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SERVICES

2

Evolution plus


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Książka nauczyciela

UNIT 4 LESSON 1

We have to make the beds.



Monday Tuesday Wednesday Thursday Friday Saturday Sunday

1 Listen and repeat. In pairs act out and guess the activities in the photos.

Students' own answers



sweep the floor



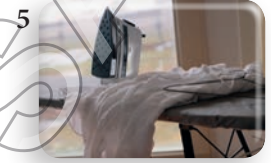
do the washing-up



wash the clothes



tidy up



iron the clothes



dust the furniture



vacuum the carpet



take out the rubbish



make the bed

2 Listen and read. Then act out the dialogue.

Students' own answers

Daisy Look! These are the rules.

Josh That doesn't sound good.

Daisy We have to make the beds every day.

Zoe We have to tidy up on Tuesday, Thursday and Saturday.

Josh We don't have to dust the furniture. Phew! Do we have to wash the clothes?

Zoe Yes, we do. And we have to iron the clothes too.

Josh Oh no! Do we have to do the washing-up?

Matt No, we don't. What day is it today?

Daisy Today is Wednesday.

Matt Josh has to sweep the floor today. That's bad luck, Josh!

Josh That's not fair! Daisy doesn't have to sweep the floor!

Zoe Guys, we have to go! It's half past ten. It's time for Competition Number 3!



3 Listen and tick (✓) the animal which the Bannister Team choose for the project.

The Animal Project

<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	

Easy English

4 Match the parts of the sentences.

- | | |
|-----------------|-------------------------|
| 1 That doesn't | a competition number 3. |
| 2 That's not | b sound good. |
| 3 It's time for | c bad luck. |
| 4 That's | d fair. |

Aims

- Students will:
- talk about housework,
 - ask and answer questions about housework rules and duties.

Grammar

Present simple with *have to* (affirmative and negative sentences, questions and short answers)

Vocabulary

Housework

Functional language

That doesn't sound good.
It's time for ...
That's bad luck.

Extra materials

A week page from a wall calendar to present days of the week (for Words you know)
A picture of a messy room and another one of a clean room (for Lou's grammar)
Grammar flashcards 4.1 (for Lou's grammar)

Warm-up

- Dictate these phrases: *clean my room, go shopping, make breakfast, make dinner*. Have students use them to write four sentences about who does what in their families (eg *I clean my room. My dad goes shopping.*).
- Get students into pairs. Ask them to tell each other about their families and count how many things their families do the same.
- Announce the lesson subject: housework.

Development Words you know

- Have the week calendar page ready. Point to and name each day of the week, at random. Get students to repeat the words chorally.
- Ask students to open their books and ask individual students to read the days of the week out loud. Drill pronunciation by whispering a word and asking three students in a row to repeat after you, each person louder than the one before.

Optional activity 1

Get students into pairs. Student A names one day of the week. Student B listens and names two days, the ones which come right before and right after it (eg A: *Tuesday*. B: *Monday and Wednesday*). Then students swap roles.

1 1.55

- Ask students to look at the pictures and circle the activities they can do. Read a phrase and ask students who circled the corresponding picture to raise a hand.
- Play track 1.55. Tell students to look at the pictures, listen and repeat the phrases correctly (stop the recording after each one). Encourage them to practise correct stress and exaggerate the highlighted sounds: *sweep, clothes, tidy, iron, dust, furniture, vacuum, rubbish*.
- Get students into pairs. Student A mimes one activity. Student B listens and names it. Then they swap roles.

2 1.56

- Explain the meaning of the word *rules* (dos and don'ts). Elicit examples of your classroom rules (eg *Do your homework. Don't be late.*).
- Ask students to read the dialogue and decide if Josh likes the housework rules (*no*). Elicit the phrases he uses to protest (*That doesn't sound good. Phew! Oh no! That's not fair.*).
- Play track 1.56. Tell students to listen and read the dialogue. Divide the class into two teams. Team A underlines dos and Team B – don'ts. Check the answers out loud.
- Ask students to act out the conversation in groups of four.

Optional activity 2

Invite students to play a memory game. Ask each student to imagine that housework is their favourite hobby ☺. Have each student write six sentences

about the housework they do on different weekdays. Get students into pairs, A and B. While Student A reads out his/her description, Student B closes his/her eyes, listens and imagines the situation. After that Student B opens his/her eyes and recounts A's story. Student A counts how many facts Student B remembers correctly. Then students swap roles.

Reflecting upon values

Discuss with students the importance of respecting school rules by both students and teachers. Invite them to think of two negative consequences when (1) students break school rules and when (2) teachers break school rules. Allow answers in Polish. Make sure students see the value of fair play between teachers and students.

3 1.57

- Ask students to look at the pictures of animals. Read their names and get students to repeat after you. Then name one of the animals in Polish and get a student to say the English word.
- Have students read the task and decide which animal they would choose.
- Play track 1.57. Have students listen and tick (✓) the answer. Check the answer with the whole class.

Audioscript 1.57

Organizer Listen please. Here is competition Number 3. Here are five pictures of animals. There is a monkey, a snake, a spider, a meerkat and a parrot. Choose one of these animals. You have to do a project about one animal. You have 15 seconds to choose your animal.

Daisy Quick! Not snakes. I hate snakes.

Josh And not spiders. They're horrible.

Matt I like meerkats. Why don't we do a project about meerkats?

Daisy Yes, meerkats are great.

Zoe Perfect! Meerkats are really cool!

Josh I agree. I like meerkats too.

Organizer Stop, please! Aston School, what is your animal?

Archie Monkeys!

Organizer Good. And Bannister School? What is your animal?

Matt Er ... Meerkats!

Organizer Excellent. It's 11 o'clock now. We finish at 6 o'clock. You've got seven hours! Good luck!

4 Easy English

- Ask students to match the phrases individually. Remind students they can find these expression in the dialogue in Exercise 2.
- Check their answers.
- Get students to practise the pronunciation. Make sure students know the context for using the phrases and can respond. Ask if they can think of the Polish equivalents.

Lou's grammar



I	have to	do the washing-up.
You	don't	have to tidy up.
We		
They		

He	has to	do the washing-up.
She	doesn't	have to tidy up.
It		

Do	you	have to	tidy up?
Does	he		

Yes, I do.
No, I don't.

Yes, he does.
No, he doesn't.



Polish: *Pol have to zawsze stawiamy bezokolicznik.*
I **have to go**. / He **has to go**. / Do they **have to go**?

5 Circle the correct words.

- My sister doesn't **has to** / **have to** dust the furniture.
- My brother **has to** / **have to** sweep the floor.
- He **don't** / **doesn't** have **dust** / **to dust** the furniture.
- Do** / **Does** your brother have to **make** / **makes** his bed?
Yes, he **does** / **has**.
- Do** / **Does** you and your brother have **to do** / **do** the washing-up?
No, we **haven't** / **don't**.

Have a talk!

Students' own answers

6 Work in pairs. Ask and answer questions about your home duties.

Do you have to make your bed?

Yes, I do. But I don't have to sweep the floor.

EXTRA

1 Complete the expressions.

- vacuum the carpet
- sweep the floor
- make the bed
- do the washing-up
- dust the furniture
- wash and iron the clothes

2 Look at the photos and complete the sentences with the correct form of the verb *have to*.



Tom



Tina

- Tom has to do the washing-up.
- He doesn't have to iron the clothes.
- Tina doesn't have to take out the rubbish.
- Tina doesn't have to iron the clothes.
- Tom and Tina have to wash the clothes.
- They have to dust the furniture.

3 Write the questions and answer them.

- Tina / vacuum the carpet
Does Tina have to vacuum the carpet?
No, she doesn't.
- Tom / take out the rubbish
Does Tom have to take out the rubbish?
No, he doesn't.
- Tom and Tina / dust the furniture
Do Tom and Tina have to dust the furniture?
Yes, they do.
- Tom and Tina / wash the clothes
Do Tom and Tina have to wash the clothes?
Yes, they do.

4 Work in pairs. Ask and answer questions about home duties in your families.

Does your brother have to make his bed?

Students' own answers

Yes, he does. And he has to tidy up his room on Saturday.

Lou's grammar

- Ask students to read all the sentences silently.
- Show the picture of a messy room. Point to it and say: *You have to tidy up here!* Elicit when we use *have to/has to* in English (to talk about duties). Elicit the Polish translation (*musieć*).
- Elicit which form is used with *I/you/we/they (have to)* and with *he/she/it (has to)*.
- Show the picture of a clean room. Point to it and say: *You don't have to tidy up here!* Elicit when we use *don't have to/doesn't have to* in English (to talk about optional activities). Elicit the Polish translation (*nie musieć*).
- Elicit which form is used with *I/you/we/they (don't have to)* and with *he/she/it (doesn't have to)*.
- Elicit how to make a yes/no question (put *do/does* at the beginning and *have to* after the person).
- Ask students to close their books. Spread all the grammar flashcards from set 4.1. on your desk.
- Ask five students to come to the front of the class, and stand in a row facing the others. Give out these (one per student): **I, HAVE TO, DO, THE, WASHING-UP.** Tell them to hold the cards up so everybody can see them.
- Ask the students to move in order to form the affirmative sentence (*I have to do the washing-up.*). Ask the last student in the row to pick up the correct punctuation mark. Write the affirmative sentence on the board.
- Elicit the negative (*I don't have to tidy up.*). Write the negative sentence on the board. Ask the student holding **HAVE TO** to pick up one more card (with **DON'T**). Elicit how we form the negative with *I, you, we, they* (by putting **DON'T** before **HAVE TO**).
- Repeat the procedure with the *he* forms: the affirmative sentence (*He has to do the washing-up.*) and the negative (*He doesn't have to do the washing-up.*). Elicit how – with *he/she/it* – we replace the affirmative **HAVE TO** with **HAS TO** and the negative **DON'T HAVE TO** with **DOESN'T HAVE TO**.
- Ask the students to put away all the cards. Give out these (one per student): **HAVE TO, TIDY UP, DO, YOU.** Say the yes/no question: *Do you have to tidy up?* Have the students move around to form the question. Ask the last student in the row to pick up the correct punctuation mark. Write the question on the board. Elicit how we form the question with *I, you, we, they* (by putting **DO** at the beginning and **HAVE TO** after the person).
- Repeat the procedure with the *he* question (**DOES HE HAVE TO TIDY UP?**). Elicit how – with *he/she/it* – we put **DOES** at the beginning and **HAVE TO** after the person.
- Ask the students to put away all the cards. Tell two students to sit down.
- Point to *Do you have to tidy up?* on the board, and nod your head to elicit the positive short answer (*Yes, I do.*). Ask the two students to pick up the right cards. Now shake your head to elicit the negative short answer (*No, I don't.*). Ask the two students to replace their cards accordingly. Write both short answers on the board.

- Repeat the procedure to elicit and present the positive short answer (*Yes, he does.*) and the negative short answer (*No, he doesn't.*) to the question *Does he have to tidy up?*

LOOK

- Have students read the information and examples in the **Look** box. Elicit which form of the activity/verb we put after *have to/has to* (the base form).
- Ask students to underline all the base forms after *have to/has to* in the dialogue in Exercise 2.

5

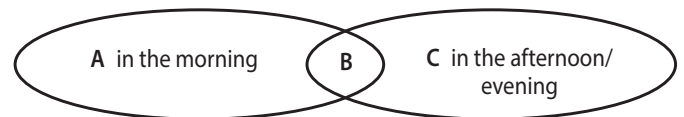
- Get students to read sentences 1–5 and underline the subject/person. Elicit in which example you don't use *he/she/it* (5) and why (it doesn't refer to he/she/it).
- Have students circle the correct words in bold. Check the answers with the whole class.

6 Have a talk!

- Ask students to work in pairs.
- Have students read the examples and then act out similar mini-dialogues about their housework duties. Walk around the classroom and monitor students' work.

Touchdown

- Put this Venn diagram on the board and ask students to copy it into their notebooks:



- Ask students to read the phrases in Exercise 2 again and write them in the right space in the diagram: A (the housework you do only in the morning), B (the housework you do in the morning and in the afternoon/evening) or C (the housework you do only in the afternoon/evening).
- Have students get into pairs and compare their diagrams.

Homework

Workbook, Exercises 1–5, page 32.

Optional task: Workbook, Exercise 6*, page 32 (for those who wish to get a reward eg a special stamp and/or a plus mark).

Attention

- You can use the exercises from the **Extra** section with fast finishers or give them as additional homework (except Exercise 4, which can be used in class for extra speaking practice).



I love doing projects!



PE history English maths Polish geography science computers art music

1 1.58 Listen and repeat. Circle the correct words in the sentences (1–7). Then listen and check.

clean the board do projects work in groups change (my) shoes revise do tests
do homework get good / bad grades improve (my) grades have extra classes

School in England



- Students have to **do homework** / do tests five days a week.
- All students **do tests** / clean the board. They have to **revise** / change their shoes for the tests at school and in the afternoon at home.
- Some students **get good grades** / do tests. Students with bad grades want to **improve their grades** / clean the board.
- In England, students don't have to **change their shoes** / do homework when school starts.
- In many schools, students **clean the board** / revise for the teacher.
- Students have to **do projects** / get bad grades in all their subjects.
- Students **work in groups** / have extra classes in the lesson.

2 1.59 Listen and read. Then act out the dialogue.

- Daisy** I love doing projects at school!
- Josh** Me too. But I don't like doing homework.
- Matt** I like revising for tests, but I hate doing tests!
- Zoe** I hate cleaning the board in class!
And I hate working in groups and doing science projects!
- Daisy** Really? I love doing projects.
- Matt** Hey, stop it. Let's get moving. We're short of time. It's quarter to one. We've only got five hours and fifteen minutes! Let's look on the Internet.

At 17:45

- Matt** All done! The project is ready!
- Zoe** Great! It looks really good. I think I like doing projects now! We're a great group!

Students' own answers



3 1.60 Listen and write the scores.

Competition 3

Bannister School **9** : **6** Aston School
TOTAL: **14** : **11**

Easy English

4 Look at exercise 2 and complete the sentences.

- Me too !
- Let's get moving.
- We're short of time.
- All done !

Aims

- Students will:
- talk about schoolwork,
 - ask and answer questions about likes and dislikes.

Grammar

Verb patterns – gerund after *like*, *don't like*, *love*, *hate*

Vocabulary

Schoolwork

Functional language

Me too.
Let's get moving!
We're short of time.
All done!

Exam spot

Language structures

Extra materials

Grammar flashcards 4.2 (for Lou's grammar) TRF, Extra teaching resources Unit 4, Lesson 2 (one copy per student, for Touchdown)

Warm-up

- Ask students to open their notebooks and write a string of letters you're going to dictate. Spell out: *sciencemathshistoryart*.
- Ask students to divide the letter string into four words. Tell students to keep quiet and put up their hand in silence when ready. Elicit the answers and the category that all the words belong to (*school subjects*).
- Announce the lesson's subject: schoolwork.

Development Words you know

- Ask students to find and circle the subject names from Warm-up.
- Read all the words out loud. Ask students to listen and repeat them chorally after you. Explain the meaning of any words they don't remember.

Optional activity

Get students into pairs, A and B. Student A names a random school day of the week. Student B lists all the subjects in his/her timetable for that day (eg A: *Thursday*. B: *On Thursday we have Polish, PE, art, maths and computers.*). Then students swap roles.

1 1.58

- Ask students to read the phrases in the box. Play the first part of track 1.58. Pause after each phrase to let students practise pronunciation. Encourage them to practise word stress and exaggerate the highlighted sounds: *grade*, *improve*, *classes*.
- Ask students to put an exclamation mark next to the phrases they don't understand. Invite them to find out the meaning by asking you: *What does ... mean?*
- Have students read sentences 1–7 and circle the correct words.
- Play track 1.58. Have students listen and check.
- Get students into pairs, have them put down their pens. Tell students to change the sentences from the dialogue so that they are true about their school. Elicit the answers from random students.

Teacher's notes:

2 1.59

- Ask students to look at the photo and guess what the children are doing in the room together (*working on the meerkats project*).
- Play track 1.59 and ask students to read the dialogue and decide who changes his/her opinion about projects (*Zoe*). Elicit the answer with the whole class.
- Ask students to listen and read the dialogue again. Have them find all the opinions about schoolwork with *love/like/hate* and underline the sentences they agree with. Read a sentence and have the students who ticked it off put up their hands.
- Play the track again and invite students to act out the dialogue in groups of four.

3 1.60

- Ask students to predict which team wins this competition. Play track 1.60 and get students to listen to the dialogue to check their guesses.
- Ask students to look at the scoreboard. Play the recording again. Ask students to complete the missing scores. Check with the whole class.
- Elicit why Matt's team won (*interesting, lots of pictures, good computer skills*).

Audioscript 1.60

Organizer OK, it's six o'clock. Let's look at the projects. The Aston team – an interesting subject, but there aren't any pictures. It's very important to have pictures. You get 6 points for your presentation. Bannister school – interesting, lots of pictures, and Matt, you're brilliant with the computer. Congratulations. You get 9 points for your presentation.

Zoe Well done Matt! That was brilliant.
Josh Nice one, Matt!

4 Easy English

- Ask students to complete the gaps.
- Get individual students to read out their sentences. Make sure students know the context for using the phrases (1 – when someone has the same opinion, 2 – when you have to start doing something, 3 – when you have no time, 4 – when your work is ready). Ask if they can think of the Polish equivalents.

Lou's grammar



I	love	revising.
	like / enjoy	
	don't like	
	hate	

He	loves	revising.
	likes / enjoys	
	doesn't like	
	hates	

Do	you	like	revising?
Does	he		

Yes, I do.
No, I don't.

Yes, he does.
No, he doesn't.



revise + ing = revising
get + ing = getting

5 Write the sentences.

☺☺ LOVE ☺ LIKE ☹ NOT LIKE ☹☹ HATE

- my friend ☺ revise
My friend likes revising.
- my sister ☹ change shoes
My sister doesn't like changing shoes.
- my friend and I ☹☹ do homework
My friend and I hate doing homework.
- my friends ☺☺ do projects
My friends love doing projects.
- I ☹ clean the board
I don't like cleaning the board.

Have a talk!

Students' own answers

6 Work in pairs. Talk about your friends. Use vocabulary from lessons 1 and 2.

Does Michał like doing homework?

No, he doesn't.

EXTRA

Exam spot

1 Przeczytaj tekst. Wybierz poprawne uzupełnienie luk (1-4). Zakreśl literę A, B albo C.

To _____

Subject _____

Hi!
My new school is OK. We do a lot of work at school but I like it! We do tests and we ¹ _____ for the tests. When we do projects, we work in ² _____. We have ³ _____ classes after school. We have to do ⁴ _____ in the evening. Are you OK too?
Anna

- 1 A do B revise C get
2 A groups B grades C homework
3 A my B not C extra
4 A homework B revise C grades

2 Circle the correct words.

- My brother like / likes doing projects. I don't / doesn't like doing projects.
- My sister hates clean / cleaning the board in class.
- My friends don't / doesn't like having extra classes.
- Do / Does you like work / working in groups? Yes, I do / does.
- Do / Does your brother like do / doing homework? No, he don't / doesn't.

3 Complete the sentences. Use the words from the box.

likes	doesn't like	hate
love	like	don't like

- My friend _____.
- My friend _____.
- I _____.
- I _____.
- My friends _____.
- My friends _____.

Students' own answers

4 Work in pairs. Ask and answer questions. Use vocabulary from lessons 1 and 2.

Do you like doing homework?

Students' own answers

Yes, I do.

Lou's grammar

- Ask volunteers to read the examples out loud.
- Draw students' attention to the verbs in the yellow boxes. Elicit the Polish translation of: *love* (uwielbiać), *like* (lubić) and *hate* (nie znosić).
- Explain that we use these verbs in the present simple to talk about our likes and dislikes.
- Remind students how the present simple verb changes after *he* (we add *s* to the verb in the affirmative, put *doesn't* before the base form in the negative and put *does* at the beginning of the question).
- Draw students' attention to the activity verb in the grey box. Elicit how the activity verb changes after *love/like/hate* (we add *ing* to the base form). Elicit the Polish translation of *revising* (powtarzanie, utrwalanie). Say a few base forms and ask students to form gerunds (eg *swim, sleep, read, ski, dance, sing, run, write*, etc.) and give their Polish translations.

LOOK

- Ask students to read the examples in the **Look** box. Elicit the spelling rules.
- Say one gerund from the list below, pause and get students to spell it out: *writing, swimming, dancing, running, riding, sitting, improving, moving*.
- Ask students to close their books. Spread all the grammar flashcards from set 4.2 on your desk.
- Ask three students to come to the front of the class and stand in a row facing the others. Draw the following on the board: 😊 / 😊 / 😊 / 😊 to stand for *love/like/not like/hate*.
- Give out the following flashcards to two students:
REVISING, I.
- Point to 😊😊 on the board and ask the third student to pick up the corresponding verb card (**LOVE**).
- Ask the three students to stand in a row to form the sentence (*I love revising*). Write it on the board.
- Ask the student holding **REVISING** to cover REVIS so that only ING is visible to the class. Invite the class to complete the sentence with other gerunds (eg *I love ... reading/ singing/dancing*).
- Follow the same procedure with 😊 / 😊 / 😊 on the board and the cards **LIKE, DON'T LIKE, HATE**.
- Point to a random boy in the class and to 😊😊 on the board and elicit the he sentence (*He loves revising*). Ask the three students to swap their cards and form a row accordingly. Write the sentence on the board. Elicit how we change the verb form in sentences with *he/she/it* (by adding *-s* in the affirmative and *doesn't* before the base form in the negative).
- Follow the procedure above with the cards **LIKES, DOESN'T LIKE, HATES**.

5

- Get students into pairs. Ask them to read the prompts and decide which sentences need the *he/she/it* form of the verb. Tell them to say (not write!) the sentences. Check the answers out loud.
- Have students grab pens and write the sentences individually. Elicit the answers from individual students.

6 Have a talk!

- Get students into pairs and ask them to list the names of three classmates or schoolmates they both know well. Invite students to talk about their friends' likes and dislikes.
- Use the examples in bubbles to demonstrate the dialogue with one student.
- Ask students to act out similar mini-dialogues about the children in their lists. Each student asks at least three questions.
- Invite one pair to act out the dialogue in front of the class.

Touchdown

- Have copies of the TRF page ready (one 'Housework and Schoolwork' sheet per student).
- Invite students to do a *Find someone who ...* class survey.
- Have each student read the sentences and put ticks in the 'Me' column on the right next to the statements they agree with.
- Ask students to read the bubble dialogue between Dominik and Jagoda. Elicit the rules: Students mingle. They ask one classmate only one question and answer only one question from the person. If the answer they get is *Yes*, they put the person's name in the column on the left and don't ask the question again.
- Invite the class to mill around. Give a stop signal after 4–5 minutes. The students with the most names in their lists get a standing ovation.

Homework

Workbook, Exercises 1–5, page 33.

Optional task: Workbook, Exercise 6*, page 33 (for those who wish to get a reward eg a special stamp and/or a plus mark).

Attention

- You can use the exercises from the **Extra** section with fast finishers or give them as additional homework (except Exercise 4, which can be used in class for extra speaking practice).
- Draw students' attention to the **Exam spot** box which helps them prepare for the primary school test.

UNIT 4 LESSON 3

I usually have lunch here.



shop restaurant park café beach bank shopping mall hairdresser's

1 1.61 Complete the text. Then listen and check.

cinema swimming pool skate park church post office
police station sports centre hospital train station castle

Scarborough is a town in England. In the town centre there's a big ¹ church. There are a lot of small shops and two ² cinemas. The ³ post office, the ⁴ train station and the ⁵ police station are in the town centre too. The ⁶ hospital is two kilometres from the centre. There's a ⁷ sports centre, a ⁸ swimming pool and a new ⁹ skate park. The beach at Scarborough is beautiful, but the water is very, very cold! Scarborough is most famous for its ¹⁰ castle. Some people think that the ghost of an old man walks there at night – with his head in his hands!



2 1.62 Complete the dialogue with the sentences from the boxes. Listen and check. Then act out the dialogue.

I never eat in fast food restaurants.

Be careful!

I go twice a week.

How often do you go to the hairdresser's?

¹ I go twice a week.

I want to sit here.

² Be careful!

It's twelve o'clock. Let's have lunch.

Oh no!

I usually have lunch here and sometimes I have dinner here too. I want the fish, the chicken, the salad, the pasta and ...

Yes, but not here. ³ I never eat in fast food restaurants. I always eat in elegant restaurants.

And some water for me, please.

Perfect!

3 Work in pairs. Ask and answer questions about the place where you live.

Is there a cinema in our town?

Yes, there is.

How many churches are there?

One.

Students' own answers



How often in a week?

always	●●●●●●●●
usually	●●●●●●
often	●●●●
sometimes	●●
never	○

Aims

Students will:

- identify places in town,
- ask and answer questions about their town,
- ask, answer questions and write about how often you do things.

Grammar

Adverbs of frequency and time

Vocabulary

Places in town (1)

Questions – *How often*

Functional language

Be careful!

Perfect!

I want to (sit here).

Reading

Reading for specific information

Working out meaning from the context

Extra materials

A big map of the world or a globe (for Warm-up)

Grammar flashcards 4.3 (for Lou's grammar)

Warm-up

- Have the world map/globe on display.
- Write these on the board: *Warsaw, New York, London, Washington DC, Edinburgh, Sydney, Cracow, Canberra*. Elicit they are names of cities. Drill their pronunciation chorally.
- Get students into pairs. Have them match pairs of cities to four countries: *Poland (Warsaw, Cracow), the UK (London, Edinburgh), the USA (Washington DC, New York) and Australia (Canberra, Sydney)*. Elicit which cities are the country capitals (the ones underlined in brackets above).
- Ask students which is smaller: a city or a town (a town). Announce the lesson subject: places in town.

Development Words you know

- Read the words out loud. Students listen and repeat after you chorally. Encourage them to practise word stress and exaggerate the highlighted sounds: *restaurant, café, hairdresser's*.
- Say a random activity from the list below and ask students to guess the matching place: *buying food, buying clothes, having dinner, having a coffee, swimming, taking out money*. Elicit which place in the box wasn't mentioned (*hairdresser's*).

1 1.61

- Ask students to read the words in the box and match as many as possible with the icons in the text, making wild guesses.
- Invite students to read the text and complete the gaps in pairs. Encourage them to guess the meaning from the context.
- Play track 1.61 as students listen, read and check their answers.
- Get students to practise the pronunciation of the new words. Encourage them to practise word stress and exaggerate the highlighted sounds: *cinema, church, post office, police station, sports centre, hospital, train station, castle*.

Optional activity

Invite students to change the text in Exercise 1 to talk about an imaginary ghost town, Spooksville. Encourage creativity. Get students into pairs. Have them modify or shorten the sentences. Tell them to rewrite the text with all the necessary changes into their notebooks. Monitor their work and offer help when necessary. Afterwards, ask random students to read out their versions. Encourage volunteers to make illustrated Spooksville posters as homework.

LOOK

- Ask students to read the question and the chart info in the **Look** box.
- Elicit the Polish translation of *how often?* (*jak często?*) and the answers listed in the chart (*always – zawsze, usually – zazwyczaj, often – często, sometimes – czasami, never – nigdy*). Explain that *never* is a negative word (*never = nigdy + nie*) and bans *not* and *no* from the sentence.
- Ask students to look at the bubbles in Exercise 2 and circle all the frequency words from the chart (*never, often, usually, always*).

2 1.62

- Invite students to look at the pictures, and name the two places where Kathy meets her favourite star Gloria Bigmouth (a hairdresser's and an elegant restaurant).
- Ask them to read the sentences in the speech bubbles and put the three missing sentences in the correct places.
- Play track 1.62. Ask students to listen and check their answers.
- Elicit the Polish translation of *Careful!* (*Ostrożnie!*). Ask some comprehension questions about the story, eg *Where is Kathy?* (at home, watching Gloria on TV); *Why does she go to hairdresser's?* (she wants to meet Gloria there); *Is Kathy careful at the hairdresser's?* (no); *What colour is her hair now?* (green and yellow); *Does she like her new hair?* (no); *Where do Kathy and Gloria have lunch?* (at an elegant restaurant); *Why does Kathy want only water?* (she doesn't have money). Get students to answer.
- Ask students to practise reading the dialogue in groups of three. After this, ask volunteers to act it out in front of the class. Encourage them to use gestures and modulate their voices to enhance the performance.

3

- Get students into pairs.
- Invite them to act out mini-dialogues about their town/city/village using the speech bubbles as prompts. Have two students demonstrate a sample exchange.

Lou's grammar



I	always	go	to the park	on Monday.
	usually			
	often			
	sometimes			
	never			

How often do you go to the cinema?

I	go	to the cinema	every day.
			once a week.
			twice a month.
			three times a year.

4 Write the words in the correct order.

- sister / often / my / to the skate park / goes
My sister often goes to the skate park.
- to bed / sometimes / go / I / late
I sometimes go to bed late.
- every / to work / father / day / my / goes
My father goes to work every day.
- times / do / three / week / homework / I / a
I do homework three times a week.

Write

5 Write how often you do these things. Then write a short text about it.

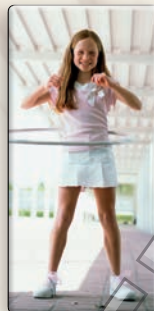
- get up early _____
- have breakfast _____
- go to the sports centre _____
- go to the skate park _____
- go to the swimming pool _____
- go to the cinema _____

Students' own answers

EXTRA

1 Complete the text with the words from the box.

every times month twice usually



I ¹ usually get up early but I don't get up early on Sunday. I have breakfast ² every day. I go to the sports centre ³ twice a week. I never go to the skate park. I go to the swimming pool two or three ⁴ times a year. I go to the cinema once a ⁵ month.

2 Complete the sentences.

- How often do you go to the post office?
I never go there.
- How often do your friends go shopping?
Once or twice a week.
- How often do you do homework?
Every day.

3 Write questions with *How often*. Then answer the questions. Use the words in brackets.

- your friend / do homework (2 / week)
How often does your friend do homework?
Twice a week.
- you / do projects (6 / year)
How often do you do projects?
Six times a year.
- your brothers / have breakfast (7 / week)
How often do your brothers have breakfast?
Seven times a week.
- your friends / go to the cinema (X)
How often do your friends go to the cinema?
Never.

4 Look at the example. In pairs ask and answer questions.

How often do you go to the cinema?

Students' own answers

I go to the cinema once a month.

Lou's grammar

- Ask students to read the first five sentences silently and look at the blue boxes. Elicit that all the words from the blue boxes answer the question: *how often?* and that they go before the verb.
- Ask one student to read the question out loud. Explain that this is how we ask and answer about how often we do things in the present simple.
- Ask students to read the last four sentences silently and look at the blue boxes. Elicit that all the phrases answer the question: *how often?* and that they go at the very end of the sentence. Elicit their Polish equivalents.
- Ask students to close their books. Spread all the grammar flashcards from set 4.3 on your desk.
- Ask seven students to come to the front of the class and stand in a row facing the others. Give out these: **GO, TO, THE, PARK, YOU, DO, HOW OFTEN**. Ask the students to move in order to form the question (*How often do you go to the park?*). Ask the last student in the row to pick up the correct punctuation mark. Write the question on the board. Underline *How often*.
- Get three students to sit down. Give out: **I, GO, TO, THE PARK** and **.** to the remaining four.
- Hand out these: **ALWAYS, USUALLY, OFTEN, SOMETIMES** and **NEVER** to students sitting in the front rows.
- Ask the student with **ALWAYS** to stand up. Point to the question on the board and elicit the sentence from the class (*I always go to the park.*) Ask the student with **ALWAYS** to come to the front and take his/her place in the row. Write the sentence on the board. Underline *always* to show it goes before the verb. Ask the student with **ALWAYS** to sit down with the card.
- Repeat the procedure to make sentences with **USUALLY, OFTEN, SOMETIMES** and **NEVER**.
- Give out these: **EVERY, DAY, ONCE, TWICE, THREE TIMES, A, WEEK, MONTH, YEAR** to students sitting at the back.
- Repeat the procedure above to make sentences with the cards. When you write the sentences on the board show how the longer phrases go right before the full stop.
- Ask the sitting students with cards to give them to new/different students. Say a random sentence with: *always, usually, often, sometimes, never, every day, once a week, twice a month or three times a year*. The student with the card rushes to find his/her place in the row.

Teacher's notes:

4

- Ask students to read the prompts. Have them underline the *how often* phrases. Check the answers out loud.
- Get students to unscramble and write their sentences individually. Let them check the answers in pairs before eliciting them out loud.

5 Write

- Ask students to read the prompts and write how often they do each activity. Tell them to include two lies in secret.
- Invite students to write a short text, based on the notes.
- Get students into pairs. Have them swap the texts, read their friend's description and underline the two sentences which they think are not true.
- Let students check their guesses in pairs, by asking *How often do you...?* questions.

Touchdown

- Invite students to take part in a change-on-the-spot dictation.
- Dictate this text:
I always get up late. I have breakfast at 2 o'clock every Saturday. I usually watch TV all weekend. I tidy up once a month. I never dust the furniture. I vacuum the carpets twice a year. I sometimes sweep the floor. And I sometimes tell a lie.
- Have them change each sentence to the *he/she* version before they write it down. (eg The male teacher says: *I always get up late*. Students write: *He always gets up late*. and so on). Repeat each sentence three times and pause to give students enough time for the changes.
- Ask random students to read individual sentences out loud.

Homework

Workbook, Exercises 1–5, page 34.

Optional task: Workbook, Exercise 6*, page 34 (for those who wish to get a reward eg a special stamp and/or a plus mark).

Attention

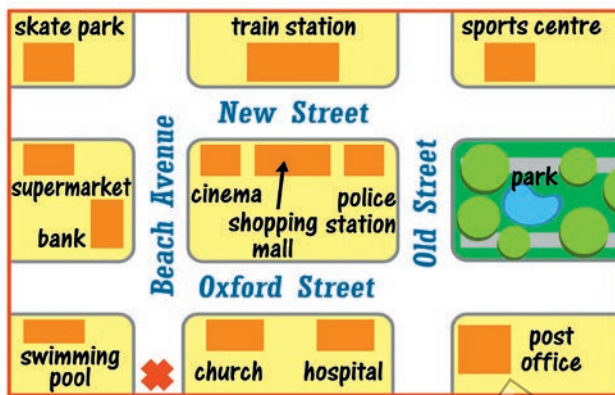
- You can use the exercises from the **Extra** section with fast finishers or give them as additional homework (except Exercise 4, which can be used in class for extra speaking practice).

English in action Giving directions

1 1.63 Match the pictures (1–6) with the directions. Listen and check.

1	2	turn right	3
3	4	turn left	2
5	6	go straight on	1
		go past	6
		it's on the right	5
		it's on the left	4

2 Read the directions, look at the map and find the places.



1 Go straight on. Turn right into New Street. Go past the cinema. It's on the right.
shopping mall

2 Go straight on. Turn left into New Street. It's on the right.
skate park

3 Go straight on. Turn right into New Street. Walk past the police station. It's on the left.
sports centre

Exam spot

3 1.64 Usłyszysz dwukrotnie cztery pytania (1–4). Do każdego z nich dobierz odpowiedź (A–E). Wpisz rozwiązania w kratki. Uwaga! Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnego pytania.

1 C 2 A 3 D 4 E

- A Go past the supermarket and then turn right.
- B There aren't any shops in the city centre.
- C It's on the left.
- D Twice a week.
- E No, there isn't.

4 1.65 Look at the map in exercise 2 and complete the dialogues. Then listen and check.

Excuse me. ¹Where's the train station?

Go straight on. Go past the bank. Turn ²right into New Street. The train station is on the ³left.

Thank you.

⁴Excuse me. Where's the post office?

Go ⁵straight on. Turn right into Oxford Street. Go ⁶past the hospital. ⁷Turn right into Old Street. It's on the left.

Thank you very much.

5 Look at the map in exercise 2. In pairs, ask and answer questions about different places.

Excuse me. Where's the ...?

Students' own answers

Go ...

Thank you.

Sounds right!

6 1.66 Listen and repeat.

close	window
open	home
Poland	shoulder
Polish	toe

Students' own answers

7 1.67 Listen and repeat.

Phone your home in Poland. There's an old coat on the sofa. Close the window! It's cold.

Students' own answers

Aims

- Students will:
- practise asking for and giving directions.

Vocabulary

Giving directions

Functional language

Excuse me, where's the ...?
Go straight on.

Go past the ...
Turn right/left into ...
It's on the right/left.

Pronunciation

Pronouncing the /əʊ/ sound

Exam spot

Language functions

Warm-up

- Draw this on the board:

The restaurant

The church

The hospital

The shopping mall

The bank

The supermarket

The cinema

The train station

Explain that there are four places on each side of the river.

- Stand facing the board and demonstrate the meaning of *on the right* and *on the left*. Have students drill the pronunciation.
- Give students 60 seconds to remember where the places are.
- Clean the board. Ask random students about the places: *Where's the restaurant, on the left or on the right?*
- When you run out of the places, announce the lesson subject: directions.

Development

1 1.63

- Get students into pairs. Have them match the signs and corresponding hints.
- Play track 1.63 once for students to check their answers. Elicit the Polish equivalents.
- Play the track again, pause after each expression and have students repeat chorally. Ask them to exaggerate the pronunciation of the highlighted fragments: **turn**, **straight**.

2

- Ask students to look at the map and find the train station. Ask: *Where is the train station?* to elicit: *It's in New Street*. Ask random students questions about other places on the map.
- Ask students to find the red cross on the map. Explain that this is where the speakers (1–3) are.
- Ask students to read the instructions in the bubbles (1–3) and find the three destinations.
- Elicit the answers and the Polish translation of *into* (*w*) in *Turn left/right into New Street*.

3 1.64 Exam spot

- Ask students to listen to the questions (1–4) and decide which response (options A–E) goes with each question. Explain that there is one extra option provided which should not be used.
- Play track 1.64. Students listen and choose the correct answers.
- Play track 1.64 again. Students decide on the final answers.
- Allow students to compare their answers in pairs. Then check as a class and provide feedback.

Audioscript 1.64

- Excuse me, where's the hospital?
- How can I get to the swimming pool?
- How often do you go to the skate park?
- Is there a post office near here?

4 1.65

- Ask students to read the dialogue and complete gaps 1,4–7 without looking at the map in Exercise 3.
- Have them look at the map and fill in the other gaps.
- Play track 1.65 for students to check their answers.
- Ask one pair to come to the front and read out the dialogue.

5

- Get students into pairs. Ask them to read the prompts in bubbles silently.
- Invite students to ask for and give directions, referring to the map in Exercise 3. They take turns.
- Ask one pair to act out the conversation in front of the group.

6 1.66 Sounds right!

- Ask students to look at the words. Tell them that they contain the same sound. Students should pay special attention to the underlined letters.
- Play track 1.66 and get students to repeat the words.
- Draw students' attention to the diphthong /əʊ/. Ask them to repeat and exaggerate pronunciation.

7 1.67 Sounds right!

- Play track 1.67. Ask students to listen to each sentence and repeat it, chorally and then individually.
- Play the track again, pausing if necessary, to practise the pronunciation.

Touchdown

- Draw a simple map of the area around the school on the board. Include: a dot at the school's main entrance, 2–3 nearby streets and 4–5 places in the neighbourhood.
- Have students imagine they are standing where the dot is on the map. Tell them to choose one secret place from those marked on the board. Have students write their directions and keep the destination secret.
- Get students into pairs. They take turns to read their hints out loud, listen and guess the secret destination. Elicit answers from random pairs.

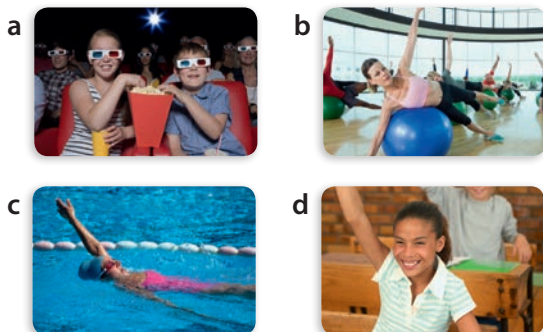
Homework

Workbook, Exercises 1–4, page 35.

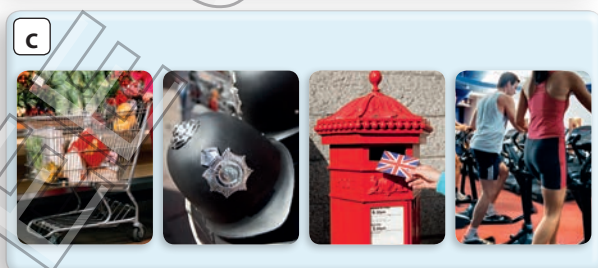
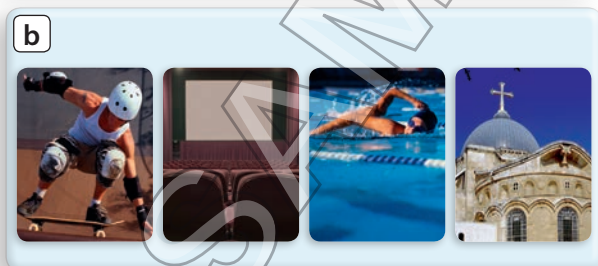
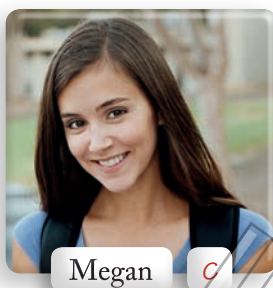
Optional task: Workbook, Exercise 5*, page 35 (for those who wish to get a reward eg a special stamp and/or a plus mark).

1 1.68 Listen and match the pictures (a–d) to the dialogues (1–3). There is one extra picture.

1 2 3



2 1.69 Listen and match the places (a–c) with Ricky and Megan.



3 1.69 Listen again and circle the correct answer.

Ricky

- When does he go to the skate park?
 a on Saturday b on Sunday
- Who does he swim with?
a his friends b his brother
- How often does he go to church?
 a once a week b every day

Megan

- Where does she go on Friday?
 a the supermarket b the sports centre
- When does she play tennis?
a on Friday b on Saturday and Sunday
- What is there in Eggersham?
a an interesting shop b a post office

4 In pairs complete the text.

My name's Ricky. I live in Barton. It's a big
¹ town. There are a lot of shops in the town
 centre but there isn't a ² train station. I go to the
 town centre and I meet my friends on Saturday.
 We ³ sometimes go to the skate park or to the
⁴ cinema. There's a big swimming pool too. I love
⁵ swimming! I often go to the swimming pool with
 my brother, but I ⁶ have to look after him. There's
 a big church in Barton too. We go there once a week.
 I like going there with my family.

5 Complete the table with information about the place where you live.

City / Town:	
Is it big or small?	
What places are there in the centre?	<i>Students' own answers</i>
When do you go to the centre?	
What do you like doing there?	
What other places are in your city / town?	
How often do you go there?	
What do you do there?	

6 Write about the place where you live. Use exercise 4 as a model.

Students' own answers

Aims

Students will:

- practise receptive and productive skills.

Reading

Predicting the meaning from the context and paraphrasing

Listening

Listening for specific information
Identifying the context
Comparing verbal and visual information

Writing

Writing a town description

Warm-up

- Write these on the board: *a hospital, a sports centre, a school, a cinema, a fast food bar, a hairdresser's, a clothes shop, a train station, a swimming pool.*
 - Invite students to play a guessing game. Say one sentence from the list below and ask students to match it to a place from the list on the board. There is one extra place on the board (*a swimming pool*).
- 1 *I want to see Shrek 5. How much is a ticket? (cinema)*
 - 2 *Work in groups now. (school)*
 - 3 *Where's the doctor? (hospital)*
 - 4 *A salad, a sandwich and a large cola, please. (fast food bar)*
 - 5 *Oh, no! My hair. It's green! (hairdresser's)*
 - 6 *How much is a ticket to Cracow? (train station)*
 - 7 *I like this dress. How much is it? (clothes shop)*
 - 8 *Let's play tennis now. (sports centre)*

Development

1 1.68

- Ask students to look at the photos and name the places.
- Have students listen and match the places (a–d) to the dialogues (1–3). Point out that one place matches no dialogues. Play track 1.68 twice.
- Check the answers out loud.

Audioscript 1.68

1
Boy Teacher! Teacher!
Teacher What's the matter?
Boy Have we got a test on Tuesday?
Teacher Yes, we have.
Boy Can we revise for the test today?
Teacher Yes, of course.
Boy Thank you.
Teacher You're welcome. Let's start. Open your books at page 31.

2
Man I'd like two tickets for *I love New York*, please.
Woman At half past four or half past eight?
Man Half past four. How much is that?
Woman That's fifteen pounds, please.
Man Here you are.
Woman It's screen number 7.
Man Thank you.
Woman You're welcome.

3
Woman Can we swim here?
Man No, we haven't got a swimming pool.
Woman Oh. What can we do here?
Man You can do lots of sports. You can play tennis, volleyball, you can run, or you can do exercise.
Woman OK. Thank you.
Man No problem.

2 1.69

- Ask students to look at the pictures of Ricky and Megan who are going to describe their towns.
- Have students look at the photo streams (a–c) and name the places in the pictures.

- Play track 1.69 once. Get students to listen and match the photo streams (a–c) to the speakers (Ricky or Megan).
- Check the answers out loud. Say the child's name and elicit the sequence of places in the photo.

Audioscript 1.69

Boy (see the text in Exercise 4)

Girl My name's Megan. I live in Eggersham. It's a very small town. In the town centre there's a police station and a post office. There aren't any interesting shops. I have to go to the supermarket with my mum on Friday but I hate doing the shopping there. On Saturday and Sunday I go to the sports centre with my friends. I play tennis and I do exercise. I like going to the sports centre.

3 1.69

- Ask students to read questions 1–6 and circle as many answers as possible, based on Exercise 2.
- Play track 1.69 again. Invite students to listen, check and mark all their answers.
- Check the answers out loud.

4

- Get students into pairs. Get them to read the whole text and decide what type of word goes into each gap: a noun (*a place name*), a time expression (*a how often/when phrase*) or a verb (*an activity word*).
- Have students complete the gaps in pairs. Check the answers out loud by listening to the recording once more.

5

- Get students into new pairs and tell them to put their pens down. Have them ask and answer the questions about their town/city/village in pairs.
- Have students work individually. Ask them to note down the answers to the questions.

6

- Allow students ten minutes to transform Ricky's text in Exercise 4 into the descriptions of their own town/city/village, based on their notes in Exercise 5.
- Collect a random notebook. Read out the description pausing at 3–4 key moments. Ask the class to listen intently and shout out the word they expect to hear right after the pause.

Touchdown

- Have students draw two streams of three pictures of places (similar to those in Exercise 2) in their notebooks: one stream should match their town description from Exercise 6, and the other should include one place which isn't in the text. They decide which stream comes first.
- Get students into pairs. Have them swap their notebooks, read their friend's description and decide which picture stream is the correct match.

Homework

Workbook, Exercises 1–5, page 36.

The Evolution Magazine

1 1.70/1.71 Number the sentences. Then listen, check and sing.

- 6 And Saturday is sweet!
- 7 And Sunday is my favourite day of the week.
- 5 But Friday is really neat!
- 2 And Tuesday is good,
- 1 Monday is a great day,
- 3 Wednesday is kind of fun,
- 4 And Thursday is cool!

2 1.72 Listen and answer the question.

Names of the days of the week.

3 Write sentences about Tokyo High School and London Secondary School. Use *have to*, *don't have to* and information from the table.



	Tokyo High School	London Secondary School
do tests	MTWT	MWF
have extra classes	MW	X
tidy up	MTWTF	X

Tokyo High School

- 1 They have to do tests four times a week.
- 2 They have to have extra classes twice a week.
- 3 They have to tidy up five times a week.

London Secondary School

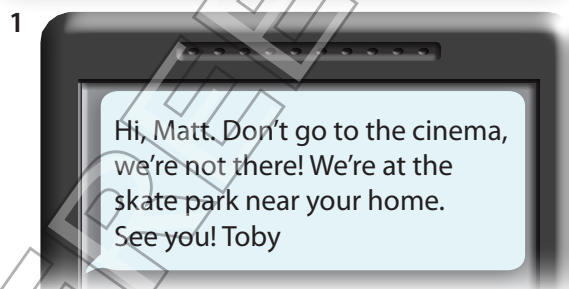
- 1 They have to do tests three times a week.
- 2 They don't have to have extra classes.
- 3 They don't have to tidy up.

Exam spot

4 Przeczytaj teksty. W zadaniach (1–3) z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B albo C.

Exam tip

Nazwij miejsca, które widzisz na zdjęciach. Pomoże ci to znaleźć właściwą odpowiedź.

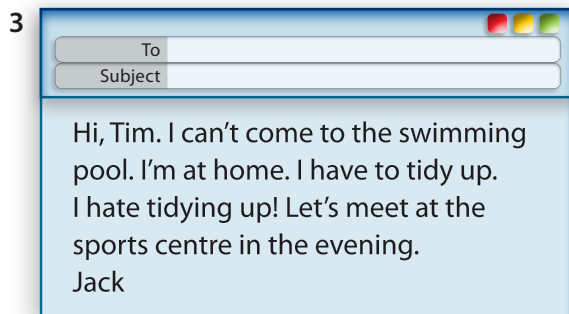


Where is Toby?



2 Anna: Where's the café?
Ben: When you get to the train station, go straight on. Turn left into New Street. The café is on the left.

Where is the café?



What does Jack hate?



Aims

Students will:

- write about school rules,
- practise listening, reading, writing and speaking.

Vocabulary & Grammar

Recycling the language already taught

Functional language

*That's great/sweet/cool/really neat/
kind of fun.*

Exam spot

Reading

Extra materials

TRF, Extra teaching resources Unit 4, Lesson 6
(one copy per two students, for Optional activity)

Warm-up

- Write these on the board:

A: *Let's have a party!*

That's sweet.

That's kind of fun.

That's cool.

That's really neat!

- Explain that all the phrases in bubbles mean *That's great* and can be used to express enthusiasm.
- Give one potentially cool idea (eg *Let's have a picnic / go swimming / go to a concert*, etc.) and get a random student to react with one of the phrases on the board.
- Ask this student to come up with his/her own cool idea and give the name of another student who should respond enthusiastically (A: *Let's play football*, Szymek. Szymek: *That's really neat!*). Continue with 6–8 more ideas.

Development

1 1.70/1.71

- Ask students to read the lines of the song and circle all the days of the week. Tell them to put the lines in the right order, starting with Monday.
- Play track 1.70 once. Have students listen to the song and check their answers.
- Ask students which day is 'great' for the singer (Monday). Play track 1.70 again. Invite students to underline the positive phrases for other days of the week (*good, kind of fun, cool, really neat, sweet, my favourite*). Drill their pronunciation.
- Play track 1.71 and encourage students to sing along.

2 1.72

- Ask students to grab their pens.
- Get them to listen to the bonus question and answer it. Play track 1.72 twice. Elicit the answer out loud.

Audioscript 1.72

Woman Here is Bonus Question Number 4. Listen and write these letters: M T W T F S S. That's M T W T F S S. What are they?

3

- Ask students to look at the chart and elicit the meaning of the letters M, T, W, T, F (= *school days*) and the symbol X (= *never*).
- Write this on the board:
You ... do tests at school.
A) *have to*
B) *don't have to*
- Ask students to complete the gap about Polish schools (A). Elicit when we use *have to* (to talk about duties) and *don't have to* (to talk about optional activities).
- Get students into pairs: Tokyo High School and London Secondary School. Have them write sentences with *have to* and *don't have to*, referring to 'their' school in the chart. Then have them share their sentences in pairs and write them down.
- Elicit the answers out loud.

Optional activity

Invite students to create the rules for their dream school. Get them into groups of four. Have the TRF page ready – one or two copies per group. Hand out the copies. Explain the task. Each group invents the name for their dream school. Encourage students to use the positive adjectives from the song. Then students discuss the ideas listed on the TRF page before they write 10 rules for students and/or teachers. Encourage them to use the phrases in the bubbles in the discussion when they like an idea. Have groups present their dream school rules. Hold a secret vote to choose the most creative set of school rules.

4 Exam spot

- Have students read the exam tip. Let them use Polish to explain how the tip helps them do the task.
- Explain how to proceed with the task in four steps:
Step 1: name the places in the pictures.
Step 2: circle these places in the text.
Step 3: read the question.
Step 4: read the text to decide which place is the answer to the question.
- Divide the class into three groups: 1, 2 and 3. Get students in each group to follow steps 1–4 with 'their' respective messages: 1, 2 or 3.
- Get students into mixed groups of three: 1, 2 and 3. Have them share their answers. Let them use Polish to explain how they went through the four steps.
- Elicit the answers out loud. Encourage students to list the words and fragments that helped them decide.

Touchdown

- Write these adjectives on the board: *dull, hard, sad, bad*. Explain the meaning of *dull* (= *not interesting*) and *hard* (= *not easy*).
- Ask students to use the words to change the first four lines of the song. Encourage them to use the rhyming sounds (*sad-bad*) creatively.
- Elicit students' versions (a sample answer: *Monday is a hard day, / And Tuesday is bad, / Wednesday is kind of dull, / And Thursday is sad!*). Ask students how the meaning of the song has changed (*the singer only likes the three weekend days now*).
- Play the karaoke version of the song and get the class to sing the new version. Hold a hand vote to decide which version students like more, the original or the new one.

Homework

Workbook, Exercises 1–4, page 37.

Optional task: Workbook, Exercises 1–2, page 101.



1 1.73 Listen and repeat. Then match the words (1–6) with their Polish translations (a–f).

- | | | |
|--------------------|---|-------------------|
| 1 sleep | → | a strzec |
| 2 hide | → | b stać w słońcu |
| 3 guard | → | c mieć młode |
| 4 look for food | → | d chować się |
| 5 stand in the sun | → | e spać |
| 6 have young | → | f szukać jedzenia |

2 1.74 Listen and read. Then use a dictionary and translate the underlined words (1–5) from the text.



Meerkats are ¹ mammals and they live in the Kalahari ² desert in South Africa. They live in colonies of about thirty meerkats. They sleep in underground ³ tunnels. They have young twice or three times a year. Each time they have about three babies.

At night it's very cold in the desert. In the morning they have to stand in the sun to get warm. Then they look for food. They eat ⁴ insects and ⁵ scorpions. Meerkats always work in groups. One meerkat always has to guard the tunnels, and one meerkat always looks after the young meerkats.

Meerkats are very good with their babies. They teach their babies to eat, to look for food, to guard the tunnels and to hide in the tunnels. People love watching meerkats in zoos because they look intelligent and funny, but meerkats are never good pets. They don't like living with people.

1 ssaki 2 pustynia 3 tunele 4 owady 5 skorpiony

LOOK

look = patrzeć / wyglądać
look after = opiekować się
look for = szukać

3 Answer the questions.

- Where do meerkats live?
Meerkats live in the Kalahari desert in South Africa.
- Where do they sleep?
They sleep in underground tunnels.
- How often do they have young?
They have young twice or three times a year.
- What do meerkats eat?
They eat insects and scorpions.
- How many meerkats guard the tunnels?
One meerkat.
- Are meerkats good pets?
No, they aren't.

4 Work in pairs. Cover the text and say what you remember about meerkats.

They live in colonies.

Students' own answers

They guard the tunnels.

5 PROJECT!

- Pracujcie w grupach.
- Wybierzcie zwierzę, które chcecie przedstawić.
- Każdy/Każda z was szuka informacji na jeden lub dwa wybrane tematy:
 - skąd jest to zwierzę i gdzie mieszka,
 - co je,
 - co pije,
 - dodatkowe informacje.
- Każdy/Każda z was pisze krótką notatkę.
- Ułóżcie notatki w całość tworząc projekt.
- Dodajcie rysunki lub zdjęcia.

Students' own answers

Aims

- Students will:
 - talk about animal life,
 - read and listen about meerkats,
 - write about an animal.

Vocabulary

Animal life

Reading

Reading for specific information
Comparing the contextual meaning
with a dictionary definition

Extra materials

A poster-sized (A4 or larger) blank pieces of paper for project posters (one per group of four students, for Exercise 5)

Warm-up

- Give students one minute to write as many animal names as possible. List the answers on the board.
- Get students into groups of four.
- Read out the definitions below. Pause after each one to give groups time to decide which animals match the definition. Check the answers out loud.

They swim in the sea or river. They live in the forest. They eat meat. They don't eat meat. They have many legs. They are fast. They don't sleep at night. They live in cold places. They live in hot places. Their young are sweet.

Development

1 1.73

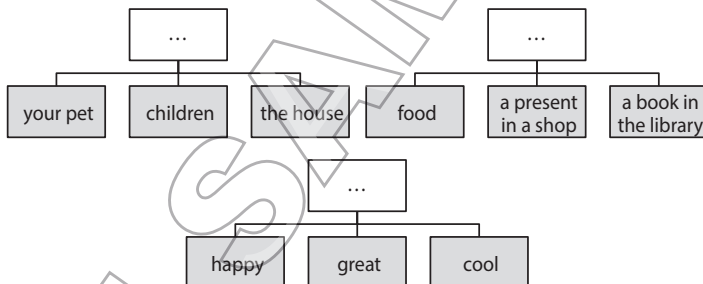
- Play track 1.73. once. Have students read and listen. Pause the recording after each phrase and get students to repeat.
- Ask them to match the English phrases to their Polish translations.
- Elicit and correct the answers. Play the track again. Ask students to repeat the words.

2 1.74

- Play track 1.74.
- Get students to use a bilingual dictionary to look up the underlined words and write their Polish translations. Encourage students to check the translation with how the word is used in the sentence. Elicit the answers out loud.

LOOK

- Get students to read the examples in the box. Explain how by adding a short word (*for, after*) we change the meaning of the verb *look* totally.
- Have students underline the sentences with the verbs in the text. Elicit the answers out loud. Draw students' attention to the words that come after the verb in the sentence. Explain how they help understand the meaning of the verb.
- Put this on the board:



- Ask students to complete the gaps with *look, look for* and *look after*.
- Have students use the diagram to write two gapped sentences (eg *My mum ... the house. You ... cool, Marta!*). Make sure they leave out *look, look for* or *look after*.
- Get them into pairs. Students swap notebooks with their sentences and fill in the gaps. Then let them check in pairs. Elicit sample answers from random pairs.

3

- Ask students to read the questions and underline the fragments of the text with answers.
- Have students put their pens down. Get them into pairs, A and B. Students ask and answer the questions in pairs. Student A asks the odd-numbered questions. Student B asks the even-numbered questions. Encourage students to use complete sentences to answer.
- Get students to write down their answers individually.
- Check the answers out loud. Ask a question and elicit a full sentence answer.

4

- Have students cover the text.
- Get students into pairs. Have them read the examples in the bubbles. Invite students to play a sentence ping-pong for three minutes. Have them say one sentence about meerkats at a time and count their sentences. The winner is the pair with most sentences.

5 PROJECT!

- Divide the class into teams of up to four students. Put these on the board:
 - What's your group's animal? Who looks for:*
 - information about where the animal lives?
 - information about what the animal eats?
 - information about what the animal drinks?
 - other interesting and funny facts?
- Give the teams five minutes to discuss and answer the questions on the board. Elicit the answers from respective groups.
- Ask students to use the information they have collected to write their notes individually. (Unless you have access to the Internet and reference books in class, ask students to do the research part of the project at home.) Monitor their work and mark their drafts.
- Hand out a poster-sized sheet of paper to each group. Give students four minutes to decide on the layout of the poster. Have students copy their notes neatly onto the project poster. Encourage them to illustrate the texts with drawings.
- Make a poster display on the classroom wall.

Touchdown

- Give each display poster a number. Invite students to walk around, read the posters and choose two posters with the most interesting texts.
- Use poster numbers to hold a secret vote and announce the two winner posters.

Homework

Workbook, Exercises 1–2, page 38.

Optional task: Workbook, Exercise 3*, page 38
(for those who wish to get additional professor's points).



Revision

1 Complete the expressions.

Housework

make the bed
do the washing-up
sweep the floor
dust the furniture
wash the clothes


Schoolwork


improve your grades
work in groups
do tests
revise
get good grades


2 Rearrange the letters to make words and expressions.


- 1 He's a police officer. He works at the ocipel tstanoi police station.
- 2 There are 40 doctors and 200 nurses in this oshtiapl hospital.
- 3 Some people go to hccrhu church on Sunday.
- 4 Some animals ehdi hide when they are frightened.
- 5 Some animals elspe sleep at night.
- 6 Some animals olok orf odof look for food at night.


3 Find five directions in the word snake and write them next to the correct pictures.

1 go straight on 

2 turn left 

3 on the right 

4 on the left 

5 turn right 

Word snake: fgrturnrightpygostraightoncqitsonthelleftwaturnleftwctwitsontherighttp

4 Complete the sentences with the correct form of *have to*. Use *do* / *don't* or *does* / *doesn't* where necessary.

- 1 I (X) don't have to dust the furniture.
- 2 My mother (✓) has to tidy up the rooms.
- 3 My father (X) doesn't have to sweep the floor.
- 4 Does your father have to do the washing-up? Yes, he does.
- 5 Do you have to make your bed? Yes, I do.

5 Write sentences.

☺ LIKE

☹ NOT LIKE

- 1 my brother / ☺ / read / books / .
My brother likes reading books.
- 2 my mother and father / ☹ / play / computer games / .
My mother and father don't like playing computer games.
- 3 I / ☹ / do / tests / .
I don't like doing tests.
- 4 your sister / meet / friends / ?
Does your sister like meeting friends?
☺ Yes, she does.
- 5 your brother / do the washing-up / ?
Does your brother like doing the washing-up?
☹ No, he doesn't.
- 6 you / vacuum the carpet / ?
Do you like vacuuming the carpet?
☺ Yes, I do.

6 Write the words in the correct order.

- 1 revise / I / for my test / have to / .
I have to revise for my test.
- 2 doing / like / my friend / projects / doesn't / .
My friend doesn't like doing projects.
- 3 homework / a / twice / my sister / week / does / .
My sister does homework twice a week.
- 4 I / get / always / grades / good / .
I always get good grades.

English to go

7 Complete the sentences.

- 1 Let's get moving.
- 2 All done !
- 3 That doesn't sound good.
- 4 Me too.

Aims

Students will:

- revise the language structures and vocabulary from Unit 4.

Grammar

Revising structures already taught

Vocabulary

Revising vocabulary already taught

Functional language

Revising functions already taught

Warm-up

- Ask students to have the red cover ready and look at the vocabulary charts on page 53.
- Invite them to get into pairs. Student A puts the red cover on the charts and says the right-hand gaps. Student B uses the red cover to say the words on the left.
- Encourage students to compare their answers in pairs and thus practise translating the words together. Check the answers out loud.

Development

1

- Ask students to change pairs. Have them cover the Summary page in the book.
- Student A completes the Housework column. Student B fills in the gaps in the Schoolwork column.
- Invite students to compare their answers in pairs. Check the answers out loud to practise pronunciation. Elicit a phrase from one student and ask another to use it in a sentence.

2

- Ask students to work individually and keep the Summary page covered.
- Have them read the sentences, ignore the scrambled fragments and guess the missing word. Don't let them use pens.
- Ask students to grab pens and unscramble the words to check their guesses.
- Check the answers out loud. Elicit the spelling and pronunciation of each unscrambled phrase.

3

- Ask students to work individually and keep the Summary page covered.
- Have them look at the signs, guess and note down the corresponding phrases. Ask them to ignore the word snake at this stage.
- Get students to look at the word snake and circle the five phrases they need.
- Check the answers out loud. Elicit the pronunciation of the most challenging words.

4

- Write these sentences on the board:

(✓) <i>You have to tidy up.</i>	(✓) <i>He ... tidy up.</i>
(*) <i>You ... tidy up.</i>	(*) <i>He ... tidy up.</i>
(?) <i>... you ... tidy up? Yes, I ...</i>	(?) <i>... he ... tidy up? Yes, he ...</i>
- Ask students to complete the gaps, referring to the first three lines of the Grammar chart on page 53. Elicit the answers, the Polish translation and the rules in Polish.
- Ask students to work individually and complete the statements, questions and answers.
- Check the answers out loud.

5

- Get students into pairs. Have them put their pens aside. Tell them to read the fourth line in the Grammar chart and the *Zapamiętaj!* box on page 53. Elicit which verb forms are used after *like/not like* (-ing forms/gerunds).
- Get students to do the exercise orally in pairs.
- Ask students to work individually. Give them three minutes to write all the sentences.
- Elicit examples and rules from random students. Make sure students spelled all the gerund forms correctly.

6

- Ask students to work individually in silence.
- Give them five minutes to reorder the words to make sentences. Invite students to do a quick doodle in their notebook to help them remember each sentence, like this one:

TEST!

- Have students cover the sentences in the book and write the sentences from memory, only referring to their notebook doodles.
- Ask students to uncover the scrambled sentences in the book and write correct answers in the book.
- Check the answers with the whole class orally.

7 English to go

- Ask students to get into pairs. Have them use the red cover with the **English to go** chart on page 53 to test each other.
- Have students cover the Summary page and work individually. Give them two minutes to complete the expressions. Then let them compare in pairs.
- Elicit the answers and the everyday situations in which the expressions can be used.

Touchdown

- Invite students to work individually. Have them go back to the **Vocabulary**, **Grammar** and **English to go** charts on page 53.
- Ask them to draw smileys (☺) next to the items they understand and remember very well and exclamation marks (!) next to those they still need to master. Invite them to compare their choices in pairs. Encourage them to form mixed ability study groups, meet after lessons and study for the test together.

Homework

Workbook, Exercises 1–6, page 39.

Optional task: Workbook, Exercises 1–3, page 91.



Vocabulary

Housework	
tidy up	sprzątać
iron the clothes	prasować ubrania
make the bed	ścielić łóżko
take out the rubbish	wynosić śmieci
do the washing-up	zmywać naczynia
sweep the floor	zamiatać podłogę
vacuum the carpet	odkurzać dywan
dust the furniture	ścierać kurze z mebli
wash the clothes	prać ubrania

Schoolwork	
clean the board	ścierać tablicę
get good / bad grades	dostawać dobre/złe oceny
do projects	robić projekty
change (your) shoes	zmieniać buty
revise	powtarzać (np. do sprawdzianu)
do tests	pisać sprawdziany
work in groups	pracować w grupach
improve (my) grades	poprawiać (swoje) oceny
do homework	odrabiać pracę domową
have extra classes	mieć dodatkowe lekcje

Places in town (1)	
hospital	szpital
cinema	kino
swimming pool	basen
skate park	skate park
church	kościół
post office	poczta
police station	komisariat policji
train station	stacja kolejowa
sports centre	ośrodek sportowy
castle	zamek

Giving directions	
turn left	skręć w lewo
turn right	skręć w prawo
go straight on	idź prosto
go past	przejdź obok
it's on the right	to jest po prawej stronie
it's on the left	to jest po lewej stronie

Animal life	
have young	mieć młode
sleep	spać
hide	ukrywać się
guard	strzec
look for food	szukać jedzenia
stand in the sun	stać w słońcu
mammal	ssak
desert	pustynia
tunnel	tunel
scorpion	skorpion
insect	owad

Grammar

Używaj have to lub has to , kiedy mówisz o obowiązkach.	I have to tidy up. He has to tidy up.
Dodaj don't lub doesn't przed have to , kiedy chcesz zaprzeczyć.	I don't have to get up early. He doesn't have to get up early.
Pytanie ogólne zacznij od Do lub Does . Pamiętaj o użyciu bezokolicznika.	Do you have to clean the board? Yes, I do. / No, I don't. Does he have to clean the board? Yes, he does. / No, he doesn't.
Gdy mówisz o upodobaniach, używaj love , like , enjoy , don't/doesn't like , hate i czasownika z końcówką -ing .	I love getting good grades. I like doing projects. I don't like making my bed. I hate doing tests.
Używaj How often , kiedy pytasz kogoś, jak często wykonuje dane czynności.	How often do you get up early?
Używaj always , usually , often , sometimes , never lub wyrażen typu every day , once a week , twice a month , three times a year , kiedy chcesz powiedzieć, jak często wykonujesz jakieś czynności.	I always get up early. They never get up early. I get up early every day . They get up early once a week .
Always , usually , often , sometimes , never stawiaj po zaimku osobowym.	She never does the washing-up.
Wyrażenia określające częstotliwość wykonywania czynności, typu every day , once a week , twice a month , three times a year wstaw na końcu zdania.	She goes shopping twice a week .

Zapamiętaj!

Jeśli dodasz końcówkę **-ing** do czasowników, pamiętaj, by:

- usunąć końcówkę literę w czasownikach zakończonych na **-e**, np. **make – making**
- podwoić końcówkę literę w niektórych krótkich czasownikach, np. **get – getting, stop – stopping**.

Grammar Summary page 137

English to go

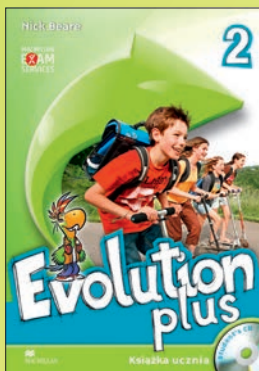
That doesn't sound good.	To nie brzmi najlepiej.
That's not fair.	To nie fair.
It's time for competition number 3.	Czas na konkurencję numer 3.
That's bad luck!	A to pech!

Me too.	Ja też.
Let's get moving.	Pośpieszmy się.
We're short of time.	Mamy mało czasu.
All done!	Wszystko gotowe!
Excuse me, where's the supermarket?	Przepraszam, gdzie jest supermarket?

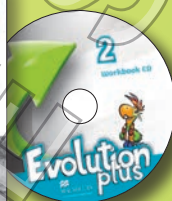
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Evolution plus to nowoczesny kurs przeznaczony dla uczniów klas IV-VI szkoły podstawowej, pełen wyjątkowych rozwiązań:

Dla ucznia:

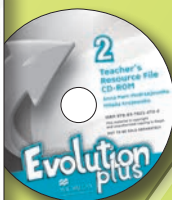
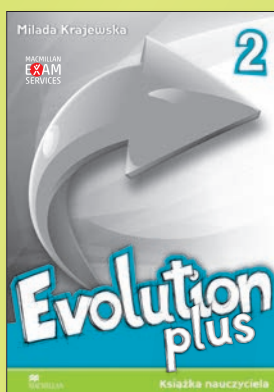


Książka ucznia
+ Student's CD



Zeszyt ćwiczeń
+ Workbook CD

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