

Unit 2 Extra resources

Workbook: pages 16–25

Videos:

- Grammar Animations (Lesson 2 and 4)
- Culture video: *Young carer* (Lesson 5)
- Speaking video: *What's your view?* (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 2

Kahoot!: Unit 2

Quizlet: Unit 2

Lesson 1

Objectives and materials

Vocabulary: interests and free time activities, habits

Listening: to find specific information

Speaking: to talk about interests, free time activities and habits

Warm-up

Ask the students: *What do you do for fun? Why?* Elicit ideas. If possible, have the class vote for the most unusual activity.

1 Students do exercise 1.

Answers

Habits: charge my phone, put my clothes away, study
Interests: make comics, make jewellery, play a musical instrument, do a sport
Note: some activities could be both habits and interests.

2

Your time, your choice

Lesson 1 Vocabulary and listening

I can talk about my habits and interests. I can understand texts about free time activities.

1 Let's start!

Decide which activities in the box are habits and which are interests. Then tell your partner which activities you do and how much time you spend on them.

charge my phone do a sport
make comics make jewellery
play a musical instrument
put my clothes away study

Playing a musical instrument.

Well, it's an interest. I play the drums. I do it every weekend.

2 Look and listen to the phrases in the box.

Interests and free time activities

collect rocks • do volunteering • do Zumba •
edit photos • go mountain biking •
hang out with my friends • have a sleepover •
make candles • surf the Internet •
upcycle old clothes

3 Look at photos a–f. Listen to Oscar and decide which activities in the box in exercise 2 he does.

4 Listen to Oscar again. Make notes on how long he spends on activities a–f. Then tell your partner.

On Saturday, he surfs the Internet for two hours.

22 twenty-two

2 (00:42) Students do exercise 2.

Extra idea

Tell the students to study the words in the box for a minute. Then ask them to close their books. Say random verbs from the box aloud. The students shout out the phrase that follows each verb.

3 (01:11) Students do exercise 3.

Answers

Oscar does the following activities: collect rocks, do volunteering, edit photos, go mountain biking, hang out with my friends, surf the Internet.

- 5  **1.33** Look and listen to the phrases in the box. Which habits do you think most teenagers have? *Students' own answers*

Habits

do nothing •
have a video call with my grandma •
sleep in • stay up late • update my study app •
write my diary

- 6  **1.34** Listen to Oscar. What are his good and bad weekend habits? Do you think that his bad habits are really harmful?

- 7  Tell your partner which habits in the box in exercise 5 you have. Say if you think they are good or bad and why.
Students' own answers



I sometimes do nothing at the weekend!

I don't think that's a bad habit!

8 Pronunciation: /s/ and /z/

-  **1.35** Read the sentences. Find two words that finish with /s/ and five that finish with /z/. Then listen, check and repeat.

Stef makes candles on Saturdays and does volunteering.

She sleeps in on Sundays, then goes mountain biking!

/s/ makes, sleeps

/z/ candles, Saturdays, does, Sundays, goes

» Quick Tip

Pamiętaj, że nagrania z ćwiczenia 9 wysłuchasz dwa razy.

- 1 Słuchając nagrania po raz pierwszy, spróbuj dopasować zdania do osób wypowiadających się w nagraniu.
- 2 Kiedy będziesz słuchać nagrania po raz drugi, sprawdź odpowiedzi.

- 9  **1.36** Usłyszysz dwukrotnie czworo nastolatków opowiadających o swoich zainteresowaniach. Na podstawie informacji zawartych w nagraniu dopasuj zdania a–e do osób 1–4. Jedno zdanie nie pasuje do żadnej osoby. *The extra statement is b.*

Speaker 1

Speaker 2

Speaker 3

Speaker 4

d

c

a

e

This speaker

- a is going to stop his/her interest.
b has a new interest.
c does his/her hobby at home.
d has an interest that helps his/her social skills.
e says his/her interest isn't easy sometimes.

- 10  Talk with your partner about your interests. Describe how much time you spend on them each week. Would you like to spend more time on these interests or try something new? Use the phrases in the box.
Students' own ideas.

I enjoy ... I love ... I'm a fan of ...
I'm into ... I'm keen on ...

I'm a fan of mountain biking!

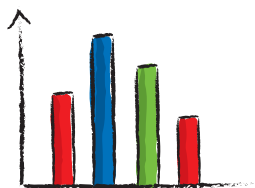
Why?

Because I love spending time outdoors.

How much time do you spend on it?

Fast finishers

-  Draw and label a bar chart to show your own weekend interests or habits and how long you do them for. *Students' own answers*



twenty-three 23

- 7 Students do exercise 7.

- 8  **1.35** (00:13) Students do exercise 8.

SEN tip

Not all students are able to pronounce such similar sounds, and not all of them are able to hear the difference. Make sure you do not insist on total correctness.

Quick tip

Draw the students' attention to the box. Explain that it introduces an exam strategy – a technique that will help them score more points during an exam. Tell the students that before the recording is played for the first time, they need to read all of the sentences carefully and understand them.

- 9  **1.36** (01:44) *Extra idea*

To provide extra support, help the students translate the sentences in the activity into their first language. Students do exercise 9.

- 10 Students do exercise 10.

Fast finishers

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

EXTRA ACTIVITY



- 4  **1.32** (01:11) Students do exercise 4.

Answers

a (go mountain biking) 2h, b (collect rocks) and c (do volunteering) 2h 30m – he does these activities at the same time, d (edit photos) 45m, e (hang out with friends) – 'for the rest of the afternoon' on Sundays, f (surf the Internet) 2h

- 5  **1.33** (00:27) Students do exercise 5.

Extra idea

Play a guessing game. Ask the students

to estimate how many students in the class do the activities in the box. Set a time reference, e.g., *at weekends* or *at least once a week*. Then have the class vote to find out whose estimates were the most accurate.

- 6  **1.34** (00:45) Students do exercise 6.

Answers

good habits: video call with grandma, writing in his diary, updating his study app
bad habits: doing nothing, staying up late, sleeping in
Students' own answers

Wrap-up

Students work in pairs to plan their perfect weekend. Tell them to plan at least six different activities. Tell the students to use the names of fun activities from the lesson. They can also add their own ideas.

Lesson 2

Objectives and materials

Grammar: past simple, *used to*

Listening and reading: to find specific information

Speaking: to talk about past habits

Warm-up

Ask the students: *What do you think your parents did when they were your age? Name at least two habits and/or free time activities.* Give the students a moment to brainstorm and then elicit ideas.

1 Students do exercise 1.

Extra idea

Explain how to read the following: 1980s (*the nineteen eighties*), 1990s (*the nineteen nineties*), 2000s (*the two thousands*), 2010s (*the twenty tens*).

2  (02:16) Students do exercise 2.

Answers

a There are two children. Alexandra's mother is wearing glasses. Her friend is holding a cassette. **b** It's her mum's Tamagotchi, a popular toy (a virtual pet). **c** Alexandra's dad and her aunt Jane are skateboarding with their two cousins. Her dad is on the skateboard. **d** It's Alexandra's mum making a phone call from a public phone. **e** It's a big, old-fashioned desktop computer.

3  (02:16) Students do exercise 3.

4  (00:23) Students do exercise 4.

2

Lesson 2 Grammar 1

I can use the past simple and used to to speak about past habits.

BACK IN THE '90s

I found some old family photos from the 1990s in a drawer at home yesterday! I asked Mum and Dad all about them. This is what they said.

Alexandra: What did you use to do in your free time when you were young?

Dad: Well, I spent a lot of time outside when I was a child. I used to go skateboarding with your aunt Jane and my two cousins! That's me on the skateboard!

Alexandra: What else did you do?

Dad: I used to hang out with my friends.

Alexandra: Where did you go?

Dad: We went to town every Saturday, but there wasn't much to do.

Alexandra: That's a weird phone!

Mum: It's a public phone. People didn't have mobile phones then. We used to make calls from phones like this one!

Alexandra: How did you pay?

Mum: With coins or special phone cards. Sometimes I didn't have any, so I couldn't make a phone call! Oh, and I remember—I used to collect old phone cards. Some of them had really nice photos!

Alexandra: Mum, is that really you? Did you use to wear glasses?

Mum: Yes, I did. They're big! They used to be fashionable when I was a teen ...

Alexandra: What's in your friend's hand?

Mum: It's a cassette! We listened to music on cassettes and CD's 30 years ago!

Alexandra: Dad, did you have a computer in the '90s?

Dad: No, I didn't. This was your grandad's computer. Computers used to be very big!

Alexandra: Did you have a laptop in those days?

Dad: No, I didn't. And we didn't have the Internet when I was at school! We found information in books in the library.

Alexandra: What's that?

Mum: It's a Tamagotchi! A Tamagotchi is a virtual pet. They were very popular then. Isn't it cute?

Alexandra: I'm not sure I agree ...



1  Look at photos a–e. Can you name the objects from the '90s? *Students' own answers*

2  Read the text, listen to it and check your answers to exercise 1. Who are the people in the photos?

This must be Alexandra's mum!

That can't be a real phone!

3  Read the text and listen to it again. Then complete the sentences with *was*, *wasn't*, *were* or *weren't*.

- Alexandra's dad's town wasn't exciting.
- There were any mobile phones then.
- Big glasses were popular.
- Alexandra's grandad's computer was very big.
- Tamagotchis were popular virtual pets.

— Real English —

4  Listen to the phrases and repeat. Practise them in pairs. *Students' own answers*

What else did you do? *Isn't it cute?*
That's a weird phone! *I'm not sure I agree.*
In those days ...

24 twenty-four

Grammar

Draw the students' attention to the grammar table. Explain the difference in meaning between the past simple and *used to*. To make sure the students understand the concept, ask them to finish these sentences about themselves: *Last weekend, I ...* and *When I was a child, I ... at the weekend.*

Grammar 1 video

Write the following on the board: listen to podcasts (X), write poems (✓), watch romantic films (X), use a glitter gel-pen (✓). Then play the video and ask the students which of these things Olivia's dad used to do.

Grammar 1

Past simple

I **spent** a lot of time outside

¹**when I was a child.**

We **listened** to music on cassettes and CD's

²**thirty years ago.**

We **didn't have** the Internet

³**when I was at school.**

Did you **have** a laptop ⁴**in those days?**

Past time expressions

in 2010, in the past, when I was young

Used to

They **used to** be fashionable.

I ⁵**used to** go skateboarding.

He **didn't use to** do much in town.

She **didn't** ⁶**use to** play video games.

Did they **use to** play video games?

⁷**Did** you **use to** wear glasses?

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

Yes, they **did**. / No, they **didn't**.

What did you **use to** do at the weekends?

- 5 Read the Grammar 1 table. Find time expressions in the texts to complete gaps 1–4. Then complete gaps 5–8.

- 6 Complete rules 1–2. Then match them with sentences a–b.

- 1 We use **(the) past simple** to talk about the finished past.
- 2 We use **used to** to talk about past habits or states which are not true any longer.
- a 'I used to live in a small village when I was a child. Now I live in Bristol.' 2
- b 'I moved to Bristol 30 years ago.' 1

- 7 Complete Alexandra's message with **used to** where possible or the past simple. Then listen and check.

Hi Aunt Jane,

Guess what! I ¹**found (find)** some old family photos at home last week! Mum and Dad ²**told (tell)** me a lot about their early days. Dad ³**used to go (went is possible) (go)** skateboarding with you! ⁴**Did you use to have (Did you have is possible) (you / have)** a Tamagotchi? My mum had one! They ⁵**didn't use to play (didn't play is possible – didn't use to is preferable) (not play)** video games. What ⁶**did you use to do (did you do is possible) (you / do)** with your friends? Give me a call or visit us soon!

Love, Alexandra

GUESS WHAT?!



Hip-hop music was very popular in the 1990's, although it started in the late 1970's in the Bronx, New York. In fact, it's still very popular today! How many artists can you name? **Students' own answers**

- 8 Put the words in the correct order to make sentences. Then write questions with **used to** for each sentence.

1 **used Saturday go to town to they every .**

2 **use teens online to to music listen didn't .**

3 **books information used find in to he .**

4 **video games didn't to dad play use .**

- 9 Find out about your partner's habits and interests when he or she was a child. Use the past simple and **used to**. Use the vocabulary in lesson 1 or your own ideas. **Students' own answers**

Did you use to stay up late when you were eight?

No, I didn't! How about you?

Fast finishers

- Write two true and two false sentences about your habits and interests when you were a child. In pairs, guess which sentences are false. **Students' own answers**
- I used to play in the snow!*



8 Students do exercise 8.

Answers

- 1 They used to go to town every Saturday. / Did they use to go to town every Saturday?
- 2 Teens didn't use to listen to music online. / Did teens use to listen to music online?
- 3 He used to find information in books. / Did he use to find information in books?
- 4 Dad didn't use to play video games. / Did Dad use to play video games?

9 Students do exercise 9.

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 that their task is to interview someone about their past. Ask them to choose a person who lived in the 1980s or 1990s (e.g., mum, dad, grandma, grandpa, aunt, teacher) and write 4–5 questions they could ask. Then you may ask the students to act out the interviews in pairs – one student plays the role of a journalist and the other the role of a person who lived in the 1980s/90s.

twenty-five 25

5 Extra idea

To make the activity easier, write the expressions the students need on the board.
Students do exercise 5.

6 Students do exercise 6.

7 (00:32) Extra idea

Before the students start completing the text, elicit two forms (the past simple and **used to**) for each verb in brackets. Students do exercise 7.

Culture note

Hip hop – a style of popular music that features rapping over a rhythm track.

Top hip-hop artists – Jay-Z, Kendrick Lamar, Kanye West, Drake, Travis Scott.

The Bronx – the northernmost of the five boroughs of New York City.

Lesson 3

Objectives and materials

Vocabulary: customs and traditions: expressions with adjectives and verbs

Listening: to find specific information

Speaking: to talk about customs and traditions

Optional materials: a few photos of traditions from the students' home country

Warm-up

Write the following on the board and ask the students to say the past simple forms: *take, spend, buy, begin, love, be, watch, arrive* (took, spent, bought, began, loved, was/were, watched, arrived).

1 Students do exercise 1.

Extra idea

Ask the students if the slides encourage them to take part in such an event. Ask the students to justify their opinions.

2 (1.40) (00:49) Extra idea

To make the task more challenging, tell the students to first listen to the text with their books closed, trying to remember as much as possible. Then tell the students to do the task. After, the students listen to the recording again to verify their answers.

Students do exercise 2.

3 (1.41) (00:33) Students do exercise 3.

4 (1.40) (00:49) Students do exercise 4.

5 (1.42) (00:23) Students do exercise 5.

2

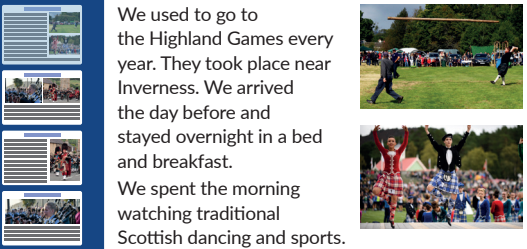
Lesson 3 Vocabulary 2

I can talk about customs and traditions.

The Highland Games

We used to go to the Highland Games every year. They took place near Inverness. We arrived the day before and stayed overnight in a bed and breakfast.

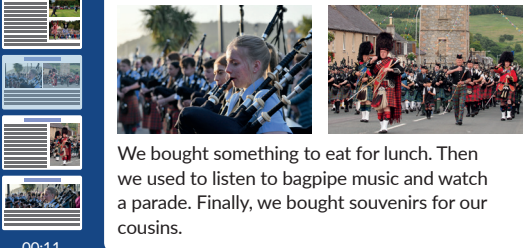
We spent the morning watching traditional Scottish dancing and sports. We sometimes took part in sports competitions!



00:08

The Highland Games

We bought something to eat for lunch. Then we used to listen to bagpipe music and watch a parade. Finally, we bought souvenirs for our cousins.



00:11

1 Let's start!

Look at Laura's slides about Scottish traditions. In pairs, describe what you can see. Use the present continuous and the words in the box to help you. *Students' own answers*

dancing exciting fun
games music tradition

Look, in this photo the girls are playing some traditional instruments.

2 (1.40) Listen to Laura. Decide if the sentences are True (T), False (F) or Not mentioned (NM). Correct the false statements.

- The games first began a long time ago. T
- Laura loved the place where the games were held. T
- People there weren't very friendly. (there was a fantastic atmosphere / she made lots of new friends) F
- She used to spend one day at the games. T
- The weather wasn't usually very good. NM

26 twenty-six

3 (1.41) Look and listen to the phrases in the box.

Customs and traditions: expressions with adjectives

amazing venue • ancient tradition • colourful clothes • fantastic atmosphere • folk music • local food • one-day event • unusual custom

4 (1.40) Listen to Laura again. Which two expressions from exercise 3 she doesn't say? Laura doesn't say 'folk music' and 'unusual custom'.

5 (1.42) Look and listen to the phrases in the box. Read Laura's presentation and find the expressions in the box. took place, stayed overnight, took part in sports competitions, watch a parade, bought souvenirs

Customs and traditions: expressions with verbs

buy a souvenir • stay overnight • take part in a competition • take place • watch a parade

6 Choose the correct option.

- one-day event / venue
- ancient / local food
- colourful clothes / atmosphere
- watch a parade / something to eat
- take part in a competition / a souvenir
- take place / overnight

7 Tell your partner about a traditional event you have been to. Speak about: *Students' own answers*

- its history,
- what you did and saw,
- the venue and the atmosphere,
- why you liked it.

Last summer, I went to ... The event took place at/in ... I watched traditional ... There were also ...

Fast finishers

Complete the sentence. Then make your own caption.

Hey, look, I've bought a souvenir!



Extra idea

Display photos of local traditions on the board. For each photograph/tradition, ask the students which phrases from exercises 3 and 5 they could use to describe it.

6 Students do exercise 6.

7 Students do exercise 7.

Fast finishers

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

EXTRA ACTIVITY



Wrap-up

In groups of three, the students create a poster for a traditional event in their school. First, they need to decide what the tradition is going to be, then think about the details to include on the poster.

I can use **who/that, which/that, when, where and whose** to give details.

Hi Olivia,
Guess what! I'm learning **how** to make a drone.
It's a great hobby for people **who** are interested in technology like you and I.
I'm building a drone **whose** name is SkyBob!
The classes are on Friday afternoons **when** there's no school. Each class starts with a video **which** has lots of helpful tips.
The club **where** I go is very friendly.
Why don't you join? Please say 'yes'!
James



Grammar 2

who/that, which/that, when, where, whose

- 1 We use **who** or **that** to talk about **people**.

It's a great hobby for students **who/that** are interested in technology.

- 2 We use **which** or **that** to talk about **things**.

It's a video **which/that** has helpful tips.

- 3 We use **when** to talk about **time**.

The classes are on Saturday mornings **when** there's no school.

- 4 We use **where** to talk about **places**.

The club **where** I go is very friendly.

- 5 We use **whose** to show **possession**.

I'm building a drone **whose** name is SkyBob.

- 1 Look at the photo in the email. What is James doing? **Students' own ideas.**

- 2 Read the email above and check your answer to exercise 1. Then choose: a, b or c.

James is learning how to make a drone.
The answer is b: he suggests his friend join the club he goes to.

James wrote the message to

- a describe a new toy.
b make a suggestion to a friend.
c give a friend advice.

- 3 Read the Grammar 2 table. Then use the words in the box to complete rules 1–5.

people places possession things time

Remember

Who's and whose are both pronounced /hu:z/.

- 4 Read Olivia's response and choose the correct option. Then say where **that** is also possible. We can also use **that** in 3 and 4.

Hi James,
Friday is a day **which / (when)** I'm quite busy.
After school, I go to an activity centre **when / (where)** we upcycle old clothes!
I love it because it's a hobby **which / whose** helps people. The teacher **whose / who** works with us is very kind. Guess what!
She's Mrs Marsh, **who / (whose)** son Charlie is in my class.

- 5 Complete the sentences with relative pronouns and information about you. Then compare your answers in pairs. **Students' own answers**

- 1 is an app **which/that** I edit photos with.
2 is a place **where** I hang out with my friends.
3 is a day **when** I often do nothing!
4 is an actor **whose** films I love.
5 is someone **who/that** has lots of interests.

- 6 Use the words and the correct relative pronouns to write sentences for a definitions game. Do you know the answers? Listen and check.

- 1 It's / place / we / stay overnight.
2 This is / habit / can make us tired.
3 She is / singer / initials / T.S.

- 7 Play the game in exercise 6 with your partner. Choose a topic. Then say a definition with a relative pronoun for your partner to guess. **Students' own answers**

month/year person place thing

He's a famous footballer whose initials are R.L.

Robert Lewandowski!

twenty-seven 27

Grammar 2 video

Write the following on the board and ask the students to number the pronouns in the order in which they appear in the video: **that** (6), **whose** (3), **who** (5), **where** (4), **when** (1), **which** (2).

- Students do exercise 1.
- Students do exercise 2.
- Students do exercise 3.

Extra idea

Read the following questions aloud: *Who's ready to go? Who's absent today? Whose bag is this? Whose brother studies in this school? Who's happy?* If the sentence begins with **who's**, the students raise their right hand; if the sentence begins with **whose**, they raise their left hand.

- Students do exercise 4.
- Students do exercise 5.
- 1.43 (00:31) Students do exercise 6.

Answers

1 It's a place where we stay overnight. 2 This is a habit which can make us tired. 3 She is a singer whose initials are T.S.

- 7 Students do exercise 7.

Fast finishers

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

EXTRA ACTIVITY



Wrap-up

Say the relative pronouns and have the class make sentences with them, e.g. *where – Room 46 is a place where we learn science.*

Lesson 4

Objectives and materials

Grammar: *who/that, which/that, when, where, whose*

Reading: to define author's intentions

Speaking: to describe people, objects, places and activities

Warm-up

Ask the students to imagine they've created their own drone. What would they call it? What can it do?

Grammar

Draw the students' attention to the grammar box. Translate the relative clauses into the students' first language and brainstorm more examples of relative clauses.

Lesson 5

Objectives and materials

Reading: to find connections between parts of the text, to find specific information

Speaking: to talk about volunteering, to express opinions

Vocabulary: charity work, volunteering

Optional materials:
Teacher's Resource File –
Video worksheet Unit 2

Warm-up

Write the word **VOLUNTEER** on the board and ask the students for a definition (a person who freely offers to take part in an activity or works for an organisation without getting paid). Then ask the students: *Have you ever been a volunteer? When was it? What did you do?*

1 Students do exercise 1.

Culture video

Tell the students to watch the video and answer the question: *What makes Vivek a good carer?* (Suggested answer: he visits his grandma regularly, he takes her to dance classes every week, he enjoys going there, he's not in a hurry and stays for dinner.)

2

Lesson 5 Reading and culture

I can understand a blog post about volunteering.

1 Look at the photo and answer questions 1–2.



- Where are they and what are they doing?
 - Why do you think the young man is there?
- Suggested answers**
1 The people are in a big dining room. One person is serving a drink, and the others are sitting and eating. 2 The young man is helping the people who are eating.

2 Match photos A–C on page 29 with activities 1–3. Why do you think the people are doing this? Discuss in pairs. Students' own answers

- playing with a child C
- planting trees A
- packing food B

3 Read the blog. Check your ideas in exercise 2.

- to cheer up the children at the hospital,
- to make the city greener, 3 to help families in need

Quick Tip

- Jeśli Twoim zadaniem jest uzupełnić luki w tekście, jak w ćwiczeniu 4, zacznij od pobieżnego, szybkiego przeczytania tekstu.
- Czytając, nie zatrzymuj się na wyrazach, których nie znasz. Zorientuj się, o czym jest tekst i czego dotyczą jego fragmenty.
- Przeczytaj zdania, które masz dopasować do luk w tekście. Pamiętaj, że zwykle jedno zdanie podane jest dodatkowo, ale i ono jest związane z tematem tekstu.

4 Z tekstu usunięto trzy zdania. Wstaw w każdą lukę 1–3 literę, którą oznaczono brakujące zdanie a–d, tak aby otrzymać spójny i logiczny tekst. Jedno zdanie nie pasuje do żadnej luki. The extra sentence is b.

- I used to sleep in on Saturdays. 2
- The activities which we do aren't expensive.
- I travelled with a group of teenagers who shared the same ambition. 3
- Now I do so much more. 1

5 Now listen to the blog and check your answers.

28 twenty-eight

6 Read the blog again. Answer the questions. Write: K (Kasia), D (David) or J (Jen).

- Who started to volunteer because of a family member? D
- Who says volunteering is popular where they live? K
- Who used the Internet to look for information about volunteering? J
- Who says volunteering is a very good idea for students at school? K
- Who did volunteering in a different country? J

7 Do you think volunteering is a good idea? Tell your partner what you think. You can use the ideas in the box to help. Students' own answers.

be organised difficult
help people / animals / the environment
meet new friends no money
no time for homework / my interests
work in a team

What do you think about volunteering?

I think it's a good idea for people who have some free time and want to make friends.

8 Tell your partner which volunteering project in the blog you think is the most important and why. Would you like to do volunteering there? Students' own answers

GUESS WHAT?!

5th December is International Volunteer Day. The USA is the country with the most volunteers around the world.



2 Students do exercise 2.

Quick tip

Draw the students' attention to the box and explain how to approach this task type. Also tell the students that if they have problems choosing the correct sentence, they should translate the sentence before the gap into their first language – it often helps to complete the task successfully.

3 Students do exercise 3.

4 Students do exercise 4.

5 (01:59) Students do exercise 5.

6 Students do exercise 6.

Extra idea

For each question, ask the students to find the sentence in the text that contains the relevant information.

YOU CAN MAKE A DIFFERENCE!

by Patrick



Volunteering is a great way for teens to spend their time. It helps us learn new skills, be more confident, and make new friends.

I've talked to a few teen volunteers who have shared their stories with me.

I'm in my school's Volunteering Club in Warsaw, Poland. Like lots of other people here, we are part of Warsaw Volunteers – a project run by the city of Warsaw. Last Sunday, we went to a forest where we planted 200 trees! I think all school students should do volunteering. I used to hang out with my friends at the weekends. ¹ I can help make our city greener and make new friends, too.

Kasia (13)



First, it was my dad who joined the ReFood Volunteer Team. Now we work together! Every Saturday, we volunteer at a **food bank** in Lisbon, where we live. Other volunteers bring food there which we **pack** in boxes and bags for families **in need**. ² Now I like getting up early because I feel I can **make a difference** in someone's life.

David (13)



I did volunteering in Argentina last summer with other students from New York. I found out about this **opportunity** on a website for secondary school students who want to be doctors and nurses. ³ We spent two weeks in a children's hospital where we helped organise fun activities to cheer up the children.

Jen (15)



Glossary

food bank – bank żywności

in need – w potrzebie

make a difference – robić coś wartościowego

opportunity – możliwość

pack – pakować

Find out

9 Do some research to find out about an interesting place for teens to volunteer in a town or city you know. Use the questions below to help. Make notes. *Students' own answers*

- What is the name of this place?
- Where is it?
- What or who do the volunteers help?
- What do the volunteers do?
- Why do you think it's interesting?

Then tell your class what you found out.

twenty-nine 29

7 Extra idea

Ask the students to divide the phrases in the box into two groups – pros and cons of volunteering. Then tell them to add at least one more phrase to each list.

Students do exercise 7.

8 Students do exercise 8.

9 Students do exercise 9.

Wrap-up

Have a *Volunteer Battle*. Students work in small groups to prepare a speech (30–45 seconds long) encouraging their classmates to volunteer in one of these events: helping at an animal shelter, park/nature clean-up, helping younger children with homework, helping at a sports event. Each team's task is to *sell* their volunteering idea. At the end, have the class vote for the most persuasive speech.

Lesson 6

Objectives and materials

Speaking: to ask for, give and justify opinions

Reading and listening: to find specific information

Warm-up

Students work in pairs. Ask them to imagine they are going to start recording a podcast. What could it be about?

- 1  (01:12) Students do exercise 1.

Answers

Bart is interviewing Julie and Sam about their interests.

Speaking video

Play the video. Stop the recording after Bart asks a question and ask the students to answer it.

- 2  (01:12) Students do exercise 2.

Extra idea

To practise the dialogue, choose three students to act it out. Repeat the procedure.

- 3 Students do exercise 3.

Answers

- 1 asking for opinions What's your opinion? / What's your view on this? / How do you feel about (video games)?
2 giving opinions Personally, ... / In my opinion, ... / I guess ... / To be honest, ...
Reasons to justify their opinions: Julie (video games): I have a great time playing with my online friends!
Sam (reading): (I guess) it's relaxing. / Just look at these ...
Sam (video games): They're just not my thing. They're big time-wasters.

2

Lesson 6 Speaking

I can ask for, give and justify my opinions.

- 1  Look at the photo. What do you think they are talking about? Listen and check.



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

Bart: Hi guys! I'm recording a podcast about teen interests for the school website. Can I ask you a question or two?
Julie: Sure!
Bart: Video games or reading? What's your ¹opinion?
Julie: Video games!
Sam: Reading!
Julie: Sorry! ²Personally, I think video games are fun! I always have a great time playing with my online friends!
Bart: Did you use to play video games when you were a child?
Julie: No, I didn't. I had other interests then. I used to make jewellery and candles. Oh, and I wrote a diary every evening.
Bart: How about you? What's your ³view on this?
Sam: In my opinion, reading is more interesting. I guess it's relaxing. Just look at these. They're my new books from the school library. I love that place!
Bart: How do you ⁴feel about video games?
Sam: They're just not my thing. To be ⁵honest, I think they're a bit boring! And they're big time-wasters, too!
Bart: Thanks, that was great!

- 3  Match sentences in bold in the dialogue with topics 1 and 2. Then find three reasons Julie and Sam give to justify their opinions.

1 asking for opinions 2 giving opinions

- 4  Usłyszysz dwukrotnie cztery pytania dotyczące nawyków i zainteresowań. Do każdego z nich dobierz właściwą reakcję a–e. Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi. The extra reaction is a.

- a Personally, I don't think so.
b I haven't got one, but they're probably a good idea.
c I guess it's really important to help people.
d To be honest, I'm not a great fan. They're just not my thing.
e Not really, but it's good for fitness.

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

- 5  Put the words in the correct order to make Bart's interview questions about habits and interests.

Tell me about your interests and habits!

- 1 your what's view sleeping in on ?
2 study you feel apps how do about ?
3 about your mountain biking opinion what's ?

- 6  Choose two habits and two interests from this unit. Interview your partner. Then swap roles. Remember to give reasons for your opinions. Students' own answers

What's your opinion about staying up late?

Personally, I think it's fine. I don't usually feel tired in the morning.

Did you use to stay up late when you were a child?

No, I didn't!

30 thirty

Extra idea

Ask the students to add one or two phrases to each category. (Possible answers: What do you think? What do you reckon? What's your point of view? I think ..., I believe ..., To me ...)

- 4  (00:28) Students do exercise 4.

- 5 Students do exercise 5.

Answers

1 What's your view on sleeping in? 2 How do you feel about study apps? 3 What's your opinion about mountain biking?

- 6 Students do exercise 6.

Wrap-up

Students work in pairs to record a podcast. They prepare a list of questions and choose a title for their podcast. Then they walk around the class to record their classmates.

I can write an email to describe an interesting day and express my opinion.

- Describe photos A–C in exercise 2. What activities do you think they show?
Students' own answers
- Read Sarah's email and check your answers to exercise 1.

Subject: A great activity day!

Hi Barbara,

1 How are you? I hope school is going well. I'd like to tell you about a great activity day which our local community centre organised last Saturday.

2 There were lots of different activities to do. First, I went to a photography workshop which was really interesting. Then, I learnt how to do Zumba, too, with a teacher who used to teach PE at our school!

3 Personally, my favourite activity was the third workshop where they taught us how to upcycle old clothes.

4 The activity day wasn't free, but I guess that was OK. The money went to a children's charity.

What do you think about activity days? Are they your thing? Shall we go together next time?

Love,
Sarah



- Read the email again and match topics a–d with paragraphs 1–4.
 - what there was to do 2
 - introduction 1
 - what I liked the most 3
 - extra information 4

- Przeczytaj odpowiedź Barbary. Uzupełnij w tekście luki 1–3, wybierając właściwą odpowiedź: a, b lub c.

Hi Sarah,

It's great to hear from you! I love activity days and festivals! I ¹ to a fantastic one-day event last week when we had a day off from school.

There was lots to do. I tried some new sports and I ² some new friends. There were some people from my class, too.

Personally, karate was my favourite activity. Guess what! The instructor was a university student ³ parents are our neighbours!

I've got some great photos which I'm going to share online.

Bye!

Barbara

- | | | |
|----------|---------|--------------|
| 1 a go | b went | c used to go |
| 2 a made | b spoke | c did |
| 3 a who | b that | c whose |

5 Writing project

Write an email to a friend in the UK describing an activity day you went to.
Students' own answers

Think

- Where and when was the activity day? Who was there?
- What activities were there? What did you do?
- What was your favourite activity? Why?
- What extra information can you think of?

Write

Write your email.

Hi!

How are you?

Look again and give feedback!

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

- Is your email divided into paragraphs?
- Did you use the past simple to describe the activity day?
- Did you use *who/that, which/that, when, where* and *whose* to give details?
- Did you name different activities?

thirty-one 31

3 Students do exercise 3.

4 Extra idea

Ask the students to cover the answers and try to come up with the missing words without looking at the options. Students do exercise 4.

5 Extra idea

Before the students start writing their emails, ask them to note down all of the phrases and expressions in Sarah's email that they could use. Students do exercise 5.

SUPPORT: Students do not add extra information about the activities (i.e. they skip the last bullet point in the *THINK* phase).

CHALLENGE: Students add their opinion about the activity day in general or write which activity they liked the least.

Wrap-up

Ask a few students to read out their emails. Have the class vote on which activity day the students like most.

Lesson 7

Objectives and materials

Writing: to write an email to describe an interesting day and to express an opinion

Reading: to define the main idea of parts of the text

Vocabulary: interests and free time activities

Warm-up

Write *an interesting day* on the board. Ask the students what it means to them. Tell them to suggest three activities that can make an interesting day.

- Students do exercise 1.
- Students do exercise 2.

Answers

The photos show the following activities:
A – upcycling (old) clothes, B – editing photos, C – doing Zumba.

Lesson 8

Objectives and materials

Vocabulary and grammar: to revise lessons 1–7

Warm-up

Ask the students to recall two grammatical structures they studied in Unit 2 (e.g. *used to*, past simple, pronouns such as *who*, *which*, *where*, etc.) and the names of two vocabulary sets they learned (e.g. free time activities, habits, customs and traditions).

1 Students do exercise 1.

Extra idea

Students create 2–3 sentences with the words or phrases that are not correct answers in the exercise.

2 Students do exercise 2.

Extra idea

Students work in pairs. Student A covers the sentence beginnings and looks at the sentence endings (a–e). Student B reads aloud the sentence beginnings (1–5), and Student A chooses the correct ending. Then they swap roles.

3 Extra idea

To make the task more challenging, ask the students to cover the box and fill the gaps without looking at the options. Students do exercise 3.

4 Students do exercise 4.

Quiz answers

1 SpongeBob 2 our birthday 3 an art gallery, an immersive exhibition, a museum 4 a horror film 5 Johnny Depp

2

Lesson 8 Language revision

Revision of lessons 1–7.

Vocabulary

1 Choose the correct option.

- He usually *stays up late* / *sleeps in* / *has a video call* on Saturdays because he's tired.
- I *write my diary* / *surf the Internet* / *update my study app* every Monday to help me plan my week.
- We *do volunteering* / *do nothing* / *hang out with our friends* at a home for lost animals once a week.
- They *upcycle old clothes* / *collect rocks* / *edit photos* because they like being outdoors.
- She loves fun music so she likes *making candles* / *going mountain biking* / *doing Zumba*.

/5 points

2 Match the endings of sentences a–e with their beginnings 1–5.

- | | |
|--|----------|
| 1 The Sydney Opera House is an amazing | <u>e</u> |
| 2 The music festival is a one-day | <u>c</u> |
| 3 I'd love to try some local | <u>d</u> |
| 4 The Highland Games are an ancient | <u>a</u> |
| 5 Let's go to the stall and buy a | <u>b</u> |
- a tradition in Scotland.
b souvenir for grandma.
c event, but it finishes late.
d food. It looks delicious!
e venue with a fantastic atmosphere.

/5 points

Grammar

3 Complete the dialogue with the words in the box. There is one extra word.

ago before did didn't use used

- A: What TV programmes did you ¹ use to watch when you were a child?
B: I ² didn't watch much TV. I preferred playing outside.
A: How often ³ did you go to the cinema?
B: I ⁴ used to go with my grandma every Saturday afternoon. There was a cinema near our house 20 years ⁵ ago.

/5 points

32 thirty-two

4 Complete the sentences. Use: *who*, *which*, *that*, *whose*, *when* or *where*. Then do the quiz.

- He's a cartoon character whose best friend is Patrick Star.
- It's a special day when we receive presents.
- It's a place where we go to see art.
- It's a type of film which/that is scary.
- He's the actor who/that plays Captain Jack Sparrow.

/5 points

Speaking

5 Complete the dialogues with the correct words.

- 1 A: How do you feel about collecting stones?
B: To be honest, I'm not very keen on collecting anything.
- 2 A: I think teens should sleep in sometimes. What's your opinion?
B: Personally, I disagree.
- 3 A: She spends four hours a day surfing the Internet.
B: That's too much! What's your view on this?

/5 points

Check your score!

1.47 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!

Follow the instructions. Students' own answers

- Name one good habit and one bad habit.
- Tell your partner two interests you used to have when you were a child.
- Think of a favourite actor and complete the sentence. Then ask your partner to guess who it is. *This is an actor who plays* _____.

For vocabulary revision, go to **My words**, p. 34.
For extra grammar explanations, go to **My grammar**, p. 35.

5 Students do exercise 5.

Check your score!

1.47 (01:46) Give the students enough time to check their answers and to count their points.

Challenge!

Students add two more challenges to the list.

Wrap-up

Students work in pairs and write one vocabulary and one grammar test task. Then they swap the tasks with another pair and complete them.



Listening

- 1 Usłyszysz dwukrotnie wypowiedź nauczyciela wygłoszoną na początku roku szkolnego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–3 w poniższej notatce.

SCHOOL CLUBS AND EVENTS!

1 New clubs

There's a Zumba Club.

You can also start ¹collecting rocks at a new club, Rocky Mountain.

2 Volunteer group

You can meet new people and help people in real situations. Mr Smith says the ²atmosphere is fantastic.

3 This term's school trip

It's to Stonehenge. Stonehenge is an ³ancient monument near Salisbury.

All the information is on the website.

Language functions

- 2 Dla każdej z opisanych sytuacji 1–3 wybierz właściwą reakcję: a, b lub c.
- Kolega mówi, że uczniowie nie powinni odrabiać prac domowych w weekendy. Co mu powiesz?
 - That sounds perfect! Let's do it!
 - ☒ To be honest, I disagree. Studying is very important.
 - I'll give that a miss.
 - Jak zapytasz, co Twoja koleżanka sądzi o czytaniu książek po angielsku?
 - How about reading in English?
 - Do you often read in English?
 - ☒ How do you feel about reading in English?
 - Nauczyciel od angielskiego pyta Cię, co sądzisz o nocowaniu u przyjaciół. Co mu powiesz?
 - ☒ In my opinion, having a sleepover is great fun.
 - I'd rather stay at home.
 - I used to have sleepovers when I was younger.

Reading

- 3 Przeczytaj trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów.

1 Hi Gina,

Dad isn't happy at the moment. He doesn't think I should sleep in on Sundays, so I can study more. What's your view on this?

Let me know,

Zora

- 1 Zora wrote this email to

- express thanks.
- give her opinion.
- ☒ ask for her friend's opinion.

2 Rob,

There's a mountain biking race in town next week. I'm going to give water and fruit to the cyclists at the end. Why don't you join me? We won't get any money, but there's a free T-shirt for volunteers!

- 3 **When?** Saturday 5th April

Where? The school gym

How much? €5 a ticket

Come and do Zumba and dance hip-hop all day long! The money we collect will help pay for dance lessons for children who are in need.

- 2 Both texts are about

- a competition.
- ☒ helping people.
- money.

Writing

- 4 Uczestniczyłeś/Uczestniczyłaś w ciekawym wydarzeniu dla młodzieży. W e-mailu do kolegi poznanego za granicą:

Students' own answers

- wyjaśnij, co to było za wydarzenie,
- opisz miejsce i atmosferę,
- napisz, co robiłeś/robiłaś i zapytaj kolegę, co sądzi o takich wydarzeniach.

Hi Jack,

I had a great time yesterday.

thirty-three 33

- 3 Students do exercise 3.

Extra idea

Students choose one message and write a short response.

4 Extra idea

Students often find it difficult to come up with ideas for the writing task. To help the students, have a short brainstorming session about the event they must describe in the email. Gather ideas and write them on the board for the students to choose from. Students do exercise 4.

Wrap-up

Ask the students to rank each task on a scale of 1–5 (where 1 means very easy and 5 means very difficult). Elicit the students' suggestions. For the tasks with the highest scores, ask the students what makes those activities so difficult. As a class, discuss the strategies that may help make those tasks easier.

Objectives and materials

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

Warm-up

Write the following words and phrases on the board: *used to*, *didn't use to*, *where*, *whose* and *that*. Ask the students to write a sentence with each item in two minutes.

- 1 (01:22) **Extra idea**

Before the students do the task, they listen to the recording and say what it is about. Students do exercise 1.

- 2 Students do exercise 2.

Extra idea

For each situation, the students suggest a different reaction.

My words

Extra idea 1

Students choose 10–12 phrases and make memory cards—they write each of the phrases on two square pieces of paper. Then they shuffle the cards, place them face down, and play *Memory*. In the game, players take turns flipping over two cards, aiming to find a matching pair. If they match, the player keeps them and goes again; if not, the cards are flipped back. The player with the most pairs wins.

Extra idea 2

Students read the vocabulary list and choose the phrases they find the most difficult to remember. They write them in their notebooks together with a sentence containing each phrase.

Extra idea 3

Students work in pairs. To practise spelling, they choose five phrases and dictate them to their partner. Then they check the spelling together. They get one point for each correctly written phrase.

Interests and free time activities

1.49 (00:56)

Habits

1.50 (00:38)

Customs and traditions: expressions with adjectives

1.51 (00:44)

Customs and traditions: expressions with verbs

1.52 (00:31)

Real English

1.53 (00:30)

2 My words

Interests and free time activities

collect rocks	zbierać kamienie
do volunteering	być wolontariuszem/ wolontariuszką
do Zumba	tańczyć zumbę
edit photos	edytować zdjęcia
go mountain biking	jeździć na rowerze górskim
hang out with my friends	spędzać czas z przyjaciółmi
have a sleepover	nocować u kogoś, organizować nocowanekę
make candles	robić świece
surf the Internet	surfować po internecie
upcycle old clothes	przerabiać stare ubrania

Habits

do nothing	nic nie robić
have a video call with my grandma	mieć wideorozmowę z babcią
sleep in	pospać dłużej / wylegiwać się w łóżku
stay up late	siedzieć do późna / późno chodzić spać
update my study app	aktualizować aplikację do nauki
write my diary	pisać pamiętnik

Customs and traditions: expressions with adjectives

amazing venue	niesamowite miejsce
ancient tradition	starożytna/dawna tradycja
colourful clothes	kolorowe ubrania
fantastic atmosphere	fantastyczna atmosfera
folk music	muzyka ludowa
local food	lokalne potrawy
one-day event	wydarzenie jednodniowe
unusual custom	niezwykły zwyczaj

Customs and traditions: expressions with verbs

buy a souvenir	kupować pamiątkę
stay overnight	zostać na noc
take part in a competition	brać udział w konkursie
take place	mieć miejsce, odbywać się
watch a parade	oglądać paradę

Real English

What else did you do?	Co jeszcze robiłeś/robiłaś?
That's a weird phone!	Co za dziwny telefon!
In those days ...	W tamtych czasach...
Isn't it cute?	Czy to nie jest urocze?
I'm not sure I agree.	Nie jestem pewien/pewna, czy się zgadzam.

Asking for, giving and justifying opinions

What's your opinion?	Jakie jest Twoje zdanie?
Personally, I think video games are fun!	Osobiście uważam, że gry wideo to dobra zabawa!
What's your view on this?	Jakie jest Twoje zdanie na ten temat?
In my opinion, reading is more interesting.	Moim zdaniem czytanie jest ciekawsze.
I guess it's relaxing.	Chyba jest odpężające.
How do you feel about video games?	Co sądzisz o grach wideo?
They're just not my thing.	To po prostu nie moja bajka.
To be honest, I think they're a bit boring!	Szczerze mówiąc, uważam, że są trochę nudne.

Reading and culture

food bank	bank żywności
in need	w potrzebie
make a difference	robić coś wartościowego
opportunity	możliwość
pack	pakować

34 thirty-four

Asking for, giving and justifying opinions

1.54 (00:55)

Reading and culture

1.55 (00:26)

PAST SIMPLE

Czasu *past simple* użyj, jeśli chcesz powiedzieć o tym, co wydarzyło się w przeszłości, np.: *yesterday, last week/month/year, two days ago, in 2005, in the past, when I was young*.

+ I/He/She **was** at a festival yesterday.
We/You/They **were** here two weeks ago.
I/He/She/We/You/They **took** part in a competition last Saturday.

– I/He/She **wasn't** at home last Friday.
We/You/They **weren't** kind to Jude.
I/He/She/We/You/They **didn't wear** any colourful clothes last week.

? **Were** they in town yesterday?
Did you **skateboard** a lot when you were younger?
Why did they **come** late?

Yes, they **were**. / No, they **weren't**.
Yes, I **did**. / No, I **didn't**.

USED TO

Kiedy chcesz opowiedzieć o zwyczajach lub nawykach z przeszłości, o czymś, co robiłeś/robiłaś regularnie, ale już tego nie robisz, użyj **used to** i czasownika w formie podstawowej.

+ I/He/She **used to** listen to a lot of pop music when I/she/he was younger.
They **used to** stay up late at weekends when they were children.

W zdaniach przeczących użyj **didn't use to** i czasownika w formie podstawowej.

– I/He/She **didn't use to** hang out with my/his/her friends often.
We **didn't use to** stay overnight when we were in nursery.

Aby zapytać o nawyki z przeszłości, użyj **did** oraz **use to** i czasownika w formie podstawowej.

? **Did** you **use to** live in a small town? **Did** she **use to** wear colourful clothes?
What music **did** you **use to** listen to when you were younger?

Yes, I **did**. / No, I **didn't**.
Yes, she **did**. / No, she **didn't**.

WHO/THAT, WHICH/THAT, WHEN, WHERE, WHOSE

Aby przekazać informacje dotyczące osoby, przedmiotu, czasu, miejsca lub relacji, użyj:

- **who** lub **that**, aby opisać osobę:
This food festival is a perfect place for people **who/that** love trying new things.
- **which** lub **that**, aby opisać przedmiot:
It's the computer **which/that** I used to play computer games on.
- **when**, aby określić czas:
I hang out with my friends in the afternoons **when** we don't have any school clubs.
- **where**, aby opisać miejsce:
There's a music festival in the main square **where** you can listen to folk songs.
- **whose**, aby opisać relacje między ludźmi lub że coś do kogoś należy:
It is my friend **whose** sister sings in a band.

thirty-five 35

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.

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.