

Interface

3

Teacher's Book

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Starter unit



Hi, I'm Megan and these are my best friends Dan and Rita.

Introductions

- 1** Look at the picture. What are the teenagers' names? How old do you think they are?
Megan, Dan and Rita
- 2** **1.02** Listen and choose the correct words.
- Hi, I'm Megan. I'm 14 / **15** / 16. My hobbies are reading and listening to music. This is my friend Dan.
 - Hello. I'm Dan. I like playing **football** / tennis / **computer games** and going to the cinema.
 - Hi. I'm Rita. I'm 13 / **14** / 15. I love sport. My favourite sport is **swimming** / tennis / football.
 - We all **live** / go to school / study in Reading, a town near London. It's a great place.

- 3** **INTERFACE** Introduce yourself to a friend.

Vocabulary

- 4** Match adjectives 1-6 with the opposites a-f.

1 tall	→	a) bad
2 old	→	b) small
3 fat	→	c) short
4 big	→	d) young
5 expensive	→	e) slim
6 good	→	f) cheap

- 5** Choose the odd one out.

- trousers, shirt, **chemist's**, trainers
- bank, cinema, **mountain**, station
- history, geography, **football**, science
- summer, winter, **snow**, spring
- knee**, mouth, nose, eye
- kitchen, bathroom, **sofa**, study

- 6** Add one more word of the same category to each group in exercise 5.


Starter unit, Lesson 1

Lesson Aims: Students practise introducing themselves and revise some opposite adjectives and lexical sets.

Introductions

Warmer

Introduce yourself to the class. Ask some new class members their names and what their hobbies are. Then revise the alphabet by doing a spelling dictation. Dictate some English names and surnames to the students. Start off with short names like John Brown but then make it more difficult by dictating longer names, eg Elizabeth Charlotte Robinson. Check students' answers by asking students to come up and write the names on the board.

- Students look at the photo to identify the names and guess the age of the teenagers.
 - Explain that it is more informal and friendly to say *I'm* (name) rather than *My name's* ...
 - Elicit the structure *I'm* ... for age and remind them of the incorrectness of the *I have* (age) *years*... structure.
-  CD1 track 02
 - Give students time to read the sentences before playing the CD.
 - Play the CD. Students choose the correct words.
 - Check answers as a class.
 - Ask students questions about the characters, eg *How old is Dan? What's Rita's favourite sport? Where do they live?*

CD1 track 02

Megan	Hi, I'm Megan. I'm 15. My hobbies are reading and listening to music. This is my friend Dan.
Dan	Hello. I'm Dan. I like playing computer games and going to the cinema.
Rita	Hi. I'm Rita. I'm 14. I love sport. My favourite sport is swimming.
Megan	We all live in Reading, a town near London. It's a great place.

- Give students a model by introducing yourself again but this time giving more details like your age (optionally), hobbies or where you live.
 - Ask students to introduce themselves to a partner in the same way. They should mention their age, hobbies, and where they live.



Fast finishers think of more ways to continue the conversation by asking their partner questions to find out more about them (eg family members, favourite music, books, etc).

Vocabulary

- Elicit some opposite adjectives from the class.
 - Ask students to match the adjectives with their opposites.
 - Check answers as a class.
- Students read through the words and check they understand them.
 - Individually, they decide which word in each line is different from the others and why.
 - Check answers by asking different students to read the words out and say which one is different, giving a reason.
 - Drill the words and correct pronunciation as necessary.
- In pairs students add at least one more word to each group.
 - Ask some students to dictate their words to you and write them on the board.

Extra activity

Ask students to choose four nouns from exercise 5 and match them with adjectives from exercise 4 to create logical phrases, eg *expensive trainers* or *a big nose*. Put some of their ideas on the board and ask other students to use the phrases in sentences that are true for them.



Homework Workbook page 3.



Homework (optional) Students choose a member of their family and describe him/her using the ideas practised in class.

Starter unit, Lesson 2

Lesson Aims: Students revise statements, questions and short answers with *be, there is / are, can, have got, like, Wh-* questions, countable and uncountable nouns and classroom language.

Grammar


Warmer

On the board, write the following words: *be, do, have*. In pairs, students list their present simple forms. Note that in one case there will be more forms than in others. Write students' answers on the board (*be-am-are-is; do-does; have-has*). Emphasise that students often make mistakes with the third person singular.

- 7**
- Remind students of the verb *be* and the auxiliary verb *do / does* before they do the activity. Emphasise that students often make mistakes with the third person singular.
 - Do point 1 together. Then ask students to choose the correct words in the other sentences.
 - Check answers as a class.
 - Clarify any grammar points with the class as necessary.
- 8**
- Revise the question words together.
 - Students complete the questions with the question words in the box.
 - Check answers as a class.
- 9**
- Practise some of the questions together as a class. Encourage the correct intonation. Show students how the voice falls at the end of *Wh-* questions.
 - Students practise asking and answering the questions.
 - Ask some pairs to act out their mini-dialogues to the class. Correct any mistakes as necessary.

Language note

If you have a stronger class, it might be useful to show the students that some uncountable words can also be countable, eg *A box of chocolates. How many coffees would you like?* You may wish to ask them for more examples.

- 10**
- Remind students of the rule for *some* and *any*.
 - Students complete the sentences.
 - Check answers as a class.
-  **Fast finishers** work in pairs and take turns describing the contents of their fridges at home. Encourage the other partner to ask questions (*Is there any milk?*).
- 11**
- Elicit from students different forms of adjectives (comparative and superlative). If they don't remember the language, ask them for examples (*bigger, the biggest*). Emphasise the different structure used with longer adjectives (*more, the most*).
 - Students complete the sentences.
 - Check answers as a class.

- 12**
- Elicit from students the words used to express obligation and ability (*can, could, must, should*).
 - Students choose the correct words.
 - Check answers as a class.
- 13**
- Remind students of question forms with *can, be, have got, do*.
 - Do question 1 together.
 - Students write the questions individually.
 - Check answers as a class.
 - Clarify any problems with question formation.

Answer Key

- 1 Can you speak French?
- 2 Does your best friend like chocolate?
- 3 Have you got any pets?
- 4 Are you taller than your best friend?
- 5 Are there any good shops where you live?
- 6 Could you swim when you were 5?

- 14**
- Drill the questions from exercise 13, encouraging students to stress the content words – verbs, nouns, adjectives.
 - Remind students of short answers, eg *Yes, I can; No, there isn't*, etc.
 - Students ask and answer in pairs. Monitor as necessary.
 - Ask some students to ask and answer questions in front of the class.


Classroom language

- 15**
- Students read through the questions and check they understand them.
 - Together they find the answers.
 - In pairs, they practise the questions and answers.

Extra activity

Elicit other useful classroom language from the class, eg *What page are we on? What's for homework? Can you explain that again, please?* Ask students to make some posters with the language to put on the classroom walls.

 **Homework Workbook page 4.**

 **Homework (optional)** Students write five questions about their school. Tell them to use the various grammatical items practised during the lesson. Students will answer each other's questions during the next lesson.

Grammar

7 Choose the correct words.

- Dan and Megan **is** / **are** friends.
- Rita **live** / **lives** with her parents in Reading.
- Megan **don't** / **doesn't** like tennis.
- Is Rita **swim** / **swimming** at the moment?
- Dan **isn't** / **doesn't** going to school now.
- Has Megan got** / **Has got Megan** any brothers?
- Beth is Dan's best friend and **him** / **his** girlfriend too.
- Rita **go** / **goes** to secondary school in Reading.

8 Complete the questions with the question words in the box.

What Where When Why Who How

- When** is your birthday?
- How** many brothers or sisters have you got?
- What** are your hobbies?
- Who** is your best friend?
- Where** did you go on holiday last summer?
- Why** are you learning English?

9 INTERFACE Work in pairs. Ask and answer the questions in exercise 8.

When is your birthday?

On April, 24th.

10 Look at the picture. Complete the sentences with *is / isn't* or *are / aren't*.

There *is* some fruit.

- There *aren't* any apples.
- There *isn't* any milk.
- There *is* some bread.
- There *isn't* any chocolate.
- There *are* some grapes.

11 Complete the sentences with the comparative or superlative form of the adjectives in brackets.

- Planes are *faster* (fast) than trains.
- Netbooks are usually *more expensive* (expensive) than mobile phones.
- The elephant is *the largest* (large) land animal.
- My sister is *the worst* (bad) singer in our family.
- My friend is *the most intelligent* (intelligent) person I know.



12 Choose the correct words.

- He **could** / **must** / **should** play the piano when I was 5.
- It's my friend's birthday. I **could** / **must** / **should** phone her.
- Football players **couldn't** / **mustn't** / **shouldn't** touch the ball with their hands.
- You **couldn't** / **mustn't** / **shouldn't** eat so many sweets. You'll get a stomach ache.

13 Write questions. Change the form of some words or add any necessary words.

- can / you / speak / French / ?
- your best friend / like / chocolate / ?
- have got / you / pets / ?
- be / you / tall / than / your best friend / ?
- be / there / good shops / where you live / ?
- can / you / swim / when you were 5 / ?



14 INTERFACE Work in pairs. Ask and answer the questions in exercise 13.

Can you speak French?

Yes, I can.

Classroom language

15 Match questions 1–7 with answers a–g.

- How do you say 'odpowiedź' in English? *e*
- What does 'stamp' mean? *g*
- How do you spell it? *f*
- What have you got for number 4? *c*
- What do you think? *d*
- Can you lend me a pencil, please? *b*
- How do you pronounce 'Wales'? *a*

- /weɪlz/
- Yes, of course.
- I've got 'true'.
- I agree with you.
- 'Answer'.
- T-H-E-R-E
- A stamp is something you put on a letter to show you have paid to post it.



Unit 1

Free time



1

2

Unit Contents

- Exam Topics: ŻYCIE RODZINNE I TOWARZYSKIE, CZŁOWIEK, SPORT
- Vocabulary: free-time activities, character adjectives
- Grammar: present simple, adverbs of manner, present continuous and time expressions
- Reading: a magazine article, a web page
- Listening: an interview
- Speaking: making suggestions
- Writing: a personal profile
- Culture: Famous sporting events
- Exam Practice: Rozumienie ze słuchu – wybór wielokrotny, dobieranie

chat online
relax
make models
play tennis
go to the gym

Vocabulary 1 Free-time activities

1 Look at the words in the box. Match pictures 1–4 with activities in the box.

do voluntary work relax make models
play an instrument learn a language
chat online go to the cinema play tennis
go to the gym play computer games
go to a disco go out for a meal
go to a youth group draw cartoons

2 1.03 Listen and repeat.

3 Complete the sentences with words and phrases in exercise 1.

- 1 I ... I go to Spanish classes twice a week.
- 2 I like working with my hands. I ... of planes.
- 3 I do a lot of exercise. I often ... or ...
- 4 I ... once a week. I visit people in hospital.
- 5 I sometimes ... with my friends. We love pizza!
- 6 I love technology. I often ... or ...

Workbook **Vocabulary Plus** page 115

Now say it!



4 1.04 Listen to Megan and Dan. What is Megan's favourite free-time activity?
going to her youth group

5 Work in pairs. Ask and answer questions about your free time.

How do you spend your free time?

I do voluntary work.



Reading 1

6 Look at the title of the text. What do you think the text is about?

- a) Teenagers are worried about school.
- b)** Teenagers are stressed because they do too many activities.
- c) Teenagers' parents are often stressed.

Unit 1, Lesson 1, Vocabulary 1, Reading 1

Lesson Aims: Students revise some vocabulary for free-time activities and learn some new activities vocabulary; students read a text about free-time activities for teenagers in the UK for gist and specific information and identify some collocations.

Vocabulary 1

Free-time activities


Warmer

With student books closed, brainstorm some free-time activities on the board. Encourage students to think beyond the obvious ones. Include examples with *play, do* and *go* and revise their use. Students vote on their favourite free-time activity.

- 1 • Students look at the pictures (1–4) and the words in the box.
 - Ask them to identify the first picture.
 - Match the other pictures in pairs.
 - Check answers as a class.

Answer Key

- 1 play tennis
- 2 do voluntary work
- 3 play computer games
- 4 play an instrument


- 2  CD1 track 03
 - Students listen and repeat the names of the activities.
- 3 • If necessary, do the first sentence with the class as an example.
 - Students do the exercise individually.
 - Check answers as a class.

Answer Key

- 1 learn a language
- 2 make models
- 3 play tennis, go to the gym
- 4 do voluntary work
- 5 go out for a meal
- 6 chat online, play computer games

 **Workbook Vocabulary plus** page 115.

Now say it!

- 4  CD1 track 04
 - Students listen to identify Megan's free-time activity.
 - Ask them to note down the key words which helped them recognise the activity.

CD1 track 04

Megan What's your favourite free-time activity, Dan?

Dan I like playing computer games and playing tennis, but my favourite activity is playing football. What about you?

Megan I like doing artistic things like making models of animals or drawing cartoons. My favourite activity is going to my youth group. We always do a lot of different fun things there.

- 5 • Students ask each other about their free time. Encourage them to use the new vocabulary and give answers that are as full as possible. Model an example with a student.
 - Ask a few students to report back on their partner's answers.

Reading 1

Teens under pressure

Before you read

Ask students if they think teenagers have a hard or easy life. Ask them to give reasons and examples. Help them express their ideas in English. Elicit the words *stress*, *stressful* and *pressure* and write them on the board and make sure students understand them.

- 6 • Read out the three options and ask students which they think is more probable. Then tell them to scan the text quickly to get the answer.


7  CD1 track 05

- Play the CD. Students read and listen to the text to identify the activities mentioned in exercise 1.

Answer Key

doing voluntary work	playing an instrument
playing tennis	going to a youth group
learning a language	doing a sport

- 8 • Students read the text again individually and choose the correct word. Make sure they understand the fractions in question 2 and the meaning of *nearly* and *almost*.
- Check answers as a class.
- 9 • Students match the words and then check their answers in the text.

-  **Fast finishers** work in pairs and discuss the ideas about free-time activities in their families using the phrases in exercise 9.

- 10 • Ask students to think about the question and discuss their ideas with a partner. They should try to think of the pros and cons of out-of-school activities.
- Students raise their hands if they agree with the statement.
 - Ask some students to explain why they voted how they did.



Cultural note

A lot of people of all ages are involved in theatre groups in the UK. These are voluntary groups of amateur actors who enjoy acting as a hobby and usually put on plays and musicals for the local community several times a year.



Homework Workbook page 5.



Homework (optional) Students research the unusual out-of-school activities people have. During the next lesson, the class may compare the results and choose their favourites activities.



Teens UNDER PRESSURE

Reading Tip

Use the title to help you guess what the text is about.

7 **1.05** Read and listen. What free-time activities does the writer talk about?

8 Read the text again and choose the correct words.

- 1 The writer is describing a family where teenagers / **parents** do a lot of activities.
- 2 **Nearly three-quarters** / **Almost two-thirds** of British teenagers do sports in their free time.
- 3 Beth thinks that **only parents** / **parents and friends** put pressure on teenagers.
- 4 In her free time, Beth **doesn't do many** / **does a lot of** activities.
- 5 Beth thinks that teenagers **should enjoy their** / **don't need much** free time.

9 Match 1-5 with a-e. Then check your answers in the text.

- | | | |
|-----------|--------------|------------------------|
| 1 prepare | → | a) sport |
| 2 do | → | b) a meal |
| 3 have | → | c) to guitar classes |
| 4 go | → | d) at an animal refuge |
| 5 help | → | e) fun |

10 **CLASS VOTE** It's a good idea to do out-of-school activities. Do you agree?

Cultural Fact

Many famous actors, like Orlando Bloom, were members of the National Youth Theatre.

Stressed parents

Imagine the situation ... your parents come home from work. They're tired, but they don't relax. Instead, they have a full programme of activities. Your dad has a music lesson, then he does some work for the next day and then he prepares the evening meal. After eating, he does voluntary work at the hospital. Your mum plays tennis, then she studies for an hour, eats and then goes to her Spanish class. Does this sound crazy? Well, for some teenagers, it's typical!

Busy teenagers

In Britain, doing organised activities outside school, such as playing an instrument or going to a youth group, is popular for teenagers. Around 59% do sport as a free-time activity. About 30% of teens regularly volunteer, for example they help at an animal refuge. Parents want their children to do well at school, but they also want them to have other skills, such as learning languages. They want them to take part in community activities such as volunteering. But are they putting their children under too much pressure?

A teenager talks

Sixteen-year-old Beth Bailey is a typical teenager. 'You get a lot of pressure from your parents to study and you get pressure from your friends to go out and have fun. I'm always busy. I'm in a youth theatre and we do a play every year. I go to guitar classes, basketball club and I help at home too. I hardly ever watch TV during the week because I don't usually have time! It's really stressful sometimes.'



Advice

However, Beth has some good advice: 'Don't try to do too much. Have fun doing activities and learning new things, but don't get stressed. Remember, you need to enjoy your life too!'



Grammar 1

Present simple

present simple	
+	I often meet my friends on Friday. She is always tired after school.
-	She doesn't usually have time.
?	Do you usually do activities after school?

1 Look at the sentences in the table. Find examples of present simple in the text on page 7.

2 Choose the correct words to complete the rule for when we use present simple.

We use present simple for actions happening now / **habits and routines**.

Adverbs of frequency

3 Copy and complete the table with the adverbs of frequency in the box.

always	never	sometimes
0%	→ 100%	
(1) ...	hardly ever	(2) ... often usually (3) ...

4 Look at the sentences in the present simple table and complete the rules for the position of adverbs of frequency.

- Adverbs of frequency go **before** / after the main verb except with the verb *be*.
- Adverbs of frequency go **before** / **after** the verb *be*.

5 Complete the sentences with the adverbs of frequency and the correct form of the verbs in brackets.

- I *often* do sports. (do / often)
- She *usually meets* her friends at the weekend. (meet / usually)
 - They *are sometimes* happy. (be / sometimes)
 - We *hardly ever listen* to music. (listen / hardly ever)
 - He *never chats* online. (chat / never)
 - I *always drive* a car. (drive / always)
 - You *often volunteer*. (volunteer / often)
 - She *sometimes goes* to the gym. (go / sometimes)

Pronunciation

/ɒ/ /ɔ:/ /əʊ/

a 1.06 Listen and repeat the words.

/ɒ/ volunteer, model, online

/ɔ:/ draw, sport, boring

/əʊ/ go, disco, don't

b 1.07 Listen and repeat the sentences.

6 **INTERFACE** Write five questions with *How often ...?* Ask and answer in pairs.

How often do you play football?

I sometimes play football.

Grammar 2

Present continuous

present continuous	
+	I'm watching TV at the moment.
-	She isn't studying maths this week.
?	Are you chatting online now?

7 Look at the sentences in the table. Choose the correct words to complete the rule for when we use present continuous.

We use present continuous for **actions happening now** / habits and routines.

Time expressions

8 Copy and complete the table with time expressions for present simple and present continuous.

every day	at the moment
twice a week	now
often	this week
always	

Unit 1, Lesson 2, Grammar 1

Lesson Aims: Students revise present simple for routines and habits with adjectives of frequency.

Present simple

Warmer

Elicit some sentences from students about their free-time activities and routines. Put their ideas on the board.

- Read out the sentences and questions in the box and give students a minute to scan the text on page 7 to find examples of present simple sentences.
 - Check answers as a class.

Answer Key

From paragraph 1:	He prepares the evening meal
They're tired	Your mum plays tennis
They don't relax	She studies for an hour
They have a full programme	Then goes to her Spanish class
He does some work	

- Complete the sentence together.

Adverbs of frequency

- Write the scale on the board and ask a student to come and write the missing adverbs.
 - Students translate the adverbs.

Answer Key

1 never 2 sometimes 3 always



Extra activity

Students work in pairs and add more adverbs of frequency to the scale.

- Students read the sentences in the grammar box and complete the rules.

- Students do the exercise individually.
 - Check answers as a class.

Pronunciation


-  CD1 track 06
 - Before playing the CD, drill the three vowel sounds, showing students the correct mouth position.
 - Play the CD and ask students to repeat the words
 - Elicit more words with the same sounds, eg *four, more, walk; no, throw, hotel*, and drill them.
-  CD1 track 07
 - Students repeat together and individually. Play the CD several times if necessary.

CD1 track 07

- I volunteer at a sports centre.
- I don't want to go to the disco. It's boring.
- I often draw cartoons online.
- I don't make models.

- Give students time to write the questions. Encourage them to think of interesting questions, eg *How often do you tell jokes?*
 - Drill the questions and practise the stress and intonation.
 - Students ask and answer each other's questions.
 - Ask some students to tell the class about their partner's routines.

 **Homework** Workbook page 6, exercises 1–3.

 **Homework (optional)** Students describe the routines in their families. They write 8–10 sentences about their family members focusing on vocabulary from the lesson.

Unit 1, Lesson 3, Grammar 2, Listening

Lesson Aims: Students revise present continuous for actions happening now and contrast it with present simple; students listen to a teenager talking about the sports he does and why he likes them.

Grammar 2

Present continuous

Warmer

Books closed. On the board write the following sentences in a column: *I'm taking a test now. I go to school at the moment. I have breakfast every day. I'm playing chess three times a week.* Ask students if the sentences are correct. If not, ask volunteers to come to the board and correct them.

- Students look at the sentences and complete the rule.

Time expressions

- Write the following two example sentences on the board: *My sister studies at Salamanca University. This year she is studying in the UK.*
 - Explain that we use present continuous to describe actions happening now and also for temporary situations.
 - Ask students to copy the column headings and write the expressions under the correct heading.
 - Check answers as a class.

Extra activity

Ask students to transform all the sentences on the board into present continuous.

- 9 • Students complete the sentences individually.
 - They compare their answers in pairs.
 - Check answers as a class. Write the correct verb forms on the board.
- 10 • Ask students to identify the sport in the picture. Teach them the word *fencing*.
- Tell them to read the text silently to find the names of the three famous fencers.
 - Students read the text again and choose the correct form of the verbs.
 - Check answers as a class.
- 11 • Do the first question together. Students write the others in their notebooks.
- Check answers as a class.


Answer Key

- 1 What do you usually do at the weekend?
- 2 How often do you watch films?
- 3 Where do you usually meet your friends?
- 4 What are you doing now?
- 5 What are you wearing at the moment?

- 12 • Drill the questions, paying attention to stress and intonation.
- Students ask and answer the questions with a partner. Ask some students to report back on their partner.

Extra activity

Students imagine they are interviewing the actors in the text about their fencing hobby. They invent some questions to ask them, using present simple and present continuous.


 **Workbook** **Grammar reference** page 124,
Grammar exercises page 125.

Listening

Sport

Before you listen

Ask students what sports and physical activities are the most popular among young people and people of their parents' age. Elicit *tennis, running, golf, yoga, walking*.

- 13 • Answer the questions together. First students identify the sports in the picture.
- Teach *running shoes, tennis racket*.
- 14  CD1 track 08
- Give students time to read the questions.
 - Play the CD and ask them to choose the correct option.
 - Check answers as a class.

CD1 track 08

Interviewer Today, we're talking about activities and hobbies that teenagers do, and how they can help you with stress. Let's start with you, Ben. How old are you?

Ben I'm 16.

Interviewer And what activities do you usually do in your free time?

Ben Oh, I love sports, so I spend a lot of time doing them. My favourite sport is running. You don't need any special equipment to do it, just some good running shoes.

Interviewer How often do you go running?

Ben Every day, if I can. And I play a lot of tennis, too. I practise two or three times a week during the summer, but less in winter.

Interviewer And how do you think these activities help you with stress?

Ben Well, when I'm feeling stressed or when I'm having a difficult time at school or with friends or whatever ... I go running. I try to run really fast! I put all my frustration and negative emotions into the activity. After that I always feel better!

Interviewer So what makes you feel stressed?

Ben Oh, problems with friends or too much school work ... that can be hard. Especially when we have exams.

Interviewer And are you feeling stressed now?

Ben No, I'm feeling great at the moment. Things are going really well! I'm getting good marks at school this term. And the weather's good at the moment so I'm doing lots of running. I meet my friends every weekend because I don't have time during the week.

Interviewer Apart from free-time activities, what else helps reduce stress?


Ben Well, I usually talk to my parents or I talk to my friends if I've got problems or feel stressed. That helps too.

Interviewer Thank you, Ben. And now ...

15 CD1 track 08

- Students read the statements and discuss with a partner which ones are true or false.
- Play the CD again.
- In pairs they correct the false statements.
- Check answers as a class. Write the corrected sentences on the board.
- Play the CD a final time if necessary.

 **Homework** Workbook pages 6–7, exercises 4–8.

 **Homework (optional)** Ask students what they do to overcome stress. What's the most popular activity?

- 9** Complete the sentences with the correct form of the verbs in brackets. Use present simple or present continuous.

Simon *isn't talking* (not talk) about his free-time activities now.

- 1 I *play* (play) computer games every day but now I *am chatting* (chat) online.
- 2 He *doesn't usually play* (not usually play) an instrument, but he often *goes* (go) to the gym.
- 3 At the moment, we *aren't making* (not make) models. We *are drawing* (draw) cartoons.
- 4 She usually *relaxes* (relax) in the evening. She *isn't doing* (not do) anything at the moment.
- 5 They often *go* (go) to the cinema at the weekend. They *are going* (go) to a disco this week.
- 6 Karen *isn't learning* (not learn) French. At the moment, she *is studying* (study) Spanish.

- 10** Choose the correct words.

Tom Cruise and Will Smith (1) **is** / **are** both actors. They (2) **share** / **are sharing** an unusual hobby, too – they both love fencing. Tom Cruise (3) **travels** / **is travelling** a lot for his job, but when he (4) **doesn't make** / **isn't making** a film, he spends a lot of time at home. In fact, he (5) **has** / **have** a special room in his house just for fencing. The two famous actors often (6) **practise** / **are practising** there for hours! The third musketeer is an English football player, David Beckham. He (7) **lives** / **is living** in America now and he's playing for an American team. Apparently he often (8) **goes** / **is going** to Tom Cruise's house to fence with his friends.



- 11** Write questions using present simple or present continuous.

- 1 What / you / usually / do / at the weekend?
- 2 How / often / you / watch films?
- 3 Where / you / usually / meet your friends?
- 4 What / you / do / now?
- 5 What / you / wear / at the moment?

- 12** **INTERFACE** Work in pairs. Ask and answer the questions in exercise 11.

Workbook Grammar reference page 124
Grammar exercises page 125

Rozumienie ze słuchu – prawda / fałsz



Listening Sport



- 13** Look at the pictures and answer the questions.

- 1 What sports are these? *running and tennis*
- 2 Where do people do these sports? *on the street / on a track / on a tennis court*
- 3 What equipment do you need to do each sport? *sports shoes (trainers), tennis racket, tennis ball*
- 4 Do you do these sports?

- 14** **1.08** Listen to Ben and choose the correct answers.

- 1 Ben is 15 / **16** years old.
- 2 His favourite sport is tennis / **running**.
- 3 He **always** / sometimes feels better after running really fast.
- 4 At the moment, things are going really **well** / badly for Ben.
- 5 Ben meets his friends every day / **weekend**.

- 15** Listen again. Are the sentences true or false? Correct the false sentences.

- 1 Ben doesn't often go running. *F Ben goes running every day.*
- 2 Ben plays tennis every day. *F Ben plays tennis two or three times a week in summer.*
- 3 Ben plays tennis when he feels stressed. *F Ben goes running when he feels stressed.*
- 4 Ben isn't feeling stressed now. *T*
- 5 Ben usually talks to his parents about his problems. *T*



Speaking At home

Listen

1 Look at the picture. Where are Dan, Rita and Megan? What are they doing? *at home, relaxing*

2 1.09 Listen to the first part of Megan and Rita's conversation. Choose the correct words.

- The programme on TV is / **isn't** very good.
- Rita suggests playing football / **tennis**.
- They don't go outside because it's **raining** / dark.

3 1.10 Listen to the second part of the conversation and complete the dialogue. Which film do they decide to watch? *Avatar*



Hey, do you fancy watching a DVD?

Good idea.

Let's get some pizza too.

Yeah, that sounds great.
Let's eat and then watch the film.

OK. What do you want to watch?
I've got loads of films: *Alice in Wonderland, Avatar, Robin Hood*.

Oh, (1) ..., definitely. It's brilliant.

OK, (2) ... it is. Do you want to invite Beth too?

Yeah, cool. I'll phone Beth now.

Practise

4 Listen again and repeat the dialogue.

5 Read the dialogue and order the words.

- fancy / Do / playing / you / a computer game / ?
- some music / let's / No, / instead / listen / to / .
- listening to / fancy / you / my Prodigy CD / Do / ?
- Let's / listen to / instead / the new Gorillaz CD / .
- good / OK, / idea / .

6 Complete the dialogues. Choose a, b or c.

1 X Do you want to play tennis?

Y ...

- Yeah, I want it.
- (b)** Yeah, that sounds great.
- Definitely, it's brilliant.

2 X ...

Y Good idea.

- Do you like pizza?
- Which pizza do you want?
- (c)** Do you fancy getting a pizza?



Unit 1, Lesson 4, Speaking


Lesson Aims: Students practise making suggestions after listening to a model dialogue.

At home

Warmer


In pairs, students write a list of activities they could do on a rainy day. Give them two minutes to write as many activities as they can. Encourage them to use their imagination. Ask different pairs to read out their lists. Help with the English when necessary. See who has the longest list.

Listen

- Elicit the answers to the questions.
-  CD1 track 09
 - Tell students they are going to listen to Megan and Rita talking.
 - Play the first part of the conversation.
 - Check answers as a class.

CD1 track 09


Rita This programme's terrible.
Megan Yeah, I'm really bored.
Rita What's on the other channels?
Megan Nothing! There isn't anything interesting on TV at all.
Rita Let's play tennis ... oh no! It's starting to rain!
Megan I don't want to go outside in the rain!
Rita No!

-  CD1 track 10
 - Play the second part of the conversation. Students complete the dialogue.
 - Ask students which film Megan and Rita decide to watch.

CD1 track 10

Rita Hey, do you fancy watching a DVD?
Megan Good idea.
Rita Let's get some pizza, too.
Megan Yeah, that sounds great. Let's eat and then watch the film.
Rita OK. What do you want to watch? I've got loads of films ... *Alice in Wonderland*, *Avatar*, *Robin Hood* ...
Megan Oh, *Avatar*, definitely. It's brilliant.
Rita Okay, *Avatar* it is. Do you want to invite Beth, too?
Megan Yeah, cool. I'll phone Beth now.

Practise

-  CD1 track 10
 - Play the CD again, allowing time for students to repeat. Help with pronunciation.
- Explain that *Do you fancy* is a colloquial way of saying *Would you like to ...?*
 - Point out that *instead* always comes at the end of the sentence.
 - Students order the words into sentences.
 - Check answers as a class.

Answer Key

- Do you fancy playing a computer game?
- No, let's listen to some music instead.
- Do you fancy listening to my Prodigy CD?
- Let's listen to the new Gorillaz CD instead.
- OK, good idea.

- Students choose the correct options to complete the dialogues.
 - They compare their answers in pairs.
 - Check answers as a class.



Fast finishers in pairs practise suggesting other films they could watch.

Speaking task

Before you speak

Tell students you are going to suggest different activities to them. They should say *Yes please* enthusiastically if they would like to do the activity and *No thank you* in a very non-enthusiastic voice if they don't want to. Suggest different activities, some of which you know they will like and others they won't (eg *horse-riding, going to a disco, going bowling, doing homework together*, etc.).

Step 1: Look at the instructions and photos together. Tell students they can use these activities or their own ideas. Check they know how to express their own ideas in English.

Step 2: Read the questions and responses with the class.

Step 3: Students write their dialogue. Tell them to use a variety of expressions from Step 2.

Step 4: Students role-play their dialogue at least twice. Ask some students to perform for the class.

Extra activity

Students pass their dialogue to another pair who correct any mistakes and then role-play it.



Homework Workbook page 8.

Unit 1, Optional lesson: Culture

Lesson Aims: Students learn about the history and tradition of the Wimbledon tennis championships.

Famous sporting events

Warmer

In pairs, students make a list of sports they think are popular in Great Britain. Put their ideas on the board. (The list of eight most popular sports: football, rugby, tennis, cricket, athletics, snooker, motor racing, boxing.)

7 CD1 track 11

- Ask students if they recognise the sporting event in the photos. Explain that the UK has many big sporting events in the summer and that Wimbledon is one of the most traditional and enjoyable.
- Play the CD. Students read and listen to the text and answer the questions.
- Help with any problems in understanding.
- Ask students what they find surprising about it.

Answer Key

- 1 Wimbledon is a tennis championship. It takes place in the last week of June and first week of July in Wimbledon, London.
- 2 Students' own answers

- 8**
- In pairs, students think of famous sporting events in Poland.
 - Ask different pairs of students for the events they have thought of and what they know about them.
 - Ask students if they have been to any of these events. Ask them if they enjoyed them.

Extra activity

Students find out more about a famous sporting event in their country, including its history, and write a description of it.

More information

For further information see www.wimbledon.org



Workbook **Culture & CLIL** pages 142–143, with worksheets in the Teacher's Resource File.



Homework Workbook page 9.



Homework (optional) Students find out more about a famous sporting event in Great Britain, including its history, and write a description of it.

Speaking task

Write a new dialogue between you and a friend.

Step 1

Choose which activity you want to do or use your own ideas.



play tennis



go to a football match



go to the cinema



go out for a meal

Step 2

Think about what suggestions you make.

Do you fancy watching ...?

Let's get some ...

Do you want to invite ...?

Think about how your friend responds.

Good idea.

OK.

Yeah, cool.

No, that's boring.

No, let's ... instead.

Step 3

Write your dialogue.

Step 4

Work in pairs. Practise your dialogues.



Culture

Famous sporting events

Wimbledon

Wimbledon tennis championship takes place every year in London in the last week of June and the first week of July. All of the world's top tennis players compete.

Spectators

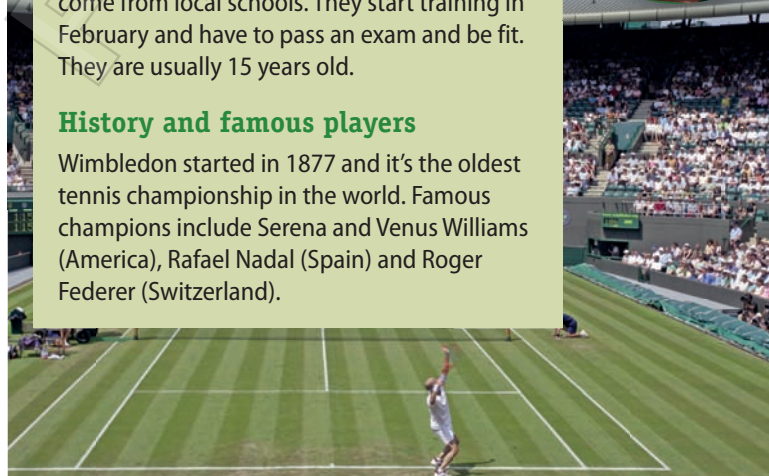
Half a million spectators watch the matches live. The spectators eat 112,000 boxes of strawberries and drink 17,000 bottles of champagne. Around the world, more than 500 million people watch the competition in 185 different countries.

Ball boys and ball girls

On court with the players are ball boys and ball girls. There are 250 in total and they all come from local schools. They start training in February and have to pass an exam and be fit. They are usually 15 years old.

History and famous players

Wimbledon started in 1877 and it's the oldest tennis championship in the world. Famous champions include Serena and Venus Williams (America), Rafael Nadal (Spain) and Roger Federer (Switzerland).



7 1.11 Read and listen. Answer the questions.

- 1 What is Wimbledon? When and where is it?
- 2 What fact about Wimbledon do you find most surprising?

8 Are there any famous sporting events in Poland? What do you know about them?



The London Marathon



History

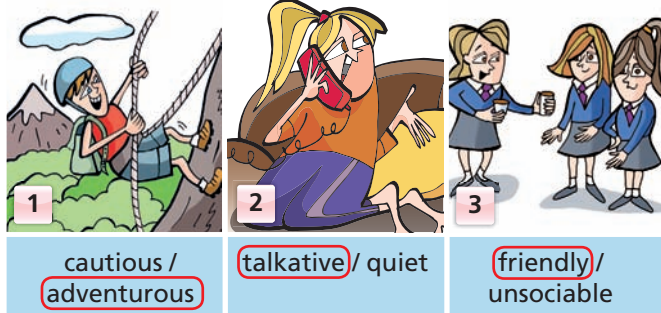
➔ Workbook **Culture & CLIL** pages 142–143

funny
confident
lazy
shy
quiet
honest

Vocabulary 2

Character adjectives

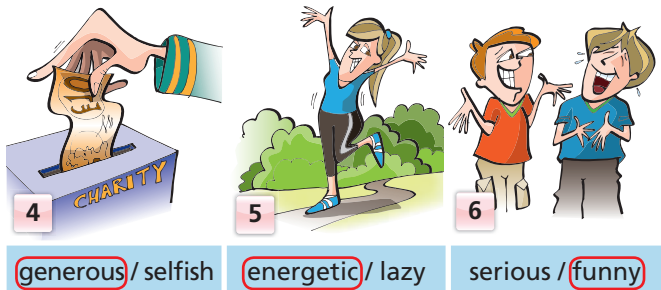
1 Look at the pictures and choose the correct adjective. Then check the meaning of the other words.



1 cautious / adventurous

2 talkative / quiet

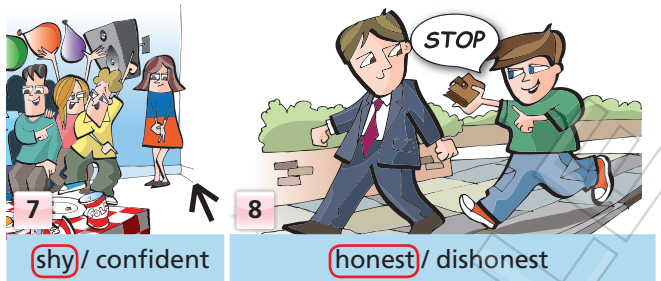
3 friendly / unsociable



4 generous / selfish

5 energetic / lazy

6 serious / funny



7 shy / confident

8 honest / dishonest

2 1.12 Listen and repeat.

3 Complete the description with the correct adjectives in exercise 1.

My brother Pete has got lots of energy – he's very *energetic*. I suppose that's why he's (1) *adventurous* and he loves exploring places like the Amazon. He's got lots of friends because he's very (2) *friendly* and he often pays for things for them because he's (3) *generous* – he isn't (4) *selfish* at all. Sometimes he doesn't stop talking, he's very (5) *talkative*. He's isn't shy like me, he's very (6) *confident*, and he can make people laugh because he's (7) *funny*.

4 **INTERFACE** Work in pairs. Which of the adjectives in exercise 1 describe you?

I'm adventurous, but I'm not very funny.



Reading 2

5 Before you read, look at the pictures and guess which celebrity has which hobby.

skydiving playing golf singing karaoke
doing magic playing the piano

6 1.13 Read and listen. Check your answers.

7 Read the text and answer the questions.

- 1 What instruments does Robert Pattinson play?
- 2 Does Nicole Kidman do any sports?
- 3 Is Ronaldinho's hobby related to his job?
- 4 What does Fernando Alonso do in his free time?
- 5 What is Alex Rodriguez's job?

Celebrity

You've probably got loads of hobbies, but what about these stars? What do they like doing in their free time? Read on and find out!



Actor **Robert Pattinson** is really musical. He's very good at playing the piano and the guitar – in fact, he plays on the soundtrack of some of his films. He also enjoys reading.

Film star **Nicole Kidman** is very adventurous and enthusiastic about trying new things. She's keen on doing sports and she often goes skydiving. 'I don't want to miss out on anything just because it's dangerous,' she says. 'I love skydiving, it's fantastic.'



Unit 1, Lesson 5, Vocabulary 2, Reading 2

Lesson Aims: Students revise character adjectives and learn and practise some new ones; students read a text about the hobbies of some famous celebrities for gist and specific information.

Vocabulary 2

Character adjectives


Warmer

Books closed. Ask all the students to think of three adjectives which best describe their character. Ask students to tell you one new adjective each. Write the adjectives they suggest on the board.

- Students look at the pictures and say what is happening in each.
 - Tell them to look at the adjectives under each picture and choose the one which describes the person. Do the first two together as a class.
 - Check answers as a class.
 - Ask students to translate the other adjectives into Polish.
 - Drill all the words, highlighting the stressed syllable on *ad'venturous*, *un'sociable*, *ener'getic*.

Language note

Explain that *funny* describes a person who makes you laugh whereas *fun* is someone who it is enjoyable to be with. Ask students to translate both words into their language.

-  CD1 track 12
 - Students listen and repeat the words.
- Students read through the text on their own.
 - In pairs, they complete it with appropriate adjectives.
 - Check answers as a class.
- Tell students to write down three adjectives which describe them and three which don't.
 - Read out the example sentence and ask students to say similar sentences to their partner, using the adjectives.
 - Ask some students to tell the class about their partner.

Extra activity

Students work in pairs and use the adjectives to describe some of their family members. They should try to give examples to illustrate the adjective, eg *My mum's very energetic. She goes to the gym every day.*


Reading 2

Celebrity hobbies

- Students look at the pictures and identify the celebrities. Together they try to match each hobby to a celebrity. Don't correct their guesses.

Answer Key


Robert Pattinson: playing the piano
Nicole Kidman: skydiving
Ronaldinho: singing karaoke
Fernando Alonso: doing magic
Alex Rodriguez: playing golf

-  CD1 track 13
 - Play the CD. Students read and listen to the text.
- Give students time to read the questions.
 - Ask them if their predictions were correct.
 - Students answer the questions.
 - Check answers as a class.

Answer Key

1 Piano and guitar.
2 Yes, she does.
3 No, it isn't.
4 Magic tricks.
5 He's a baseball player.

 **Homework** Workbook page 10.

 **Homework** Students find out what hobbies other celebrities have.

Unit 1, Lesson 6, Grammar 3

Lesson Aims: Students learn about and practise using the gerund after certain verbs and prepositions.

Gerunds

Warmer

Ask different students in the class questions with *Do you like ... ?* Use both verb +*ing* and verb + noun. Get them to respond quickly *Yes, I do* or *No, I don't*. Then get students to ask each other in open pairs across the class.

- 8**
- Students read the sentences in the grammar box. Make sure they understand that the gerund form is the same as the present continuous form (without *be*). Remind them of the spelling rules.
 - Explain that in English, certain verbs and expressions which end in a preposition take the gerund. Check they understand the expressions in the box and point out that the expressions use the verb *be*.
 - In pairs, students discuss other preference verbs. Put their ideas on the board.
- 9**
- Students write the sentences in their notebooks. Tell them to think carefully, especially about the negative forms *be + not* or *doesn't / don't + main verb*.
 - Elicit the answers and write the correct sentences on the board.

Answer Key

- 1 Kate is good at drawing cartoons.
- 2 They enjoy meeting their friends.
- 3 We don't like running.
- 4 He hates travelling.
- 5 She's not interested in going to the cinema.
- 6 I'm keen on playing computer games.

- 10**
- Students practise writing the question forms. Do the first one together.
 - Check answers as a class, writing them on the board if necessary.

Answer Key

- 1 Do you enjoy listening to music?
- 2 Do you love doing sports?
- 3 What do you like doing on Saturday?
- 4 What are you keen on doing?
- 5 What kind of films are you interested in watching?
- 6 Are you good at learning languages?

- 11**
- Look at the example. Remind students of the short answers, with either *be* or *do / don't*.
 - Get a student to ask you the first question from the previous exercise. Give a fuller answer, eg *Yes, I do. I really like listening to Rock music.*
 - Students ask and answer the questions. Encourage them to give fuller answers.



Fast finishers invent more questions to ask their partner using the preference verbs and expressions.

- 12**
- Students read the text individually and choose the correct options.
 - Check answers as a class.

Extra activity

Students work in pairs and ask each other about the activities mentioned in exercise 12. Ask some students to report back to the class.



Homework Workbook page 11.



Homework (optional) Students write a paragraph about a member of their family based on their answers to the questions from exercise 10.



Workbook Grammar reference page 124, Grammar exercises page 125.

Grammar 3
Gerunds

- 8 Look at the table which shows when we usually use gerunds. What other preference verbs do you know?

after preference verbs
He likes playing tennis. She hates going skydiving.
after prepositions
I'm (not) keen on drawing cartoons. They're (not) interested in reading books. He's good / bad at playing the piano.

hobbies



Ronaldinho is a famous football player, but he's got an unusual hobby – he loves singing karaoke! He isn't shy at all!

Fernando Alonso is a world champion racing driver, but in his free time he does magic. We bet his guests love watching his magic tricks!



Alex Rodriguez is a top baseball player and he's very energetic – he hates having nothing to do! In his free time he's always busy – he likes playing golf, running, travelling and boating. No wonder he's so fast on court!

- 9 Write sentences using gerunds.


Peter / like / play tennis.

Peter likes playing tennis.

- Kate / good at / draw cartoons.
- They / enjoy / meet their friends.
- We / not like / run.
- He / hate / travel.
- She / not interested in / go to the cinema.
- I / keen on / play computer games.

- 10 Write questions using gerunds.

- you / enjoy / listen to music / ?
- you / love / do sports / ?
- what / you / like / do on Saturday / ?
- what / you / keen on / do / ?
- what kind of films / you / interested in / watch / ?
- you / good at / learning languages / ?

- 11  **INTERFACE** Work in pairs. Ask and answer the questions in exercise 10.

Are you keen on playing tennis?

Yes, I am.

- 12 Read the text and choose the correct answers.


Kate and her friend Sam (1) ... all over the world. They are very keen (2) ... meeting people. Sam (3) ... talking to everyone he meets. What does Kate (4) ...? She's a history teacher so she (5) ... museums and ancient monuments. She's also very good at (6) ... languages – she can speak four! She likes (7) ... science in her free time. Sam is not very (8) ... doing lots of activities – he enjoys relaxing!

- a) love travelling b) love travel c) travelling
- a) in b) at c) on
- a) keen b) enjoys c) hates
- a) like doing b) likes c) doing
- a) isn't visiting b) doesn't like c) loves
visiting visiting
- a) learning b) learn c) learns
- a) study b) studies c) studying
- a) keen b) bad at c) interested in

➔ **Workbook Grammar reference page 124**
Grammar exercises page 125



Writing A personal profile

1  Read and listen. Answer the questions.

- 1 Where does Tom go to school?
- 2 Why is Tom studying a lot this year?
- 3 What are Tom's hobbies?
- 4 What types of music does Tom like?
- 5 What does he do at the weekend?

My profile



This is me!
My name's Tom Evans and I'm 16 years old. I live in Manchester with my parents and my sister, Fiona. I go to Park Lane Secondary School. This year I've got my GCSE exams, so I'm studying a lot.

What do I do in my free time? I learn the guitar and have lessons twice a week. I love listening to music too, especially reggae and rap. Once a week I volunteer at a centre for old people. I enjoy talking to them because they often tell you really interesting stories about their lives. I love playing football, although I don't like watching sports on TV.

I don't often go out during the week because I'm usually busy with homework. At the weekend, I usually meet up with my friends and we watch DVDs or play computer games. Tonight we're all going to a party. I'm never bored!

Language focus

Joining ideas

I'm learning English **because** I want to be an interpreter.

I want to be an interpreter, **so** I'm learning English.

I want to be an interpreter, **although** I'm still at school now.

2 Look at the Language focus. Translate the words in bold into Polish, then find examples in the text.

3 Complete the sentences with *so*, *because* or *although*.

We usually go for pizza *because* it's cheap.

- 1 I love shopping, *so* I often meet my friends in town.
- 2 I'm learning to play the guitar, *although* I'm not very good yet!
- 3 I'm in a band. We've got a concert next week, *so* I'm practising a lot this week.
- 4 I'm going to the gym a lot this month *because* I want to get fit.
- 5 I like sports, *although* I don't often play them.

4 Write a personal profile (120–150 words).

Writing a personal profile

➔ Step 1 Plan

Write notes with information about yourself to include in your personal profile. Organise your ideas into three paragraphs.

➔ Step 2 Write

Write a first draft. Use your notes from Step 1 to help you.

➔ Step 3 Check

Check your work. Check you have used *so*, *because* and *although* to join your ideas.

➔ Step 4 Write

Write your final copy and hand in your work.

Unit 1, Lesson 7, Writing

Lesson Aims: Students write a personal profile about themselves and practise using linkers to join their ideas.

A personal profile

Warmer

Explain that a personal profile is a description of yourself. Elicit the type of information you might include in a personal profile and write ideas on the board, eg name, age, hobbies, personality, etc.


1 CD1 track 14

- Play the CD. Students read and listen to the text to see if their ideas from the warmer are included in the profile.
- Students answer the questions about Tom.


Answer Key

- 1 Park Lane Secondary School in Manchester.
- 2 Because he's got his GCSE exams.
- 3 Learning the guitar, listening to music, volunteering and playing football.
- 4 Reggae and rap.
- 5 He meets up with his friends.

- 2 • Read the Language focus box with the class.
 - Focus on the three linking words and ask students to translate them.
- 3 • Look at the example. Then ask students to complete the other sentences in pairs.
 - Check answers as a class.

 **Fast finishers** work in pairs and take turns to invent halves of sentences for their partner to complete using one of the target linkers.

- 4 • Ask students to read the step box.
 - Step 1:** Write notes for your own personal profile on the board as an example. Students write notes about themselves. If they want, they can invent the information.
 - Step 2:** Ask students to use some of your notes to make sentences on the board. Then ask them to work on their own sentences. Help as necessary.
 - Step 3:** Write two sentences about you on the board. Ask students to join them, using *so*, *because* or *although*. Tell them to look at their own sentences and join them together using the different linkers.
 - Step 4:** Ask students to write down their text carefully. Collect the texts for marking and giving feedback.

 **Fast finishers** swap their profiles with a partner and read and correct their partner's text.

Extra activity

Create a display of the personal profiles on the classroom walls. Students can add a photo if they want. Ask the class to read their profiles and decide which ones are the most interesting / most original.




Cultural note

When you apply to university in the UK you have to send a personal statement, describing who you are and what you have achieved. Universities attach a lot of importance to this personal profile.

GCSEs are state exams that teenagers take in the last year of compulsory education.

 **Homework** Workbook pages 12–13.

 **Homework (optional)** Students research where you can find or why it is useful to write a personal profile in Great Britain.

Unit 1, Lesson 8, Progress check

Lesson Aims: Students revise and practise further the grammar and vocabulary of the Unit.

Warmer

In pairs, students make a list of the items taught in the unit. Put their ideas on the board. You may ask them what they remember about the items.

Free-time activities

- Students match the two columns individually or in pairs.
 - Check answers as a class.

Character adjectives

- Tell students to read all the sentences first.
 - Check answers as a class.

Present simple and present continuous

- Remind students of the difference between the two tenses and tell them to look at the time expressions in order to decide which tense to use.
 - Check answers as a class.

Answer Key

- Sally uses the computer every day.
 - Jamie is playing a computer game at the moment.
 - I'm not relaxing now.
 - She doesn't play the guitar on Friday.
 - We study English three times a week.
 - They don't do sports at the weekend.
- Ask students to read the sentences first and decide which tense to use, looking for clues in the time expressions or adverbs of frequency.
 - Check answers as a class.

Gerunds

- Remind students to think about third person endings, auxiliary verbs and the verb *be* when writing the sentences.
 - Check answers as a class.

Answer Key

- Simon likes playing computer games.
 - Tim and Sue love watching TV.
 - Maggie is not keen on playing tennis.
 - Tim and Sue hate going shopping.
 - Paul is not interested in watching TV.
 - Sarah is good at playing football.
- Elicit the first question and write it on the board. Tell students they must decide whether to use the auxiliary verb *do / does* or the verb *be* in the question.
 - Check answers as a class.

Answer Key

- Do Pete and Debbie hate watching TV?
- Does Maggie like playing tennis?
- Does Sue like playing computer games?
- Is Simon interested in playing football?
- What do Tim and Sue enjoy doing?
- What is Mark bad at doing?



Fast finishers work in pairs and take turns asking each other similar questions about other people in the class.

Cumulative grammar

- Students read the text and then choose the correct options.
 - Check answers as a class.

Extra activity

Students look back through the unit and choose five words or expressions that they have learned. Ask some students to tell you their words.

Note

There are several different ways to do the progress checks and it's a good idea to vary the way you do them from unit to unit. Here are some options:

- Students do the progress check individually in silence as a test.
- Students do the exercises in pairs.
- Students do the exercises individually first, then get together in teams to compare answers. Teams take turns to give you their answers and get a point for each correct answer. This is a good option for weaker classes.
- In teams as above but without doing the exercises individually first.



Homework Workbook page 14, for more advanced students also page 15.



Homework (optional) Ask students to write 10 questions of their own. You can use these for revision later in the course.



Progress check

Free-time activities

1 Match 1–8 with a–h to make activities.

- | | | |
|----------|---|-------------------|
| 1 learn | — | a) a youth group |
| 2 do | — | b) voluntary work |
| 3 play | — | c) cartoons |
| 4 go to | — | d) models |
| 5 draw | — | e) a language |
| 6 make | — | f) for a meal |
| 7 go out | — | g) tennis |

Character adjectives

2 Complete the sentences with the words in the box.

cautious funny lazy talkative generous

- Paul's *generous*, he often gives money to charities.
- Kevin is *cautious*, he doesn't like trying new activities.
- Kate always makes me laugh, she's very *funny*.
- They're always on the telephone, they're very *talkative*.
- He never wants to help at home – he's very *lazy*.

Present simple and present continuous

3 Write sentences using present simple or present continuous.

- Sally / use the computer / every day.
- Jamie / play a computer game / at the moment.
- I / not relax / now.
- She / not play / the guitar / on Friday.
- We / study English / three times a week.
- They / not do / sports / at the weekend.

4 Complete the questions. Use the present simple or present continuous form of the verbs in brackets.

- How often *do* you *go* (go) shopping?
- Are* you *watching* (watch) TV at the moment?
- What *are* your friends *doing* (do) now?
- Does* your teacher usually *speak* (speak) in English?
- Do* you always *do* (do) your homework in your bedroom?
- Are* you *relaxing* (relax) now?

Gerunds

5 Write sentences using gerunds.

- Simon / like / play computer games.
- Tim and Sue / love / watch TV.
- Maggie / not keen on / play tennis.
- Tim and Sue / hate / go shopping.
- Paul / not interested in / watch TV.
- Sarah / good at / play football.

6 Write questions using gerunds.

- Pete and Debbie / hate / watch TV?
- Maggie / like / play tennis / ?
- Sue / like / play computer games?
- Simon / interested in / play football?
- What / Tim and Sue / enjoy / do?
- What / Mark / bad at / do?

Cumulative grammar

1 2 3 4 5 6 7 8 9


7 Choose the correct words.

To: Sam
From: Jane
Subject: All about me

Hi! My name's Jane. I'm English, but I (1) **don't live** / **doesn't live** in England, I live in France. I (2) **go** / **am going** to secondary school in my town. At the moment I (3) **study** / **'m studying** a lot because we've got exams soon. What (4) **do I usually** / **do usually** I do in my free time? Well, I (5) **go** / **am going** swimming once a week. I love (6) **meet** / **meeting** my friends at the weekend. I really enjoy (7) **draw** / **drawing** cartoons and I'm good (8) **in** / **at** art.

Write soon!
Jane

Attachment: me.jpg (253 K)





Exam Practice – poziom podstawowy

Rozumienie ze słuchu – wybór wielokrotny

1 Read the sentences / questions. Where can you hear them? Choose from A–D in the box.

A. home	C. sports centre
B. school	D. shop

- 1.1. Go to the classroom or you'll be late. **(B)**
 1.2. Look at this mess! It's time to clean your room, Ben. **(A)**
 1.3. How much is that red school bag? **(D)**
 1.4. Do I need to pay anything extra for the gym? **(C)**

2 Read the dialogue. Where are the boys? In the text, underline the words and expressions which help you decide. *The boys are in a sports shop.*

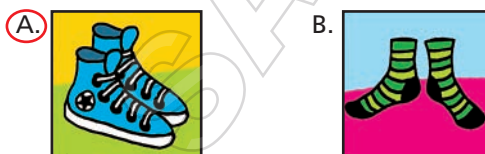


Kiedy odpowiadasz na pytanie, nie sugeruj się nazwami miejsc, które usłyszałeś w nagraniu. Zwróć uwagę na słowa i zwroty kojarzącymi się z miejscami podanymi jako możliwe opcje odpowiedzi.

- Ben** Why are we here?
Stan Well, I need to buy a few things for the gym.
Ben What exactly?
Stan Some socks and trainers.
Ben Trainers? But you have a pair in your locker!
Stan Yes, but I keep them at school for PE. I don't want to take them home.
Ben OK. How much money do you have?
Stan Well, I have £50, but I don't want to spend all of it. I'd like to keep half for something else.
Ben OK, let's find the clothes section then.
Stan There's an assistant over there, maybe he can help us?

3 Read the dialogue from exercise 2 again and choose the correct answers.

3.1. What does Stan keep in his locker?



3.2. How much money does Stan want to spend?



4 **1.15** Listen to the dialogue and choose the correct answers.

4.1. Which of these activities does Mark like doing in his free time?



4.2. What does Mark hardly ever do?



4.3. Where are Mark and Fiona talking?



ZADANIE EGZAMINACYJNE

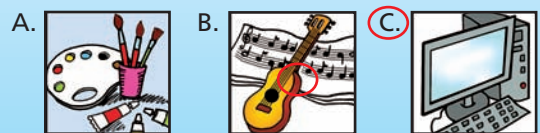
5 **1.16** Usłyszysz dwukrotnie pięć tekstów.

Na podstawie informacji zawartych w nagraniu w zadaniach 5.1.–5.5. spośród podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B lub C.

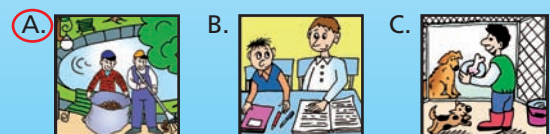
5.1. What do the boys decide to do?



5.2. Which club does Jenny choose to join?



5.3. Which voluntary work does Jake do?



5.4. Where are the girls?



5.5. Jed is calling Leslie

- A.** to congratulate her on her test results.
(B) to invite her to his house.
C. to ask her to play tennis with him.

Unit 1, Lesson 9a, Exam Practice – poziom podstawowy

Lesson Aims: Students practise listening for gist and specific information. They learn how to work with multiple choice tasks.

Warmer

On the board, write the following words: *cinema, football pitch, restaurant*. In pairs, students think of a sentence that could be said in each of these places. A student from each pair reads out one sentence for the rest of the class to guess the place.

- Students cover the options above the sentences. Tell them to read the sentences and decide where they could hear them. Ask them to underline the parts of the sentences they think suggest the answer.
 - They uncover the options and match them with the sentences.
 - Check answers as a class.
- Read the Exam Tip with the students. Explain that listening tasks often mention more than one place and students should concentrate on other clues about where the conversation takes place than just the names of the places.
 - Students read the text and underline the expressions that help them decide on the place. Emphasise they shouldn't underline the names of places.
 - In pairs, students decide where the boys are. They support their opinions with appropriate words.
 - Check answers as a class.
- Ask students to read the questions and try to answer them without reading the text again.
 - Students look at the text again and check their answers.
 - Check answers as a class. Ask students to explain why the other options are wrong.

4 CD1 track 15

- Give students time to read the questions and the options before playing the recording.
- Play the CD. Students listen to the dialogue and choose the correct answers.
- Check answers as a class.

CD1 track 15

Fiona Mark, can I ask you a few questions about your free time?

Mark Sure, go ahead!

Fiona Do you do any organised activities after school?

Mark Not really. I don't like doing any sports or going to clubs. I prefer to play computer games or chat online with my friends.

Fiona And how often do you go out?

Mark Well, I usually stay at home. If I want to watch a film, I can download it, so I don't need to go to the cinema. And I hardly ever meet any of my friends, I just chat with them online.

Fiona OK, the last question before you go to your class. Would you like to have more free time?

Mark Of course, I would! Maybe then I could do some sport.

5 CD1 track 16

- Students read the instruction for the exam task.
- Give them time to look at the questions and the options before playing the recording. Don't explain any vocabulary at this point.

- Advise students to pay attention to specific words and phrases.
- Play the CD twice. Students choose the correct answers.
- Check answers as a class.

CD1 track 16

5.1.

Paul What shall we do, John? Do you want to go to that football match that our school team is playing?

John No, I don't really like watching sport, I'd rather do something else.

Paul OK. Do you fancy going to the swimming pool?

John Good idea. We can go cycling, too, if you like.

Paul Oh, I can't. My bike is broken.

John Let's just go swimming then.

5.2.

Mum What club would you like to sign up for, Jenny?

Jenny I don't know, Mum. Maybe a music club?

Mum Well, you need to play an instrument there, and I'm afraid I can't buy you one at the moment. What about the art club? You love drawing.

Jenny Yes, but it's on Wednesdays, and that's when I have English lessons. You know, the IT club is quite interesting. I could play computer games and learn something new there. It's on Mondays.

Mum Great! I can pick you up after work.

5.3.

Jake Are you interested in doing some voluntary work with me, Lucy?

Lucy I don't know, Jake. Is it difficult?

Jake Not really, it depends on what you want to do. Some of my friends work at an animal refuge twice a week and it's quite tiring.

Lucy I can imagine.

Jake But you can do other things, like helping children with their homework. You can also clean up the local park. That's what I do and I'm sometimes tired.

5.4.

Beth Look at them! They're really good. I'd like to play like that, too.

Kate You need to train more if you want to be so good.

Beth I know! But there is so much work to do at school that I barely have time to come here twice a week.

Kate Twice a week? These girls come here four times a week! OK, I'm off now. I have to go to the sports shop to buy some new trainers. Are you coming with me?


Beth No, I'll stay and watch. See you tomorrow at school, Kate.

Kate See you!

5.5.

Hi Leslie, it's Jed here. How was the test today? I hope it was easy and you get a good mark. Anyway, I'm calling to see if you fancy watching a DVD tonight. We could get some pizza, too. I finish my tennis lesson at 5, and I'll be home at 5.30, so you can come round at 6 if you want. What do you think? Let me know! Bye!

 **Homework Workbook page 16, exercise 1.**


 **Homework (optional) Students go to the text on page 12 and choose the descriptions of two celebrities. They think of two multiple choice questions similar to the ones practised during the lesson.**

Unit 1, Lesson 9b, Exam Practice – poziom rozszerzony

Lesson Aims: Students practise listening for gist and specific information. They learn how to work with matching tasks.

Warmer

Ask students to work in pairs to make a list of phrases they would use when expressing their opinions. Put their ideas on the board.

- Students read the expressions in the box. Check understanding.
 - Ask them to read the list of topics and to think of their opinions about them.
 - In pairs, students discuss their opinions using the expressions in the box. They may use the expressions from the Warmer, too.
 - Ask a few students to report back to the class on the opinions in their pairs.
 - Ask students to explain what a summary is (focusing on the most important facts).
 - Tell them to summarise their opinions on the topics in exercise 1. You may encourage them to do this by only giving short answers on the lines provided. Tell them they don't have to use the expressions from the box in exercise 1.
 - Check answers as a class.
 - Read the Exam Tip with the students. Explain to them that when choosing a good summarising sentence they have to make sure it contains all the most important pieces of information. A summary does not have to contain the same words as the ones used in the text.
 - Students read each text and choose the best summarising sentence.
 - They compare their answers in pairs.
 - Check answers as a class.
 - Stress that both wrong answers contain the words from the texts (*energetic, waste*), which are used in a different context.
 - Students read the summarising sentences. They choose one and write a three-sentence paragraph to match the chosen summary.
 - Ask students to read their paragraphs without giving away the summarising sentence. The rest of the class guesses which option, A, B or C, best summarises each student's paragraph. Pay attention to correctness.
-  **CD1 track 17**
- Students read the sentences. Check understanding.
 - Play the CD. Students listen and choose the best summarising sentence for each text. Note there is one extra answer. Play twice if necessary.
 - Check answers as a class.

CD1 track 17

5.1.
Doing voluntary work is really easy. Well, you can't be lazy, that's for sure. But at the same time, you don't need to have any special talents or skills: you just need to give some of your time and enthusiasm to others.

5.2.

Voluntary work isn't always fun. I go to the hospital twice a week to play with children who are ill. I don't really think that I'm a hero, but I like the fact that someone needs me. That's the best thing about helping others, you know.

CD1 track 18

- Students read the instruction for the exam task.
- Give them time to read the sentences before playing the recording. To make it seem more like an exam situation, don't explain any vocabulary at this point.
- Advise students to decide which sentence contains the best summary of all the information in each text.
- Play the CD twice. Students listen and match the summaries with the texts. Note there is one extra summary.
- Students compare their answers in pairs.
- Check answers as a class. Clarify any vocabulary issues at this point.

CD1 track 18

6.1.

Well, I don't fancy meeting people online. How can you tell if someone is energetic or shy if you don't know them? I mean you can't really describe your personality in a few sentences on a website profile, can you? It takes a lot of time to find out what a person is really like. And that's the main reason why I don't use dating websites.

6.2.

I don't think I'd like to try it, but dating online definitely works for some people. For example, when you're not very talkative or don't like going out and meeting people, dating websites may be a perfect solution. They help people who are not very confident and who find it difficult to make new friends.


6.3.

I don't visit dating websites, but not because I don't believe you can find someone with a character similar to yours this way! It's more a matter of trust. For example, you can't be sure that the person you chat with is honest. And what if the person is a criminal or 20 years older than you? No, thank you. I'd rather go out and meet someone in the real world.

6.4.

To tell you the truth, I've got a profile on a dating website. Looking for a boyfriend or girlfriend this way has one big advantage: you don't have to go on a million dates before you find someone! In this way, you don't waste time on people whose character is completely different from yours. You should try it some time!

 **Homework Workbook page 16, exercises 2–3.**

 **Homework (optional) Each student thinks of summarising sentences for each of the paragraphs of the text on page 14.**



1 Work in pairs. Give your opinions on the topics below. Use the expressions from the box.

I personally believe that ...
 I think / I don't think that ...
 In my opinion, it's ...
 I'm not saying it's ..., but ...
 I'm not keen on ..., but ...

- A. Watching sport on TV
- B. Playing computer games
- C. Teenagers doing voluntary work
- D. Using dating websites

2 Summarise your opinions on the topics from exercise 1 with one sentence.

- A. _____
- B. _____
- C. _____
- D. _____

3 Read the texts and choose the sentence (A or B), which best matches each text.



Nie sugeruj się pojedynczymi wyrazami, które pojawiają się zarówno w zdaniu, jak i w tekście. Wybierz to zdanie, które najlepiej podsumowuje całą wypowiedź.

3.1.

For me, watching sport on TV makes no sense at all! Sport is something you should do, not watch. I'm very energetic and feel great when I go to the swimming pool, play football with my friends, or go cycling. When I stay at home and just watch sport on TV, it's no fun at all.

A. Cycling and swimming are good for energetic people.

B. Sport is boring to watch but fun to practise.

3.2.

Playing computer games is a waste of time. Just imagine all the fun you miss when you sit in front of your computer all day, for example, meeting friends and going to the cinema or park. I'm a very sociable person, so I don't understand how someone can sit in their room for hours without going out.

A. It's better to go out than play computer games.

B. Sociable people waste their time meeting friends.

4 Read the sentences, which summarise three opinions on doing after-school activities. Choose one and write a three-sentence text to match the summary.

- A. Teenagers get stressed because of too many extra activities.
- B. Parents want their children to do too much.
- C. It's better to play some sport after school than study.

5 Listen to two people giving their opinions on voluntary work. Which sentence (A–C) best matches each opinion? Write numbers 1 and 2 next to the correct option. There is one extra answer.

- A. It takes a hero to do voluntary work.
- B. Voluntary work makes you feel needed.
- C. Doing voluntary work is for energetic people.

ZADANIE EGZAMINACYJNE

6 Usłyszysz dwukrotnie cztery wypowiedzi na temat portali randkowych. Na podstawie informacji zawartych w nagraniu dopasuj do każdej wypowiedzi (6.1.–6.4.) właściwą opinię (A–E). W każdą kratkę wpisz odpowiednią literę. **Uwaga!** Jedna opinia została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. Trying to find a partner online saves a lot of time.
- B. It's difficult to say if the person you date tells the truth.
- C. People with profiles on dating websites don't fancy going out.
- D. You need to meet someone in the real world to know their real character.
- E. Dating websites are especially useful for shy people.

6.1.	6.2.	6.3.	6.4.
D	E	B	A



Wordlist

ŻYCIE RODZINNE I TOWARZYSKIE – formy spędzania czasu wolnego

chat online (phr)	/ˈtʃæt ˌɒnlajn/	rozmawiać w sieci
dating website (n)	/ˈdeɪtɪŋ ˈwebˌsaɪt/	portal randkowy
do voluntary work (phr)	/ˈduː ˈvɒlənt(ə)ri ˌwɜː(r)k/	działać w wolontariacie
draw cartoons (phr)	/ˈdrɔː kɑː(r)ˈtuːnz/	rysować komiksy
go out for a meal (phr)	/ˌgəʊ ˌaʊt fə(r) ə ˈmiːl/	wychodzić na posilek
go to a disco (phr)	/ˌgəʊ tu ə ˈdɪskəʊ/	chodzić / iść do dyskoteki
go to a youth group (phr)	/ˌgəʊ tu ə ˈjuːθ ˌgruːp/	chodzić / iść na spotkania grupy młodzieżowej
go to the cinema (phr)	/ˌgəʊ tu ðə ˈsɪnəmə/	chodzić / iść do kina
go to the gym (phr)	/ˌgəʊ tu ðə ˈdʒɪm/	chodzić / iść do siłowni
learn a language (phr)	/ˌlɜː(r)n ə ˈlæŋgwɪdʒ/	uczyć się języka
make models (phr)	/ˌmeɪk ˈmɒd(ə)lz/	zajmować się modelarstwem
play an instrument (phr)	/ˌpleɪ ən ˈɪnstrəmənt/	grać na instrumencie
play computer games (phr)	/ˌpleɪ kəmˈpjʊːtə(r) ˌgeɪmz/	grać w gry komputerowe
play tennis (phr)	/ˌpleɪ ˈtenɪs/	grać w tenisa
relax (v)	/rɪˈlæks/	odpoczywać
youth theatre (n)	/ˈjuːθ ˌθɪətə(r)/	teatr młodzieżowy

CZŁOWIEK – cechy charakteru

adventurous (adj)	/ədˈventʃ(ə)rəs/	śmiały, żądny przygód
cautious (adj)	/ˈkɔːʃəs/	ostrożny, uważny
confident (adj)	/ˈkɒnfɪd(ə)nt/	pewny siebie
dishonest (adj)	/dɪsˈɒnɪst/	nieuczciwy, nieszczerzy
energetic (adj)	/enə(r)ˈdʒetɪk/	energiczny
friendly (adj)	/ˈfrendli/	przyjacielski
funny (adj)	/ˈfʌni/	zabawny
generous (adj)	/ˈdʒenərəs/	hojny
honest (adj)	/ˈɒnɪst/	uczciwy, szczerzy
lazy (adj)	/ˈleɪzi/	leniwy
quiet (adj)	/ˈkwaɪət/	cichy
selfish (adj)	/ˈselfɪʃ/	samolubny
serious (adj)	/ˈsɪəriəs/	poważny
shy (adj)	/ʃaɪ/	nieśmiały
talkative (adj)	/ˈtɔːkətɪv/	rozmowny, gadatliwy
unsociable (adj)	/ʌnˈsəʊjəb(ə)l/	nietowarzyski

CZŁOWIEK – zainteresowania

be interested in sth (phr)	/biː ˈɪntərəstɪd ɪn ˌsʌmθɪŋ/	interesować się czymś
be keen on sth (phr)	/biː ˈkiːn ɒn ˌsʌmθɪŋ/	być chętnym, zapalonym do czegoś

enjoy sth (v)	/ɪnˈdʒɔɪ ˌsʌmθɪŋ/	lubić coś
fancy sth (v)	/ˈfænsɪ ˌsʌmθɪŋ/	mieć na coś ochotę

SPORT – dyscypliny sportu

boating (n)	/ˈbəʊtɪŋ/	wodniactwo, pływanie łódką
fencing (n)	/ˈfensɪŋ/	szermierka
racing (n)	/ˈreɪsɪŋ/	wyścigi
running (n)	/ˈrʌnɪŋ/	bieganie
skydiving (n)	/ˈskaɪˌdaɪvɪŋ/	akrobacje spadochronowe

SPORT – imprezy sportowe

championship (n)	/ˈtʃæmpɪənʃɪp/	mistrzostwa
compete (v)	/kəmˈpiːt/	współzawodniczyć
competition (n)	/ˌkɒmpəˈtɪʃ(ə)n/	zawody
court (n)	/kɔː(r)t/	kort tenisowy
event (n)	/ɪˈvent/	wydarzenie
match (n)	/mætʃ/	mecz
take place (phr)	/ˌteɪk ˈpleɪs/	mieć miejsce, odbywać się

INNE

advice (n)	/ədˈvaɪs/	rada
although (conj)	/ɔːlˈðəʊ/	choć, mimo że
animal refuge (n)	/ˈænɪm(ə)l ˌrefjuːdʒ/	schronisko dla zwierząt
apparently (adv)	/əˈpærəntli/	najwyraźniej, widocznie
bet (v)	/bet/	zakładać się, obstawiać
brilliant (adj)	/ˈbrɪljənt/	ośniewający, znakomity
community activity (n)	/kəˈmjʊːnəti ækˌtɪvəti/	działalność społeczna
definitely (adv)	/ˈdef(ə)nətli/	zdecydowanie
do magic (phr)	/ˌduː ˈmædʒɪk/	czarować, wykonywać magiczne sztuczki
exactly (adv)	/ɪɡˈzæk(t)li/	dokładnie
explore (v)	/ɪkˈsplɔː(r)/	poszukiwać, badać
however (conj)	/haʊˈevə(r)/	jakkolwiek, jednakże
imagine (v)	/ɪˈmædʒɪn/	wyobrażać sobie
include (v)	/ɪnˈkluːd/	obejmować, zawierać
instead (adv)	/ɪnˈsted/	w zamian, zamiast
interpreter (n)	/ɪnˈtɜː(r)prɪtə(r)/	tłumacz
loads of sth (phr)	/ˈləʊdz əv ˌsʌmθɪŋ/	wiele, mnóstwo czegoś
locker (n)	/ˈlɒkə(r)/	szafka, schowek
meet up with (phr)	/ˌmiːt ˈʌp ˌwɪθ/	spotykać się z
mess (n)	/mes/	bałagan
miss out on sth (phr)	/ˌmɪs ˈaʊt ɒn ˌsʌmθɪŋ/	przegapić coś
no wonder (phr)	/ˌnəʊ ˈwʌndə(r)/	nic dziwnego
prepare (v)	/prɪˈpeə(r)/	przygotowywać
put pressure on sb (phr)	/ˌpʊt ˈpreʃə(r) ɒn ˌsʌmbədi/	wywierać presję na kogoś
put sb under pressure (phr)	/ˌpʊt ˈsʌmbədi ˌʌndə(r) ˈpreʃə(r)/	naciskać na kogoś

related to (phr)	/rɪ'leɪtɪd tə/	związany z
sign up for sth (phr)	/saɪn 'ʌp fə(r) ˌsʌmθɪŋ/	zapisać się na coś
suppose (v)	/sə'pəʊz/	przypuszczać, sądzić
yet (adv)	/jet/	jeszcze
waste time (phr)	/ˌweɪst 'taɪm/	tracić czas

Functional language

Making suggestions – wyrażanie propozycji

- **Do you fancy watching a DVD?** – Czy masz ochotę obejrzeć film na DVD?
- **Do you want to invite him?** – Czy chcesz go zaprosić?
- **Let's get some pizza.** – Zamówmy pizzę.
- **Good idea.** – Dobry pomysł.
- **Yeah, cool.** – Świetnie.
- **No, that's boring.** – Nie, to jest nudne.
- **No, let's watch TV instead.** – Nie, w zamian popoglądajmy telewizję.

'Can do' Progress Check

How well can you do these things in English now? Give yourself a mark:

- 1 – I can do it very well.
- 2 – I can do it quite well.
- 3 – I have some problems.
- 4 – I can't do it.

- I can talk about free-time activities.
- I can describe somebody's character.
- I can talk about actions and routine using present simple and adverbs of frequency.
- I can talk about actions happening now, using present continuous.
- I can contrast and use correctly grammar structures related to the present.
- I can correctly use gerunds after certain verbs.
- I can understand a magazine article about teenage pressures.
- I can understand a web page about celebrity hobbies.
- I can understand an interview about a teenager's free-time activities.
- I can make suggestions and respond to them.
- I can understand a short text about famous sporting events.
- I can write a personal profile.

I can do the following exam tasks:

- Rozumienie ze słuchu – wybór wielokrotny
- Rozumienie ze słuchu – dobieranie
- Rozumienie ze słuchu – prawda / fałsz
- Rozumienie tekstów pisanych – wybór wielokrotny
- Rozumienie tekstów pisanych – prawda / fałsz
- Znajomość środków językowych – wybór wielokrotny
- Znajomość funkcji językowych – wybór wielokrotny

Interface 3

For the Student



Student's Book



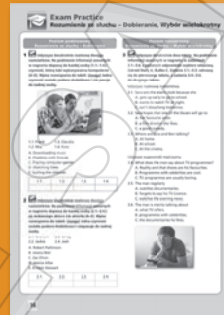
Student's CD



Workbook



Workbook CD



Exam Practice pages



Exam Practice pages



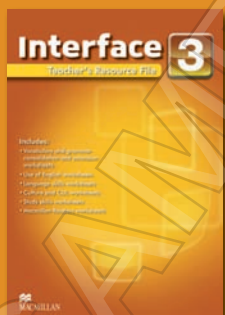
Workbook Extra contents



For the Teacher



Teacher's Book



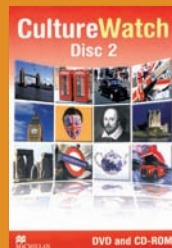
Teacher's Resource File



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