 'no' to a suggestion
- 4 expressing preferences

4   Uzupełnij dialogi. Wstaw w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst.

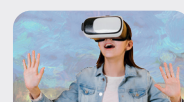
- 1 X: How  tickets for the fashion show?
Y: Brilliant! That's a great idea!
- 2 X: Shall we go to the art gallery at the weekend?
Y: No, thanks. I'll  that a miss.
- 3 X: Would you like to go to the digital art exhibition on Friday?
Y: I'm sorry, but  rather go on the virtual tour.

5  Look at the website. Work in pairs. Student A: suggest an event to go to. Student B: accept or refuse the suggestion and express your preference. *Students' own answers.*

WHAT'S ON



Eco-friendly fashion show, Saturday 5 pm



The Impressionists: Immersive art exhibition!



Landscape Photography workshop, Friday 4 pm



Poetry Writing workshop

Shall we go to the fashion show?

Thanks, but I'll give that a miss! I'd rather go to the writing workshop.

4 Students do exercise 4.

Answers

1 about getting/buying, 2 give, 3 I'd / I would

Extra idea

Ask the students to write a similar gapped mini-dialogue in their notebooks. When they finish, tell them to swap notebooks with another student and fill the gap in the dialogue.

5 Students do exercise 5.

Wrap-up

Play the game *Would You Rather...*? Ask the students the following questions and ask them to justify their answers: *Would you rather... 1 be as small as a mouse or as tall as a giraffe? 2 be invisible or fly? 3 live in a treehouse or live in a castle? 4 be a world-famous artist but poor, or be a locally famous artist and rich? 5 always wear pyjamas or always wear a superhero costume?*

I can write a post for a website.

- Look at the photos in the text in exercise 2. What types of art do you think Beth likes?
Students' own answers
- Read the post and check your answer to exercise 1. Then match photos 1–3 with paragraphs A–C.

Are you a culture vulture?

Write and tell us!



Hi!

I'm interested in culture, but does that make me a culture vulture? I'm going to tell you about my life and then you can decide.

A To start with, I just love reading. I've got lots of books at home. There are too many books for my small bedroom, so now I read ebooks, too! I read for about three hours every day.

B Another type of art I love is photography. I often enter online photography competitions, and I subscribe to an interesting online platform. There are some great hacks!

C Finally, I love going to modern art exhibitions. There was an amazing online exhibition last month by a local artist. There aren't any art galleries in my town ... Are there any where you live?

What do you think? Am I a culture vulture?

Bye!

Beth (13)



- Help Marcus write a post for the website. Complete the text with the phrases in the box. There is one extra phrase.

create content follow an influencer
look through read the headlines
to start with

Marcus

23 minutes ago

¹To start with, I just love fashion design.

I ²look through articles about fashion on

the Internet every day. I ³create content

for a teen fashion website, too! Oh,

I ⁴follow an influencer, too. Her style is similar to mine.

The extra phrase is: read the headlines

- Complete Marcus's next paragraph with one word in each gap.

Marcus

23 minutes ago

¹Another type of culture that I like is painting.

There are two art galleries in my city, but

there aren't ²any famous works of art.

City art is my favourite gallery. There ³was

an interesting immersive art exhibition there

last month. ⁴There were lots of people there!

- Use the words to write sentences. Use the present simple.

1 Finally, / I / not / think / I / be / culture vulture.

2 I / not / know / many / famous works of art.

3 However, / I / know / a lot / football!

6 Writing project

Write a post for the website answering the question 'Are you a culture vulture?'.
Students' own answers.

Think

- Are you interested in culture? What types?
- Do you go to any cultural events in your town or at school? What? Where? How often?
- What was the last cultural event you went to? Was it good? Were there many people?
- Do you have any hobbies connected to culture? What?

Write

Write your post for the website.

I'm interested / not very interested in culture ...

To start with, ...

Another type of culture I love is ...

Finally, ...

Look again and give feedback!

Check your post. Then swap your work with your partner and give him/her feedback.

- Is your post divided into paragraphs like Beth's?
- Did you use *There is/are* to say what there is to do where you live?
- Did you use *There was/were* to describe the last cultural event you went to?
- Did you use vocabulary to name types of arts, works of art or places we see art?

1 Students do exercise 1.

2 Students do exercise 2.

Answers

Beth likes: literature (reading) / photography / art (paintings)

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

To check the activity, read the paragraph aloud. Tell the students to listen carefully and shout "Stop" if you read a wrong answer. While reading, make a few mistakes on purpose for the students to spot.

5 Students do exercise 5.

Answers

1 Finally, I don't think I'm a culture vulture.

2 I don't know many famous works of art.

3 However, I know a lot about football!

6 Students do exercise 6.

SUPPORT:

Tell the students to write the answers to the questions in the THINK section.

CHALLENGE:

Students add an extra paragraph about a cultural/artistic event they went to or their favourite work of art.

Wrap-up

Have a class vote for the biggest culture vulture in the class. First, ask the students to nominate a few candidates. Then let the students give arguments for why each person on the list deserves the title. Finally, have a class vote.

Lesson 7

Objectives and materials

Writing: to write a post for a website

Reading: to find specific information

Vocabulary: media and social media, culture

Warm-up

Write the phrase *culture vulture* on the board. Explain the meaning of the word *vulture* – translate it into the students' first language if necessary. Then ask them to guess the meaning of the phrase. To give them a hint, ask: *Is it someone who loves or hates culture and art?* If the class is not unanimous, have a class vote. After that, tell the students that they will get the answer later in the lesson.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Warm-up

Students work in pairs. Their task is to write down 5–7 vocabulary items and two sentences using grammar structures they have learnt in Unit 1. Then they swap their notes with another pair, whose task is to translate the words and sentences into the students' first language.

1 Students do exercise 1.

Extra idea

Students work in pairs and make a similar quiz for their friends, based on the vocabulary in Unit 1. Each pair writes three multiple-choice questions. Then ask the students to read their quizzes aloud to the class for their classmates to say the answers.

2 Students do exercise 2.

3 Students do exercise 3.

4 Students do exercise 4.

Extra idea

For extra help, start by telling the students to identify the first word in each question (1 – How, 2 – Was, 3 – Were, 4 – Are, 5 – How). Elicit these words before the students begin ordering the sentences.

Answers

1 How much noise is there at night? 2 Was there any cake on the table? 3 Were there any reporters at the fashion show? 4 Are there any cave paintings in your country? 5 How many photographs were there in the gallery?

1

Lesson 8 Language revision

Revision of lessons 1–7.

Vocabulary

1 Choose the correct answer.

- A place we go to look at paintings.
a virtual tour b online exhibition
c art gallery
- A type of art where people act for an audience.
a theatre b literature
c fashion design
- A picture we paint of ourselves.
a a modern art painting b a portrait
c a self-portrait
- A big painting an artist paints on a wall.
a a statue b a mural
c a landscape painting
- Artists make objects and figures in this type of art.
a digital art b photography
c sculpture

/5 points

2 Complete the sentences with the words in the box. There are two extra words. The extra words are: share, create.

create headlines influencer look through
share subscribe website

- Check out this website. It's all about digital art.
- My dad buys paper newspapers! He reads the headlines every day.
- My brother wants to subscribe to an online platform about street art.
- Look through this article and tell me what you think!
- I follow an influencer who is interested in cityscape paintings and cave paintings.

/5 points

Grammar

3 Choose the correct option.

- There are any / no theatres in my town.
- There was / were a lot of people at the concert yesterday.
- He gets bored because there isn't / there aren't much to do.
- There aren't any / some good films on tonight.
- There's an / a very good arts centre in her town.

/5 points

18 eighteen

4 Put the words in the correct order to make questions.

- at night there noise much how is ?
- on the table was any there cake ?
- there reporters were any at the fashion show ?
- are cave paintings in your country any there ?
- many there photographs how were in the gallery ?

/5 points

Speaking

5 Complete the dialogues.

- A: Hi Jack. How about 1 going to the cinema tomorrow?
B: Actually, I'd 2 prefer to stay at home and watch the new drama series.
- A: 3 Let's share our new photos online with everyone.
B: That 4 sounds perfect. People will love them!
- A: We've got tickets for the theatre for tomorrow night. Would you like to come?
B: Thanks, but I'll 5 give that a miss.

/5 points

Check your score!

1.21 Listen, check and count your points.

20–25 points – Well done!
14–19 points – Good score!
0–13 points – Keep calm and revise more.

Challenge!

Choose the correct option and write your own question. Then answer the questions with a partner.

- How much / How many cinemas are there in your town?
- How much / How many street art is there in your town?
- Is there / Are there a bookshop with English books in your town?
- Do you watch many / a lot of television?

For vocabulary revision, go to **My words**, p. 20.
For extra grammar explanations, go to **My grammar**, p. 21.

5 Students do exercise 5.

Check your score!

1.21 (01:37) Give the students enough time to check their answers and to count their points.

Challenge!

Extra idea

Ask fast finishers to use the words or phrases that weren't the correct answers in the **Challenge!** activity in sentences, e.g. *1 How much cake is there on the table?*

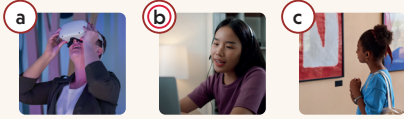
Wrap-up

Students work in pairs and reflect on the revision lesson. Tell them to discuss which activity was the most difficult for them. Based on that, ask them to plan two things they need to do before the test.

Listening

- 1 Usłyszysz dwukrotnie trzy dialogi o kulturze. Na podstawie informacji zawartych w nagraniu odpowiedz na pytania. Wybierz właściwą odpowiedź: a, b lub c.

1 What do they decide to do?



2 What does the girl read in the library?



3 What is their favourite type of art?



Language functions

- 2 Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.
The extra reaction is b.

- a Sorry, but I'll give that a miss. I'm not into looking at paintings.
b I'm not sure. I'm not very good at writing stories.
c No, thanks. I'd rather go to the cinema at the weekend.
d Thanks, but acting really isn't my thing.
e That sounds perfect! I'd like to find out more about the latest apps.

Speaker 1	Speaker 2	Speaker 3	Speaker 4
c	d	a	e

Reading

- 3 Przeczytaj opisy zajęć dla nastolatków A–C oraz zdania 1–4. Do każdego zdania 1–4 dopasuj właściwy tekst. Jeden tekst pasuje do dwóch zdań.

A APP MAGIC

Digital skills for teens aged 13–16!

Did you know that there are probably over nine million apps in the world today? How about learning how to make one? Come to APP MAGIC's four-week Starter course and find out how to do it!

When: Saturday 12th October to Saturday 9th November

Times: 14.00–16.00 **Where:** APP MAGIC, city centre

B Artists' corner — Holiday courses for teens

We've got some great courses to keep you busy during the week, whatever your skills level.

Beginners: drawing and painting basics

Intermediate/Advanced: portrait, landscape and cityscape painting

There's a canteen at our school, so you don't have to bring lunch. Check out our website for more dates.

C Fashion fun!

Are you interested in fashion? Then how about joining our online fashion design course for teens aged 13–15?

When: Fridays 17.00 – 19.00 1st September to 31st May

There's a lot to learn! We will teach you about choosing materials, about design, and how to take really good photos so you can share your designs online.

This course is best for someone who:

- | | |
|---|---|
| 1 prefers to study at home. | C |
| 2 doesn't mind studying at the weekend. | A |
| 3 is interested in computer programs. | A |
| 4 wants to improve their artistic skills. | B |

Writing

- 4 Chętnie uczestniczysz w imprezach kulturalnych. Podziel się informacjami na blogu.

- Opisz, jakie spotkania, zajęcia lub wydarzenia kulturalne są dostępne w Twojej okolicy.
- Poinformuj, gdzie się odbywają.
- Napisz, w jakich zajęciach bierzesz udział lub chciałbyś/chciałabyś wziąć udział, i wyjaśnij, dlaczego.

Hi everybody! Are you a culture vulture? I am!

2 (00:34) Extra idea

Go over the sentences and ask the students to suggest the questions or statements that might come before them in a dialogue. Students do exercise 2.

3 Extra idea

Before the students start the task, tell them to read the texts for general meaning. Ask them to choose the course or workshop that is most suitable for them. Students do exercise 3.

4 Students do exercise 4.

Wrap-up

Ask the students how they can practise each skill outside the classroom. Write them down on the board and ask the students to choose one idea they want to try before the next lesson.

Objectives and materials

Listening, Language functions, Reading, Writing: to practise exam skills

Warm-up

Ask the students: Which activities from this lesson are the most difficult? Why?

1 (01:20) Extra idea

Before you play the recording, tell the students to study the images carefully. Ask them what they can see in the photos. Then tell them to say which three potential answers the images represent. Students do exercise 1.

My words

Game

Play a game of *Find someone who....* Before the lesson, prepare slips with prompts for each student in the class. Each prompt includes two tasks, e.g.:

1 *Find someone who likes digital art.*

2 *Find someone who creates content for social media or a blog.*

Use vocabulary from the green boxes in the wordlist. Distribute the prompts and ask the students to walk around the classroom and ask their classmates questions using the target vocabulary, for example: *Do you enjoy digital art? Are you interested in fashion design?* Students must find different classmates for each task on the prompt.

Once they complete the list, students return to their pairs or groups and share what they found out: *Ewa likes photography because she takes pictures of nature. Marek creates a lot of content for his science blog.*

Extra idea

Ask the students to work in pairs. They write two adverts for cultural events or other weekend activities. Then they swap their adverts with another pair and negotiate which event they would like to go to together this weekend. Tell the students to use phrases from the yellow box in the wordlist.

1 My words

Types of art

digital art	sztuka cyfrowa
fashion design	projektowanie mody
literature	literatura
photography	fotografia
sculpture	rzeźbiarstwo
street art	sztuka uliczna
theatre	teatr

The media and social media

check out a website	sprawdzić stronę internetową
create content	tworzyć treści
follow an influencer	obserwować influencera/influencerkę
look through an article	przeglądać artykuł
read the headlines	czytać nagłówki
share (photos) online	udostępniać (zdjęcia) w internecie
subscribe to (an online platform)	subskrybować (stronę internetową)

Works of art

cave painting	malowidło jaskiniowe
installation	instalacja
landscape	pejzaż
modern art painting	obraz w stylu sztuki współczesnej
mural	mural
portrait	portret

Ways to see art

digital arts festival	festiwal sztuki cyfrowej
immersive exhibition	wystawa immersyjna
online exhibition	wystawa online
virtual tour	wirtualne zwiedzanie

Real English

Don't worry, there's a solution.	Nie martw się, jest na to sposób.
Just look at that!	Spójrz tylko na to! / Popatrz!
The question is, is there a town nearby?	Pytanie brzmi, czy w pobliżu jest jakieś miasto?

Making, accepting and refusing suggestions; expressing preferences

Shall we go?	Idziemy?
Thanks, but theatre isn't really my thing.	Dzięki, ale teatr to raczej nie moja bajka.
I'd rather go to the techno music festival.	Wolałbym/Wolałabym pójść na festiwal muzyki elektronicznej.
How about getting tickets?	Może kupimy bilety?
I'll give that a miss.	Daruję to sobie.
I'd love to go to town and take photos.	Chciałbym/Chciałabym pójść do miasta i zrobić zdjęcia.
What about Sunday afternoon?	A co powiesz na niedzielę po południu?
Brilliant!	Świetnie!
I'd prefer to go in the morning.	Wolałbym/Wolałabym iść rano.
That sounds perfect!	Doskonale!

Reading and culture

contemporary	współczesny
exhibit	eksponat
food for thought	materiał do przemyśleń
stick	przyklejać
taped	przyklejony taśmą

20 twenty

Types of art

1.24 (00:32)

The media and social media

1.25 (00:44)

Works of art

1.26 (00:29)

Ways to see art

1.27 (00:25)

Real English

1.28 (00:26)

Making, accepting and refusing suggestions; expressing preferences

1.29 (01:09)

Reading and culture

1.30 (00:24)

For the teacher

→ Teacher's Resource File

– The set of materials for each unit includes the following worksheets (with teaching notes and answer keys):

- Vocabulary
- Graded Grammar 1, Graded Grammar 2
- Extra Vocabulary
- Culture Video
- SEN (Special Educational Needs) – *Reading and Culture, Writing, My words* and *My grammar* pages of the Student's Book which were adapted for neurodivergent students' needs.
- Additionally, there are two Revision Games which include fun pair work or groupwork activities and board games helping revise language covered in the four units.

THERE IS/ARE + A/AN, SOME / ANY / NO

Konstrukcji *There is/are* używaj, kiedy chcesz powiedzieć, że ktoś lub coś się gdzieś znajduje lub, że coś istnieje.

- + **There is** a new digital exhibition.
There are some famous buildings in the photo.

Aby powiedzieć, że kogoś lub czegoś nie ma, użyj: *There isn't/aren't*.

- **There isn't** a digital art festival in my city this year.
There aren't any cinemas in this town.
There are no modern paintings.

? **Is there** a mural in your city?
 Yes, **there is**. / No, **there isn't**.

Are there any sculptures that you like?
 Yes, **there are**. / No, **there aren't**.

THERE IS/ARE + (TOO) MANY, (TOO) MUCH, A LOT OF / LOTS OF, A FEW, A LITTLE, HOW MUCH/MANY

Jeśli chcesz powiedzieć ogólnie o liczbie osób lub rzeczy, możesz użyć: **much, many, a little, a few** i **a lot of** lub **lots of**.

Jeśli mówisz o ludziach, zwierzętach lub przedmiotach, które można policzyć, możesz użyć:



- **many, a lot of / lots of**, czyli dużo:
- **There are** many interesting articles on this website.
 - **There are** a lot of visitors at the museum on Sundays.
- **a few**, czyli kilka/kilkoro:
- **There are** a few interesting online exhibitions now.
- **How many**, aby zapytać, ile ich jest:
- **How many** art galleries **are there** in your city?

Jeśli mówisz o zjawiskach lub rzeczach, których nie da się policzyć, możesz użyć:



- **much, a lot of / lots of**, czyli dużo:
- **There isn't** much content on this website.
- **a little** w znaczeniu trochę:
- **There is** a little time to look for more information online.
- **How much**, aby zapytać o ilość:
- **How much** information **is there** on that website?

THERE WAS/WERE

Jeśli chcesz powiedzieć, że coś gdzieś było (lub ktoś gdzieś był), użyj: *There was/were*.

- + **There was** a mural here last month.
There were many prehistoric paintings in that cave.

- **There wasn't** a theatre in my hometown.
There weren't any cave paintings at the exhibition.

? **Was there** a virtual tour on Sunday?
Were there any portraits in the museum?
How many sculptures **were there**?
How much information **was there**?

Yes, **there was**. / No, **there wasn't**.
 Yes, **there were**. / No, **there weren't**.
There were many / a lot of / lots of / some / no / a few sculptures.
There was much / a lot of / lots of / some / no / a little information.

Extra practice

For students

→ **On-the-Go Practice** – 64 extra interactive exercises in total, available through *Macmillan Education Everywhere* student app.

For each unit, there are 8 exercises:

- 2 grammar exercises,
- 2 vocabulary exercises,
- 1 exercise practising communicative content,
- 3 exercises revising the unit's content.

The exercises are also available at three levels of difficulty: **Practice, Challenge 1** and **Challenge 2**.

→ **Quizlet** and **Kahoot!** – extra vocabulary exercises and quizzes.