

0.1 Look after yourself!

Well-being · Present tenses

- 1 **SPEAK** How are these pictures related to looking after yourself?



- 2 **SPEAK** Describe the pictures in exercise 1 using some of the words and phrases from the box. Then answer the questions.

fish give energy grains high in sugar
immune system junk food keep fit pancakes
reduce stress spend time outdoors stay up late
stretch your muscles take care of your back

- 1 How well do you look after yourself?
2 Does your school help you keep healthy?

- 3 **1.01** Listen to Cat talking about her school and answer the questions.

- 1 Has Cat started a new school?
2 Do students at her school get a lot of physical activity?
3 Why does she like her school?
4 Why doesn't she eat in the canteen?

- 4 **Study the grammar table below and complete the names of the tenses.**

- 5 **Change the underlined words so the sentences are true for you. Write one negative and one affirmative sentence for each.**

- 1 We're studying French now.
We aren't studying French now. We're studying English.
2 We study English once a week.
3 I'm sitting next to my cousin at the moment.
4 I've studied at this school for four years.
5 I often eat pancakes for breakfast.
6 We've already done twenty exercises.

- 6 **Complete the sentences with the correct forms of the verbs in brackets.**

- 1 How many sandwiches does he usually take (take) to school?
2 I 've tried (try) this recipe many times, but it doesn't work.
3 Has she finished (finish) her dinner yet?
4 Are you eating (eat) Thai food? It smells delicious.
5 He hasn't baked (not bake) the cake yet.
6 I'm sorry, our restaurant does not serve (not serve) gluten-free food.
7 Please be quiet, Phoebe is sleeping (sleep).

- 7 **SPEAK** Answer the questions.

- 1 What have you eaten today?
2 What do you usually eat at school?
3 How much physical activity have you had this week?
4 How much do you usually exercise?

Exercise 2

Possible answers

Picture 1: take care of your back

Picture 2: immune system, keep fit, reduce stress, spend time outdoors, stretch your muscles

Picture 3: fish, give energy, grains, keep fit, immune system

Picture 4: give energy, high in sugar, junk food

Exercise 3

1 Yes, she has.

2 Yes, they do.

3 Because the school looks after students' well-being and there are many sports activities, clubs, gym machines and a relaxation area.

4 Because it hasn't opened yet.

Key Grammar

Present tenses

We use the present ¹ continuous to talk about activities going on at the moment of speaking or short-term situations.

We use the present ² perfect to talk about things that happened at an unstated time in the past, things that started in the past and are still true, or actions with visible results.

We use the present ³ simple to talk about permanent or typical situations and habits.

Present simple	Present continuous	Present perfect simple
+ We <u>do</u> PE four times a week.	+ I'm <u>studying</u> at Middleton High this year.	+ I <u>have</u> already <u>lost</u> some weight.
- I <u>don't get</u> stressed often.	- We're <u>not eating</u> in the canteen for the time being.	- They <u>haven't opened</u> the canteen yet.
? <u>Does</u> your school <u>help</u> you look after yourself? Yes, it <u>does</u> . / No, it <u>doesn't</u> .	? <u>Are</u> you <u>looking for</u> a new school at the moment? Yes, I <u>am</u> . / No, I'm <u>not</u> .	? <u>Have</u> you ever <u>cooked</u> a meal yourself? Yes, I <u>have</u> . / No, I <u>haven't</u> .
Wh-? What <u>do</u> you usually <u>do</u> after school? Who <u>helps</u> them at home?	Wh-? Where <u>is</u> he <u>going</u> now? What <u>is</u> <u>happening</u> ?	Wh-? Which countries <u>has</u> she <u>visited</u> so far? Who <u>has</u> <u>eaten</u> the cake?

Extra Grammar Practice >> 142 Irregular verbs >> 154-155

4 Starter

Extra classroom activities

- After exercise 6, ask students to make a list of time expressions for each tense, based on exercises 5 and 6. Write them on the board. Students pick five expressions and write affirmative and negative sentences about themselves.
- After exercise 7, ask students to write five health goals for the year, using expressions from

exercise 2. Ask students to write them in their notebooks and review them throughout the year.

Online teaching

Exercise 7 and the follow-up extra activity can be turned into homework as a vlog that students submit or share in the next lesson.

Extra practice

- Extra Grammar Practice, Student's Book p142
- Workbook p4 and p110

For next lesson

Ask students to describe their plans for the next holidays (things they plan to do and things they definitely do not want to do). Remind them that there are different ways of talking about the future, e.g. *will*, *be going to*.

Lesson materials

- Audio script, Teacher's Book p332

1 **SPEAK** What is your favourite kind of holiday? Why?

2 Match the words from the box to the correct categories 1–4. Some words match more than one category.

accommodation air atmosphere brochure
desert ferry hiking hill package holiday
plane planets space station spaceship
the Sun the Moon tour guide
travel agency trekking valley

- 1 Means of transport: *ferry, ...*
- 2 Tourism: *accommodation, ...*
- 3 Space: *air, ...*
- 4 Landscape features: *desert, ...*

3 **SPEAK** Complete the questions with the words from the box. Then ask and answer the questions in pairs.

book destination explore sightseeing

- 1 Is the Moon an interesting tourist *destination*?
- 2 Would you like to *book* a space flight?
- 3 Could *sightseeing* tours to Mars become popular in the future?
- 4 Why do people want to *explore* other planets?

4 **1.02** Listen and tick the sentences you hear.

- a I'm going to study physics and mathematics. ✓
- b Humans will always want to explore space. ✓
- c If technology continues to develop, we're going to go to Mars soon. ✓
- d I'll go and talk to the guide about it.
- e I think a lot of people will be interested in a space adventure. ✓
- f Living on Mars isn't going to be easy because we need to produce air and water.

5 Study the grammar table below and complete it with examples a–f from exercise 4.

6 Choose the correct options.

- 1 The high cost of space exploration means that sightseeing on Mars *won't be* / *isn't going to be* for everyone.
- 2 I know how to book a flight, I *help* / *'ll help* you.
- 3 I have a feeling it *isn't going to be* / *won't be* easy.
- 4 They *will send* / *are going to send* three spaceships to the station next month.
- 5 The year 2024 *will be* / *is going to be* a leap year.
- 6 The spaceship is having some problems, so I don't think they *will land* / *are going to land* on the Moon this time.

7 Read the **WATCH OUT** box and complete the sentences with the correct forms of the verbs in brackets.

- 1 If this rocket *has* (have) problems with landing, we *won't send* (not send) astronauts on the next mission.
- 2 There *will be* (be) a full moon tonight.
- 3 Welcome to our hotel. I hope you *'ll like* (like) it here.
- 4 When *will* the spaceship *enter* (enter) Mars's atmosphere?
- 5 I *'ll call* (call) you when I *book* (book) the trip for us.
- 6 I'm tired. When we *get* (get) to the hotel, I *'m going to lie* (lie) down for a while.

WATCH OUT

if/when + present simple

We do not use future tenses after *if/when*.

We use the present simple instead.

If I'm lucky, I will become an astronaut.

When we go to Mars, I'll be there.

8 **SPEAK** Answer the questions.

- 1 Do you think space tourism will happen during your lifetime?
- 2 Would you like to go on a space holiday? Why/Why not?

Exercise 2

Possible answers

- 1 plane, spaceship
- 2 brochure, hiking, package holiday, tour guide, travel agency, trekking
- 3 atmosphere, planets, space station, the Sun, the Moon
- 4 hill, valley

Virgin Galactic, owned by a British entrepreneur Richard Branson, and **SpaceX**, owned by South African-born American entrepreneur Elon Musk, are the two leading companies that are on the brink of offering commercial space flights. You can already contact them and book a seat. SpaceX also wants to take people to the Moon and to Mars one day. They have already sold a ticket for a flight around the Moon to a Japanese billionaire, Yusaku Maezawa. Virgin Galactic has an initiative called Galactic Unite, which already has a Future Astronauts community and offers scholarships to young people who want to study in STEM fields and work in space travel programmes.

Key Grammar

will

We use *will* to talk about:

- decisions made at the moment of speaking, e.g. ¹ *d*,
- hopes and predictions about the future based on opinions, e.g. ² *e*,
- facts about the future, e.g. ³ *b*.

+ Space tourism *will be* a fashionable thing.

– It *won't be* cheap.

? *Will it happen soon?*
Yes, it *will*. / No, it *won't*.

Wh-? *When will they come back home?*

be going to

We use *be going to* to talk about:

- plans for the future, e.g. ⁴ *a*,
- predictions about the future based on something we know, e.g. ⁵ *c*, ⁶ *f*.

+ I *'m going to* study astronomy.

– I *'m not going to* be a scientist.

? *Are you going to come with us?*
Yes, I *am*. / No, I *'m not*.

Wh-? *What time is she going to arrive?*

Extra Grammar Practice ➤ 142

Starter 5

Extra classroom activities

- Before exercise 2, with books closed, show the students a picture of an astronaut and ask them to come up with words and ideas connected with it. Then make a list on the board. Ask students to compare their list with the box in exercise 2.
- After exercise 7, in pairs, students write six questions about the future, e.g. *How will you get home if it rains today?* Draw their attention

to the use of future forms. When they have their questions, students switch partners and ask them their questions.

Online teaching

As part of exercise 8, ask students to find images or videos of the Moon or Mars which they can share on the screen to illustrate their answers.

Extra practice

- Extra Grammar Practice, Student's Book p142
- Workbook p5 and p11

For next lesson

Ask students to make a list of a few positive and negative qualities they like/dislike in people and explain why.

Lesson materials

Audio script, Teacher's Book p332

1

FRIENDS FOR LIFE



- 1 **SPEAK** Look at the photo and answer the questions.

- Why are these people looking at their phones instead of talking to each other?
- Do you agree that playing with your phone while in the company of friends or family is impolite? Why/Why not?

- 2 **SPEAK** Read the comments. Do you think queen_of_hearts is telling the truth? Why/Why not?



happyP

Lol, why so sad, everyone?



sam_777

Maybe they're uncomfortable against that wall. 😂



tippy

Are these your friends or is that a bus queue?



queen_of_hearts

I never choose a screen over my friends. 🧐

Comment



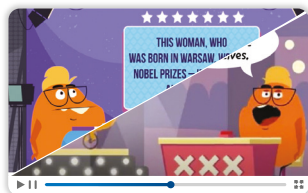
▶ VIDEO 01
▶ VIDEO 02
▶ VIDEO 03
▶ VIDEO 04

Lesson 1.1 Vocabulary 1



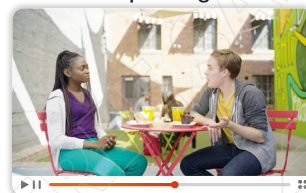
Documentary video:
Best Friend Challenge

Lesson 1.2 Grammar 1 Lesson 1.7 Grammar 2



Grammar animation:
Graham's Grammar

Lesson 1.3 Speaking



Communication video:
Reaching an agreement

- 1  Read the words in the box. Which two describe you best? Why?

friendly honest imaginative kind loyal mature
patient polite reliable responsible sensitive
sociable tolerant

- 2 **KEY WORDS**  Read the information and complete the table with the negative forms of the adjectives from exercise 1. Check the wordlist on page 21.

Negative prefixes		
We make the negative form of some adjectives with prefixes.		
dis-	im-/in-/ir-	un-
<i>dishonest, disloyal</i>	<i>immature, impatient, impolite, irresponsible, insensitive, intolerant</i>	<i>unfriendly, unimaginative, unkind, unreliable, unsociable</i>

- 3  Complete the sentences with the negative forms of the adjectives in brackets.

- Old Mr Wright is so unfriendly (friendly) and impolite (polite) that no one here likes him.
- I'm sorry, but Clara is too immature (mature) and irresponsible (responsible) to be a babysitter.
- Don't expect her to understand your problems. She's insensitive (sensitive) and unimaginative (imaginative).
- You knew and you didn't tell me? That's dishonest (honest) and disloyal (loyal).
- A good teacher cannot be unkind (kind) or impatient (patient).

- 4 **KEY WORDS**  Check the meaning of the highlighted words. Answer the questions.

acquaintance • **best friend/mate** • **classmate**
close friend • **colleague** • **enemy**
flatmate (UK) / roommate (US)
next-door neighbour • **opponent** • **relative** • **rival**
sibling • **stranger** • **teammate** • **travel buddy**

Which of the words describe people ...

- we are related to or have a positive emotional relationship with? **best friend/mate**, ...
- with whom there is a competition or conflict? **enemy**, ...
- whom we meet in particular places or situations, but don't have to have an emotional relationship with? **acquaintance**, ...

- 5  Match some of the highlighted words from exercise 4 to definitions 1–8.

- your brother or sister **sibling**
- a member of your family (not your parents or siblings) **relative**
- someone that you share a flat with (not family) **flatmate / roommate**
- someone who competes against you in sport **opponent**
- someone who competes with you for success, love, money or power **rival**
- someone you know, but not well **acquaintance**
- someone you don't know at all **stranger**
- someone you work with **colleague**

- 6 Look at the personal qualities in exercise 1 again. Which ones are most important for:

1 a friend?

2 a neighbour?

3 a teacher?

4 a teammate?

- 7  **1.03**  Listen to four people talking about people they know. Match speakers 1–4 to people a–d. Which adjectives from exercises 1 and 2 does each speaker use?

- | | |
|--|--|
| a a classmate <u>2</u>
<i>irresponsible, intolerant</i> | c a flatmate <u>1</u>
<i>reliable, kind</i> |
| b neighbours <u>4</u>
<i>unfriendly</i> | d a relative <u>3</u>
<i>friendly, sociable</i> |

- 8 **SPEAK** Choose three people you know and describe them. Use the adjectives from exercises 1 and 2.

Maja is my close friend. She's friendly and sociable, but she's also impatient!

- 9 **SPEAK**  Answer the questions about your partner. Then check your answers in pairs.

- How many siblings does your partner have?
- What is his/her favourite school subject?
- What are his/her positive character traits?
- Who is his/her best mate?

- 10 **SPEAK** In the photo, Bokang and Maxine are taking a best friend challenge. They are answering questions about each other and their friendship. Look at the video still and answer the questions.



- Describe the photo. How are Bokang and Maxine feeling?
- In your opinion, what question are they answering?
- Have you ever taken a friendship quiz? Would you like to? Why/Why not?

FAST FINISHERS

-  Write five questions for your own friendship quiz, e.g. *What kind of music do we both love?*

Exercise 4

Possible answers

- close friend, relative, sibling, travel buddy
- opponent, rival
- classmate, colleague, flatmate / roommate, next-door neighbour, stranger, teammate

Extra classroom activity

As a warm-up, with books closed, write the letters N I D Y E F L R on the board. Ask students to unscramble the letters (=friendly). Ask students if the word describes someone's appearance or character. Get students to brainstorm in groups words to describe character. Students write them in a word cloud on the board.

Online teaching

Exercises 6, 8 and 9 can be done in breakout rooms.

Extra practice

- Workbook p6
- Video Worksheet 1 *Best Friend Challenge*, Workbook p102
- Photocopiable Worksheet 1, Teacher's Book p377
- Extra Practice Worksheet: Unit 1 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 1.1, Macmillan Education Everywhere App (MEE App)

For next lesson

Ask students to read exercise 2 on page 8 and translate the text into Polish. Ask them what they notice about the translation of the words in bold. What do they notice about punctuation?

Testing

Vocabulary Short Test 1.1

Lesson materials

 Audio script, Teacher's Book p332

 Video script, Teacher's Book p352

1 **SPEAK** Answer the questions.

- Is there a place where you'd like to live one day? Where is it? Why would you like to live there?
- Do you know someone who does a job which you'd like to do one day? What do they do?

2 **Read the text. How are Tom and Edward connected?**

They both lived in London and looked like twins, then they switched places.

Tom was a boy **who** lived in the poorest part of London. **He dreamed of a better life, which would be free of cold and hunger.** He found a place **where** he could sit and watch the rich people **that** lived in the royal palace. He always went there **when** he had nothing else to do. One day, he met a boy **whose** beautiful clothes suggested he lived in the palace. This was Prince Edward. **His father, who was the king, ruled the whole country.** The boys looked like twins, but the lives **which** they lived were very different. Curious to see the other side of life, the boys switched places. It was a decision **that** would change their lives forever.

3 **Read the text again and answer the questions.**

- How many relative clauses can you find? *Nine*
- Find nouns defined by the relative clauses. Which word(s) do we use to refer to:
 - people? *who / that: a boy, people*
 - objects and abstract ideas? *which / that: a life / lives, a decision*
 - locations? *where: a place*
 - a moment in time? *when: when he had nothing else to do*
 - possession? *whose: a boy whose beautiful clothes*
- Look at the underlined sentences in exercise 2. Would they still make sense without the relative clauses? *Yes, they would.*

4 **Look at the video still and study the grammar table. Check your answers to exercise 3.****Key Grammar****Defining relative clauses**

A defining relative clause gives essential information that defines the noun. We can replace relative pronouns *who* and *which* with *that*.

Tom was a boy **who/that** lived in the poorest part of London.

The lives **which/that** they lived were very different.

He found a place **where** he could sit and watch the rich people.

Non-defining relative clauses

A non-defining relative clause gives extra, but not essential, information about the noun. We always use commas with non-defining relative clauses and we cannot omit the relative pronoun.

In non-defining relative clauses, we cannot replace *who*/*which* with *that*.

He dreamed of a better life, **which** would be free of cold and hunger.

His father, **who** was the king, ruled the whole country.

Grammar Reference >> 20

5 **SPEAK** Complete phrases 1–5 with the correct relative pronouns. Then tell your partner about 1–5.

- a place *where* you like to hang out with your friends
- an object *which / that* is important to one of your relatives
- a time *when* a stranger helped you
- a person *who / that* is one of your neighbours
- a relative *whose* surname is different than yours

6 **Join the sentences using a non-defining relative clause. Make any necessary changes.**

- Ted is my friend. His mum is my mum's colleague.
Ted, whose mum is my mum's colleague, is my friend.
- Edinburgh is a beautiful city. My father was born there.
- My next-door neighbours are really friendly. They used to live in Canada.
- That was the final match of the season. It was our best season ever.
- Freddie Mercury is my favourite singer. His songs are all-time classics.

7 **Choose the correct options and rewrite the sentences. Add commas where necessary. Which relative pronoun(s) can be omitted?**

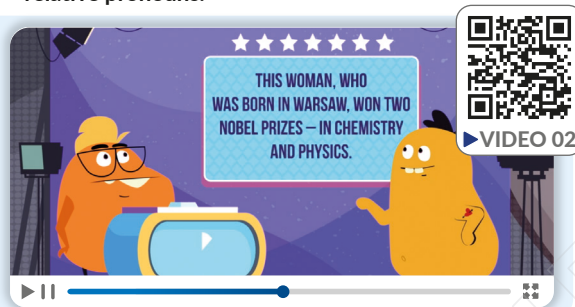
- My dad *who / whose* loves tennis taught me to play.
My dad, who loves tennis, taught me to play.
- My best friend *who / whose* birthday is on the same day as mine is three hours older than me.
- Remember that week *when / which* we were doing our exams? It was really hot.
- She found a flatmate *which / that* she can trust.
- The city of Ankara *where / which* is the capital of Turkey is in Asia.

#BRAINTEASER

Everywhere you go, I am always with you. I'm with all the people who you love and also with those who are strangers. Without me, your enemy is no longer your enemy, and your friend is no longer your friend. What am I? *air / oxygen*

**FAST FINISHERS**

Prepare a meme or a cartoon whose text uses relative pronouns.

**Exercise 6**

- Edinburgh, where my father was born, is a beautiful city.
- My next-door neighbours, who used to live in Canada, are really friendly. / My next-door neighbours, who are really friendly, used to live in Canada.
- That was the final match of the season, which was our best season ever.
- Freddie Mercury is my favourite singer, whose songs are all-time classics. / Freddie Mercury, whose songs are all-time classics, is my favourite singer.

Exercise 7

- My best friend, whose birthday is on the same day as mine, is three hours older than me.
- Remember that week when we were doing our exams? It was really hot.
- She found a flatmate (that) she can trust.
- The city of Ankara, which is the capital of Turkey, is in Asia.

Extra classroom activity

After exercise 6, students take turns to ask each other questions using relative clauses, e.g. *Can you name a place where you can get good ice-cream?*

Online teaching

- For exercise 2, share the screen so that the students can look at the text with you and point to the correct answers in the text.
- For exercises 5 and 6, share the screen or

an e-board which the students can also edit. If possible, ask them to type up the answers. If not, type them yourself so that it is easier for the weaker students to check their answers.

Extra practice

- Extra Grammar Practice, Student's Book p143
- Workbook p7 and p112
- Photocopiable Worksheet 2, Teacher's Book p378
- Extra Practice Worksheet: Unit 1 Grammar, Teacher's Resource Centre

- On-the-Go Practice 1.2, MEE App

For next lesson

Ask students to think of as many ways as they can to suggest something and agree or disagree with someone.

Testing

Grammar Short Test 1.2

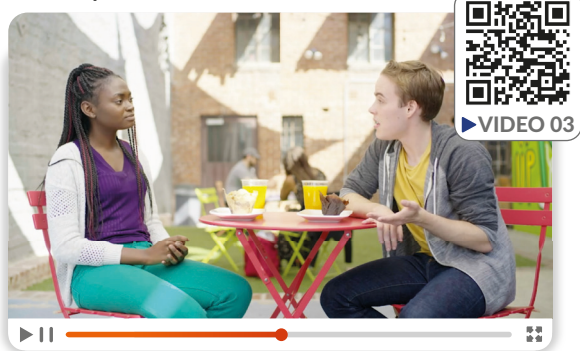
Lesson materials

- Grammar Reference, Student's Book p20
- Video script, Teacher's Book p352

Reaching an agreement

- 1 **SPEAK** Tell each other about two gifts you received – one that made you really happy and one that disappointed you.

- 2 **1.04** Listen to the dialogue and answer the questions.



- 1 What gifts are mentioned?
sudoku (puzzle book), video game, comics
- 2 What do they decide to buy? *(a couple of) comics*
- 3 **1.04** Study the Key Phrases box. Then listen to the dialogue again. Which Key Phrases did you hear?

Key Phrases

Reaching an agreement

Making suggestions

Shall/Should we (buy) (him) ...? ✓

What/How about (a video game)? ✓

Why don't we get (him) (a comic)? ✓

Agreeing and disagreeing

Yes, that sounds like a great idea ✓/a good plan!

Yes, sounds good to me. ✓

It's not (my/his/her ...) thing. ✓/ (Sudoku) isn't really (my/his/her ...) thing.

(He's) not really into (sudoku).

I (don't) think (he's) a fan of ...

Checking with others

Does that sound OK? ✓

What do you think ✓/reckon? Do you agree?



- 4 **Complete the dialogue with some of the phrases from the Key Phrases box.**

Ryan Remember we're going to visit Jason in the hospital after school today?

Monica Oh, I completely forgot!

Ryan ¹ *Should we buy him* something to cheer him up?

Monica Yes – that sounds like a great idea!

Ryan Let's get him a sudoku puzzle book! That's something that he can do in the hospital. What do you think?

Monica I don't think he's someone who does sudoku really. It's not his thing.

Ryan OK, what about a video game then?

Monica It's not a bad idea, but can he play video games in the hospital? ² *Why don't we* get him a comic? That'll make him laugh!

Ryan Great, how about a couple of comics then? Does ³ *that sound OK*?

Monica Yes, ⁴ *sounds good* to me. Let's do it!

- 5 Find four more phrases to add to the Key Phrases box in the dialogue in exercise 4. What is their function? Use the Key Phrases headings to help you.

- 6 **SPEAK** Role-play the dialogue using the Key Phrases. Then change roles and do the task again.

Uczeń A Twoja znajoma obchodzi urodziny. Wraz z innym kolegą / inną koleżanką* (uczeń B) chce kupić jej prezent. W rozmowie z uczniem B porusz następujące cztery kwestie:

- zainteresowania znajomej,
- pomysły na prezent,
- cenę prezentu,
- sposób/miejsce zakupu.

Uczeń B Rozmawiasz z kolegą/koleżanką (uczeń A) na temat wyboru prezentu urodzinowego dla Waszej znajomej. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- uzupełnij listę zainteresowań znajomej o inne, niewspomniane przez ucznia A,
- nie zgódź się z pomysłem ucznia A na prezent i uzasadnij swoje zdanie,
- zaproponuj inny pomysł na prezent oraz cenę, która byłaby, Twoim zdaniem, rozsądna,
- po ustaleniu prezentu i jego ceny, zgódź się na sposób zakupu go lub zaproponuj inne miejsce zakupu.

FAST FINISHERS

At a summer camp you made a friend who is now coming to visit you. You and your best friend want to take him/her out. Write five different suggestions about what you can do together. Use the Key Phrases.

Exercise 5

Let's get him ...! (making suggestions)
I don't think he's someone who ... (disagreeing)
It's not a bad idea, but ... (disagreeing)
Let's do it! (agreeing)

*W całej serii *Impulse* zastosowano kolejność form męska/żeńską. Zachęcamy jednak do zapoznania się z tendencjami etykietalnymi współczesnej polszczyzny.

Extra classroom activities

- Before exercise 1, tell students about a favourite gift you received. Put students into groups to do exercise 1. Then groups choose their favourite best and worst gift from their discussion and report to the class.
- After exercise 2, ask students what they thought of Ryan and Monica's ideas for gifts and if a comic book is indeed the best present. Would they choose something different?

Online teaching

- For exercise 3, especially for weaker/more visual learners, share your screen and highlight the phrases that appeared in the dialogue.
- For exercise 4, involve the students by making them read out the dialogue.
- To save time, you may assign exercise 4 as homework to be prepared and recorded in pairs.

Extra practice

Workbook p8

For next lesson

Ask students to read the text on page 11 and answer the following questions: *Who is a doppelganger? Did the people in the text like meeting their doppelgangers?*

Lesson materials

- Model answer to exercise 6, Teacher's Resource Centre
- ▶ Video script, Teacher's Book p352

Mark Twain (1835–1910)
– real name Samuel Langhorne Clemens, was an American writer famous for two classics of American literature: *The Adventures of Tom Sawyer* and *Adventures of Huckleberry Finn* and also his sense of humour (he famously said, 'The report of my death was an exaggeration.').

The Prince and the Pauper, set in 1547 in England, tells a story of two identical boys, one of whom is the son of King Henry VIII and the other a pauper. They meet, switch places and each one has many adventures. Before they switch places again, the future king experiences a lot of cruelty and poverty. His suffering and surprise at the horrible situation of the poorest class makes it not just a children's book but a criticism of social injustice.

Exercise 7

- 1 That everyone has seven of them.
- 2 Upload your photo and describe your face.
- 3 They made sure they looked the same and surprised Shannon's dad.
- 4 She participated in a social media project.
- 5 We tend to trust them because, in the past, we thought they could be our relatives.

Exercise 9

- 1 facial features
- 2 matching outfits
- 3 oval-shaped
- 4 thick eyebrows
- 5 put up in a ponytail
- 6 ginger beard
- 7 wear your hair loose

1.4 Reading

An article about doppelgangers



- 1 Match 1–6 and a–f to make phrases. Use three of the phrases to describe your classmates.

- | | |
|-----------------------|--------------|
| 1 wide c | a make-up |
| 2 full/thin e | b appearance |
| 3 heavy a | c smile |
| 4 fair/pale d | d skin |
| 5 physical b | e lips |
| 6 blond/dark f | f hair |

- 2 Read the definition. What is the origin of the word 'doppelganger'?

doppelganger /'dɒp(ə)l,gæŋə/ noun [C]
someone who looks like someone else; lookalike
From the German compound noun *Doppelgänger*:
Doppel (= double) + *Gänger* (= walker)

- 3 Read the **WATCH OUT | SKILLS** box and identify topic sentences in the text. In which paragraph will you find answers to the following questions?

- 1 Why are people interested in doppelgangers? ^{4th}
- 2 Is it possible to meet your doppelganger by chance? ^{1st}
- 3 What should you do to find your doppelganger? ^{2nd}

WATCH OUT | SKILLS

Topic sentences

A topic sentence is usually the first sentence in a paragraph. It often summarises what the paragraph is about.

- 4 **SPEAK** Discuss the questions from exercise 3.
- 5 1.05 Read the text on page 11 and check your answers to the questions in exercise 3.
- 6 Choose the correct options.

- 1 Santana and Isobel
 - A love to go shopping together.
 - B** have identical hairstyles.
 - C liked the story of the British lookalikes.
 - D met through social media.
- 2 Doppelganger finder apps
 - A can find a match for absolutely everyone.
 - B start by searching for people who live close to you.
 - C search through photos on different websites.
 - D** can help you describe your face.
- 3 Thanks to a doppelganger finder app, one girl
 - A** played a joke on someone with her lookalike.
 - B created a successful social media project.
 - C found three of her lookalikes in Ireland.
 - D helped millions of people find their doubles.
- 4 Doppelgangers
 - A always have more in common than casual acquaintances.
 - B usually find they are distant relatives.
 - C** sometimes feel a special bond.
 - D are a fascinating topic for researchers.

- 7 Answer the questions.

- 1 What is the theory about doppelgangers?
- 2 What do you have to do if you want to have a profile on a doppelganger finder website or app?
- 3 What did Sara and Shannon do?
- 4 How did Niamh find her doppelgangers?
- 5 How do we feel about people who look like us? Why?

- 8 Read the **WATCH OUT** box and complete the sentences with indefinite pronouns and ideas from the text.

- 1 *Everyone* wants to believe *they're unique*.
- 2 Santana asked her parents if there was *anything she should know*.
- 3 Our doppelgangers can be *anywhere in the world*.
- 4 Many twin strangers say they feel that they share *something more than (just) physical appearance*.

WATCH OUT

Indefinite pronouns

Things: *something, anything, nothing, everything*

Places: *somewhere, anywhere, nowhere, everywhere*

People: *someone, anyone, no one, everyone*

- 9 **KEY WORDS** Match the highlighted words and phrases from the text to definitions 1–7.

- 1 all the parts of your face
- 2 clothes for two people that are the same or similar
- 3 in a shape of an oval
- 4 a lot of hair above your eyes
- 5 to tie your hair at the back or on the top of your head
- 6 red-coloured hair on a chin and face
- 7 not to tie your hair

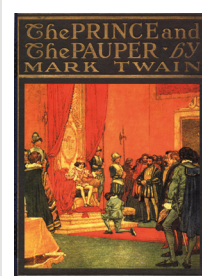
- 10 **SPEAK** Answer the questions.

- 1 Can you think of any ways in which having a lookalike could be negative?
- 2 Why do some people try to be celebrity lookalikes?
- 3 Would you like to meet/find your doppelganger? Why/Why not?

FAST FINISHERS

Imagine you have just met your doppelganger. What do you want to know? Write six questions you could ask him/her.

Reread the story in exercise 2 on page 8, which is the beginning of *The Prince and the Pauper* by Mark Twain. Find out how the story ends.



10 UNIT 1

Extra classroom activities

- After exercise 8, remind students that indefinite pronouns are used to refer to non-specific people, things or places. In small groups students create a chain story. Taking turns, students add a sentence that includes an indefinite pronoun. You can start them off, e.g., with a sentence: *There was something strange about this place.*

- After exercise 9, ask students to write their own sentences with the key vocabulary from exercise 9. Ask especially stronger students to share their ideas and write them on the board/shared screen. Explain when they are not used appropriately if necessary.

Online teaching

- For exercise 6, for weaker/more visual learners – when checking the exercise, share a screen with the text and point out sentences that lead

to the correct answers. With weak classes that need a lot of time for reading, preassign reading the text and checking new vocabulary as homework.

- To save time, for exercise 9, consider pairing up weaker and stronger students in breakout rooms.

Extra practice

- Workbook p9
- Extra Practice Worksheet: Unit 1 Reading, Teacher's Resource Centre

Where's your doppelganger?

Everyone wants to believe they're unique, but there's a theory that everyone has seven lookalikes somewhere in the world, so theoretically someone looking just like you could walk into the same room at any time. In 2015, when two British lookalikes with huge **ginger beards** sat next to each other on a plane, their photo went viral. Just like a tweet of seventeen-year-old Santana Gutierrez, who lives in San Diego, USA, and her doppelganger. Santana was at a shopping mall when she met Isobel, who was collecting money for charity. Isobel didn't just have the same wide smile and dark hair **put up in a ponytail**, she really looked like Santana's sibling. Santana even asked her parents if there was anything she should know.

Because our doppelganger can be anywhere in the world, many people search for theirs, using special apps and websites. After uploading your picture, you add a description, such as the shape of your face, eyes, eyebrows and nose. There are drawings to guide you if you don't know whether you have an **oval-shaped** or a square face, thin or full lips, **thick** or thin **eyebrows**, etc. Then the app tries to match your face with others from its database. Some results are surprising, but some come pretty close.

Some twin stranger stories are amazing. Shannon from Ireland and Sara from Sweden look so alike that one day, just for fun, they surprised Shannon's dad.



They dressed in **matching outfits** and put on the same make-up (nothing heavy, but nevertheless making them look identical). It took him a few moments to tell them apart! Another Irish girl, Niamh Geaney from Dublin, actually found a few doppelgangers when she participated in a social media project. First there was Karen, who lived just an hour away from her. Soon, Niamh located two more: Luisa from Italy and Irene, also from Ireland. They all have the same fair skin, and they **wear their** long dark **hair loose**. Thanks to this success, the project turned into a website which has been used by more than four million people searching for their twin strangers.

So, why are we so fascinated by the idea of doppelgangers? Research shows that we generally trust people whose **facial features** are similar to ours. Historically this made sense because such people were probably our relatives, and not enemies. Although nowadays you may have nothing more in common with your doppelganger than with any other acquaintance, many twin strangers say they feel that they share something more than just physical appearance.

GLOSSARY

go viral – rozprzestrzenić się w zawrotnym tempie

participate in – uczestniczyć w

tell sb/sth apart – rozróżniać (kogoś/coś)

Did you know?

💡 According to a recent survey, the chance of having a doppelganger somewhere in the world is about 1 in 135. But the probability of having exactly the same facial features is one in a trillion!

UNIT 1 11

For next lesson

Ask students to read the forum post of Upset Kitty on page 12. Ask them which of the problems that she describes they experience with their friends or family.

Conflicts and problems



- 1 Complete the questions with the words from the box. There are two extra words.

angry annoy argument disagree forgive
hurtful hurts relationship

- a Is it important to have a good relationship with your classmates?
b What do you usually disagree about with your friends?
c Do you get angry easily?
d What do you do when a friend says something hurtful to you?
e Do you forgive easily when a friend hurts you?

- 2 **1.06 SPEAK** Listen and match speakers 1–3 with questions a–e from exercise 1. There are two extra questions. Then answer all the questions.

1 b 2 a 3 e

- 3 Read Upset Kitty's forum post. What advice would you give her?

Upset Kitty

I've got a problem with my BFF, Cheryl. 😞 I **make friends** easily, so I get on well with most of my classmates, but when Cheryl came to our school, we immediately noticed we had so much in common! But lately she's started to **get on my nerves**. It's like she wants to **get into a fight with me**. 😞 It makes no difference what we're talking about, if I say 'black', she says 'white'. I usually **give in** and agree with her because I want to **be on good terms with her**, but I've had enough. Last week, we **had a disagreement about** whether to go rollerblading or watch a movie, and she **got so upset with me** that she left and we haven't talked since. I'd like to **make up with her**, but, on the other hand, I'm still **annoyed with her** because of her behaviour. How do I convince her to do what I want from time to time without having another argument?

Share | Comment

BFF = best friend forever

- 4 **KEY WORDS** Match the highlighted expressions from the text in exercise 3 to definitions 1–9.

- 1 get along with sb
2 have/get new friends
3 annoy sb
4 want something to change/end
5 be friends with sb after a fight
6 have an argument about sth
7 have a very bad argument with sb
8 be/get irritated with sb (two expressions)
9 agree to do what someone else wants

- 5 Read the replies to Kitty's post and complete them using the highlighted expressions from exercise 3.

Kitty, remind Cheryl that to be ¹ on good terms friends should care about each other's opinions and needs. The key to good friendship is simple: don't ² be/get annoyed when you ³ have a disagreement about something, but try to reach a compromise instead.

HELPFUL

Kitty, if U always get ⁴ on each other's ⁵ nerves, are you sure you really have so much in common? Also, Cheryl's behaviour is rather childish. She doesn't sound like someone U want to be friends with. But even if you do – WHY do you give ⁶ in to her all the time???

Jasmine Blossom

My BFF, like me, is VERY impatient, so we ⁷ get into fights all the time. But in the end we always laugh about it. And we usually make ⁸ up and do the things we each wanted to do. So, I watch her favourite series with her, and she helps me solve my crosswords. Oh, and tell Cheryl that trying new things is actually GOOD for her.

REBELLIOUS

- 6 Read the **WATCH OUT** box and translate the fragments in brackets into English.

- 1 If you want to make up with someone / somebody (pogodzić się z kimś), start by saying you're sorry.
2 I made friends (zaprzyjaźniłam się) with Shannon in first grade.
3 Don't get upset / annoyed with me (Nie denerwuj się na mnie), but I can't go jogging with you anymore.
4 I don't want to (get into / have a) fight / have an argument / have a disagreement (kłócić się) with you, so let's both take a deep breath and think before we say anything hurtful.
5 I've had enough (Mam dość) of your lies! I don't think I can trust you anymore.

WATCH OUT

False friends

Some Polish phrases have 'false friends' in English. They might look the same, but they don't mean the same thing.

zdenierwować się na kogoś = **get upset with someone** (≠ get nervous)

- 7 **SPEAK** How do you usually handle disagreements with your best friend(s)? Describe the last time you had a fight with one of them.

FAST FINISHERS

What could you do to make a friend, relative, colleague or teacher forgive you? Write down your ideas about the best way to apologise to each of them.

Exercise 4

- 1 be on good terms with sb
2 make friends
3 get on sb's nerves
4 have had enough
5 make up with sb
6 have a disagreement about
7 get into a fight with sb
8 get upset with sb, be annoyed with sb
9 give in

Extra classroom activity

After exercise 5, put students into groups. Ask them to discuss the different pieces of advice given in exercise 5.

Online teaching

- For exercise 4, encourage weaker students to use online dictionaries to check their ideas. Show them how to use an English-English dictionary.
- For exercise 7, use breakout rooms to put

students into groups so that each group/pair can discuss their ideas.

- You may ask students (in groups) to make a short video giving advice on how to handle problems with friends.
- To save time, you may assign exercises 6 and 7 as homework (exercise 7 – as recorded homework).

Extra practice

- Workbook p10
- Photocopiable Worksheet 3, Teacher's Book p379

- Extra Practice Worksheet: Unit 1 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 1.5, MEE App

For next lesson

Ask students to make a list of advantages and disadvantages of online friendships.

Testing

Vocabulary Short Test 1.5

Lesson materials

- Audio script, Teacher's Book p332

A radio programme about friendships

1 **SPEAK** Answer the questions.

- Are there different kinds of friends/friendships? What are they?
- Do you have more online or offline friends? Which of them sometimes get on your nerves? Why?

2 **KEY WORDS** Read the text and match some of the highlighted expressions to definitions 1–6.

THE SIX TYPES OF FRIENDS YOU NEED ... AND THE ONE YOU DON'T!

The friends you need:

- The 'brutally honest' friend – this friend will never **lie** to you. They will always **tell you the truth**, even when it hurts, because they care about you.
- The 'shared interest' friend – someone who you can share a specific hobby with, be it sporty, crafty or plain crazy!
- The 'life and soul of the party' – although not the most reliable friend, they are fun to **hang out with** and will always **cheer you up** and **make you laugh**.
- The 'mentor/motivator' – this is someone who you always respect. They inspire and **support** you, and encourage you to step out of your comfort zone.
- The 'well-connected' friend – this sociable friend knows everyone and will put you in touch with anyone that you need to meet.
- The 'loyal best friend' – last, but definitely not least, this is the friend that you always **get on with** and never **fall out with**. They will never **judge** you, and they will always forgive you!

And the one to avoid:

- The 'fake bestie' – they act like you are best friends, making plans and promising to **keep in touch**. But in the end they always **let you down** ...

- not tell lies **tell the truth**
- spend a lot of time with sb **hang out with**
- maintain contact **keep in touch**
- criticise **judge**
- make jokes or be funny for others **make sb laugh**
- help someone achieve their goals **support**

3 Read the **WATCH OUT** box and complete the table with three more phrasal verbs from the text.

Separable	Inseparable
let (someone) down, ...	get on with (someone), ...

WATCH OUT Separable and inseparable phrasal verbs

You can insert other words between separable phrasal verbs, but inseparable phrasal verbs can't be separated.
In the end they always **let you down**.
You always **get on with** your best friend.

4 **1.07** Listen and repeat the phrasal verbs. Is the stress on the verb or the particle?
The stress is on the particle.

fall out get on hang out let down

5 Look at the website of a radio programme and answer the questions.

- What topics are discussed this month?
- What ideas may be mentioned in this week's episode of the programme?



This month's topic – FRIENDSHIP

REAL PEOPLE • REAL PROBLEMS • REAL LIFE

Previous talks: conflicts (Sat 5 Oct), types of friends (Sat 12 Oct)

This week: friends ON or OFFLINE?

Next week: friends & \$\$\$\$

6 **1.08** Listen and answer the questions.

- Who is talking?
- Where are they?
- What is their relationship?
- What are they talking about?
- Whose voice do you hear near the end?

7 **1.08** Listen again. Complete the table.

FRIENDSHIPS	
A person can only have ¹ <u>five</u> close friends – should they be real-life or online?	
ONLINE	- no 'real-life tests' like being late, having a bad day or ² <u>making up</u> after fights - finding people ³ <u>with the same interests</u> / <u>who share your interests</u>, e.g. online games - practising foreign languages - if you are having ⁴ <u>problems / difficulties</u>, you can talk to people in a situation like yours
REAL-LIFE	- difficult to make friends for people who are rather ⁵ <u>unsocial</u> <u>easier</u> to see through a lie

8 **SPEAK** In your opinion, what is the ideal number of friends to have in your life (online and offline)?**FAST FINISHERS**

- Look at the text in exercise 2 again. What type of friend are you? Do you have friends of each kind listed (online or offline)? Write a post about it.

Robin Dunbar, a British anthropologist, suggested we can only have five BFFs. Find out more about his theory of layers and share it with your class.

Professor **Robin Ian MacDonald Dunbar** (born 1947) from Oxford University is a British evolutionary psychologist and anthropologist who studies, among other things, relationships. His findings help to understand mechanisms governing the psychology of societies but also mechanisms of social networks and behaviours connected with them. Dunbar's research led to the development of his idea that there are layers of friendship which show how many relationships you can maintain at once at each layer. According to this theory, at any one moment in your life you can only maintain relationships with five loved ones, fifteen close friends, fifty friends and one hundred and fifty acquaintances. That last number is called the Dunbar number.

Exercise 3

Separable: cheer (someone) up

Inseparable: fall out with (someone), hang out with (someone)

Exercise 5

- Topics connected with friendship such as conflicts, types of friends, online / offline friendships, friends and money.
- Students' own answers

Exercise 6

- Two teenagers who host the show.
- At a radio (station). / In a studio.
- They're colleagues.
- Online and offline friends.
- A listener's.

Online teaching

- For exercise 2, share the text on the screen and point to the words/phrases when discussing correct answers.
- For exercise 3, elicit a few sentences with both constructions and share them on the screen so that it is easier for weaker students to follow.
- For exercise 7, if possible, share the table inserting correct answers. If not, just type up correct answers on the screen.

- For exercise 8, put students into breakout rooms to discuss and then share their ideas with the class.

Extra practice

- Workbook p11
- Extra Practice Worksheet: Unit 1 Listening, Teacher's Resource Centre

For next lesson

Ask students to translate the following sentences into English.

- Mówisz sam do siebie – czy coś jest nie tak?

(You're talking to yourself, is something wrong?)
2) Znam siebie i wiem, że cię nie zawiodę. (I know myself and I know I won't disappoint you/let you down.)

3) Mandy upadła i zraniła się. (Mandy fell and hurt herself.)

4) Oni naprawdę się kochają. (They really love each other.)

Lesson materials

- Audio script, Teacher's Book p332

1.7 Grammar 2

Reflexive pronouns and each other

- 1.09 Listen to part of the radio programme from the previous lesson again. What advice would you give?
- Read some sentences from the radio programme. Answer the questions.



My best friend and I often give each other little gifts. I don't even buy myself such things. She buys herself nice stuff all the time. We end up arguing instead of enjoying ourselves.

- Look at the reflexive pronouns with -self. What pronouns do we use for I, she and we?
I – myself, she – herself, we – ourselves
 - Can you guess the forms of the other reflexive pronouns? *you – yourself, he – himself, it – itself, you – yourselves, they – themselves*
- Look at the video still and study the grammar table. Complete the sentences with the reflexive pronouns from the box.

himself itself themselves yourself yourselves

Key Grammar

Reflexive pronouns

Reflexive pronouns are used when the same person is the subject and object of an action.

The reflexive pronoun needs to match the subject. The suffix -self has the plural form -selves.

singular	I don't even buy <u>myself</u> such things. Do you see ¹ <u>yourself</u> as a good friend? He burnt ² <u>himself</u> while ironing. She buys <u>herself</u> nice stuff all the time. This phone is broken – it constantly turns ³ <u>itself</u> off.
plural	We end up arguing instead of enjoying <u>ourselves</u> . All this food is for you – help ⁴ <u>yourselves</u> ! Can people call ⁵ <u>themselves</u> friends if they've never met?



VIDEO 04



Grammar Reference >> 20

- Match the sentence halves.

- | | |
|--------------------------------|---------------------------|
| 1 She taught <u>c</u> | a yourself! |
| 2 We watched <u>e</u> | b themselves new clothes. |
| 3 You have to respect <u>a</u> | c herself Russian. |
| 4 They bought <u>b</u> | d himself. |
| 5 He often talks to <u>d</u> | e ourselves on video. |

- SPEAK** Complete the questions with the verbs in brackets and the correct reflexive pronouns. Then ask and answer the questions.

- Have you ever taught yourself (teach) a new skill?
- What do you see yourself (see) doing in five years' time?
- Where do you and your friends go to enjoy yourselves (enjoy)?
- Have you ever hurt yourself (hurt) in an accident?
- Do you and your classmates ever record yourselves (record) in class?

- Match examples 1–2 to pictures A–B.

Key Grammar

each other

- They bought themselves gifts. B
- They bought each other gifts. A

We use **each other** when each person does the same action for/to the other person.



- Complete the sentences with the correct reflexive pronouns or **each other**.

- My two cats don't like each other. They fight a lot!
- I love hanging out with my friends. We make each other laugh.
- Some friends of mine are in a band. They call themselves 'The Rockettes'.
- My first friend and I have kept in touch with each other since we were five.
- I've got a problem with my tablet. It keeps turning itself off.

- Look at the prompts and write six sentences starting with **Good friends should/shouldn't ...**. Use **each other**.

listen (to)

let (someone) down

support

be jealous (of)

fall out (with)

talk (to)

fight (with)

look after (someone)

Good friends should listen to each other.

FAST FINISHERS

Your friend/sibling/flatmate is very egoistic. Make a list of things to tell them about what is wrong with their behaviour and your relationship. Try to use reflexive pronouns and **each other**.

Extra classroom activity

After exercise 4, ask students to rewrite sentences from exercise 4 changing singular to plural and vice versa, e.g. *She taught herself* → *They taught themselves*. It can also be done as an oral exercise.

Online teaching

- For exercises 3, 5 and 7, especially for weaker classes, type up the answers on the shared screen.

- For exercise 8, ask students to share their sentences on the screen, discuss mistakes if necessary.
- To save time, you may assign exercises 7 and 8 as homework.

Extra practice

- Extra Grammar Practice, Student's Book p143
- Workbook p12 and p112
- Photocopiable Worksheet 4, Teacher's Book p380

- Extra Practice Worksheet: Unit 1 Grammar, Teacher's Resource Centre
- On-the-Go Practice 1.7, MEE App

Testing

Grammar Short Test 1.7

Lesson materials

- Grammar Reference, Student's Book p20
- Audio script, Teacher's Book p333
- Video script, Teacher's Book p352

1 What kind of person makes a good flatmate? What character traits would you not accept?

2 Choose the correct paraphrase.

- The boy that I'm working with is not very nice to me.
☐ a My colleague is rather impolite.
☐ b My mate is very irresponsible at work.
- I think they will have a lot of fun.
☐ a I feel they will be very amusing.
☐ b It sounds like they will enjoy themselves.
- Please keep in touch.
☐ a Can you hold my hand?
☐ b Call me or email me soon.
- My boyfriend and I had matching outfits at the Christmas party.
☐ a My boyfriend and I wore clothes of similar colours and patterns.
☐ b My boyfriend and I became a couple during the Christmas party.

3 Read the **WATCH OUT** box and choose the correct options.

- My siblings, *who's* / *whose* room is very messy, always ask me to help them tidy it up.
- Her next-door neighbour has a dog *that's* / *whose* very friendly.
- My travel buddy, *who's* / *whose* been to many places, always has interesting stories to tell.
- The house, *which* / *whose* history goes back to the 17th century, is beautiful but a bit cold.
- The penguin *that's* / *whose* life was in danger is now feeling better.

WATCH OUT

who, which, whose, who's, that's

We use *who* for people and *which* for things and animals. But for possession we use *whose* for people, animals and things. *Who's* always means *who is/has*. *That's* always means *that is/has*.

4 Complete the text with one word in each gap.

Hi Tilda,

Sorry I haven't been in touch, but nothing in my life seems to be going right at the moment. My parents are upset ¹ *with* me because of my not-so-great marks. I ² *let* them down, they say. But I'm not writing to complain. 😊 Remember Martha from our primary school? Well, she's in a band now, and her concert is next week. It's at the ROCK IT! club, ³ *whose* owner is her friend. Martha says she can give us both free tickets. What do you think? We haven't talked IRL for ages, and I'm sure we will enjoy ⁴ *ourselves*! We could wear ⁵ *matching* outfits – the same black T-shirts and jeans, you know, like we used to do at school :)

So, let me know what you think!

Gina

Send

5 Choose the correct options.

- You look a bit upset. Why ___ tell me what's wrong?
☐ A you not ☒ B don't you ☐ C you aren't
- I always try to be ___ with everyone.
☒ A on good terms ☐ B making friends ☐ C to get on
- A ponytail looks good, but for such a special occasion I prefer to ___ my hair loose.
☒ A wear ☐ B put ☐ C make
- They haven't talked to each other since they fell ___ last month.
☐ A off ☐ B away ☒ C out
- Dad, have you seen my coat? I can't find it ___.
☐ A nowhere ☒ B anywhere ☐ C somewhere

6 Choose the correct translation.

- ___ (*Może poszlibyśmy*) to a concert this weekend?
☐ A We may go
☐ B Would we go
☒ C Shall we go
- I think I'd look good in a ponytail. ___ (*Jak sądzisz?*)
☒ A What do you reckon?
☐ B How you think?
☐ C Do you like?
- I know a place ___ (*gdzie robią*) the best pizza.
☐ A where do they make
☐ B where they're doing
☒ C where they make
- They only invited their ___ (*krewnych i najbliższych przyjaciół*) to the wedding.
☐ A family and close acquaintances
☒ B relatives and closest friends
☐ C cousins and mates

FAST FINISHERS

Imagine you had an interesting experience when you were looking for a flatmate. Write a social media post about it.



UNIT 1 15

Extra classroom activity

After exercise 6, write the distractors (wrong options) from exercise 6 on the board, then ask students to write sentences with them. When they are ready, ask them to read and translate them into Polish.

Online teaching

- For exercise 1, share the screen and type the answers pointing out spelling.

- For exercises 2, 3, 5, 6, especially for weaker classes, put students in pairs (breakout rooms) so they can discuss the options.
- You may preassign some of the exercises as homework to be done with dictionaries and checked in the lesson.

Extra practice

Workbook p13

For next lesson

Ask students to imagine they have a problem with their friend or family member and want to write an email to their favourite teen magazine or website about it. Ask them to plan what they want to write. Then have students compare their plans with the writing planner on page 17.

To: dearsally@allaboutlife.jog
 From: Tom Johnson
 Subject: 'Friends' edition of the 'All about life' podcast

Dear Sally,

- I saw the information about the special edition of your podcast, and I wonder if you can help me with a problem which is related to a friend of mine.
- So, this friend – let's call him Joe – used to be a close friend, but we hardly see each other anymore. I mean, we didn't fall out – he just stopped getting in touch, and we don't hang out together now. To be honest, it feels like he's let me down.
- Anyway, what I really mean is that I'm worried about Joe. We used to go out and enjoy ourselves, but now he seems to be quite unsociable. Joe's sister, who's my classmate, says he hardly ever goes out. Basically, I want to support him if he's unhappy, but I don't want to force the situation if he doesn't want to be friends anymore. What should I do?
- Well, that's enough about my problem! I'm really looking forward to hearing your reply.

Best wishes,
 Tom

PS I know you can't reply directly, but I hope you can discuss my problem on the podcast!

Send



- SPEAK** Look at the advert. What kind of problems do you think you could hear about in the podcast?

'All about life'
podcast
is preparing a special
edition all about friends

**Have you got
a problem to
resolve?**
Email Sally at
dearsally@allaboutlife.jog

- Read Tom's email. Then write one sentence to summarise the problem that he is writing about.
- Complete the sentences with information from the advert and Tom's email. Use defining or non-defining relative clauses.
 - Sally is someone who gives advice in her podcast.
 - This podcast, which is a special edition, is about problems with friends.
 - Tom is writing about a problem which he has with his friend / is related to his friend.
 - Tom and Joe, who used to be close friends, don't hang out anymore.
 - Joe's sister, who is Tom's classmate, says Joe hardly ever goes out.

- Read the email again and match paragraphs 1–4 to descriptions a–d.

- introduction to the situation 2
- concluding phrase, closing greeting and postscript 4
- opening greeting and reason for writing 1
- more detailed information about the situation 3

- Look at Tom's email and complete the Key Phrases box.

Key Phrases

Talking about problems

I ¹ wonder if you can help me.

I have a problem which is ² related to (a friend of mine).

We ³ hardly see each other anymore.

It ⁴ feels like he's let me down.

We ⁵ used to ..., but now ...

What ⁶ should I do?



Exercise 2

Possible answers

Tom's friend has become unsociable. / Tom's friend doesn't want to hang out with him anymore. / Tom's friend seems to have (some) problems.

Extra classroom activities

- Before exercise 1, write *Agony Aunt* on the board. Elicit its meaning (=advice column). Ask students what they think about seeking advice that way and if they have ever tried it. Brainstorm the kinds of problems that such a column/podcast could help teenagers with.

- After exercise 8, in pairs, students prepare a script for a podcast that would answer Laila's email. They can also record it.

Online teaching

- To save time, you may ask students to read the email at home in advance and check any words they don't know.
- For exercises 4–7, type up the answers as the students dictate them, using the e-board or

screen sharing so that it is easier for the weaker students to follow and check their answers.

- For exercise 9, ask the stronger students to share their email on the screen or collect their responses and share them anonymously. Together with the class you can discuss their strengths and typical mistakes. They can give smiley faces to the ones they like.

6 Write sentences using the prompts.

- 1 I / regularly / read / blog / and / wonder / you / help / I *I regularly read your blog, and I wonder if you can help me.*
- 2 problem / related / my ex / act / very rudely / towards / I *My problem is related to my ex, who is acting very rudely towards me.*
- 3 dad / hardly / have / time / I / anymore *My dad hardly has time for me anymore.*
- 4 It / feel / like / no one / can / understand / I *It feels like no one can understand me.*
- 5 We / used / talk / everything / but / now / they / not have / time / I *We used to talk about everything, but now they don't have time for me.*
- 6 What / should / I / do / make / she / stop / ? *What should I do to make her stop?*

7 Complete the table with the words in bold in Tom's letter.

Informal linkers	
To give more detail about a topic	To change topic
<i>So, I mean, ..., To be honest, ..., Basically, ...</i>	<i>Anyway, Well, (that's enough about) ...</i>

8 Choose the correct options.

Dear Sally,
I wonder if you can help me with a problem.
¹**Basically** / **Anyway**, my sister is always borrowing my things, even without asking. I mean, I don't mind sharing things with her, but I think she should ask first!
²**Anyway** / **I mean**, what I want to know is how I can talk to my sister without making her angry.
³**So** / **To be honest**, I guess I feel bad because I'm older, so I should set a good example.
⁴**Well** / **Basically**, that's enough about my problem. I'm looking forward to listening to your podcast!
All the best,
Laila

Send

Key Phrases

An informal email

Beginning an email

Dear ...,
Hi, ..., / Hello, ...

Giving the purpose of writing

I decided to write to you because ...
I saw the information about ..., and I wonder if you can help me (with a problem).

Ending an email

I'm looking forward to (listening to your podcast)!
I'm really looking forward to (hearing your reply).
I can't wait to hear from you.
Best wishes,
All the best,

9 Do the writing task. Follow the steps in the Writing Planner.

Ostatnio pogorszyły się Twoje relacje z przyjacielem/ przyjaciółką. Napisz e-mail do osoby prowadzącej vloga dla nastolatków, w którym:

- przedstawisz, jak wyglądały dotychczas Wasze relacje,
- wyjaśnisz, jak się one ostatnio zmieniły,
- opisziesz swoje uczucia z tym związane,
- poprosisz o radę, jak to zmienić.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Casey,

I decided to write to you because I think the advice you give on your vlog is very helpful.

WRITING PLANNER

THINK

Make notes about the situation and how it is a problem. What did it use to be like? What has changed? How does it make you feel (e.g. sad, stressed, frustrated)? Have you tried to do something about it (e.g. talk with your friend)?

PREPARE

Organise your notes into four paragraphs:

- 1 opening greeting and reason for writing,
- 2 introduction to the situation / reasons for it,
- 3 more detailed information about the situation / your feelings,
- 4 concluding phrase and closing greeting.

WRITE

Write your email. Use your notes and the Key Phrases.

CHECK

Read your email and answer the questions:

- Have you included and developed all four bullet points?
- Is your text within the word limit (100–150 words)?
- Have you checked your email for spelling mistakes?

FAST FINISHERS

Do you ever read advice columns or websites? Can their authors really help someone they do not know? Prepare a list of advantages and disadvantages of taking advice from such sources.



Lesson materials

Model answer to exercise 9, Teacher's Resource Centre

VOCABULARY

1 Choose the odd word out.

- 1 rival, ~~sibling~~, opponent, enemy
- 2 disloyal, unreliable, immature, ~~irritated~~
- 3 get on sb's nerves, fall out with, ~~hang out with~~, be annoyed with
- 4 ponytail, haircut, ~~features~~, blond
- 5 forgive, ~~lie~~, support, get on

2 Complete the sentences with the correct forms of the words from the box. There are two extra words.

cheer classmate colleague heavy next-door
patient sensitive tail thing

- 1 My dog, which is very funny, always cheers me up when I'm sad.
- 2 She's so impatient that she reads the ending of the book after the first chapter.
- 3 Our next-door neighbour is rather rude and unfriendly.
- 4 Fourteen-year-old girls really shouldn't wear such heavy make-up.
- 5 Matthew and Brook were classmates in primary school.
- 6 That was a very insensitive remark, and you should apologise to her.
- 7 Basketball isn't really my thing, I'm not a team player.



GRAMMAR

3 Correct the mistakes in the sentences.

- 1 The house ~~where~~ stands at the top of the hill belongs to my relatives. which / that
- 2 The little boy hurt ~~itself~~. himself
- 3 They've been rivals ever since they first played against ~~themselves~~. each other
- 4 A child ~~which~~ siblings are younger is usually very responsible. whose
- 5 This is a great game, I'm sure we'll enjoy ~~ourself~~. ourselves

4 Translate into English.

- 1 Watch out, or you'll burn yourself (poparzysz się).
- 2 My mother, who is brutally honest (która jest brutalnie szczera), said she hated my dress.
- 3 The teacher asked the new students to introduce themselves (przedstawić się).
- 4 I visit my old roommate every time (when) I am in Cardiff (gdy jestem w Cardiff).
- 5 We hardly see each other (prawie się nie widzimy) anymore.

USE OF ENGLISH

1 2 3 4 5 6 7 8

5 Complete each pair of sentences with the same word.

- 1 Is this the app that you used to find your long-lost relatives?
I know that it wasn't your fault.
- 2 If you continue to be so dishonest, you'll never make any friends.
We sometimes have fights, but we make up very quickly.
- 3 Snow White got her name because of her fair skin.
A good teacher should be honest and fair when giving marks to their students.
- 4 I found a really good argument to convince my mum to let me go camping.
I had a(n) argument with my flatmate about which colour is best for our kitchen.
- 5 They're not twins, but they look so much alike that it's difficult to tell them apart.
Don't trust him, he used to tell lies at every turn when we were dating.

6 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words. Write up to five words in each gap.

- 1 Did Mary enjoy herself (Mary / enjoy / oneself) at the party last night?
- 2 No one said a word after Mark lost that goal, but he still feels (like / that) he let them / felt he had let them (feel / he / let / they) down.
- 3 Many people write to me about problems which / that are related to (problem / be / related) making friends in a new school.
- 4 I don't know why she doesn't want to go rollerblading with us – it sounds good to me (sound / good / I).
- 5 Anna has to do a project for geography, and I wonder if you can / could help her (you / help / she).

Extra practice

- Workbook Revision p15
- Workbook Matura Practice pp16–17
- Photocopiable Worksheet 5, Teacher's Book p381

For next lesson

Students copy the vocabulary map in exercise 1 on page 23 and complete it in their notebooks.

Testing

Unit 1 Test

Lesson materials

- Model answer to exercises 8, 9 and 10, Teacher's Resource Centre
- Audio script, Teacher's Book p333

LISTENING

- 7 **1.10** Listen to a podcast about making friends and complete the gaps in the leaflet.

HOW TO OVERCOME YOUR SHYNESS AND MAKE FRIENDS

NEW SCHOOL? • NEW FRIENDS? • NEW BEGINNINGS?



If you're one of those shy people who don't say anything because they don't want others to ¹ laugh at them – here's how you can change it!

- Believe in yourself – if you're shy, you're probably a ² sensitive person – that's great friend material.
- Take it easy – don't try to ³ change everything at once.
- Asking someone about ⁴ their (last) weekend can help you learn what they like to do.
- Having ⁵ similar / the same interests is the best beginning.



SPEAKING

- 8 Answer the questions.

- 1 Describe someone who really gets on your nerves.
- 2 Do you know anyone who is a great travel buddy? What makes someone a good travel companion?
- 3 Do you get on with your parents/siblings? Why/Why not?
- 4 Have you ever had a fake bestie?



- 9 Read the instructions and do the task. Then change roles and do the task again.

Uczeń A

Masz nowego współlokatora / nową współlokatorkę (uczeń B) i ustalasz z nim/nią zasady, jakie będą obowiązywać w Waszym wspólnym mieszkaniu. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B:

podział obowiązków związanych ze sprzątaniami

godziny nauki i rozrywki

zapraszanie gości

korzystanie ze wspólnych przestrzeni (łazienka, kuchnia)

Uczeń B

Rozmawiasz ze swoim nowym współlokatorem / swoją nową współlokatorką (uczeń A), który/która chce ustalić zasady, jakie będą panować w Waszym wspólnym mieszkaniu. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie lub wybrane punkty:

- nie zgódź się na proponowane Ci obowiązki domowe i zaproponuj inne rozwiązanie,
- zaproponuj inny przedział godzin przeznaczonych na rozrywkę,
- nie zgódź się na zaproponowane zasady zapraszania gości,
- zaproponuj inny sposób korzystania ze wspólnych przestrzeni.

Rozmowę rozpoczyna uczeń A.

WRITING

- 10 Read the instructions and do the task.

Do Twojej klasy dołączyła osoba, której zachowanie powoduje szereg przykrych sytuacji. Chcesz poprawić atmosferę w klasie, ale potrzebujesz porady, jak to zrobić. Napisz e-mail do gazety dla nastolatków, prosząc o pomoc. W wiadomości:

- przedstaw charakter nowego ucznia/uczenicy,
- opisz przykrą sytuację z jego/jej udziałem,
- wyjaśnij, jak próbowaliście wspólnie z pozostałymi uczniami rozwiązać problem,
- poproś o radę.

Długość tekstu powinna wynosić od 100 do 150 słów.

Dear Ally,

I read your advice column all the time, and now it's my turn to ask for help.

- SPEAK** Read the quote and answer the questions. Use the words in the word cloud.

Your friend is the man who knows all about you and still likes you.

(Elbert Hubbard, American writer, 1856–1915)

- Does a friend need to know everything about you?
- In your opinion, what negative character traits or situations are acceptable in a friend or friendship, and which aren't? Why?



1.2 Defining and non-defining relative clauses

Relative clauses (zdania przydawkowe) dostarczają nowych informacji o opisywanych w zdaniu głównym osobach i rzeczach. Dzieli się na: **defining** (definiujące) oraz **non-defining** (niedefiniujące).

Defining relative clauses (zdania przydawkowe definiujące) zawierają informacje pomagające dokładniej określić, o kim lub o czym jest mowa w zdaniu głównym. Bez tych informacji zdanie nie miałoby sensu, np. *He is the man **who** lives next door.*

UWAGA!

Zdania przydawkowe definiujące nie oddzielamy przecinkami od zdania głównego.

W miejsce polskich zaimków: *kóry, która i które* w języku angielskim stosujemy następujące zaimki względne:

- **who/that** – w odniesieniu do osób, np.
*Santana met a stranger **who/that** looked like her.*
- **which/that** – w odniesieniu do zwierząt, roślin, przedmiotów i pojęć abstrakcyjnych, np.
*The videos **which/that** Niamh made soon went viral.*
- **whose** – gdy określamy przynależność, np.
*This is the girl **whose** brother is my teammate.*
- **where** – gdy określamy miejsce, np.
*Niamh's website is a place **where** people can look for their doppelgangers.*
- **when** – gdy określamy czas, np.
*Last summer was **when** we first met.*

UWAGA!

Jeżeli po zaimku względnym *who/that* lub *which/that* występuje rzeczownik lub zaimek osobowy, to zaimek względny możemy całkowicie pominąć, np.

*The blog (**which/that**) my flatmate created is about fashion.*

Pozostałych zaimków względnych (*whose, where* oraz *when*) nie można pominąć w żadnych okolicznościach.

Non-defining relative clauses (zdania przydawkowe niedefiniujące) zawierają dodatkowe informacje o osobach lub rzeczach opisywanych w zdaniu głównym. Bez tych informacji zdanie wciąż miałoby sens, np.

*In the photo, **which** soon went viral, we can see Santana and Isobel laughing.*

Jeżeli pada konkretne imię lub nazwa, to mamy zwykle do czynienia ze zdaniem niedefiniującym, np. *Sandra, **who** is my best friend, loves musicals.*

UWAGA!

Zdanie przydawkowe niedefiniujące oddzielamy przecinkami od zdania głównego.

W zdaniach niedefiniujących zaimki: *who* i *which* nie mogą zostać zastąpione przez *that*. Pozostałych zaimków używamy bez zmian:

- **who** – w odniesieniu do osób, np.
*John, **who** is my cousin, is studying medicine in Madrid.*
- **which** – w odniesieniu do zwierząt, roślin, przedmiotów i pojęć abstrakcyjnych, np.
*This restaurant, **which** is my favourite, has a great choice of pasta dishes.*
- **whose** – gdy określamy przynależność, np.
*Niamh, **whose** story fascinated many people, set up a website to help others.*
- **where** – gdy określamy miejsce, np.
*On Niamh's website, **where** millions of people have signed up, you can search for your double.*
- **when** – gdy określamy czas, np.
*Last weekend, **when** it was my birthday, my parents took me out to dinner.*

UWAGA!

W zdaniach przydawkowych niedefiniujących w żadnych okolicznościach nie można pominąć zaimka względnego.

1.7 Reflexive pronouns and each other

Reflexive pronouns

Reflexive pronouns (zaimki zwrotne) zastępują polskie *się* oraz *sobie*.

W przeciwieństwie do polskich zaimków zwrotnych zaimki angielskie odmieniają się przez osoby i liczby.

I → myself	I made myself a cup of tea and started reading.
you → yourself	You shouldn't blame yourself for falling out with Jim.
he → himself	He told himself to calm down and answered the phone.
she → herself	She looked at herself in the mirror and smiled.
it → itself	Why is the radio playing? Did it turn itself on again?
we → ourselves	We introduced ourselves to the other guests and took our seats.
you → yourselves	If you don't behave yourselves , I'll call your parents.
they → themselves	Frightened to death, they locked themselves in the house and called the police.

Angielskie zaimki zwrotne często towarzyszą następującym czasownikom:

behave, blame, buy, call, convince, cut, enjoy, help, hurt, introduce, look at, prepare, promise, see, teach, tell, treat.

each other

Zaimka **each other** używamy, kiedy ludzie robią coś sobie lub dla siebie nawzajem, np.:

*Joe and Tim are good friends. They help **each other** with their homework.*

*Gina and I gave **each other** Christmas presents. She gave me a scarf, and I gave her some gloves.*

*Henry proposed to his girlfriend, and she said yes. They love **each other** very much.*

Zaimek **each other** często towarzyszy następującym czasownikom: *call, can't stand, dislike, get on, give, hate, help, know, like, listen to, look at, love, need, phone, see, speak to, talk to, turn off, understand.*

- KEY WORDS

VOCABULARY 1 MP3 01

acquaintance	/ə'kweɪntəns/	znajomy
best friend/mate	/best'frend/'meɪt/	najlepszy przyjaciel
classmate	/kla:s'meɪt/	kolega z klasy
close friend	/klo:s'frend/	bliski przyjaciel
colleague	/kəli:g/	współpracownik
(dis)honest	(dis)'ɒnɪst/	(nie)szczery, (nie)uczciwy
(dis)loyal	(dis)'ləɪəl/	(nie)lojalny
enemy	/enəmi/	wróg
flatmate (UK)/ roommate (US)	'flæt'meɪt/ 'ru:m'meɪt/	współlokator
(im)mature	(im)'mə'tʃə/	(nie)dojrzały
(im)patient	(im)'peɪʃənt/	(nie)cierpliwy
(im)polite	(im)'pə'laɪt/	(nie)uprzejmy
(in)sensitive	(in)'sensətv/	(nie)wrażliwy
(in)tolerant	(in)'tɒlərənt/	(nie)tolerancyjny
(ir)responsible	(i)'rɪ'spɒnsəbəl/	(nie)odpowiedzialny
next-door neighbour	/nekst,dɔ:'neɪbə/	sąsiad (przez ścianę)
opponent	/ə'pəʊnənt/	przeciwnik
relative	/relatv/	krewny
rival	/raɪvəl/	rywal
sibling	'sɪblɪŋ/	rodzeństwo, brat/ siostra
stranger	'streɪndʒə/	nieznajomy
teammate	'ti:m'meɪt/	kolega z drużyny
travel buddy	'trævəl'bʌdi/	kompan, towarzysz podróży
(un)friendly	(un)'frendli/	(nie)przyjazny
(un)imaginative	(un)'ɪmædʒɪnətv/	(mało) pomysłowy
(un)kind	(un)'kaɪnd/	(nie)życzliwy, (nie)miły
(un)reliable	(un)'rɪlaɪəbəl/	(nie)rzetelny
(un)sociable	(un)'səʃjəbəl/	(nie)towarzyski

READING MP3 02

beard	/biəd/	broda
blond/dark hair	/blɒnd,'dɔ:k'heə/	blond/ciemne włosy
bond	/bɒnd/	więź
casual	'kæʒuəl/	przypadkowy
chin	/tʃɪn/	podbródek
doppelganger	'dɒpəl,gæŋgə/	sobowtór
double	'dʌbəl/	sobowtór, dubler
facial features	/feɪʃəl'fi:tʃəz/	rysy twarzy
fair skin	/feə'skɪn/	jasna karnacja
full/thin lips	/fʊl,'θɪn'lips/	pełne/wąskie usta
ginger	'dʒɪŋdʒə/	rudzy (kolor)
hairstyle	'heə'staɪl/	fryzura, uczesanie
heavy make-up	'hevi'meɪk'ʌp/	mocny makijaż
lookalike	'lʊkə'laɪk/	sobowtór
matching outfits	/mætʃɪŋ'aʊt'fɪts/	pasujące stroje
oval-shaped	/əʊvəl'ʃeɪpt/	owalny
pale	/peɪl/	blady
physical appearance	/fɪzɪkəl ə'piərəns/	wygląd zewnętrzny
ponytail	'pəʊni'teɪl/	kucyk (upięcie włosów)
put your hair up	/pʊt jə'heə'ʌp/	związać/upiąć włosy
similar	'sɪmɪlə/	podobny
thick eyebrows	/θɪk'əɪbrəʊz/	grube brwi
wear your hair loose	/weə jə'heə'lʊ:s/	nosić rozpuszczone włosy
wide smile	/waɪd'smaɪl/	szeroki uśmiech

VOCABULARY 2 MP3 03

annoy	/ə'noɪ/	denerwować
apologise	/ə'pɒlədʒaɪz/	przepraszać
be/get annoyed (with sb)	/bi,'get ə'noɪd (wɪð,səmbədi)/	zdenerwować się (na kogoś)
be on good terms (with sb)	/bi'ɒn,'ɡʊd'tɜ:mz (wɪð,səmbədi)/	być w dobrych relacjach (z kimś)
be/get upset (with sb)	/bi,'get ʌp'set (wɪð,səmbədi)/	zdenerwować się (na kogoś)
behaviour	/bi'heɪvjə/	zachowanie
BFF = best friend	/bi:'ef'ef/best'frend	najlepszy przyjaciel
forever	fə'revə/	(na zawsze)
childish	'tʃɪldrɪʃ/	dziecinny

compromise	/kəmpraɪz/	kompromis
convince	/kən'vɪns/	przekonać
disagree	/dɪsə'ɡri:/	nie zgadzać się
forgive	/fə'ɡɪv/	wybaczyc
get into a fight	/get'ɪntu: ə'faɪt/	pokłócić się
get nervous	/get'nɜ:vas/	spiać się, stać się podenerwowanym
get on sb's nerves	/get'ɒn,səmbədɪz'nɜ:vz/	denerwować kogoś
give in	/gɪv'ɪn/	ustąpić
handle	'hændəl/	radzić sobie
have a disagreement (about sth)	/hæv ə'dɪsə'ɡri:mənt (ə'baut,səmbədi)/	nie zgadzać się z kimś, mieć z kimś różnicę zdań
have an argument	/hæv ən'ɑ:gjʊmənt/	pokłócić się
have had enough	/hæv həd'ɪ'nʌf/	mieć dość
hurt	'hɜ:t/	zranić
hurtful	'hɜ:tfʊl/	przykry, raniący
irritated	'ɪrɪteɪd/	poirytowany
make friends	/meɪk'frendz/	zaprzyjaźnić się
make up (with sb)	/meɪk'ʌp (wɪð,səmbədi)/	popłodzić się (z kimś)
relationship	/rɪ'leɪʃənʃɪp/	relacja, związek
trust	/trʌst/	ufać

LISTENING MP3 04

avoid	/ə'vɔɪd/	unikać
bestie	'besti:/	najlepsza przyjaciółka
brutally honest	/bru:təli'ɒnɪst/	brutalnie szczerzy
cheer sb up	/tʃiə,səmbədi'ʌp/	rozweselić kogoś
comfort zone	'kɒmfət,zəʊn/	strefa komfortu
crafty	'krɑ:fti/	pomysłowy, zmyślny
encourage	/ɪn'kʌrɪdʒ/	zachęcać
fake	'feɪk/	nieprawdziwy
fall out (with sb)	/fɔ:l'əʊt (wɪð,səmbədi)/	pokłócić się (z kimś)
friendship	'frendʃɪp/	przyjaźń
get on well (with sb)	/get'ɒn'wel (wɪð,səmbədi)/	dogadywać się (z kimś)
hang out (with sb)	/hæŋ'əʊt (wɪð,səmbədi)/	spędzać z kimś czas
judge	'dʒʌdʒ/	oceniać, osądzać
keep in touch	/ki:p'ɪn'tʌtʃ/	być w kontakcie
layer	'leɪə/	warstwa
let sb down	/let,səmbədi'daʊn/	zawieść kogoś
lie	'laɪ/	kłamać
make sb laugh	/meɪk,səmbədi'lɑ:f/	rozśmieszyć kogoś
plain	'pleɪn/	po prostu
shared interest	/ʃeəd'ɪntrəst/	wspólne zainteresowania
support	'sə'pɔ:t/	wspierać
tell the truth	/tel ðə'tru:θ/	mówić prawdę
the life and soul of the party	/ðə'laɪf ən,səʊl əv ðə'pɑ:ti/	dusza towarzystwa
well-connected	/wel'kə'nektɪd/	ze znajomościami, koneksjami

USE OF ENGLISH MP3 05

couple	'kʌpəl/	para, związek
IRL = in real life	/aɪ'ɔ: 'ri:l'laɪf/	w świecie realnym
pattern	'pætən/	wzór

Categorising

One way to learn words is to put them into categories. This way you will think of all the words in one category as 'related' and remember them better. They could be in one group because:

- they are grammatically the same (e.g. nouns),
- they can be used to describe a particular object, person or phenomenon, e.g. your school, grandfather, last summer or friendship,
- they relate to the same topic, e.g. weather,
- they are all easy or difficult for you.

What were the topics of each lesson in this unit?

Can you see how the vocabulary in each lesson is related to it? Try to divide some of the vocabulary in the wordlist into two more categories that make sense to you.



2 MAKING MUSIC



1 **SPEAK** Look at the photo and answer the questions.

- How are these girls feeling? What makes you think so?
- Why do people participate in festivals like this – in mud and rain?

2 **SPEAK** Read the comments. Do you agree with partyboy? Would you also like to join in the fun? Why/Why not?



sandy
I ❤️ your party outfits!



partyboy
😂 wow, send the address and I'm on the train tonight!



katie07
Hope you brought a change of clothes ladies. 😂



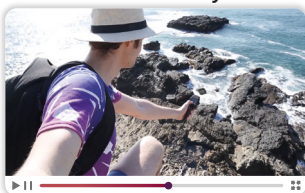
leoman
So, who's playing tonight? And do you even care? 😊

Comment



▶ VIDEO 05
▶ VIDEO 06
▶ VIDEO 07

Lesson 2.1 Vocabulary 1



Documentary video:
Diggers Dancing

Lesson 2.2 Grammar 1



Grammar animation:
Graham's Grammar

Lesson 2.7 Grammar 2



Grammar animation:
Graham's Grammar

- 1  Complete the vocabulary map with as many words connected with music as you can.



- 2 **SPEAK KEY WORDS** Check the meaning of the highlighted words. Then answer the questions.

- What famous **conductors** or DJs do you know?
- Have you ever **sung karaoke**? If not – why not? If yes – what did you sing?
- Do you know what a **sound engineer** does?
- Do you know who **composed** your favourite pieces of **classical music**? Who is the **composer** behind your favourite songs?

- 3  **1.11**  Listen and match speakers 1–3 to the jobs from the box.

conductor DJ sound engineer

- 1 DJ 2 sound engineer 3 conductor

- 4 **KEY WORDS** Read the job descriptions of the people from exercise 3 and check the meaning of the highlighted words and phrases.

I love any music that is **rhythmical**. Mixing **beats** and experimenting with **rhythms** to see what my **audience** enjoys is my life. I don't have one **repertoire** as every crowd is different – clubbers at one club can **boo** the same set that others were **cheering** to. But I don't mind. Nothing compares to standing behind the decks and watching people dance to your music.

My job takes technical skills, but also a good ear. You have to know how to set up a **sound system** to get the most out of it. I have **amplifiers**, **speakers**, **mikes**, electric guitars and **percussion** which need to work together perfectly. My **amps** are so strong that, when I **turn the volume up**, it hurts my ears, so I often work in **noise-cancelling headphones**. Thanks to me you enjoy the best sound quality at concerts.

All musicians know how to **read music**, but I synchronise them and set the mood. When someone comes to an **audition** because they want to work with our orchestra, whether they play the **cello**, the **trumpet** or the **flute**, we want to know if they *feel* the music. **Rehearsals** are about technique – repeating everything millions of times, but the concert – that's about *feeling* it.

- 5  Complete the text with some of the highlighted words from exercises 2 and 4. The first letters are given.

David Garrett is a world famous violin player whose ¹**repertoire** has something for every music lover. His albums mix different types of music, including his own (he's also a ²**composer**), ³**classical** (e.g. Mozart) and modern (e.g. Coldplay or Queen). His shows are full of energy, and the ⁴**audience** always ⁵**cheers** for a long time, asking for more.



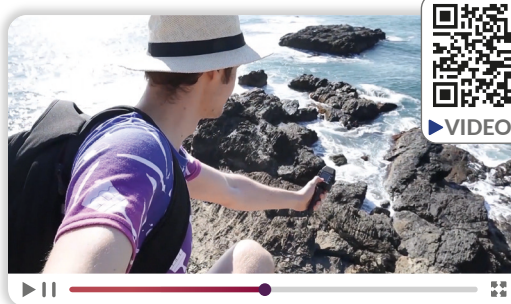
David Garrett

- 6 **KEY WORDS**  Complete the sentences so they are true for you. Look up any words you do not know or information you need.

- I think is a very talented **songwriter**.
- There are film **soundtracks** on my **playlists**.
- My favourite **theme music** comes from , which is a film / computer game / TV series.
- I like , who had a **hit album** last year called .
- I am a huge fan of music, and I often **stream** / **download** it from .

- 7 **SPEAK** Compare your answers from exercise 6 with a partner.

- 8 **SPEAK** Describe the video still and answer the questions.



▶ VIDEO 05

- The boy is a musician. Why do you think he is recording the sounds of nature?
- Do you think it's important to know what inspired the music you listen to?
- What do you think could be a good source of inspiration for a musician?

FAST FINISHERS

-  What kind of career connected with music seems the most interesting to you? Why?

David Garrett (real name David Christian Bongartz), born in 1980, is a world-famous German violin player who started with classical music but is now famous for his violin interpretations of pop and rock pieces. His albums with these pieces always go gold or platinum and he tours the world filling stadiums. In 2008, this virtuoso violinist broke the Guinness World Record for the Fastest Violin Player when he performed Flight of the Bumblebee in one minute 5.26 seconds.

Exercise 1

Possible answers

types: jazz, rap, pop, dance, hip-hop, rock, metal, film, classical, opera, R&B

verbs: listen, read, compose, play, conduct, sing

instruments: guitar, piano, flute, harp, harmonica, bass guitar

people: artist, guitarist, pianist, violinist, player, composer, dancer, drummer, songwriter, listener, musician, DJ

Online teaching

To save time, you may assign exercise 6 as homework, written or oral (as a recording/vlog), including justifications. Ask stronger students to answer a question or two in class as an example.

Extra practice

- Workbook p18
- Photocopiable Worksheet 6, Teacher's Book p382
- Video Worksheet 2 *Diggers Dancing*, Workbook p103

- Extra Practice Worksheet: Unit 2 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 2.1, MEE App

For next lesson

Ask students to answer the following questions in full sentences: *Is there someone you **have** always **wanted** to see in concert? Who? Is there any food you **haven't tasted** yet? **Have** you ever **done** anything crazy?*

Then ask students to look at the verbs in bold in the

questions and come up with the following rules:

- How is this tense created?
- What is it called?
- How are statements, negations and questions created?

Testing

Vocabulary Short Test 2.1

Lesson materials

-  Audio script, Teacher's Book p333
-  Video script, Teacher's Book p353

Andrew Lloyd Webber
(born 1948) – an award-winning British composer best known for composing some of the most famous musicals of all time including *Cats*, *The Phantom of the Opera*, *Evita*, *Jesus Christ Superstar* and *The Wizard of Oz*, which have run for decades in theatres in the West End in London and on Broadway in New York and have been turned into films.

Glee – American musical comedy-drama (2009–2015) following the problems of a group of high school students who join a school glee club called New Directions. Under the direction of a Spanish teacher, Will Schuester, the choir sings songs of popular artists and competes in state show choirs competitions.

High School Musical
– originally, it was a Disney Channel film from 2006 about two high school students who want to play the main parts in the title high school musical and fall in love. The film was a huge hit and *High School Musical* turned into a franchise which encompasses romantic comedy films, a TV series, books and musicals, live shows and video games.

Exercise 4

- 1 has been listening
- 2 haven't been paying
- 3 have they been playing
- 4 Have you been practising
- 5 has been writing

Exercise 6

- 1 has achieved
- 2 has been producing
- 3 has been working
- 4 has produced
- 5 has been experimenting
- 6 has just started

2.2 Grammar 1

Present perfect continuous and present perfect simple

1 SPEAK Answer the questions.

- 1 Have you ever watched any musical films or TV series? Which ones?
- 2 Have you ever sung in the school choir or participated in a school concert?

2 1.12 Listen to a dialogue.

Are the statements true (T) or false (F)?

- 1 Alex was inspired by watching the musicals. T / F
- 2 This wouldn't be the first musical in their school. T / F
- 3 Some students have experience in music. T / F

3 Look at the video still and study the grammar table. Complete the table with examples a–c from the dialogue in exercise 2.

- a Sally **has been having** music lessons since she was five.
- b **I've been talking** to some people recently.
- c **Have you been listening** to me? I bet you haven't because you look confused.

Key Grammar

Present perfect continuous

We use the present perfect continuous to talk about:

- actions that started in the past and continue in the present, emphasising their duration or repetition, e.g. ¹ **a**,
- actions that have just finished when we can see their effects or consequences, e.g. ² **c**,
- repeated actions in the recent (unspecified) past, often with *lately*, *recently*, e.g. ³ **b**.

	I/You/We/They	He/She/It
+	I have been resting all afternoon.	It has been snowing since yesterday.
–	We haven't been talking to her lately.	He hasn't been going to football practice.
?	Have you been waiting ? Yes, I have . / No, I haven't .	Has she been studying ? Yes, she has . / No, she hasn't .



Grammar Reference >> 36 Irregular verbs >> 154–155

4 Complete the sentences with the present perfect continuous forms of the verbs in brackets.

- 1 His ears are ringing because he **has been listening** (listen) to music with the volume turned all the way up.
- 2 They don't know what to do because they **haven't been paying** (not pay) attention to the teacher.
- 3 How long **have they been playing** (they / play) together in this band?
- 4 You're doing much better today. **Have you been practising** (you / practise) lately?
- 5 Andrew Lloyd Webber is a talented composer who **has written** (write) hit musicals for decades.

5 Look at the box and answer the questions.

Key Grammar

Present perfect continuous and present perfect simple

We've **been learning** Portuguese since September.

We've **already learned** two tenses.

- 1 Which tense do we use when the action is unfinished and the focus is on the action or process?
present perfect continuous
- 2 Which tense do we use to show the present result of a finished action when the focus is on the result?
present perfect simple

6 Complete the text with the correct forms of the verbs in brackets. Use the present perfect simple or continuous.



WondaGurl is a music producer from Canada.

Her real name is Ebony Oshunrinde, and, although she's only in her twenties, she ¹ **has achieved** (achieve) a lot. She ² **has produced** (produce) records since she was a teenager. Since then, she ³ **has worked** (work) hard to make a name for herself and ⁴ **has produced** (produce) records for artists such as Rihanna and Drake. More recently, she ⁵ **has experimented** (experiment) with a new sound, psychedelic rap, with singer Lil Uzi Vert, and she ⁶ **has just started** (just / start) mentoring other young producers.

7 1.13 Correct the mistakes in the questions. Listen and check your answers.

- 1 **Have** your best friend ever lied to you? *Has*
- 2 Have you ever **perform** in public? *performed*
- 3 How long have you **learning** English? *been learning*
- 4 Have you ever **been-seeing** your favourite singer or band in concert? *seen*
- 5 How long **you-have** been working on this exercise? *have you*

8 SPEAK Answer the questions in exercise 7.

FAST FINISHERS

Write three sentences about yourself and three questions to your partner using the present perfect continuous and appropriate time expressions.

Online teaching

- To save time, you may preassign exercise 3 as homework and/or assign exercise 6 and/or 8 as homework after this lesson.
- Exercise 8 can be done in writing or as a vlog.
- For weaker/mixed ability students – exercises 4 and 6 can be done in pairs to help them think about the answers. Show correct answers on the e-board or shared screen.

Extra practice

- Extra Grammar Practice, Student's Book p144
- Workbook p19 and p113
- Photocopiable Worksheet 7, Teacher's Book p383
- Extra Practice Worksheet: Unit 2 Grammar, Teacher's Resource Centre
- On-the-Go Practice 2.2, MEE App

For next lesson

Ask students to look at the picture for Student A in exercise 6 on page 25 and complete

the following sentences:

She seems ...
She might ...
It looks like ...

Testing

Grammar Short Test 2.2

Lesson materials

- Grammar Reference, Student's Book p36
- Audio script, Teacher's Book p333
- Video script, Teacher's Book p353

Describing photos • Speculating about people's feelings

1 **SPEAK** Look at the photo and answer the questions.



- Where are the people?
- How do you think they are feeling?
- What has happened to make them feel like this?

2 **1.14** Listen to a dialogue and answer the questions. Were your guesses in exercise 1 correct?

- How is Matt feeling? Why? *He's upset because the girl he asked to come to the concert with him said no, but now she's there with her friends.*
- What advice does Jake give him? *To go have fun with the girl and her friends and talk to her about it later.*

3 **1.14** Complete parts of the dialogue from exercise 2 with the words from the box. Then listen again and check.

guess looks say seem too

- Jake I'm so excited! Aren't you?
- Matt What? Oh, yes, they're my favourite band.
- Jake And yet you don't look ¹ too excited.
- Jake So what is it? You ² seem upset.
- Matt Well, I asked Clarisse to come to this concert with me, but she said no.
- Jake And I ³ guess you feel hurt?
- Matt She's just posted a picture of herself with Karen and Diane somewhere over there by the stage. And she ⁴ looks like she's enjoying herself.
- Jake Oh! Let me see. Yes, I'd ⁵ say she's pleased to be here.

4 **1.14** Study the Key Phrases box. Then listen again. Which Key Phrases did you hear?

Key Phrases

Describing photos – speculating about people's feelings

He doesn't look too/very (excited).
 He looks/seems (really) (upset).
 She doesn't seem to be (having fun).
 I guess they feel (hurt).
 Maybe she is/isn't/was/wasn't ...
 It looks/seems like she is (enjoying herself).
 She looks like she's (enjoying herself).
 It's possible (that) ...
 She might be (angry) because ...
 I believe he/she is (happy).
 I'd say he/she is (pleased).

5 Complete the description of the photo. Use the Key Phrases.



In the picture, I can see two people *in the foreground and one *in the background. They're all standing in some room or a hallway under a sign that says 'CASTING', so I ¹ guess / believe this is some kind of audition for a film, a play or a musical. I ² believe / guess it is a show where you need to sing or act because they're holding sheets of paper, with text or lyrics probably. So I'd ³ say the people in the picture are singers or actors. They ⁴ don't seem too stressed about the casting, though. On the contrary, it seems ⁵ like they're both in a good mood. ⁶ Maybe they've done this before, or perhaps they've been practising a lot and are just very well prepared. It looks like they're waiting in line, so it's possible they've been waiting there for some time now.

*in the foreground = na pierwszym planie

*in the background = na drugim planie/w tle

6 **SPEAK** Describe the photos and answer the questions. Student A, look below. Student B, look at page 156.

In the picture, I can see ...

Student A



- What is the girl thinking about?
- Do you prefer to play or listen to music? Why?
- Tell me about a situation when you or someone you know had a problem with a musical or artistic performance.

FAST FINISHERS

Go to page 153 and describe one of the posters. Speculate about who the people are, what they are doing and how they are feeling.

Exercise 4

(You) don't look too excited.
 (You) seem (upset).
 I guess you feel (hurt).
 Maybe she was ... / 's not ...
 It looks like she is ...
 She looks like she's (enjoying herself).
 I'd say she's (pleased) ...
 It's possible ...

Extra classroom activity

After exercise 5, tell students to keep their books closed. Show the picture from exercise 5 on the screen/overhead projector. In pairs, students take turns describing it. For weaker classes, ask students to cover the text in exercise 5 but keep their books open so they can look at the Key Phrases.

Online teaching

- For exercise 3, share the screen with the text of the exercise to help weaker students follow

as you check their answers. If this is not possible, share your screen/e-board and type up answers.

- For exercise 4, mixed ability classes can work in groups (breakout rooms) to speed it up.
- For exercise 6, put students into breakout rooms and visit to check on their progress. Afterwards, you can ask stronger students to do the exercise for the whole class.
- To save time, you may assign exercises 4 and 5 as homework; exercise 5 may be done as recorded homework.

Extra practice

Workbook p20

For next lesson

Ask students to read the text on page 27 and look up any words they do not know.

Lesson materials

- Model answer to exercise 6, Teacher's Resource Centre
- Audio script, Teacher's Book p333

2.4 Reading

An article about the influence of music on the brain



1 Choose the correct options. Which statements are true for you?

- I always listen to music when I repeat / revise for tests or exams.
- I really need to improve my reading skills / knowledge.
- I'm very good at analysing situations and correcting / solving problems.
- I would like to attend / make a speed-reading course.
- I have inherited my language abilities / knowledge from my parents.
- I try to do things like crosswords that can improve / fix my memory.
- I think never-ending / lifelong learning will be necessary in my future career.

2 **SPEAK** Look at the words in the box. Do you think music can affect these things? Do you think it affects them in a positive or negative way?

ability to concentrate happiness how you exercise
learning foreign languages maths ability
memory movement your dreams

3 Scan the text and check your answers to exercise 2. Which things were not mentioned in the text?

movement, your dreams

4 **1.15** Read the text. Are the statements true (T), false (F) or is there no information in the text (NI)? Correct the false statements.

- You mainly use one part of the brain when you listen to music. **T / (F) / NI**
You use different parts of the brain when you listen to music.
- Listening to music while studying improves your reading skills. **T / (F) / NI**
Studying music improves your reading skills.
- You usually have happy memories from the past when you listen to your favourite song. **T / F / (NI)**
- Humans were able to speak languages before they learned to make music. **T / (F) / NI**
Humans learnt to make music before they were able to speak languages.
- Well-chosen music helps you use less oxygen as you exercise. **(T) / F / NI**
- If you feel stressed when you study, listening to slow music is a good idea. **(T) / F / NI**

5 Read the text again and complete the sentences.

- If you have a strong bridge between the two sides of your brain, you will have no problems with , and .
- To concentrate on your studies better and for a longer period of time, you should .
- Learning to play an instrument for over a year improves your .
- People with memory problems should .
- When you exercise, listening to music stops your brain from .
- Dopamine released to the brain can help you deal with , and .

6 **KEY WORDS** Match the highlighted words from the text to definitions 1–6.

- concentrate *focus*
- gets someone's attention and prevents them from concentrating on something *distracts*
- deal with; put information in order to organise it *process*
- awake and knowing what's going on *alert*
- raises level of activity *stimulates*
- makes stronger *strengthens*

7 Complete the text with the correct forms of the words from exercise 6.

HOW MUSIC DIDN'T HELP ME STUDY



My favourite metal band was playing the night before my biology test. I really wanted to go, but felt bad knowing I should study. Then I heard from someone that energetic music¹ stimulates your brain and helps you study. That² strengthened my determination to go. 'Perfect! I'll go to the concert and then study!' I thought. And so I did. What a stupid idea that was! I came home late and sat down to revise. My teacher speaks very fast, so I usually just take notes during the lesson and then³ process everything at home. Unfortunately, I was so⁴ distracted thinking about what had happened at the concert that I couldn't⁵ focus on the material even for five minutes. Then, I started getting more and more tired (it was 2 am after all), and although I was doing my best to stay⁶ alert, I simply fell asleep. The next day I failed my exam. I guess I need to read more about how to use music for studying.

8 **SPEAK** Answer the questions.

- Now that you know how music influences your brain, do you think students should listen to music in class? Why/Why not?
- What music
 - helps you study?
 - makes you feel happy?
 - makes you want to continue exercising?
- Are there any other situations when music helps you?

FAST FINISHERS

Create a playlist for studying, exercising or making someone feel better. Include at least five pieces of music and justify your choices.



Exercise 5

- solving problems, making decisions, planning
- listen to (fast) (background) music without lyrics
- (foreign) language abilities / skills / ability to learn (foreign) languages
- listen to music while studying
- realising (that) you're tired
- pre-examination stress, nerves, panic attacks

Extra classroom activities

- After exercise 1, ask stronger students to explain why some of the sentences are true or false for them or put the class in pairs to do the same. Pair up weaker students with stronger ones.
- After exercise 2, write the words from the box on the board and ask students to vote whether they are affected in a positive or negative way. Ask braver students to explain how/why. Ask them

whether it depends on the kind of music.

- After exercise 7, ask students what advice they would give to the author of this post.

Online teaching

- To save time, you may preassign reading the text as homework, asking students to check the words they do not know.
- For weaker/mixed ability classes, do exercises 4 and 5 displaying the text on the screen and pointing to places in the text that give correct

answers, then type them up on the e-board. You can also ask stronger students to indicate these places and dictate the answers.

- You may assign exercise 2 or 8 as recorded homework.
- You may assign exercise 7 as homework.

Extra practice

- Workbook p21
- Extra Practice Worksheet: Unit 2 Reading, Teacher's Resource Centre



Music

and your brain

Music is fun and relaxing. It allows us to express ideas and feelings – but did you know it's also good for your brain? We've been doing some research, and we've found six important benefits.

Thinking

When you listen to music, you activate many different parts of the brain to **process** the rhythm, tune and sound. This **strengthens** a part of the brain called the corpus callosum, the bridge between the right and left sides of the brain. People with a strong corpus callosum are better at solving problems, making decisions and planning. Studies also show that students' maths and reading skills improve if they study music.

Focus

Background music without lyrics is good for studying or working, as it can help you concentrate. How? It stimulates brainwaves – faster rhythms help you stay **alert** and **focus** for longer. So, if you're revising for exams, turn on your favourite classics or themes from your favourite films (remember to choose the fast ones!) and learn more effectively.

Memory

Has a piece of music ever taken you back to a particular time or place? That's because music activates the parts of the brain involved in controlling memory. Even better – listening to music actually improves memory. In the world of lifelong education, where what you've learned at university might not be enough in ten years' time, attending various courses all your life will be common practice. As you grow older and your memory gets worse, listening to music while studying might be the answer.

Language

People who play a musical instrument for at least fourteen months are better at learning foreign languages. Adults who only learned music as children and haven't played since still have this ability. Why? People have been making and listening to music for much longer than they have been using language. Scientists believe that communicating through language developed from humans' use of music. When you train musically, your language abilities develop, too.

Physical ability

Want to exercise for longer? Listen to music! It **stimulates** you (for best results, try house, hip hop and dance) and can help you exercise more efficiently and use less oxygen. Not only that – when you get tired, it helps you carry on. That's because when the body sends a signal to the brain to stop, music **distracts** the brain from reacting to this message.

Mood

Have you ever felt happier after listening to music? When you listen to music, the brain releases dopamine, the 'feel-good' chemical. It's the perfect answer to your pre-examination stress, nerves and panic attacks. Try especially slow beat music that slows down your heart rate as well.

GLOSSARY

brainwave – fala mózgowa

corpus callosum – ciało modzelowate

Did you know?

🔦 A typical teen spends up to four hours a day listening to music. That's about 6,280 songs a year!

UNIT 2 27

For next lesson

Ask students to take the quiz in exercise 3 on page 28 and check the words they do not know.

2.5 Vocabulary 2

Music and performance



- 1 Match photos A–D to definitions 1–4. Complete the descriptions of the photos.

- 1 a group of musicians playing classical music, e.g. in a ballet **C**
- 2 a group that plays and sings to traditional music **B**
- 3 a story told through singing to classical music, requiring singers to sing very high and very low notes **A**
- 4 a kind of play with singing and dancing, often based on pop or rock songs **D**

- 2 1.16 Listen and match the recordings with two pictures from exercise 1. Then use vocabulary from exercise 1 to say what you hear.

- 1 picture C (orchestra playing classical music)
- 2 picture B (folk band playing traditional music)

- 3 **SPEAK** **KEY WORDS** Do the quiz below. Then check your results on page 156.

How important is music to you?

- 1 What's most important to you in a song?
 - a It should be something you can sing or dance to.
 - b Whether the **lead singer** has an interesting **voice**.
 - c A **catchy melody** – I want to feel something when I hear it.
- 2 At a concert you probably
 - a stand where you can dance and chat with people.
 - b notice how the **concert hall** influences the **sound quality**.
 - c stand at the back because jumping and shouting to the music isn't your thing.
- 3 If a singer or band you like goes on tour, you
 - a go and have fun from the first moment of the concert, even if the **support band** is bad.
 - b quickly buy tickets before they **sell out**.
 - c get the **live album** afterwards (if it has good reviews) – it's as good as a **live performance**.
- 4 When a singer you like **releases** a new single, you
 - a quickly learn the **song lyrics** so you can **sing along**.
 - b download it immediately.
 - c wait and see if it is a **hit** before you download it.
- 5 You like singers and bands that
 - a **tour** regularly and appear at **open-air festivals**.
 - b don't just **entertain**, but also bring something new to the music world.
 - c **record** your favourite kind of music.
- 6 You
 - a like to experiment and listen to everything from opera to **buskers**.
 - b know all the current and classic hits including their **cover versions**.
 - c usually listen to friends' **playlists**; you don't make your own.



o p e r a



f o l k b a n d



o r c h e s t r a



m u s i c a l

- 4 Complete the description of the picture, using some of the highlighted words from exercise 3 in the correct form.



SUPERGROUP is ¹ touring Europe again!

All concert tickets have ² sold out!

Those of you who didn't manage to get them – you'll have to wait for the live album, which will be ³ released on 24 May.

In the meantime, the talented ⁴ busker you see in this picture is performing ⁵ cover versions of SUPERGROUP's hits.

- 5 **SPEAK** Complete the questions using some of the highlighted words from exercise 3. Then ask and answer the questions.

- 1 What three songs with a catchy melody do you always sing along to?
- 2 Have you ever been to an open-air festival?
- 3 Which bands/singers are really good at entertaining their fans at concerts?
- 4 Do you know the lyrics of your favourite songs in English?
- 5 Why do buskers perform? To earn money or to practise in front of a live audience?
- 6 Do you feel that most singers/bands perform as well live as on their studio albums?
- 7 Do you prefer original versions of classic hits or their modern cover versions by contemporary artists? Can you name some artists who (have) recorded such songs?

FAST FINISHERS

- Write a short note about your favourite artist using the vocabulary from this lesson.

Extra classroom activity

After exercise 1, ask students if they can name any particular titles / names related to the four kinds of music named here. For stronger classes, have a competition: divide them into groups and give them two minutes to come up with as many names/titles as they can.

Online teaching

- For exercise 3, display the quiz on screen to make

it easier for the students to follow as you point to the questions/answers you are referring to.

- You may preassign the quiz as homework, asking students to check the words they do not know.
- To save time, assign exercises 4 or 5 as homework. You may assign the speaking part of exercise 5 as recorded homework.

Extra practice

- Workbook p22
- Photocopiable Worksheet 8, Teacher's Book p384

- Extra Practice Worksheet: Unit 2 Vocabulary, Teacher's Resource Centre
- On-the-Go Practice 2.5, MEE App

For next lesson

Ask students to do exercise 2 and/or 4 on page 29, using dictionaries if necessary.

Testing

- Vocabulary Short Test 2.5

Lesson Materials

- Audio script, Teacher's Book p333

Weightless by UK band Marconi Union is a piece of music created by musicians who collaborated with sound therapists. It is supposed to positively influence the listeners by relaxing them, reducing their heart rate, blood pressure and anxiety.

1 **SPEAK** Answer the questions.

- What music do you listen to when you're sad? Why?
- What kind of music irritates or annoys you? Why?

2 **KEY WORDS** Read the highlighted words below. Find out the meaning of the words you don't know. Match some of the words to pictures a–i. *Possible answers*

angry • bored • calm • content • embarrassed
happy • jealous • joyful • kind • lonely
optimistic • pessimistic • sad • satisfied • scared
surprised • sympathetic

a embarrassed b bored c surprised d content / joyful / happy
e scared f sad / sympathetic g lonely h calm i angry



3 **1.17** Listen to four pieces of music. How do they make you feel?

1 2 3 4

4 **KEY WORDS** Read the **WATCH OUT** box. Match the highlighted nouns below to the highlighted adjectives from exercise 2 and put them in the correct categories.

anger • boredom • calmness • contentment
embarrassment • fear • happiness • jealousy • joy
kindness • loneliness • optimism • pessimism
sadness • satisfaction • surprise • sympathy

-ment	content – contentment, embarrassed – embarrassment
-ness	calm – calmness, happy – happiness, kind – kindness, lonely – loneliness, sad – sadness
-ism/-ion	optimistic – optimism, pessimistic – pessimism, satisfied – satisfaction
other	angry – anger, bored – boredom, scared – fear, jealous – jealousy, joyful – joy, surprised – surprise, sympathetic – sympathy

WATCH OUT

Abstract nouns

Many adjectives have noun forms, e.g. *free* – *freedom*. Feelings and emotions are abstract nouns – you can't see, hear, smell, touch or taste them. Typical abstract noun endings include *-ment*, *-ness*, *-ism* and *-ion*.

5 **1.18** Read the questions. What do you think people might reply? Make notes and listen to five interviews. Did the speakers mention any of your ideas?

- What do you think of music in public spaces, e.g. shops and lifts?
- Should people be able to listen to music on public transport?
- Are buskers annoying or entertaining?

6 **1.18** Listen and match speakers 1–5 to statements A–F. There is one extra statement.

Which speaker

- A describes feeling embarrassed about something?
B is angry about something?
C expresses surprise about something?
D mentions music that makes them feel calm?
E listens to other people's music when they're bored?
F thinks music makes people more friendly to others?

1 D 2 B 3 A 4 F 5 C

7 **1.18** Listen again. Are the statements true (T) or false (F)? Correct the false statements.

- Robberies and vandalism went down in stations that started playing classical music. **T** / **F**
- Slow pop music makes people shop faster. **T** / **F**
Fast music makes people shop faster. / Slow pop makes people feel like they are not in a hurry.
- By law, you have to wear headphones if you listen to music on public transport. **T** / **F**
You don't have to wear headphones.
- International Busking Day was created a few years ago. **T** / **F**
- Some people dislike the combination of crowds and energetic music on a train. **T** / **F**

8 **SPEAK** Ask and answer the questions from exercise 5. Do you agree with the speakers? Why/Why not?



FAST FINISHERS

Think about films that you liked for their music. Write down two or three titles and the feelings the music in them left you with.



Go online and listen to a piece of music entitled **Weightless** by Marconi Union, then google the idea behind it. Do you think it works? Write a short note about it.

Online teaching

- As a warm-up, share the screen with a few emojis and ask students to add their favourites in the chat or on a shared screen.
- You may make exercise 3 more fun and easier for weaker students by asking them to rate the pieces of music using emojis first. Then ask them to name the emotions.
- For exercises 6 and 7, display the questions and statements on the screen to make it easier to follow.

For weaker classes, consider displaying the audio script to discuss where the answers come from.

Extra practice

- Workbook p23
- Extra Practice Worksheet: Unit 2 Listening, Teacher's Resource Centre

For next lesson

- Ask students to translate the following sentences into English: 1) *Jakich zespołów zazwyczaj słuchasz?* (What bands do you usually listen to?)

- Dla kogo jest muzyka w sklepach?* (Who is music in shops for?) 3) *Radio jest za głośno. Czy możesz je ściszyć?* (The radio is too loud. Could you turn it down?) 4) *Lubisz taką zupę, prawda?* (You like this soup, don't you?)

- Ask them to compare their answers with the video still and sentences in exercise 7 on page 30. Did they get them right? Why/Why not?

Lesson materials

- Audio script, Teacher's Book pp333–334

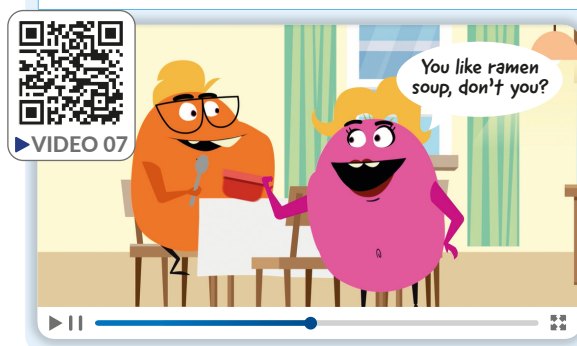
Ariana Grande (born 1993) is an American singer and actress who started her career at fifteen in Broadway musicals but gained wider popularity thanks to her role of Cat Valentine in a Nickelodeon TV series. She was discovered as a singer when a record company found her YouTube covers of famous songs and is now best known as a pop and R&B singer. She has won Grammy Awards and has worked with such music celebrities as Justin Bieber and Lady Gaga.

2.7 Grammar 2

Question tags • Questions with prepositions at the end

- SPEAK** Choose the correct options so that the sentences express your opinion. Find out if your partner agrees with you.
 - Most love songs are / aren't the same.
 - Folk music is / isn't joyful and energetic.
 - Not everyone / Everyone loves Christmas songs.
 - Live performances are seldom / often disappointing compared to studio albums.
- 1.19** Listen to sentences a–f. How do the speakers check if the listeners agree with them? *They use short questions at the end of sentences, i.e. question tags.*
 - The music isn't there for the shoppers, **is it?**
 - They weren't enjoying the music, **were they?**
 - Music has that effect, **doesn't it?**
 - You sang along to the song, **didn't you?**
 - You've seen them in concert, **haven't you?**
 - She hasn't bought the tickets, **has she?**
- 1.20** Look at the video still and study the grammar table. Complete the table with examples a–f from exercise 2.

Key Grammar	
Question tags	
To form question tags, we use auxiliary verbs in the correct tense and a pronoun that goes after the auxiliary verb.	
Affirmative verb + negative tag	
<i>Buskers <u>entertain</u> people, don't they?</i>	
¹ c, ² d, ³ e.	
Negative verb + affirmative tag	
<i>You <u>aren't</u> bored, are you?</i>	
⁴ a, ⁵ b, ⁶ f.	
We use the same form (affirmative or negative) as the verb in the main sentence to agree with a question tag and the opposite to disagree.	
<i>He <u>doesn't like</u> rap music, does he?</i>	
No, he doesn't. = I agree.	
Yes, he does. = I disagree.	
When the speaker asks a real question, their intonation at the end of the sentence goes up.	
When they're only asking for confirmation, it goes down.	



Grammar Reference >> 36

- 1.20** Complete the question tags. Then listen and check.
 - Jazz music is fantastic, isn't it?
 - You don't like singing, do you?
 - The last English class was fun, wasn't it?
 - We didn't go to the same primary school, did we?
 - You've never played a musical instrument, have you?
- 1.21** Listen and decide if the speakers are asking for information or confirmation.
 - You've downloaded the playlist, haven't you? *confirmation*
 - He doesn't like rap music, does he? *information*
 - Ariana Grande sang this song, didn't she? *information*
 - Classical music is relaxing, isn't it? *confirmation*
- SPEAK** Answer the questions from exercise 4. Pay attention to your intonation.
- SPEAK** Study the grammar table and complete it with examples a–c.
 - What bands do you usually listen **to**?
 - Who is music in shops **for**?
 - The radio is too loud. Could you turn it **down**?

Key Grammar	
Questions with prepositions at the end	
The preposition comes at the end of a question when the main verb needs a preposition, e.g. ¹ b, ² a, or is a phrasal verb (switch off, cheer up, let down, etc.), e.g. ³ c.	

- 1.22** Complete the questions with the correct prepositions. Then listen and check.
 - When your favourite song comes on the radio, do you turn the volume up?
 - What music do you like dancing to?
 - If you have a problem, who do you talk to?
 - Where do you come from?
 - What kind of music are you interested in?
 - What are you thinking about?
- SPEAK** Ask and answer the questions from exercise 8.

FAST FINISHERS

Imagine you are going to interview a celebrity or a music star. Prepare five questions for them. Use as many words from this unit as possible as well as question tags. Try to use different tenses.

Extra classroom activity

After exercise 3, ask students to go back to the sentences in exercise 1 and complete them with question tags appropriate for the way they completed the sentences.

Online teaching

You may use the e-board to write step-by-step how the question tags in exercise 2 were created.

Elicit more sentences with the same main/auxiliary verbs.

- To save time, you may assign exercises 6 and 9 as written or recorded homework.
- For weaker classes, use the e-board to write statements for the questions from exercise 7 and 8 to show students where the prepositions come from.

Extra practice

- Extra Grammar Practice, Student's Book p145

- Workbook p24 and p113
- Photocopiable Worksheet 9, Teacher's Book p385
- Extra Practice Worksheet: Unit 2 Grammar, Teacher's Resource Centre
- On-the-Go Practice 2.7, MEE App

Testing

Grammar Short Test 2.7

Lesson materials

- Grammar Reference, Student's Book p36
- Video script, Teacher's Book p353

Grammar and vocabulary practice

Pink (born Alecia Beth Moore in 1979) is an American pop/rock singer-songwriter who is famous for her powerful voice and energy that is not only heard in her songs but also seen in concerts, which are always a show of music, dance and special effects. She has collected many awards from Grammys and BRITs to MTV Video Music Awards, and she was named Billboard's Pop Song Artist of the Decade in 2009 and Woman of the Year in 2013, as well as VH1's one of the 100 Greatest Women in Music. Her songs, such as *Who Knew* or *Just Give Me a Reason*, have been topping the charts for months.

- 1 **SPEAK** Can you dance? What kind of dance would you like to learn if you had the opportunity?
- 2 Make nouns from the words below.
- | | | |
|---------------------------------------|-------------------------------------|--------------------------------|
| 1 compose
<i>composer</i> | 3 embarrass
<i>embarrassment</i> | 5 refer
<i>reference</i> |
| 2 concentrate
<i>concentration</i> | 4 kind
<i>kindness</i> | 6 rehearse
<i>rehearsal</i> |
- 3 Complete the text with the correct words formed from the words in capitals.



Breakdancing,

also known as b-boying, is a form of dancing to ¹*rhythmical* (RHYTHM) hip hop music that includes a variety of acrobatic movements. It started as a form of street dancing in New York in the 1970s. The ² *dancers* (DANCE) were usually African-American or Puerto Rican boys, but, thanks to the Internet and movies, breakdancing is now popular around the world. ³ *Performances* (PERFORM) of the best b-boys (although girls do breakdancing, or b-girling, too) always gather a great audience. And no wonder. The jumps and handstands combined with energetic beats are extremely ⁴ *entertaining* (ENTERTAIN). It takes years of practice, but it's a great way to have fun, ⁵ *strengthen* (STRONG) your muscles, and improve balance and coordination. Thousands of young people do it for their own ⁶ *satisfaction* (SATISFY), learning at home from YouTube videos, but there are also competitions where the best of the best compete for the title of master. Since it is a great show that requires great skills, you might not be ⁷ *surprised* (SURPRISE) to learn that starting in 2024, breakdancing will be an Olympic sport.

- 4 Correct the mistakes in the sentences.
- She wrote beautiful sad songs to deal with her ~~loneliness~~. *loneliness*
 - You haven't seen my headphones, ~~did~~ you? *have*
 - The audience has ~~cheering~~ for fifteen minutes, and I don't think they're going to stop soon. *been cheering*
 - Hey, what's the title of that album you've been ~~listening~~? *listening to*
 - A song with a ~~catching~~ melody that you can't stop hearing in your head is called an earworm. *catchy*

- 5 Complete the sentences with the correct forms of the words in brackets. Add any other necessary words.
- Pink *has been touring* (tour) Europe for five months, and this is her last concert.
 - Look at all those people standing there. What *are they waiting for* (they / wait)?
 - He *hasn't released any records* (not release / records) lately.
 - Chopin composed over fifty mazurkas, *didn't he* (he)?
 - She seems to be* (she / seem / be) jealous of her sister.
- 6 Choose the correct options.
- X: It was a very entertaining show, wasn't it?
Y:
 - Yes, it was so much fun.
 - You're right, it wasn't.
 - I know! I've never seen anything so boring.
 - X:
Y: I know! I'm very unhappy with it myself.
 - He doesn't look too satisfied with how the audition went.
 - The lead singer seems content about your audition.
 - I guess your audition has gone as well as expected.
 - X:
Y: He became their conductor five months ago.
 - He hasn't auditioned for them before, has he?
 - When did he start playing the flute?
 - How long has he been with this orchestra?

#BRAINTEASER

Four friends all play musical instruments. Put them in the order of how long they have been playing.

- Ben hasn't been learning as long as Carla.
- Debbie has just started learning.
- Alex has been playing for six years.
- Carla has been playing for half as long as Alex.

Alex, Carla, Ben, Debbie



FAST FINISHERS

Write a short note about how your taste in music has changed over the last five years.



UNIT 2 31

Extra classroom activities

- After checking the answers to exercise 3, ask students to make more words from the words in brackets (e.g. rhythm – rhythmically) and say what part of speech they are. Then ask students to write sentences with three of them.
- After exercise 6, put students in pairs to write their own dialogues based on distractors from this exercise.

Online teaching

- For exercises 3, 4, and 5 share the screen/e-board and type up the answers to ensure the weaker students get the correct spelling. You can ask stronger students to spell/dictate to you or even share their answers.
- You may assign exercise 2 as homework.

Extra practice

Workbook p25

For next lesson

Ask students to read the text and do exercise 2 on page 32.

The **Latitude Festival** has been held since 2006 in Henham Park, in Suffolk, England. It is an open-air festival that has four stages and many additional artistic events and workshops of art, theatre, literature, dance and more. It runs for four days in July and every year it gathers together over 30,000 people.

Exercise 2

- 1 Latitude Festival, in July, in Suffolk. (paragraph 1)
- 2 Yes, to teens who love music and trying new things. (paragraph 4)
- 3 Variety of music and arts, sound quality and special effects, Sunrise Arena. The best thing were the workshops on the Teen Arena. (paragraph 2)
- 4 The showers were too crowded because there weren't enough of them, and bottled water was expensive. (paragraph 3)

2.9 Writing

A forum post with a review

music



Folky

Guys, has anyone out there been to a good music festival? What do you recommend? Teens are allowed at some of them, aren't they? Finally turning sixteen this year and my parents are letting me go. 😊



ARTie

Or maybe you've heard about an interesting art festival? Looking for something to do this summer, and that's an awesome idea, isn't it? Share, pls.



ARTie

Oh, and have you had any problems or bad experiences there?



FestiFan @Folky@ARTie

- 1 I've got a great one for you – Latitude Festival – an incredible mix of arts. It's been going since 2006. It takes place every year over four days in July at Henham Park, Suffolk. Tickets for over-16s cost around £200, including camping, but day and weekend teen tickets are cheaper. Make sure you buy them early, as they sell out fast.
- 2 Last year, there were seven music stages to choose from, with a huge variety of bands and music styles, from rap and folk to electronic. In addition, there was theatre, film, literature and comedy. The sound quality and special effects were excellent. Don't miss the Sunrise Arena, I've seen some brilliant performances there. Teenagers should definitely check out the Teen Area – their workshops have always been the best thing about the festival.
- 3 The festival is well-planned and there isn't much I'd change. However, there should be more showers as they get crowded. The food was fantastic, but small bottles of water cost £2.50, which is too expensive.
- 4 With something for everyone and the tickets good value, it's well worth going to. I'd recommend it especially to teenagers who love music and trying new things.



ARTie

Thanks, FestiFan!!! That sounds perfect! 😊
I've already bought the tickets for next year.
Can't wait!



Folky

Latitude is just what I've been looking for!



HipHopGirl

I'm too young to go yet, but I love reading about your experiences. Anyone else know of any other festivals?



- 1 **SPEAK** Look at the first three forum posts and answer Folky and ARTie's questions.

- 2 Read the forum posts by FestiFan and answer the questions. Write the number of the paragraph where you found the answer.

- 1 What was the name of the festival? Where and when was it?
- 2 Does the reviewer recommend the festival or not? Who to?
- 3 What positive things does the review mention about the festival? What was the best thing?
- 4 Was there anything the reviewer didn't like or thought could be better?



32 UNIT 2

Extra classroom activities

- Before exercise 1, put students into small groups. Give them three minutes to brainstorm as many positive and negative things about going to a music festival as they can. To start their brainstorming, elicit one positive example (e.g. a chance to see your favourite singer) and one negative example (e.g. expensive tickets). Compare ideas.

- After exercise 4, ask students to write sentences with Key Phrases providing particular information, e.g. *You definitely shouldn't bring a big backpack when you go to a concert.* Elicit a few examples from stronger students first.

Online teaching

- You may preassign exercise 1 as recorded homework/vlog.

- For exercise 3, put students in pairs. Then as you are checking the answers, write the paragraph plan on the e-board (it will be useful for exercise 7).
- For exercise 7, ask stronger students to share screens with their answers. Discuss strong points and typical mistakes.
- You may assign exercises 6 and 7 as homework.
- For weaker classes, preassign reading the text and checking new vocabulary.

- 3 Read the forum post by FestiFan and the questions in exercise 2 again. What information is included in each paragraph? Complete the text plan.

Paragraph 1: *general information (name, time, location, etc.)*

- 4 Look at the forum post by FestiFan again and complete the Key Phrases box.

Key Phrases

Giving recommendations

1 Don't miss ...
You should definitely 2 check it out.
You definitely shouldn't (arrive late).
I'd recommend this band 3 to everyone, especially ...
Make 4 sure you (buy tickets) early.
It's well 5 worth (seeing).
I've got a great one for you.
The workshops are the best 6 thing about the festival.
There were seven stages to choose 7 from.

- 5 Rewrite the sentences using the Key Phrases.

- The support band is great.
Don't miss the support band.
- I think everyone should see this band live.
Make sure you see this band live.
- It's a good idea to go to the festival, especially if you like indie music.
I'd recommend this festival to anyone / everyone who likes indie music.
- Buy the ticket.
It's well worth buying the ticket.
- The best place to stand is at the front.
You should definitely stand at the front.

- 6 Complete the forum post replying to ARTie and Folkie. Use the Key Phrases box to help you.



HipHopGirl

I've 1 got a great one for you: Pol'and'Rock! It's the biggest music festival in Europe where you get in for FREE! Can you imagine? I 2 d recommend this festival to all rock and metal fans out there! There are many stages and different kinds of music to 3 choose from and you'll get a chance to see both the giants of Polish and international rock and new talents who are just entering the charts.
It's well 4 worth going to but make 5 sure you arrive early or it might be difficult to find a place at the campsite. Also, you definitely 6 shouldn't bring your best or most expensive clothes – the festival is just one big mud field, which some people find to be a problem. But the atmosphere is fantastic!

- 7 Do the writing task. Follow the steps in the Writing Planner.

Napisz na forum muzycznym relację z koncertu, który widziałeś/widziałas na żywo lub na nagraniu. W swoim wpisie:

- podaj informacje o artyście oraz czasie i miejscu koncertu,
 - zrelacjonuj przebieg koncertu oraz jego najciekawszy moment,
 - wyjaśnij, jakie problemy wystąpiły podczas wydarzenia,
 - poleć ten koncert konkretnej grupie ludzi.
- Długość tekstu powinna wynosić od 100 do 150 słów.
I knew I had to see this concert as soon as I heard about it!

WRITING PLANNER

THINK

Choose a concert or festival. Make notes about it. Include basic information (e.g. name of the event, artist(s), time, location) and its good and bad points (e.g. price, sound quality, atmosphere, special effects).

PREPARE

Look at the paragraph plan from exercise 3 and write a plan for your post. Use the model text on page 32 to help you.

WRITE

Write your post. Use your notes and the Key Phrases.

CHECK

- Read your post and answer the questions:
- Have you included and developed all four bullet points?
 - Is your text within the word limit (100–150 words)?
 - Have you checked your post for spelling mistakes?

FAST FINISHERS

Imagine you are part of a forum about music. Someone from the US wants to get to know Polish music. Write a short forum post and recommend some artists.



Find some information about a music show that could be interesting to see live or on video. Prepare a flyer with basic information about it to encourage your friends to check it out.

Exercise 3

Paragraph 2: what is there, good things about it

Paragraph 3: problems, suggestions for improvement

Paragraph 4: recommendation

Extra practice

Workbook p26

Lesson materials

Model answer to exercise 7, Teacher's Resource Centre

VOCABULARY

- 1 Complete the sentences.
- The singer was very sa t i s f i e d with his performance – it was the best yet.
 - Let's google the l y r i c s of this song. I can't understand the words.
 - She needs to pr o c e s s all the information before she gives you her opinion.
 - Our station plays energising and rhythmical music to keep drivers a l e r t.
 - Don't mi s s the programme about the greatest composers of our times.
 - Even the best orchestra needs a co n d u c t o r to lead them and help them play in a synchronised way.

- 2 Complete sentences for the pictures. Use the words in brackets, but do not change their form.



She's showing her friend sympathy (showing / sympathy).



(want / attend) this language course.



Please, (turn)!



(playing / gives) her joy.



But I can't (read).



(performance / entertains) her audience.

- 3 Choose the correct options.

- (Have they told) / Have they been telling you about their surprise yet?
- You don't know what I'm talking about, are you /(do you)?
- He's embarrassed and hiding in his car because the audience (have booed) / have been booing him off the stage.
- She (hasn't been listening) / hasn't listened to a word of what I'm saying.
- We're going to be late for the musical, are we going to / (aren't we)?

- 4 Write questions about the underlined parts of the sentences.

- He's very optimistic about his future.
- I cheered him up by telling him silly jokes.
- Hundreds of people showed up.
- He's listening to Imagine Dragons.
- They blamed the accident on bad weather.
- They're looking for a good campsite near the festival.

USE OF ENGLISH

- 5 Complete the second sentence with up to five words so that it means the same as the first one. Use the words in capitals.

- You should have your tickets with you at all times. **SURE**
Make sure (that) you have your tickets with you at all times.
- The lead singer and the guitarist had an argument. **FELL**
The lead singer fell out with the guitarist / and the guitarist fell out (with each other).
- You don't have a chance at this audition if you haven't rehearsed this piece for hours. **PEOPLE**
People who haven't rehearsed this piece for hours don't have a chance at this audition.
- I think everyone who loves jazz should have this album. **RECOMMEND**
I (would) recommend this album to everyone who loves jazz.
- They started playing twenty hours ago, and they're still playing because they want to break the Guinness World Record. **FOR**
They ve been playing for twenty hours because they want to break the Guinness World Record.
- You must see his live performance at the town square next week. **CHECK**
You should definitely check out his live performance at the town square next week.

LISTENING

- 6 **1.23** Listen to a conversation about a charity concert and answer the questions.

- Why is it possible that the girl might not know Bob Geldof's group?
- Why is *Bohemian Rhapsody* mentioned?
- Why did the two musicians want to collect money?
- Why are London and Philadelphia mentioned?
- How can they watch the Live Aid concert?

READING

- 7a Match texts A–D to statements 1–3. There is one extra text.

This text ...

- shows disappointment with a musical event. C
- advertises an unusual music event for all ages. A
- gives instructions to people organising a music event. D

Exercise 2

- turn it / that music / the volume down
- read music
- I want to attend
- Playing the violin gives
- Her performance (always) entertains

Exercise 4

- What is he (very) optimistic about?
- How did I / you cheer him up?
- How many people showed up?
- What / Who is he listening to?
- What did they blame the accident on?
- What are they looking for?

Exercise 6

- Because they haven't had any hits since the 1980s.
- Because it is the film where they saw part of the Live Aid concert.
- To give it to / To help the people in Ethiopia (who had nothing to eat).
- They are the cities where the official (Live Aid) concerts took place.
- They need to buy a recording of it on Blu-ray.

Extra practice

- Workbook Revision p27
- Workbook Matura Practice pp28–29
- Photocopiable Worksheet 10, Teacher's Book p386

For next lesson

Ask students to read the text and do exercise 3 on page 39.

Testing

Unit 2 Test

Lesson materials

- Model answer to exercise 8, Teacher's Resource Centre
- Audio script, Teacher's Book p334

7b Read texts A–D again and complete the blog post.

A

OLDIE BUT GOLDIE

DJ Wika – possibly the most amazing person at any party she goes to. Or, more likely, leads as a DJ. Her grey hair behind the decks has surprised many clubbers, but her music never disappoints them. This joyful and energetic woman over eighty years old breaks all stereotypes about seniors. She's played with other, often much younger, DJs and loves experimenting with her audiences. Her mission

is to activate other senior citizens. By teaching at a University of the Third Age and organising parties for senior citizens, she wants to share her passion for life with others and give them joy. So take your grandma or grandad with you and check DJ Wika out at the Rock Club this Friday night!

B

NIGHT OF LEGENDS!

CAMELOT CINEMA invites all music fans to spend the night (8 pm–6 am) with the giants of rock, pop, blues and rap.

Adult content, adults only.

Tickets go on sale Friday,

8 November at 9 am.

Be quick, they sell out fast!

Due to the great popularity of our events, we've limited ticket sales to one per person. Come and watch movies about the greatest musicians of all times:

Queen, Elton John, Ray Charles and others!

Quizzes with great prizes for everyone in the audience.

For details, visit [our website](#)

C

Dear Sammy,

I know you've been dying to hear about that gospel concert. To be honest, it was strange. They're a world-famous gospel choir, but I don't believe they brought the whole group – there were only ten singers. I've seen their concerts online, and there should be more. The singers had great voices, but they kept inviting people on stage and giving them mikes, so we were listening to the members of the audience embarrassing themselves. So ... I saw them, I heard them, but ... you've got nothing to be jealous of. Sad, isn't it?

Write back soon!

Love, Olga

Send

D

Attention Charity Concert team!

- The doors open at 5 pm – students checking tickets must be there half an hour early. The breakdancers will already be there – their rehearsal is earlier in the afternoon. If the theatre room is locked, respect their privacy! Decorations team – when the dancers have finished rehearsing, you go in to prepare the stage. Make sure you have all the decorations ready and sorted the day before. There will be no time for it on the day of the concert. Organise them according to the show listing! You'll prepare the stage for each show between performances (five-minute breaks).

- Questions? Email me!

W piątek mogłam zobaczyć w akcji jedną z najbardziej niezwykłych kobiet polskiej sceny klubowej. Mimo swoich ponad ¹80 / *osiemdziesięciu lat* DJ Wika potrafi rozruszać każdego – żałujcie, jeśli Was tam nie było! Wyjątkowy dobór muzyki największych z największych można było też usłyszeć kilka dni później w kinie. Niestety, ze względu na *treść* niektórych piosenek bilety dostępne były jedynie dla ²(*osób*) *dorosłych / pełnoletnich*, więc tylko uczniowie najstarszych klas mogli wziąć w tym udział. Tym niemniej była to muzyczna uczta!

Gratulacje dla organizatorów naszego szkolnego koncertu! Grupa rockowa musi jeszcze popracować nad brzmieniem, ale za to zespoły jazzowy i reggae były niesamowite! Niestety ominął mnie występ grupy breakdance, ale widziałam ich próbę, która odbyła się ³*po południu* – zapowiadało się genialnie! Jeśli zaś chodzi o koncert gospel, to mam wrażenie, że przyjechała ⁴*tylko część grupy*, ale ich głosy są niepowtarzalne, więc usłyszeć ich na żywo to wielkie przeżycie! Takich tygodni życzylabym sobie więcej!

Olga S.

SPEAKING

8 Describe the photos and answer the questions.

Uczeń A

- Why are these people playing in the street together?
- Would you ever consider performing in the street to earn some money?
- Describe an amateur performance that you have seen.



Uczeń B

- What do you think the occasion is for this performance?
- Do you ever listen to music played by an orchestra?
- Describe a street parade or festival that you have seen or taken part in.



Look back at the photo on page 22. Imagine you are one of these girls. Write a comment describing your experiences which you could post under the picture on your social media account.

2.2 Present perfect continuous and present perfect simple

Present perfect continuous

Czasu *present perfect continuous* używamy do opisu:

- czynności, które rozpoczęły się w określonym momencie w przeszłości i trwają do teraz (kiedy chcemy położyć nacisk na ich czas trwania), np. *I've been sitting here for hours!*
- czynności i zdarzeń, które powtarzały się regularnie w niedalekiej przeszłości, np.
They've been rehearsing for weeks.
- czynności i zdarzeń, które trwają od jakiegoś czasu, czego skutki są teraz widoczne, np.
It's been raining all day today, so everything is wet.

Odmiana czasowników w czasie *present perfect continuous*:
have/has + been + czasownik z końcówką -ing.

Affirmative	Negative
<i>I/You/We/They have been waiting for ages!</i> <i>He/She/It has been practising the song since early this morning.</i>	<i>I/You/We/They haven't been going out much recently.</i> <i>He/She/It hasn't been working for weeks.</i>
Yes/No questions	Short answers
<i>Have I/you/we/they been doing homework every day?</i> <i>Has he/she/it been running for the last hour?</i>	Yes, <i>I/you/we/they have.</i> No, <i>I/you/we/they haven't.</i> Yes, <i>he/she/it has.</i> No, <i>he/she/it hasn't.</i>
Wh- questions	Subject questions
<i>Why have you been crying all evening?</i> <i>What has she been doing after school lately?</i>	<i>Which dogs have been barking?</i> <i>Who has been helping you with schoolwork?</i>

Określenia czasu typowe dla *present perfect continuous* to:

- since* (od) + określony moment w przeszłości, np.
I have been learning to play the cello since last year.
- for* (od) + przedział czasowy, np.
Dad has been trying to fix my bike for three hours.
- recently/lately*, np. *Has he been using his phone a lot lately?*
- all* (day), np. *We've been studying all morning!*
- how long*, np. *How long have you been preparing for this role?*

Present perfect simple

Czasu *present perfect simple* używamy do opisu:

- doświadczeń, które miały miejsce w nieznanym/nieokreślonym momencie w przeszłości lub na przestrzeni całego naszego życia, np.
Have you ever seen this film? We've already seen it twice.
- przeszłych wydarzeń, których skutki są widoczne w chwili mówienia, np. *He hasn't finished writing yet.*
- czynności, które rozpoczęły się w określonym momencie w przeszłości i trwają w chwili mówienia, np.
I've been a sound engineer for three years now.

Odmiana czasowników w czasie *present perfect simple*:
have/has + past participle (imiesłów bierny).

Określenia czasu typowe dla *present perfect simple* to: *ever, never, just, already, before, yet, for, since* oraz *how long*.

UWAGA!

State verbs (czasowniki opisujące stan) zazwyczaj nie występują w formie ciągłej (*continuous*), nawet jeżeli opisujemy stan trwający nieprzerwanie od jakiegoś czasu. Do czasowników opisujących stan zaliczają się m.in.: *know, understand, believe, want, need, love, hate, like, prefer, have* (w znaczeniu „mieć”), *seem, look* (w znaczeniu „wyglądać”) oraz *hear*.

2.7 Question tags • Questions with prepositions at the end

Question tags

Question tags (pytania rozłączne) występują zarówno w języku polskim, jak i angielskim. Używamy ich, kiedy szukamy u rozmówcy potwierdzenia naszych słów. W języku polskim stosujemy wówczas wyrażenia: *tak?* oraz *prawda?*, np. *Twój tata jest prawnikiem, tak?* W języku angielskim natomiast pytania rozłączne tworzymy za pomocą czasownika posiłkowego typowego dla danego czasu gramatycznego (*be, do, have* albo *will*). Jeśli zdanie główne jest twierdzące, to pytanie rozłączne przyjmie formę przeczenia (i odwrotnie).

present continuous	<i>You're not leaving now, are you?</i>
past continuous	<i>She was lying, wasn't she?</i>
present simple	<i>You don't go to our school, do you?</i>
past simple	<i>They got married in 2012, didn't they?</i>
present perfect	<i>We haven't watched this episode, have we?</i>
present perfect continuous	<i>It has been snowing all weekend, hasn't it?</i>
past perfect	<i>You hadn't known Sue before you moved here, had you?</i>
will (future simple)	<i>It will look good like that, won't it?</i>

UWAGA!

Pytania rozłączne z czasownikiem *be* w czasach: *present simple* i *past simple* nie zawierają czasownika *do*, ale czasownik *be*, np.: *They aren't angry with us, are they?*
It was an open-air concert, wasn't it?

UWAGA!

Pytania rozłączne z *I am* zawierają czasownik *be*, ale w formie *aren't*, np. *I'm always right, aren't I?*
Pytania rozłączne z *I'm not* zachowują się w sposób regularny, np. *I'm not an expert, am I?*

UWAGA!

Pytanie rozłączne w zdaniu rozkazującym zawiera czasownik *will*, np. *Turn the music down, will you?*

Questions with prepositions at the end

Pytania z przymkiem na końcu tworzymy, gdy:

- pytamy o słowo, do którego odnosił się ten przymek, np.
He was talking to her. → Who was he talking to?
- czasownik, którego używamy to *phrasal verb* (czasownik frazowy), np. *What are you looking for?*
- czasownik, którego używamy wymaga użycia przymka, np.
What are you listening to?

- KEY WORDS

VOCABULARY 1 MP3 06

amp/amplifier	/æmp/æmpli,faɪ/	wzmacniacz
audience	/ˈɔːdiəns/	widownia, słuchacze
audition	/ɔːˈdɪʃən/	przesłuchanie, casting
beat	/biːt/	rytm, uderzenie
boo	/buː/	buczeć, wygwizdywać
cello	/ˈtʃeləʊ/	wiolonczela
cheer	/tʃiə/	wiwatować, wznosić okrzyki
classical music	/ˈklæsɪkəl ˈmjuːzɪk/	muzyka klasyczna
compose	/kəmˈpəʊz/	komponować
composer	/kəmˈpəʊzə/	kompozytor
conductor	/kənˈdʌktə/	dyrygent
DJ	/diːˈdʒeɪ/	DJ
download	/ˈdaʊnˌlɒd/	ściągać z Internetu
flute	/fluːt/	flet
headphones	/ˈhedˌfəʊnz/	słuchawki
hit album	/ˈhɪt ˈælbəm/	popularny album
inspire	/ɪnˈspaɪə/	zainspirować, natchnąć
mike	/maɪk/	mikrofon
noise-cancelling	/ˈnɔɪz ˌkænsəlɪŋ/	redukcja hałas
percussion	/pəˈkʊʃən/	perkusja
playlist	/ˈpleɪˌlɪst/	playlista
read music	/ˈriːd ˈmjuːzɪk/	czytać nuty
rehearsal	/ˈriːhɜːsəl/	próba
repertoire	/ˈrepaˌtwaː/	repertuar
rhythm	/ˈrɪðəm/	rytm
rhythmical	/ˈrɪðmɪkəl/	rytmiczny
sing karaoke	/ˈsɪŋ ˌkæriˈaʊki/	śpiewać karaoke
songwriter	/ˈsɒŋˌraɪtə/	autor piosenek
sound engineer	/ˈsaʊnd ˌendʒɪˌniə/	inżynier dźwięku
sound system	/ˈsaʊnd ˌsɪstəm/	natężenie
soundtrack	/ˈsaʊnd ˌtræk/	ścieżka dźwiękowa
speaker	/ˈspiːkə/	głośnik
stream	/striːm/	streamować
talented	/ˈtæləntɪd/	utalentowany
theme music	/ˈθiːm ˌmjuːzɪk/	motyw muzyczny
trumpet	/ˈtrʌmpɪt/	trąbka
turn the volume down	/ˈtɜːn ðə ˌvɒljʊːm ˈdaʊn/	ściszyć
turn the volume up	/ˈtɜːn ðə ˌvɒljʊːm ˈʌp/	podgłośnić

GRAMMAR 1 MP3 07

choir	/kwaɪə/	chór
mentor	/ˈmentɔː/	być mentorem
music producer	/ˈmjuːzɪk ˌprɒˌdjuːsə/	producent muzyczny
psychedelic rap	/ˌsaɪkəˌdelɪk ˈræp/	rap psychodeliczny

READING MP3 08

activate	/ˈæktɪveɪt/	aktywować
alert	/əˈlɜːt/	czujny, uważny
attend	/əˈtend/	uczęszczać
chemical	/ˈkemɪkəl/	związek chemiczny
concentrate	/ˈkɒnsənˌtreɪt/	koncentrować się
distract	/dɪˈstrækt/	rozpraszać, odciągać uwagę
dopamine	/ˈdəʊpəmiːn/	dopamina
efficiently	/ɪˈfɪʃntli/	wydajnie, efektywnie
fix	/fiks/	naprawić
focus	/ˈfəʊkəs/	skupić się
improve	/ɪmˈpruːv/	polepszyć (się)
knowledge	/ˈnɒlɪdʒ/	wiedza
language abilities	/ˈlæŋɡwɪdʒ əˌbɪlətɪz/	umiejętności językowe
lifelong learning	/ˌlaɪfˌlɒŋ ˈliːnɪŋ/	nauka przez całe życie
memory	/ˈmeməri/	pamięć
movement	/ˈmuːvmənt/	ruch
process	/ˈprəʊses/	przetwarzać
resolve	/ˈrɒzəlv/	postanowienie
revise	/ˈrɪˌvaɪz/	powtarzać, np. do egzaminu
skills	/skɪlz/	umiejętności
solve	/sɒlv/	rozwiązać
stimulate	/ˈstɪmjəleɪt/	stymulować
strengthen	/ˈstrenθən/	wzmacniać
tune	/tjuːn/	melodia

VOCABULARY 2 MP3 09

ballet	/ˈbæleɪ/	ballet
busker	/ˈbʌska/	artysta uliczny
catchy melody	/ˈkætʃi ˈmelədi/	chwytliwa melodia
concert hall	/ˈkɒnsət ˌhɔːl/	sala koncertowa
contemporary	/ˈkənˌtempərəri/	współczesny
cover version	/ˈkʌvə ˌvɜːʃən/	przebróbka muzyczna, cover
current	/ˈkʌrənt/	bieżący
entertain	/ˈentaɪn/	zabawiać
folk band	/ˈfɒk bænd/	zespół ludowy
hit	/hɪt/	przebój, hit
lead singer	/ˈliːd ˈsɪŋə/	główny wokalista
live album	/ˈlaɪv ˈælbəm/	album koncertowy
live performance	/ˈlaɪv pəˈfɔːməns/	koncert, występ
on tour	/ˈɒn ˈtʊə/	na trasie (koncertowej)
open-air festival	/ˌəʊpənˌeə ˈfestival/	festiwal na wolnym powietrzu
orchestra	/ˈɔːkɪstrə/	orkiestra
perform	/pəˈfɔːm/	występować
playlist	/ˈpleɪˌlɪst/	lista utworów
record	/ˈrɪˈkɔːd/	nagrywać
release	/ˈriːliːs/	wypuszczać na rynek
sell out	/ˈsel ˈaʊt/	wyprzedać
sing along	/ˌsɪŋ əˈlɒŋ/	śpiewać razem (z kimś, z piosenką)
song lyrics	/ˈsɒŋ ˌlɪŋks/	tekst piosenki
sound quality	/ˈsaʊnd ˌkwɒləti/	jakość dźwięku
support band	/səˈpɔːt ˌbænd/	zespół występujący przed koncertem głównej gwiazdy
tour	/tʊə/	podróżować, jechać w trasę koncertową
voice	/vɔɪs/	głos

LISTENING MP3 10

anger	/ˈæŋɡə/	gniew
angry	/ˈæŋɡri/	zdenerwowany
bored	/ˈbɔːd/	znudzony
boredom	/ˈbɔːdəm/	nuda
calm	/kɑːm/	spokojny
calmness	/ˈkɑːmnəs/	spokojny, spokój
content	/ˈkənˌtent/	zadowolony
contentment	/ˈkənˌtentmənt/	zadowolenie
embarrassed	/ɪmˈbærəst/	zawstydzony, zakłopotany
embarrassment	/ɪmˈbærəsəmənt/	wstyd, zakłopotanie
fear	/fiə/	strach
happiness	/ˈhæpɪnəs/	szczęście
happy	/ˈhæpi/	szczęśliwy
jealous	/ˈdʒeləs/	zazdrosny
jealousy	/ˈdʒeləsi/	zazdrość
joy	/dʒɔɪ/	radość
joyful	/ˈdʒɔɪfəl/	radosny
kind	/ˈkaɪnd/	życzliwy
kindness	/ˈkaɪndnəs/	życzliwość
loneliness	/ˈlɒnəlɪnəs/	samotność
lonely	/ˈlɒnli/	samotny
optimism	/ˈɒptɪˌmɪzəm/	optymizm
optimistic	/ˈɒptɪˌmɪstɪk/	optymistyczny
pessimism	/ˈpesəˌmɪzəm/	pesymizm
pessimistic	/ˈpesəˌmɪstɪk/	pesymistyczny
sad	/sæd/	smutny
sadness	/ˈsædnəs/	smutek
satisfaction	/ˌsætɪsˌfæksjən/	zadowolenie, satysfakcja
satisfied	/ˌsætɪsˌfaɪd/	zadowolony
scared	/skeəd/	wystraszony
surprise	/saˈpraɪz/	niespodzianka, zaskoczyć
surprised	/saˈpraɪzd/	zaskoczony
sympathetic	/ˌsɪmpəˈθetɪk/	współczujący, wyrozumiały
sympathy	/ˌsɪmpəθi/	współczucie
weightless	/ˈweɪtləs/	lekki, w stanie nieważkości

USE OF ENGLISH MP3 11

balance	/ˈbæləns/	równowaga
earworm	/ˈiəˌwɜːm/	melodia wpadająca w ucho
handstand	/ˈhændˌstænd/	stanie na rękach
mazurka	/məˈzɑːkə/	mazurek (utwór i taniec)