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Evolution plus

 MACMILLAN

Książka nauczyciela

Suddenly we saw a big animal.



lake mud fountain mountain forest talked went took made had

1 2.1 Listen and repeat. In pairs, play a memory game with present and past forms.

Students' own answers

sleep ► slept

put ► put

tell ► told

see ► saw

buy ► bought

feel ► felt

sleep

slept

2 2.2 Listen, read and write the missing verbs. Then read the text aloud.

Hi! I'm Amy. Your next country is the United States. Let's visit one of our national treasures, Yellowstone National Park.

Learn about Yellowstone with Amy Anderson

The History of Yellowstone National Park

In 1810, the United States of America was a relatively new country. Explorers went to all parts of it. The explorers in the north-west talked about spectacular mountains, rivers and forests, and about fountains of hot water and lakes of hot mud. The people in the cities didn't think the stories were true. They ¹ felt the explorers made it up.

More and more explorers went to the north-west. They ² saw the same things and ³ told the same stories. Yellowstone Park was suddenly famous, and lots of tourists visited it. In 1872, the Americans made Yellowstone Park the first national park in the world.

Yellowstone visitors

In 2012, more than 3 million people visited the park. Some people ⁴ slept in hotels and other people slept in tents. There's something for everyone at Yellowstone. That's why the park is so popular with tourists.

Is Bigfoot in Yellowstone Park?

Do you know the legend of Bigfoot? Some people say it is a very tall animal that lives in the forests. Every year tourists tell stories about Bigfoot. We don't think that Bigfoot lives in Yellowstone Park, but perhaps we're wrong?

We went for a walk in the forest. Suddenly we ⁵ saw a big animal. It was about 2 metres tall. We ⁶ felt frightened. It looked at us, and we went to our car very quickly!

We saw the big footprints of Bigfoot. We didn't feel safe in the park after that. I ⁷ bought an alarm and I ⁸ put it in our tent.

3 2.3 Listen to the podcast about Yellowstone. Number the pictures in the order you hear about each thing.



Easy English

4 Draw lines to match 1-4 with a-d.

- 1 They made _____ a more ...
- 2 More and _____ b why ...
- 3 That's _____ c for everyone.
- 4 There's something _____ d it up.



Evolution Quest Quiz

Quiz 7

Total

Aims

Students will:

- talk about the past, using positive and negative sentences.

Grammar

Past simple – regular and irregular verbs (affirmative and negative sentences)

Vocabulary

Irregular verbs (1)

Functional language

They made it up.

More and more ...

That's why ...

There's something for everyone.

Warm-up Words you know

- Ask students to open their books. Tell them to read the words in the box, underlining the nouns and circling the verbs.
- Ask a volunteer to explain the difference between the regular and irregular past simple verb forms.
- Check the answers out loud. Elicit the Polish equivalents when necessary. Get students to repeat the words after you to practise their pronunciation.
- Ask students to work in pairs. Give them three minutes to write five sentences about the past, using one noun and one verb in every sentence (eg *We had mud on our nice shoes*). Let them repeat the words if they need to.
- Ask volunteers to read out their examples.
- Announce the subject of the lesson: irregular verbs.

Development

1 2.1

- Play track 2.1. Pause after each pair of verbs. Get students to listen to and repeat them. Prompt students to drill the pronunciation of the pairs of verbs. Elicit the Polish translations.
- Put students into pairs. Encourage them to test their memory. Student A says the infinitive, and Student B gives the corresponding irregular past form. Then they swap roles.
- From volunteers, elicit examples of sentences with the verbs in their past simple forms.

2 2.2

Background information

Every country has some spectacular natural features. Regarding this, a national park is usually a place of great natural beauty. People open national parks to keep the natural environment safe. We have 23 national parks in Poland (eg the oldest *Białowieński Park* with its European bison and *Pieniński Park* with the Dunajec river).

- Ask students to give you the name and description of a national park in Poland.
- Encourage them to read about Yellowstone National Park, the first ever national park to be made.
- Tell students to look at the map in the exercise to tell you the name of the country and to say where the park is in the country. (It's in the north-west of the USA).
- Get students to scan the text and to guess the missing words without writing them down.
- Play track 2.2. Tell students to both listen to and read it, and to write the missing words.
- To check the answers, put students into pairs. Get both students in each pair to take turns at reading out a sentence each.

Optional activity

Ask students to close their books. Write the following on the board: *the history of Yellowstone, Yellowstone visitors, Bigfoot, a trip to Yellowstone.*

Get volunteers to explain in 3–5 sentences what they remember about the topics on the board.

3 2.3

Note on language

We say *one bison* and *20 bison*. Thus, the singular and plural forms of *bison* are the same.

- Ask students to tell you what they can see in the pictures. Explain that we can see all of these things at Yellowstone.
- Tell students to listen to the podcast and number the photos.
- Play track 2.3. Get students to listen and write down their answers.
- Play track 2.3 again to check the answers with the class. Pause after each picture is mentioned. Ask volunteers to explain what each picture shows and elicit the adjectives (highlighted in the script) that are used to describe the park.
- Encourage students to fill in their score boxes.
- Ask some extra comprehension questions (eg *Why is Yellowstone dangerous?*).

Audioscript 2.3

Yellowstone is one of the largest national parks in the United States. The most famous feature of Yellowstone are the geysers. Geysers are fountains of hot water. They look amazing and tourists love taking photos of them. There are also lakes of very hot mud. They're strange, but they're very impressive too. There are also some beautiful mountains and forests in the park. You can visit Yellowstone all year, but in winter it is very cold and there is a lot of snow so it can be dangerous. Yellowstone is famous for the animals that live there. You can see bison all year in the park but the most popular animals are the bears. Be careful, grizzly bears can be dangerous!

4 Easy English

- Tell students to match the phrases individually.
- Get them to check their answers in pairs through reading the text from exercise 2 again.
- Prompt students to practise the pronunciation of the target items, and to give the Polish translation.

Rah's grammar

It	looked	at us.
	didn't look	
They	slept	in a hotel.
	didn't sleep	



5 Write the correct form of the verbs in brackets.

1 We ¹ went (go) to Yellowstone National Park in August. We ² slept (sleep) in a hotel but I ³ didn't like (not, like) it. I think that we ⁴ saw (see) Bigfoot and that's why I ⁵ didn't feel (not, feel) safe. I ⁶ felt (feel) frightened. I ⁷ didn't buy (not, buy) a Yellowstone T-shirt.



2 We ⁸ didn't go (not, go) in August, we ⁹ went (go) in September. We ¹⁰ didn't sleep (not, sleep) in a hotel, we ¹¹ slept (sleep) in a tent and I ¹² liked (like) it. We ¹³ didn't see (not, see) Bigfoot and that's why I ¹⁴ felt (feel) safe. I ¹⁵ didn't feel (not, feel) frightened. I ¹⁶ bought (buy) a Yellowstone T-shirt.

Have a talk!

6 In pairs, make pairs of sentences with the verbs from exercise 1 on page 42 and time expressions.

Students' own answers

Yesterday evening
I put my bag in
the hall.

I didn't put my bag
in the kitchen.

EXTRA

1 Reorder the letters to make verbs. Then add the past forms from exercise 1 on page 42.

- | | | |
|--------------------------------|-------------------------------|---|
| ese | utp | letl |
| 1 <u>see</u>
<u>saw</u> | 2 <u>put</u>
<u>put</u> | 3 <u>tell</u>
<u>told</u> |
| eespl | ybu | efle |
| 4 <u>sleep</u>
<u>slept</u> | 5 <u>buy</u>
<u>bought</u> | 6 <u>feel/flee</u>
<u>felt /fled</u> |

2 Write the correct form of the verbs.

sleep

- 1 I usually sleep from 10 to 7 o'clock.
2 Yesterday I slept from 10 to 9 o'clock.

buy

- 3 I bought a computer game yesterday.
4 I buy computer games every month.

feel

- 5 I often feel tired after school.
6 I felt tired after school yesterday.

3 Complete the sentences with the negative past form of the verbs from exercise 1.

Last week

- 1 My father didn't tell us a story.
2 My brother didn't see any birds in the garden.
3 I didn't put my camera in my bag.
4 They didn't feel tired in the morning.
5 She didn't buy an apple in the shop.
6 He didn't sleep in a tent.

4 In pairs, choose a verb and make a sentence using past tense.

Students' own answers

- make sleep say tell
get up go
- yesterday on Monday last night
on Tuesday

Tell.

I told my friends a story
about Bigfoot yesterday.

Rah's grammar

- Ask volunteers to read the sentences out loud.
- Point to the yellow boxes in the first two sentences and elicit how we form the affirmative and negative forms of regular verbs in the past simple form. (Add *-ed* to the infinitive in the affirmative, and use *didn't* before the infinitive in the negative.)
- Revise and drill the pronunciation of *-ed*, by asking students to repeat these verb forms after you:
[t] *liked/danced/looked*,
[d] *lived/loved/listened*,
[ɪd] *wanted/waited/visited*.
- Point to the yellow boxes in the final two sentences and elicit how we form the affirmative and negative forms of irregular verbs in the past simple form (use the past simple form of the irregular verb in the affirmative, and use *didn't* before the infinitive in the negative).
- Elicit the time expressions commonly used with past simple verbs (eg *yesterday, last night, last year, when I was a child, two days ago, in 1990* etc.) and write them on the board.

Grammar gym

- Tell students to close their books.
- Explain the task. You say an affirmative sentence in present simple, and students respond by making corresponding sentences in past simple and doing the following actions:
 - ✿ if the verb in your sentence is irregular, the students stand up and two volunteers say the corresponding past simple sentences, both affirmative and negative.
 - ✿ if the verb in your sentence is regular, the students remain seated and another two volunteers put their hands up to say the past simple sentences. For example:

Teacher *I like visiting national parks.* (Students remain sitting.)

Student 1 *I liked visiting national parks.* (Students remain sitting.)

Student 2 *I didn't like visiting national parks.* (Students remain sitting.)

Teacher *We sleep in tents on holiday.* (Students are standing.)

Student 3 *We slept in tents last summer.* (Students are standing.)

Student 4 *We didn't sleep in tents last summer.* (Students are standing.)

Grammar drill

- Invite students to do two grammar drills.

Drill one

- Divide the class into two teams: an *Irregular Verbs Team* and a *Regular Verbs Team*.
- To demonstrate the task, say a negative sentence in the past simple form. If you use a regular verb (eg *I didn't look at her.*), ask a volunteer from the *Regular Verbs Team* to make an affirmative sentence (*I looked at her.*). Of course, if your sentence contains an irregular verb (eg *They didn't make any mistakes.*), a student from the *Irregular Verbs Team* changes it into the affirmative form (*They made some mistakes.*)
- Say some more negative sentences (using both irregular and regular verbs, but randomly) and get volunteers from the respective teams to change the sentences appropriately.

Drill two

- Tell students to recall all the past simple forms used in this lesson and to write them on the board. Don't erase them until Touchdown.
- Put students into pairs. Student A sounds critical and says a sentence starting with *Yesterday, you ...*. Student B has to disagree and explain why he/she disagrees, making two sentences: one negative and one affirmative. Both students need to use the verbs from the board. For example:
A *Yesterday you felt sad.*
B *No, yesterday, I didn't feel sad. Yesterday I felt tired.*
- Encourage students to engage in mini-dialogues until they have used up all the verbs on the board. Make sure that they swap roles regularly.

5

- Prompt students to open their books and read the texts.
- Then tell them to complete the gaps, by using the verbs in their past simple forms.
- Check answers with the whole class. Elicit full sentences from volunteers.

6 Have a talk!

- Put students into pairs.
- Prompt them to take it in turns to make pairs of true sentences about the past (one affirmative and one negative), using the model in the bubbles as a guide.
- Ask random pairs of students to give their examples. Get students to talk about their partners, not themselves.

Touchdown

- Invite volunteers to create affirmative sentences, using the verbs on the board. After each correct sentence, erase the verb that was used.
- Finish the activity when the last verb has disappeared from the board.

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 as extra speaking practice).

UNIT 4 LESSON 2

What time did you hear the noises?



cooked went had looked called shouted laughed used asked

1 2.4 Listen and repeat. In pairs, mime an action for each verb. Guess the verb and give the past form.

wear ► wore

wake up ► woke up

hear ► heard

Wear - wore?

sing ► sang

find ► found

say ► said

Correct!

Students' own answers

2 2.5 Listen and read. Whose footprint did they find?

Mini-Mysteries

In the winter of 2013, Todd went camping with his friends Rosie and Mike to Yellowstone National Park. They cooked food and sang songs. Then Mike told them a story about Bigfoot.

"Perhaps Bigfoot is here," said Mike. They didn't laugh. "It can't be true. Goodnight and sleep well!" said Rosie. Then they went into their tents.

Everyone woke up early in the morning. It was cold, but the sun was very nice. They wore gloves, jackets and scarves. They had breakfast and talked.

"Did you sleep well?" Rosie asked Mike.

"No, I didn't," Mike said. "I didn't sleep a wink. Did you hear noises last night?"

"Yes, I did," Rosie said. "I heard some strange noises at 3 o'clock".

"What time did you hear the noises, Mike?" asked Todd.

"At 3 o'clock, too," said Mike.

"What did you do?" Rosie asked.

Mike said "I got out of the tent. I didn't see any animals."

"Oh, so you made the noise! Where did you look?" asked Todd.

0%

"Near the trees," Mike said.

Mike walked to the trees and found something very strange.

"What's up, Mike?" Todd called to him.

"Look at these footprints in the snow!" Mike shouted to them. "They are very, very big!"

They looked at the footprints. "Perhaps Bigfoot was here," said Mike. He felt frightened.

Rosie laughed. "That's Mike's footprint," she said.

"But it's bigger than my boots," said Mike.



"Yes," said Rosie "But you made a lot of footprints at night. And look, the sun is on the footprints now.

"Yes, but so what?" asked Todd.

100%

3 2.6 Listen to the podcast about natural disasters in Yellowstone. Tick (✓) the disasters that happen in the park.

forest fires

volcano eruptions

earthquakes

floods

hurricanes



Evolution Quest Quiz

Quiz 8

Total

Easy English

4 Complete the sentences with the words from the box.

true what up wink

1 I didn't sleep a wink.

2 What's up?

3 It can't be true.

4 So what?

Aims

Students will:

- ask and answer questions about the past.

Grammar

Past simple – questions and short answers

Vocabulary

Irregular verbs (2)

Functional language

I didn't sleep a wink.

What's up?

It can't be true.

So what?

Warm-up Words you know

- Tell students to read the verbs and to count the irregular ones (two of them: *went, had*).
- Write the following on the board: *Last year, we went camping in Yellowstone Park ...*
- Put students into groups of three or four. Tell them that there is going to be a story about their adventures in Yellowstone Park.
- Get each group to tell the rest of story. Students take it in turns to create one sentence containing one verb from the box using the names of people in the group. Tell them to keep the story logical and to continue until they have run out of the verbs.
- Announce the subject of the lesson: talking about the past.

Development

1 2.4

- Play track 2.4. Pause after each pair of verbs. Prompt students to listen to and repeat the verb forms. Get students to drill the correct pronunciation. Elicit the Polish translations of the verbs.
- Put students into pairs. Invite them to test each other's memory of the verb forms. Student A chooses one verb and mimes the action in silence. Student B says both the corresponding infinitive and past simple forms. Then they swap roles.

2 2.5

- Tell students to read the story about camping in Yellowstone Park. Encourage them to solve the puzzle by answering the question from exercise 1.
- Play track 2.5 and ask students to listen to and read the text in order to work out the answer. If students have problems solving the puzzle, offer an explanation: *Mike's footprints melted in the sun and, thus, seemed bigger than his actual shoes.*
- Ask a few questions to check student comprehension, for example: *How many friends went camping?* (Three). *What was the morning like?* (It was cold but the sun was very nice.) *What did they talk about in the morning?* (About the noises at night.) *Who went out of the tent?* (Mike) *What did Mike find?* (Some footprints.) *Why were they strange?* (They were very big.) *What did Rosie do?* (She laughed.)

Answer

It was Mike's footprint. The sun was melting the snow, so the footprint looked bigger.

Teacher's notes:

3 2.6

- Tell students to listen to a podcast about natural disasters in Yellowstone.
- Ask them to read the names of the natural disasters and to predict the answers. Make sure that they only tick those which actually happen in the park.
- Play track 2.6. Get students to listen to check their guesses.
- Check the answers out loud. Prompt students to tell you more about each Yellowstone disaster in the podcast.
- Get students to fill in their score boxes.
- Ask some extra comprehension questions (eg *Why aren't there any hurricanes in Yellowstone?*).

Audioscript 2.6

The best-known natural disasters in Yellowstone National Park are the forest fires. There are forest fires every year, and a lot of them start naturally. The worst forest fires were in 1988.

There are never any volcanic eruptions in Yellowstone – but scientists say there is a very big volcano under the park, so an eruption is possible one day.

There aren't any hurricanes in Yellowstone because it's a very long way from the sea. You only get hurricanes near the sea.

There are a lot of small earthquakes in Yellowstone, but there aren't a lot of very big earthquakes. The worst earthquake was in 1959.

Floods happen quite often in Yellowstone but they are not usually a big problem.

4 Easy English

- Ask students to complete the gaps with words from the box.
- Get individual students to read out their sentences. Make sure that they know the context for using the phrases and can use them in a natural conversation. Ask them to think of the Polish equivalents of the phrases.

Rah's grammar

EXTRA

	Did	you	hear	noises at night?	Yes, I did.
			get	out of the tent?	No, I didn't.
What time	did	you	hear	the noises?	At one o'clock.
Where	did	you	look?	Near the tent.	



5 Complete the dialogue.

- Mother 1 Did you have a good time?
 Robert Yes, I 2 did. It was awesome!
 Mother 3 Where did you sleep?
 Robert We slept in a tent in a forest.
 Mother Did you 4 hear noises at night?
 Robert No, I 5 didn't.
 Mother 6 What time did you wake up?
 Robert I woke up at half past seven.
 Mother 7 Did you have breakfast?
 Robert Yes, we 8 did.
 Mother 9 What did you have for breakfast?
 Robert We had eggs and bacon.
 Mother 10 Did you see Bigfoot?
 Robert No, we 11 didn't.

Have a talk!

6 In pairs, ask and answer different questions about the past. Use the verbs from exercise 1 on page 44.

Students' own answers

Did you wake up last night?

Yes, I did.

What time did you wake up?

I woke up at two o'clock.

1 Look at the pictures and write the past form of the verbs from activity 1 on page 44.



1 woke up



2 sang



3 wore



4 found



5 heard



6 said

2 Write questions and answers.

- 1 you / sing a song / yesterday
Did you sing a song yesterday?
 Yes, I did.
 2 he / wake up early / last Tuesday
Did he wake up early last Tuesday?
 Yes, he did.
 3 they / find / their notebooks / on Monday
Did they find their notebooks on Monday?
 No, they didn't.
 4 she / hear / that noise / in the morning
Did she hear that noise in the morning?
 No, she didn't.

3 In your notebook, write questions and answers about yourself.

- 1 what time / you / have breakfast / this morning ?
 2 where / you / do your homework / last night ?
 3 what / you / say to your teacher / in this lesson ?

4 In pairs, choose a situation from the box, then ask and answer questions. Use *where, what, when, what time* and the verbs from the other box.

Students' own answers

found 10 zlotys heard a noise
 was very tired saw a really nice T-shirt
 in a shop put my homework
 in the washing machine

buy find feel get up go to
 bed wear use tell phone

I found 10 zlotys yesterday!

Where did you find it?

Rah's grammar

- Tell students to read the sentences individually, in silence.
- Point to the red and yellow boxes. Elicit how we form past simple questions (by putting *did* before the subject and the bare infinitive after the subject).
- Prompt students to explain how we use *did* in short *Yes/No* answers.
- Get students to translate all the questions into Polish and remind them how we express the Polish *czy* in past simple questions in English (by putting *did* at the beginning).
- Direct students' attention to the blue boxes. Ask them to explain why we add these phrases at the front of questions (To ask about specific details). Elicit the Polish translations of the *wh-* phrases and sample answers.

Grammar gym

- Tell students to close their books. Get each of them to prepare six blank slips of paper.
- Dictate these answers and get students to write them down: one on each slip of paper.
In the forest. Yes, I did. No, they didn't.
At half past seven. Yes, she did. No, he didn't.
- Direct students to scatter the slips of paper face up in front of them on their desks.
- Prepare questions to match each of the answers above.
- Ask one question and prompt students to pick up the right answer card from their set and to then stand up.
- Ask a volunteer to read out the answer.
- Get everyone to sit down before you ask the next question. Continue until all the slips of paper have been used up.

Grammar drill

- Invite students to do two grammar drills.

Drill one

- Say a sentence in past simple to the class, mumbling the one part which answers the question *What time?* or *Where?* For example:

Teacher: *Yesterday I had breakfast at ... [mumbling] o'clock.*

- Get volunteers to ask questions in response to the mumbled parts, starting with *What time?* or *Where?* (depending on the sentence you gave) to elicit the missing information. Only provide an answer after you have heard a grammatically correct question. For example:

Student: *What time did you have breakfast yesterday?*

Teacher: *I had breakfast at 6 o'clock yesterday.*

- As a prompt, write the following model dialogue on the board:

Teacher: *Yesterday I action verb.*

Student: *What time/Where did you action verb yesterday?*

Teacher: *I action verb _____ yesterday.*

- Follow the same steps with random students, starting with a few more 'partly-mumbled' sentences.

Drill two

- Write the following prompts on the board:

Teacher: *I met Big foot in the mountains and we had a great time together.*

Student: *Did ... ? Where did ... ? What time did ... ?*

- Get random students to ask you the three past simple questions about meeting Bigfoot, using the prompts on

the board. Use your sense of humour when giving the answers, but only answer if the student questions are grammatically correct.

- Follow the same steps, using similar prompts:

I found a mummy in the old tomb.

I found a skeleton in the ruins.

I met an old man on the beach.

5

- Get students to read the dialogue and to think about how to complete gaps 1–11.
- Tell students to discuss their ideas in pairs.
- Elicit the answers from a random pair of students.

6 Have a talk!

- Put students into pairs.
- Prompt students to interview each other about the past in a similar way. They start with a *yes/no* question, and after getting a positive answer, they follow it up with a *wh-* question.
- Ask random students to share what they have found out with the rest of the class.

Touchdown

- Put the following on the board:

Yes, I did.

At 10:00 pm.

In my bag.

In the shopping centre.

No, I didn't.

At 8:00 am.

- Get volunteers to ask you questions corresponding to the answers above.
- Cross out an answer as soon as you have used it to reply to one of the student questions.
- Tell students that you will only answer correctly formed questions and you will only cross out the answer if it is true for you.
- Finish the activity when all the replies have been crossed out.

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 as extra speaking practice).

Answers Extra Exercise 3

- 1 What time did you have breakfast this morning?
- 2 Where did you do your homework last night?
- 3 What did you say to your teacher on this lesson?
Students' own answers.

UNIT 4 LESSON 3

I could ride a bike when I was four.



January February March April May June July August September October November December

1 **2.7** Listen and repeat. Look at the pictures from exercise 2 and write numbers 1–6 in the boxes. Then talk about Gary's accidents last year.

Students' own answers

cut (my) finger

cut ▶ cut

break (my) leg

break ▶ broke

hurt (my) head

hurt ▶ hurt

burn (my) hand

burn ▶ burnt

twist (my) ankle

twist ▶ twisted

scratch (my) arm

scratch ▶ scratched

He burnt his hand in December.

2 **2.8** Complete the cartoon with the sentences from the boxes. Listen and check. Then act it out.

No, I couldn't.

I burnt my hand too.

You didn't have an accident!

I had a lot of accidents last year. I broke my leg and I couldn't ride my bike for a long time. I twisted my ankle and hurt my head.
¹ I burnt my hand too.

Before the last accident, I talked to a beautiful girl.
 Where does she live?

I could ride a bike when I was four. Could you ride a bike when you were four?

² No, I couldn't. But ...

I don't know. After the accident, I couldn't talk to her. I couldn't ask for her telephone number.
 Let's go and look for her.

Be careful, Gary!

And last week I cut my finger and I scratched my arm again.

Well done, Gary. ³ You didn't have an accident!

Excuse me, Sir. Your shoes are making a lot of smog.

Help!

Oh no!

That's her! Natalie! Can you hear me? It's me, Gary! I ...

3 Ally is Gary's sister. In pairs, talk about her accidents last year.



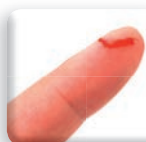
May



June



July



September



October

What happened in May?

She burnt her hand.

Aims

Students will:

- talk about accidents and injuries,
- talk about things that they could and couldn't do in the past,
- write about their accidents and abilities at different ages.

Grammar

Past simple – *could*

Vocabulary

Injuries

Exam spot

Language structures – a multiple choice gap fill test

Warm-up Words you know

- Write the following on the board: *Learning, Travelling, Parties, Visiting family.*
- Tell students to open their books. Ask random students to say what their favourite months are and why.
- Get students to match the months to the headings on the board, using their own personal experience(s).
- Tell students to compare and explain their choices in pairs. (eg *I go travelling, go to parties and visit family members in December because I spend Christmas and New year with my grandparents in Germany.*)
- Announce the subject of the lesson: injuries.

Development

1 2.7

- Tell students to read the phrases and to circle the body parts. Point to the respective body parts to explain their meaning.
- Elicit what kinds of verbs are marked in red (regular) and blue (irregular).
- Play Track 2.7 for students to listen to and repeat. Stop the recording after each phrase and get students to repeat it. Prompt students to practise the pronunciation of the new words.
- Tell students to read the phrases and to look at the pictures from exercise 2. Prompt them to write the numbers of the pictures (1–6) next to the corresponding phrases. Ask volunteers to translate the phrases into Polish.
- Put students into pairs. Get them to talk about Gary's accidents last year, using the bubble sentence as a model.

2 2.8

- Tell students to look at the comic, read the bubbles and say why Gary Green says *Oh, no!* at the end of the story (He is green and his shoes are making smog).
- Prompt the students to read the sentences in the boxes above the text and to put them in the correct places.
- Play track 2.8. Tell students to listen to check their answers.
- Ask some comprehension questions about the story eg *What accidents did Gary have? (He broke his leg, twisted his ankle and hurt his head.) Who did he meet before the last accident? (A beautiful girl.) Why doesn't he know her address? (He couldn't talk to her after the accident.)* Get students to answer the questions.
- Tell students to practise reading the text. After this, ask volunteers to act it out at the front of the class. Encourage them to use gestures and to modulate their voices to enhance the performance.

Teacher's notes:

3

- Tell students to look at the pictures and to match them with the injuries from exercises 1 and 2.
- Put students into pairs. Tell them what Ally's (Gary's sister) injuries are.
- Get students to interview each other about Ally's accidents last year, using the bubble exchange as a model structure.
- Elicit answers from random students.

Answers

What happened in June? She broke her leg.
 What happened in July? She scratched her hand.
 What happened in September? She cut her finger.
 What happened in October? She twisted her ankle.

Optional activity

Encourage students to prepare their own *accident picture diaries*, using Gary's sister's pictures as a model. Get them to select 5 different months and to do sketchy drawings of 5 different injuries. Then put them into pairs. Tell students to swap their notebooks with their partners and each student to describe what happened to his/her partner, using his/her *diary*.

Rah's grammar

I	could	ride	a bike	when I was four.
	couldn't			

Could	you	ride	a bike	when you were two?
-------	-----	------	--------	--------------------

Yes, I could.

No, I couldn't.

couldn't = could not



Couldn't czasem znaczy nie mogłem:
I couldn't talk to her.

4 Complete the sentences about Joe Genius. Use *could* and *couldn't*.

He ¹ could swim (✓ swim) when he was four. In June, he broke his arm. He ² couldn't swim (X swim) for three months.

He ³ couldn't use (X use) a computer when he was two. He ⁴ could use (✓ use) it when he was three. In July, he burnt his hand. He ⁵ couldn't use (X use) his computer for a week.

He ⁶ could write (✓ write) when he was two. In August, he cut his finger. He ⁷ couldn't write (X write) for two days.

He ⁸ couldn't play (X play) the violin when he was two but he ⁹ could play (✓ play) it when he was three. In September, he hurt his shoulder.

He ¹⁰ couldn't play (X play) the violin for a month.



5 In your notebook, write about your abilities and accidents at different ages.

when I was a baby

when I was four

when I was eight

I could run when I was four but I couldn't swim.

I twisted my ankle when I was six. I couldn't play football for a month.

Students' own answers

EXTRA

1 Write the verbs and parts of the body.

- 1 My friend broke his arm yesterday.
- 2 My father hurt his head on Saturday.
- 3 My sister burnt her hand on holiday.
- 4 I twisted my ankle on Sunday.

Exam spot

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

To _____

Subject _____

Hi Jack!

I've got a problem – I can't go out! On Monday I ¹ _____ my head. On Tuesday I ² _____ my finger. Wednesday was the worst day because I broke my ³ _____. I'm sorry I ⁴ _____ come to your house yesterday. Can you please come to my house?

See you soon,
Tom

- | | | |
|----------------|---------------|-------------------|
| 1 A broke | B hurt | C twisted |
| 2 A cut | B break | C burn |
| 3 A ear | B head | C arm |
| 4 A can't | B could | C couldn't |

3 In your notebook, write sentences with *could* and *couldn't*.

- 1 My brother / (X) swim / 6 years old
- 2 I / (✓) run / 3 years old
- 3 My sister / (✓) read / 4 years old
- 4 My brother / (X) write / 6 years old

My brother couldn't swim when he was 6 years old.

4 In pairs, talk about your abilities from the past and now. (Students' own answers)

run fast

swim

play the recorder

use a mobile

skate

read in English

Can you play the recorder?

Yes, I can.

Could you play the recorder when you were four?

No, I couldn't.

Rah's grammar

- Tell students to read the sentences in silence.
- Point to the blue boxes. Ask students if the sentences are about the past, present or future (past). Elicit that we use *could* with the bare infinitive to talk about past abilities.
- Point to the yellow boxes now. Ask volunteers to explain how we form negative sentences (put *not* after *could*, or use *couldn't*).
- Point to both the red and yellow boxes and elicit how we form questions (put *could* before the subject).
- Get students to say how we form short answers.

LOOK

- Tell students to read the information in the **Look** box.
- Ask them to give you the two translations of *couldn't* (*nie potrafiłem/nie mogłem*) and elicit example sentences. Explain that the context helps us to work out the meaning.

Grammar gym

- Tell students to close their books.
- Prompt students to respond to your sentences. If you say a sentence (from the list below) which is true for them, they stand up and mime the action. Otherwise, they remain seated and sit still.

*When I was five, I could surf the Internet.
 When I was five, I couldn't ride a bike.
 When I was five, I couldn't ski.
 When I was five, I could run very fast.*

- Say the sentences, pausing after each one. Wait for students to respond. Then elicit affirmative and negative sentences from volunteers.

Grammar drill

- Invite students to do two grammar drills.

Drill one

- Put students into pairs. Have them sit facing each other.
- Write the first two prompts on the board:

Last year, J had an accident. J ...	Oh, no! So you couldn't ... for ...
1 cut my finger	1 write

- Ask a pair to demonstrate the task. Student A says a sentence about an injury, using the prompt from the left-hand column. Student B responds by saying a sentence with *couldn't* about his/her partner's lost ability as a consequence of the injury, using the verb from the right-hand column. Student A then confirms Student B's opinion. For example:

A Last year, I had an accident. I cut my finger.
B Oh, no! So you couldn't write for two days.
A Yeah, that's true, I couldn't write for two days.

- Give a start signal. Add four new prompts on the board. Get students to start talking. With each new prompt, students swap roles.

Drill two

- Put this skill bubble on the board:

*write/walk/sing/read/speak English/make videos
 swim/ride a bike/dance/skate/make your bed/ski/
 take photographs/send emails/brush your teeth*

- Explain the task to students. Each student asks a question about a childhood ability using *Could you...?* and an activity from the skill bubble, and chooses another student to answer it. After a short answer, the selected student says one more sentence with *could/couldn't*.

Teacher to Ola *Could you write when you were three, Ola?*
Ola to Marcin *No, I couldn't. But I could walk when I was 3.*

- Give a start signal and continue this chain drill until all the students in the class have asked and responded to the questions.

4

- Tell students to read about Joe Genius, a whizzkid.
- Emphasise that the ticks stand for *could*, and crosses for *couldn't*.
- Get students do the task individually.
- Check the answers with the whole class. Elicit full sentences.

5 Write

- Tell students to read the task.
- Get them to write six sentences (two sentences for each *when I was ...* phrase).
- Put students into pairs. Tell them to swap their notebooks and to read each other's sentences.
- Ask random students to read their partner's sentences out loud.

Touchdown

- Encourage students to participate in a miming game.
- A volunteer goes up to the board and mimes an accident and the resulting lost ability eg a twisted ankle and the inability to ski.
- Random students put their hands up to say what happened (*You twisted your ankle and you couldn't ski*).
- Repeat these steps with four different volunteers.

Homework

Workbook, Exercises 1–4, page 34.

Optional task: Workbook, Exercise 5*, 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 as extra speaking practice).
- Draw students' attention to the **Exam spot** box.

Answers Extra Exercise 3

- 1 I could run when I was 3 years old.
- 3 My sister could read when she was 4 years old.
- 4 My brother couldn't write when he was 6 years old.

English in action Feeling ill

1 2.9 Listen and repeat. Match the illnesses with the photos. Then say what problems the people have got.

- a cold **9**
- a cough **5**
- a headache **6**
- a sore throat **1**
- a stomach ache **3**
- earache **8**
- toothache **2**
- have a temperature **4**
- feel dizzy **7**



2 2.10 Listen to some children talking to their parents and write the illnesses. Listen again and match 1–5 with the advice a–e.

- | | | |
|---------------------|----------|-----------------------------------|
| 1 <u>a cold</u> | c | a should see the dentist |
| 2 <u>a headache</u> | e | b should take some cough medicine |
| 3 <u>toothache</u> | a | c should see the doctor |
| 4 <u>feel dizzy</u> | d | d should sit down |
| 5 <u>a cough</u> | b | e should go to bed |



You should *znaczy powinienś/powinnaś* i zawsze łączy się z czasownikiem w formie podstawowej.

3 2.11 Listen and complete the conversation.

- Doctor** Good morning Mia. What's the matter?
Mia Good morning Doctor. I've got a very bad headache.
Doctor You should go to bed.
Mia Can I ¹ watch TV _____ ?
Doctor No, you can't. That isn't a good idea.
Mia Can I ² drink apple juice _____ ?
Doctor Yes, you can. That's fine.
Mia Can I ³ drink Coke _____ ?
Doctor No, you can't. It isn't good for you.
Mia Thank you, Doctor.
Doctor You're welcome. Get well soon!

4 In pairs, act out visits to the doctor. Use the phrases from the boxes. *(Students' own answers)*

That's a good idea.

eat sushi
eat fruit
sleep
take some medicine

That isn't a good idea.

go to school
go to my friend's party
drink Coke
listen to loud music

Good morning. What's the matter?

Good morning, Doctor. I've got ...

Exam spot

5 Do każdej z opisanych sytuacji wybierz właściwą reakcję (A–E). Wpisz odpowiednią literę w kratkę obok każdej sytuacji. Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej sytuacji.

- 1 Źle się czujesz. Zapytaj doktora, czy musisz zostać w domu. **E**
- 2 Sądzisz, że twój kolega jest chory. Dowiedz się, co mu dolega. **D**
- 3 Twoja koleżanka źle się poczuła. Doradź jej, co ma zrobić. **A**
- 4 Doktor pyta cię, co ci dolega. Odpowiedz mu. **C**

- A You should see the doctor.
 B That isn't a good idea.
 C I've got a stomach ache.
 D What's the matter?
 E Can I go out?

Sounds right!

6 2.12 Listen and repeat.

horrible smog October optician
sports shorts Autumn store

7 2.13 Listen and repeat.

There was horrible smog in October.
We played sports in shorts in Autumn.
That horrible optician was in the sports store.

Aims

- Students will:
- describe physical conditions,
 - ask for permission,
 - give advice.

Vocabulary

Illnesses

Functional language

What's the matter?
 You should/shouldn't ...
 Can I ...?
 That isn't a good idea.
 It isn't good for you.
 That's fine.
 You're welcome.

Pronunciation

Pronouncing the /b/ and /ɔ:/ sounds

Exam spot

Language functions – a multiple matching test

Extra materials

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

Warm-up

- Put students into pairs. Give them two minutes to list as many *body* words as they can.
- Elicit examples from each pair, checking the spelling and pronunciation.
- Announce the subject of the lesson: illnesses.

Development

1 2.9

- Tell students to look at the photos and to decide who has the worst problem.
- Play track 2.9 once. Pause after each *illness* expression. Let students listen to and repeat the expressions to improve their pronunciation.
- Get students to match the illnesses with the pictures.
- Check the answers with the whole class and elicit the Polish translations of the *illness* expressions.

2 2.10

- Tell students to look at the **Look** box first.
- Get students to listen to five dialogues and to write the illnesses on the lines 1–5.
- Play track 2.10 once. Students fill in the gaps.
- Elicit full sentence answers from volunteers.
- Tell students to read the advice (a–e). Elicit the Polish translation of *medicine* (tu: *lek, lekarstwo*).
- Play track 2.10 again. Get students to match the advice (a–e) with the illnesses (1–5).
- Check the answers with the whole class.

LOOK

- Tell students to read the information in the **Look** box.
- Elicit what we use the structure *should + bare infinitive* for. (To give advice).

Audioscript 2.10

- 1**
Woman What's the matter, Bill?
Boy I've got a very bad cold.
Woman You should see the doctor.
- 2**
Man What's the matter?
Girl I've got a headache.
Man You should go to bed.
- 3**
Woman What's the matter?
Boy I've got toothache.
Woman You should see the dentist.
- 4**
Man What's the matter?
Girl I feel dizzy.
Man You should sit down.
- 5**
Woman What's the matter?
Boy I've got a cough.
Woman You should take some cough medicine.

Optional activity

- Give students the cut-up copies of the TRF page.
- Students put the *problem cards* in a pile, face down.
- In pairs, Student A uncovers a card and describes a problem, while, in response, Student B gives advice (after each card, students swap roles).

3 2.11

- Have students read the conversation and guess what goes in the gaps. Elicit how we ask for permission (*Can I...?*).
- Play track 2.11 twice. Tell students to check their guesses and to complete the conversation.
- Check with the whole class.

4

- Tell students to read the prompts.
- Get pairs act out visits to the doctor, using the dialogue from exercise 3 as a model.
- Ask two pairs to perform in front of the class.

5 Exam spot

- Have students read the exam instruction. Elicit what to do.
- Make them cover the situations in Polish (1–4). Tell them to read the English expressions (A–E) and to create a situation in Polish for each of them.
- Get students to uncover the situations and to do the task individually.
- Ask volunteers for their answers.

6 2.12 Sounds right!

- Tell students to look at the words. Elicit which words contain the long vowel /ɔ:/. Get students to pay special attention to the underlined letter clusters.
- Play track 2.12 and tell students to repeat the words.
- Draw students' attention to the sounds /ɔ:/ and /ɒ/. Tell students to repeat them in isolation.

7 2.13 Sounds right!

- Play track 2.13. Tell students to listen to the sentences and to repeat each one (chorally and then individually).

Touchdown

- Tell students to play the *Read-My-Lips* game.
- Whisper a sentence about a health problem.
- The volunteers who can read your lips put their hands up to say the sentence out loud.
- Continue the procedure with five more voiceless sentences.

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 2.14 Listen to a TV report about a rescue. Complete the left column of the table.

	The TV report	Willow's interview
1	They went to bed <u>early</u> .	They went to bed <u>late</u> .
2	They woke up <u>early</u> .	They woke up <u>late</u> .
3	Summer had an accident at <u>about 4 o'clock</u> .	Summer had an accident at <u>5 o'clock</u> .
4	At <u>5 o'clock</u> Summer suddenly felt bad.	At <u>5:30</u> Summer suddenly felt bad.
5	They phoned for help at <u>5:30</u> .	They phoned for help at <u>5:45</u> .
6	The helicopter arrived at <u>5:45</u> .	The helicopter arrived at <u>6 o'clock</u> .
7	The helicopter took <u>one</u> girl(s) to hospital.	The helicopter took <u>three</u> girl(s) to hospital.


2 2.15 Listen to a radio interview with Willow and complete her report in exercise 1. Then say what is wrong in the TV report.

They didn't go to bed early.

3 Complete Willow's blog about the rescue.

Monday, 1st July 2013

In the mountains of Scotland



I'm just back from a weekend in a tent in the mountains. I went with two friends, Nina and Summer. The first night was great. Nina cooked some great food. We went to bed ¹ late. The next day, we got up ² late, had breakfast and went for a long walk. On the way, ³ Summer had an accident. She ⁴ hurt her leg. After half an hour she couldn't walk and at 5:45 pm she felt ⁵ dizzy. Nina had her mobile and she ⁶ phoned for help. A helicopter ⁷ found us at 6:00 pm and it took us to hospital. A big thank you to the rescue team!

4 Imagine you were on a two-day trip and saw an accident. Write notes about it.

Where did you go? Students' own answers

Who was with you? _____

What did you do on the first day? _____

What did you do on the second day? _____

Who had the accident? What happened? _____

What were the details of the rescue? _____

What happened in the end? _____

Write

5 In your notebook, write about your accident. Use your notes and the text from exercise 3 as a model. Do not forget to thank the rescue team.

I'm just back from a weekend in ...

Students' own answers

Aims

Students will:

- practise receptive and productive skills.

Listening

Listening for specific information

Writing

Writing about an accident

Warm-up

- Put students into pairs and write the following on the board:
You should be careful in the mountains because you can ...
- Get students to complete the sentence in pairs with as many problem situations as possible (*eg break your leg/legs, get lost, lose your things, twist your ankle, hurt your leg etc.*). Give them two minutes to do the task.
- Elicit answers from volunteers.

Development

1 2.14

- Explain the meaning of *rescue*. Elicit the Polish translation of the word.
- Tell students to read through the text with the gapped sentences in the left-hand column.
- Play track 2.14 twice. Students listen and fill in the gaps.
- Elicit answers by putting questions about the missing information to random students.

Audioscript 2.14

Now let's look at the local news. The big news, of course, is the rescue of a group of young women in the mountains. There were three people: Willow, Summer and Nina. They were in the forests in the mountains. Their first night was fine. They went to bed early. On the second day, they woke up early too. Then they had breakfast and went for a long walk. At about four o'clock in the afternoon, Summer had an accident and hurt her leg. She felt OK, so they didn't stop. At five o'clock, Summer suddenly felt very bad. She couldn't walk! At half past five she felt dizzy so her friends phoned for help.

A helicopter found them at quarter to six and took Summer to hospital. The other two girls went down to the nearest village. Now all three girls are safe.

The other story today is the ...

2 2.15

- Explain that Willow gave an interview about the accident. Tell students to read through the text with the gapped sentences in the right-hand column from exercise 1.
- Play track 2.15 twice. Students listen and fill in the gaps.
- Elicit answers by reading out the question numbers and asking random students to give the information from the report and the interview, using *and* or *but* respectively to link their ideas together.

Audioscript 2.15

- Interviewer** Willow, can you tell us about the accident?
Willow Yes, of course.
Interviewer Who was there with you in the mountains?
Willow There were three of us. Summer, Nina and me.
Interviewer Tell us what happened.
Willow We went to bed late on the first night. In the morning, we woke up late too. We had breakfast and went for a long walk. At five o'clock in the afternoon, Summer had an accident and hurt her leg.
Interviewer Did you phone for help?
Willow No, we didn't because Summer felt OK for half an hour. But at half past five, she suddenly felt bad. She couldn't walk. Then at quarter to six, she said she felt dizzy and we phoned for help.
Interviewer What time did the helicopter find you?
Willow It found us at six o'clock. We were very happy to see it and we all got in it.
Interviewer Where did you go in the helicopter?
Willow All three of us went to hospital. Summer is in hospital now, but I'm at home and Nina is at home too.

3

- Tell students to read and complete Willow's blog entry, using the information from exercise 1.
- Ask random students to read the completed text out loud, one sentence each.

4

- Tell students to read the instruction and to explain to you what they have to do.
- Have them write notes next to each question. Monitor their progress and offer help when needed.

5 Write!

- Encourage students to write about an imaginary accident, using their notes from exercise 4 and Willow's blog from exercise 3 as a model.
- Monitor their work and offer help as needed. Make sure that they include a *thank you* message for the rescue team.
- Ask volunteers to read out their reports.

Optional activity

Use your mobile phone (or similar device) to record a few of the reports. In the following lesson, tell the class to listen to the recordings and to vote for the best report.

Touchdown

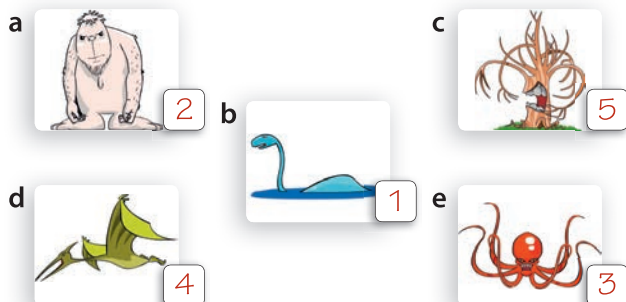
- Put students into pairs.
- Get them to use the questions from exercise 4 to interview each other about their accidents. They then take it in turns at being the TV reporter and one of the rescued people.

Homework

Workbook, Exercises 1–4, page 36.

The Evolution Magazine

1 2.16 Listen to the descriptions (1-5) and match them with the monsters (a-e).



2 2.17 Listen and answer the question.

- | | |
|----------------|----------------|
| 1 <u>go</u> | 5 <u>come</u> |
| 2 <u>eat</u> | 6 <u>lose</u> |
| 3 <u>write</u> | 7 <u>win</u> |
| 4 <u>take</u> | 8 <u>drink</u> |

3 In your notebook, write about this man's injuries. Use the words from the box.



- ¹cut/finger ²cut/leg
³burn/hand ⁴scratch/head
⁵scratch/nose ⁶twist/ankle
⁷break/leg ⁸break/arm
⁹hurt/nose

- 1 He cut his finger.
 2 He didn't cut his leg.

4 This is where the man saw a strange animal. Can you guess what happened? Use the words in the boxes.



Students' own answers

- scratch fall finger branch
 glass head cut

Exam spot

5 Przeczytaj tekst. Zdecyduj, czy podane zdania (1-5) są prawdziwe (Tak), czy fałszywe (Nie). Wstaw znak X w odpowiednią kratkę.

Exam tip

Nie pomył osób z wykonywanymi przez nie czynnościami. Zawsze sprawdzaj, kto wykonuje daną czynność i zwracaj uwagę na imiona w tekście i porównuj je z tymi ze zdań 1-5.

To _____
Subject _____

Hi Grandad!

We went on a great school trip yesterday - to Loch Ness!

We were on the bus for two hours. I sat next to my friend Max. Mr Atkins, the geography teacher, was in front of us. I had a headache on the bus and slept for an hour. Max slept all the way from school to Loch Ness!

Loch Ness is a very big lake and the water was very cold. We didn't see the monster, but we heard a noise in the water. William said to Max and me that it was the Loch Ness Monster. We felt frightened, but then William laughed and said it was a joke!

I took a lot of photos, but I can't find the monster in them. Max bought a book about Loch Ness in the shop and I saw the Loch Ness Monster there. On the bus home, we sang some songs, and William told us lots of jokes. Mr Atkins laughed at his jokes!

See you soon!

Love,
Rory

- | | Tak | Nie |
|---|-------------------------------------|-------------------------------------|
| 1 Rory was behind Mr Atkins on the bus. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 2 Max slept for an hour. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 3 Max and Rory felt frightened at Loch Ness. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 4 Rory did not see a picture of the Loch Ness Monster. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 5 The teacher told some jokes and laughed at them. | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

Aims

- Students will:
- practise listening, reading, writing and speaking.

Vocabulary & Grammar

- Recycling the language already taught
Exam spot
 Reading – a *True/False* test

Warm-up

- Give students 2 minutes to write as many titles of stories, books, films and video games containing all sorts of scary monsters as they can.
- Gather ideas from volunteers. Get students to give you more details about the monsters they have mentioned.

Development

1 2.16

- Have students look at the pictures and name or describe each monster.
- Elicit answers from volunteers.
- Play track 2.16 once. Prompt students to match the pictures (a–e) with the correct descriptions (1–5).
- Play track 2.16 again. Get students to listen, check their answers and to take notes about each monster.
- Elicit the answers from random students.

Background information

Krakens are legendary sea monsters. *Ropens* are flying monsters. As *cryptids*, they have been sighted but their existence has never been confirmed by scientists.

Audioscript 2.16

- 1**
Some people think that this animal lives in a big lake in Scotland, called Loch Ness. It's very long, like a very big snake. In 1934 a man took a famous photo of the monster, but a lot of people say it isn't real.
- 2**
Explorers first talked about this animal 500 years ago. They said it lived in the mountains and they sometimes heard it because it was very noisy. They saw it in the snow. It was very big and it looked like Bigfoot but it lives in the snow. There aren't any photos of it.
- 3**
This is a giant sea monster. In the past, explorers said that it looked like a very big octopus. They said that it was much bigger than their boats. There are real animals in the sea that are 15 metres long, but this animal was 30 or 40 metres long.
- 4**
Around 2001, some people said that there were big flying animals on Papua New Guinea, an island near Australia. They said that they were like dinosaurs and they could fly. In 2006 some people went to Papua New Guinea and looked for them, but they couldn't find them.
- 5**
This isn't an animal. It's a tree but it looks like an animal. A man wrote about it in 1858. He saw it in Africa and it ate a person! He said he couldn't help that person because he was very frightened. Luckily, the story wasn't true. He made it up. Nobody thinks this plant is real now.

2 2.17

- Tell students to listen to the question and to answer it. Play track 2.17 twice.
- Check the answers out loud, paying special attention to the spelling and pronunciation.

Audioscript 2.17

- Here is Bonus Question Number 4. What is the present tense of these verbs?
 1 went 2 ate 3 wrote 4 took 5 came 6 lost 7 won 8 drank

3

- Ask students to read all the prompts and look at the picture.
- Prompt them to write about the man's injuries, using all the phrases from the box and past simple.
- Ask random students to read out their texts.

Answers

- | | |
|-------------------------------|----------------------------|
| 3 He didn't burn his hand. | 6 He twisted his ankle. |
| 4 He scratched his head. | 7 He broke his leg. |
| 5 He didn't scratch his nose. | 8 He didn't break his arm. |
| | 9 He hurt his nose. |

4

- Tell students to read the instruction and to explain what they have to do to you.
- Have them analyse the picture and the words below it.
- Put them into pairs to talk about what might have happened to the man, using all the words (all of which relate to the picture).
- Elicit answers from volunteers.

5 Exam spot

- Tell students to read the exam task instruction.
- Get students to read the exam tip. Let them use Polish to explain how the tip will help them do the task.
- Explain how to proceed with the task in five steps:
 - Step 1** scan the email to find the names of the sender (Rory) and the recipient (Rory's Grandad).
 - Step 2** read the letter to find out who these people are: Max, William, Mr Atkins.
 - Step 3** read the sentences 1–5.
 - Step 4** read the letter again to choose your answers.
 - Step 5** find the parts of the letter that confirm your answers.
- Put students into pairs. Get them to compare their answers. Let them use Polish to explain how they went through the five steps to get their answers.
- Elicit the answers from random students.

Touchdown

- Tell students to work individually.
- Get them to look at Rory's letter again to create one more *true/false* sentence question. Give them two minutes to do so.
- Encourage students to stand up and mingle, with their notebooks in their hands.
- Tell them to approach five different classmates, then to read their additional *true/false* sentence questions in order to get the answers. Make sure that the students do each other's tasks.
- Once finished, ask students to vote on the most difficult *true/false* sentence question that they had to answer.

Homework

Workbook, Exercises 1–2, page 37.

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

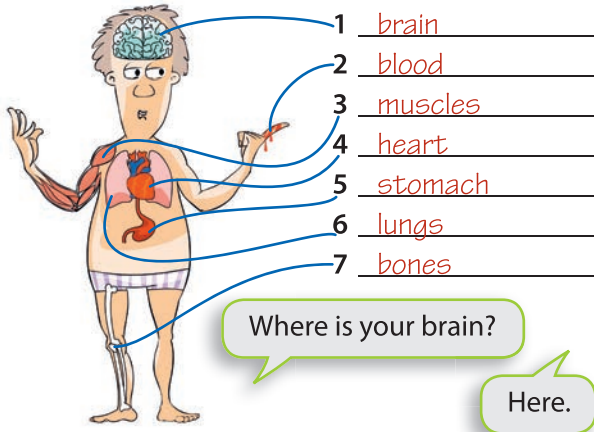


The human body



- 1** 2.18 Listen and repeat the words. Name the parts of the body. In pairs, ask questions about parts of the body, point to them and answer the questions.

heart lungs brain stomach
muscles bones blood



- 2** 2.19 Read the sentences (a–g). How do you say the words in green in Polish? Listen and match the parts of the body with their functions.

e	1 heart	a It transports oxygen to different parts of your body.
g	2 lungs	b It helps your body to digest the food that you eat.
c	3 brain	c It controls all the parts of your body.
b	4 stomach	d They move your arms and legs.
d	5 muscles	e It pumps blood around your body.
f	6 bones	f They make the structure of your body.
a	7 blood	g They help oxygen get into your blood.

- 3** Check your answers to exercise 2. Ask and answer questions about the parts of the body.

What does your blood do?

It transports oxygen to different parts of your body.

Students' own answers

- 4** 2.20 Listen and read about organ transplants. Answer the questions or write X if the answer isn't in the text.

Your body is an amazing machine. Your heart pumps about 100,000 times every day, throughout your life. Sometimes, parts of your body – your heart for example – stop working well. If the problem is very bad, you have to get a new heart.

The first heart transplant was on 3rd December 1967 by Dr Christiaan Barnard in South Africa. The patient only lived for 18 days, but now patients with new hearts live for many years.

Now, doctors can transplant hearts, lungs, and other organs in your body. There are thousands of transplants in the world each year. There are also a lot of people waiting for a transplant. In China, for example, more than 2 million people are waiting for a transplant. Every day, transplants help more and more people to live longer.



100 – a hundred 1,000 – a thousand
100,000 – a hundred thousand

- How many times does your heart beat in a day?
It beats 100,000 times a day.
- When was the first heart transplant?
It was on December 3rd, 1967
- What was the name of the first patient with a new heart.
X
- Can doctors transplants lungs?
Yes, they can.
- How many people have a heart transplant every year?
X

5 PROJECT!

Students' own answers

- Pracujcie w grupach. Przygotujcie plakat pt. „The Human Body” pokazujący organizm ludzki.
- Podzielcie się zadaniami. Każdy/Każda z was ma przygotować informacje o wybranych częściach ciała.
- Korzystajcie z informacji z ćwiczenia 2. oraz dodatkowych źródeł.
- Umieście zebrane informacje na plakacie. Dodajcie do tego zdjęcia lub ilustracje.
- Uważnie sprawdźcie wymowę i znaczenie nowych słów.
- Zaprezentujcie swój plakat w klasie.

Aims

Students will:

- name the parts of the human body,
- make a poster containing the parts of the human body.

Vocabulary

Inside the body

Reading

Reading for specific information

Extra materials

A photo of Zbigniew Religa in the operating room (for exercise 4)

TRF, Extra teaching resources Unit 4, Lesson 7 (one copy per pair, for Touchdown)

Warm-up

- Put students into pairs. Give them 1 minute to list as many parts of the body in English as possible. Then let them compare their lists in pairs.
- Announce the subject of the lesson: the human body.

Development

1 2.18

- Play track 2.18 once. Get students to read, listen to and repeat the words. Pause the recording after each phrase and get the students to repeat the words chorally and then individually.
- Explain the meaning of each word by pointing to the corresponding part of the picture or your own body.
- Put students into pairs. Tell them to read the sample exchange. Student A asks where a part of the body is. In response, Student B points to it. Then students swap roles.

2 2.19

- Write this on the board: $O_2 = \text{oxygen}$. Elicit the Polish name (*tlen*).
- Tell students to read the sentences (a–g) and to translate the words in green into Polish.
- Play track 2.19 once. Get students to listen to and match the sentences (a–g) with the parts of the body (1–7).

Audioscript 2.19

Every part of your body has to get oxygen and food all the time. Your body also has to stand and move. How does it do all this?

Your lungs get air into your body and help oxygen to get into your blood. Your heart pumps blood around your body. When you eat food, it goes into your stomach. Your stomach helps your body to digest the food.

What about standing and moving? You can stand because of the bones in your body. They make the structure for your body. And you can move because your muscles move your arms and legs.

And finally, your brain controls all the parts of your body.

Your body is an amazing machine. Look after it!

3

- To check their answers, put students into pairs and get them to ask and answer questions about the parts of the body from exercise 2.
- Check the answers out loud. Tell students to close their books. Ask a question and elicit a full sentence answer.

4 2.20

- Show the photo of Professor Religa and ask students what they know about this doctor. Use the words *transplant* and *patient* in the discussion, explaining what they mean.
- Tell students to explain what *human transplants* are in Polish.
- Tell students to read the questions under the text (1–5).
- Play track 2.20 once. Get students to listen and read and to take notes next to the questions.

- Stress to students that the text doesn't give answers to some of the questions and tell them to mark these with a cross.
- Play track 2.20 again. Get students to check their notes and to complete the answers.
- Elicit answer from volunteers.

LOOK

- Get students to read the information in the LOOK box.
- Elicit how to read the number *100,000* in the second line of the text.

Background information

Professor Zbigniew Religa (1938–2009) was the first doctor to successfully transplant a heart in Poland in 1985. In 1987, his photo with a patient in an operating room after a 24-hour transplant operation became popular worldwide, as it became the *National Geographic* photo of the year.

5 PROJECT!

- Divide the class into teams of four or five students.
- Tell each team to decide which part of the body each student (in the team) is going to research.
- Encourage students to collect interesting facts and images.

Unless you have access to the Internet and reference books in class, ask students to do the research part of the project at home.

- When students have collected the information on *their* parts of the body, ask them to create their posters (including texts and images) as a team.
- Finally, encourage students to put their posters up on the walls in class.
- Ask each team to present their poster (to the rest of the class) with team members asking and answering questions about the poster.

Touchdown

- Put students into pairs. Give the TRF crossword handouts to students (one crossword for each student).
- Individually, students fill in the crossword.
- Next, students ask questions and give their definitions from the handout to complete the remaining missing words.
- Check their answers.

Answers

Across:	1 brain	2 lungs	3 stomach
Down:	1 bones	4 muscles	5 heart

Homework

Workbook, Exercises 1–3, page 38.

Optional task: Workbook, Exercise 4*, page 38 (for those who wish to get additional professor's points).



Revision

1 Write the missing verbs.

Present	Past
sleep	1 <u>slept</u>
feel	2 <u>felt</u>
tell	3 <u>told</u>
4 <u>wake up</u>	woke up
5 <u>find</u>	found
6 <u>say</u>	said

2 Write the words in the correct category.

- earache blood stomach ache cold
- lungs bones cough brain
- toothache sore throat muscles
- stomach

Illnesses

- 1 earache
- 2 stomach ache
- 3 cold
- 4 cough
- 5 toothache
- 6 sore throat

Inside the body

- 7 blood
- 8 lungs
- 9 bones
- 10 brain
- 11 muscles
- 12 stomach

3 Write sentences about the pictures.



1 He broke his arm in 2011.



2 She burnt her arm yesterday.



3 I cut my finger last week.



4 He burnt his foot two days ago.



5 They twisted their ankles on Tuesday.

4 Complete the chat with the correct form of the verbs in brackets.

chat room

Evo_boy Last week we ¹ went (go) to Yellowstone Park.

Funny_me ² Did you sleep (sleep / you) in a tent?

Evo_boy Yes, we ³ did.

Funny_me ⁴ Did you see (see / you) Bigfoot?

Evo_boy No, we ⁵ didn't. But my brother ⁶ heard (hear) some noises at night.

Funny_me ⁷ Did you feel (feel / you) frightened?

Evo_boy No, I ⁸ didn't. I ⁹ didn't hear (not, hear) the noises!

5 In your notebook, write sentences.

a



He couldn't swim when he was 12.

b



c



d



English to go

6 Complete the dialogues.

chat room

1 Tory ¹ What's up?
Val I didn't ² sleep a wink. My brother said that Bigfoot was in my bedroom.
Tory It ³ can't be true. He ⁴ made it up.

2 Val ⁵ What's the matter?
Tory I've got a cough.
Val You ⁶ should take some cough medicine.
Tory ⁷ Can I go to the park?
Val No, you can't. It isn't a ⁸ good idea.

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

- Tell students to have their red covers ready and to look at the vocabulary charts on page 53.
- After putting students into pairs, get them to put the red covers on the charts and to say the missing words. Then let them lift their covers up to check their answers.

Development

1

- Tell students to cover the Summary page in the book.
- Give them 90 seconds to write the missing words in the table.
- Check the answers out loud paying special attention to the spelling and pronunciation of the words. Say a number out loud and get a student to say and spell both forms of the verb (present and past).

2

- Tell students to keep the Summary page covered.
- Put them into two teams. Team A completes the left-hand column. Team B does the same with the right-hand column.
- Get students to form mixed pairs, one student from Team A joining up with one student from Team B. Tell them to check and fill in both columns together.
- Check the answers out loud. Focus on the spelling and pronunciation of the words.

3

- Put students into pairs. Tell them to put their red covers on the Grammar chart on the Summary page. Elicit the words that are hidden now. Get students to explain in their own words how past simple sentences are formed with different verbs: regular, irregular and *could*.
- Tell students to cover the Summary page.
- Get them to look at the time expressions in the sentences (1–5). Elicit the Polish equivalents of the time expressions.
- Tell students to look at the photos and to complete the sentences using past simple.
- Elicit the full sentence answers out loud.

Teacher's notes:

4

- Tell students to work individually to complete the chat.
- Ask two random students to read out the dialogue. Make sure that all the past simple verbs are spelled correctly.

5

- Get students to do the exercise in pairs, speaking aloud. Tell them to look at the pictures and to create sentences about their past abilities.
- Make sure students work individually. Give them 2 minutes to write all the sentences in their notebooks.
- Elicit examples from random students.

Answers

- b They could read when they were eight.
- c He could swim when he was sixteen.
- d They couldn't ride (their) bikes when they were ten.

6 English to go

- Ask students to get into pairs. Get them to use their red covers with the *English to go* chart on page 53 to test each other.
- Make sure students cover the Summary page and work individually. Give them 3 minutes to complete the conversations. Then let them compare their answers in pairs.
- Ask random pairs to read out the dialogues.

Touchdown

- Invite students to work individually and to look at the Summary on page 53 again.
- Get 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. Prompt them to compare their choices in pairs.
- Encourage students to form mixed ability study groups, to meet after lessons and to study for the test together.

Homework

Workbook, Exercises 1–6, page 39.

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



Vocabulary

Irregular verbs (1)	
see	widzieć
feel	czuć
sleep	spać
buy	kupować
tell	powiedzieć
put	położyć
Irregular past forms	
saw	widział
felt	czuł
slept	spał
bought	kupił
told	powiedział
put	położył

Irregular verbs (2)	
sing	śpiewać
wake up	budzić się
hear	słyszeć
wear	nosić, mieć na sobie
find	znaleźć
say	mówić
Irregular past forms	
sang	śpiewał
woke up	obudził się
heard	usłyszał
wore	nosił, miał na sobie
found	znalazł
said	powiedział

Injuries	
hurt (my) head	zranić się w głowę
break (my) leg	złamać nogę
burn (my) hand	oparzyć sobie rękę
cut (my) finger	rozciąć sobie palec
twist (my) ankle	skręcić kostkę
scratch (my) arm	zadrapać się w ramię
Irregular past forms	
hurt	zranił (się)
broke	złamał
burnt	oparzył (się)
cut	rozciął

Illnesses	
a headache	ból głowy
a cough	kaszel
a cold	przeziębienie
toothache	ból zęba
a stomach ache	ból brzucha
earache	ból ucha
a sore throat	ból gardła
have a temperature	mieć gorączkę
feel dizzy	mieć zawroty głowy

Inside the body	
muscles	mięśnie
blood	krw
brain	mózg
stomach	żołądek
heart	serce
bones	kości
lungs	płuca

Grammar

Dodaj końcówkę -ed do czasowników, kiedy mówisz o przeszłości.	<i>I walk to school every day.</i> <i>I walked to school every day.</i>
Uważaj! Formy przeszłe niektórych czasowników są nieregularne i trzeba nauczyć się ich na pamięć.	<i>I always sleep well.</i> <i>I slept well last night.</i>
Użyj didn't przed czasownikiem, kiedy chcesz zaprzeczyć.	<i>I didn't walk to school yesterday.</i> <i>I didn't put my homework in my bag yesterday.</i>
Użyj did na początku zdania, kiedy chcesz zadać pytanie w czasie przeszłym.	<i>Did you walk to school yesterday? Yes, I did.</i> <i>Did you hear that noise? No, I didn't.</i>
Zacznij pytanie od Where ... lub When ... , kiedy chcesz zapytać, gdzie lub kiedy coś stało się w przeszłości.	<i>Where did you walk? To the shop.</i> <i>When did you see Magda? Yesterday.</i>
Użyj could + innego czasownika, kiedy chcesz powiedzieć, że coś umiałeś/umiałaś robić w przeszłości.	<i>I could swim when I was six.</i> <i>I could ride a bike when I was four.</i>
Użyj couldn't (= <i>could + not</i>) + innego czasownika, kiedy chcesz powiedzieć, że czegoś nie umiałeś/nie umiałaś robić w przeszłości.	<i>I couldn't do the homework.</i> <i>I couldn't swim when I was six.</i>
Zmień kolejność wyrazów, kiedy chcesz zapytać, czy ktoś coś umiał robić w przeszłości: <i>You could ... → Could you ...?</i>	<i>Could you swim when you were six?</i>
Użyj could , gdy chcesz powiedzieć o czynności, której nie mogłeś/nie mogłaś wykonać.	<i>I broke my leg. I couldn't walk for a month.</i>

Grammar Summary → page 139/140

Irregular verbs → page 143

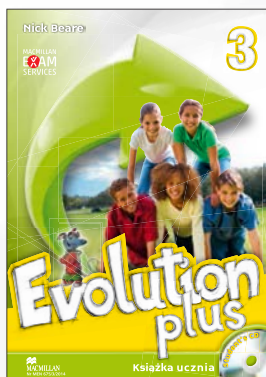
English to go

<i>They made it up.</i>	Oni to wymyślili./One to wymyśliły.	<i>What's up?</i>	Co słyhać?
<i>More and more ...</i>	Coraz więcej...	<i>It can't be true.</i>	To nie może być prawda.
<i>That's why ...</i>	<i>I właśnie dlatego...</i>	<i>So what?</i>	I co z tego?
<i>There's something for everyone's.</i>	Znajdzie się coś dla każdego.	<i>What's the matter?</i>	<i>Co ci dolega?</i>
<i>I didn't sleep a wink.</i>	Nie zmrzyłem/Nie zmrzyłam oka.	<i>You should see a doctor.</i>	Powinieneś/Powinnaś pójść do lekarza.
<i>That isn't a good idea.</i>	To nie jest dobry pomysł.	<i>Can I watch TV?</i>	Czy mogę pooglądać telewizję?

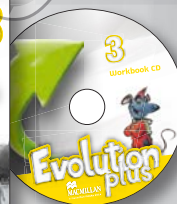
Evolution plus

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

Dla ucznia:

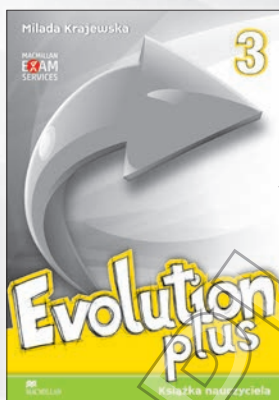


**Książka ucznia
+ Student's CD**

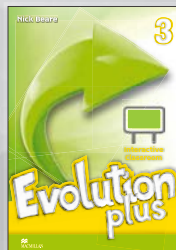


**Zeszyt ćwiczeń
+ Workbook CD**

Dla nauczyciela:



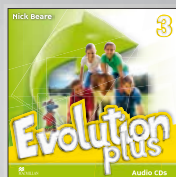
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