

# Interface



Teaching notes

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CLIP

Learning

Culture

Fact Tips

# Unit 5, Lesson 1, Vocabulary 1, Reading 1

**Lesson Aims:** Students learn and practise some phrases for daily routines; students read a text for gist and specific information about gifted children.

## Vocabulary 1

### Daily routines

#### Warmer

Ask students to think of what things they do every day. Set a time limit of two minutes. Put students in pairs or groups of three. Students compare their lists to see if any activities appear in one another's list. Write students' ideas on the board.

- Revise telling the time by drawing some clocks on the board and eliciting the times.
  - Ask students to look at the pictures. Point out the clocks.
  - Ask students to read the phrases in the box. Check the meaning with them.
  - Do number 1 (*gets up*) as an example with the class.
  - Ask students to work in pairs and complete the sentences with the correct form of the words in the box.

#### Answer Key

- |                     |                   |
|---------------------|-------------------|
| 1 gets up           | 4 has dinner      |
| 2 starts school     | 5 tidies her room |
| 3 does his homework | 6 goes to bed     |

### 2 CD2 track 17

- Play the CD so that students can listen and repeat.
- Check students understand the expressions in the box. Write *have a bath* on the board.
    - Ask students to match the other words and then try and think of more expressions with *have*, *go* and *play* (eg *have breakfast*, *go to school*, *play football*).
    - Check answers with the class.

#### Answer Key

**have:** a bath, lunch, some milk  
**go:** home, to the cinema  
**play:** golf, the guitar, with friends

- Read the example with the class.
  - Write a sentence about yourself on the board.
  - Ask students to write their own sentences. Help if necessary.
  - Ask them to read out some of their sentences. Correct if necessary.

 **Fast finishers** work in pairs and take turns to ask each other about their weekend routines.

### Now say it!

### 5 CD2 track 18

- Students listen and note down the times for each activity. If necessary, play the CD again.
- Check answers with the class.

### CD2 track 18

- Emily** What time do you get up at the weekend, Ben?  
**Ben** At the weekend? I get up at nine o'clock.  
**Emily** Me too! What time do you have lunch?  
**Ben** I have lunch at half past one.  
**Emily** When do you do your homework?  
**Ben** I do it at six o'clock on Sunday evening.  
**Emily** Like me! What time do you go to bed?  
**Ben** I go to bed at half past nine.

#### Answer Key

He gets up at nine o'clock.  
He has lunch at half past one.  
He does his homework at 6 o'clock on Sunday evening.  
He goes to bed at half past nine.

- Ask students to read the examples in the speech bubbles. Tell them they are going to ask each other about their weekend routine.
  - Do an example yourself with students asking you some questions. Correct their pronunciation.
  - Give students time to think and prepare – let them write notes if necessary. Remind them to use the vocabulary from the page.
  - Ask students to tell you some answers. Pay attention to the third person -s.

#### Extra activity

Students mime their weekend or weekday routine to a partner. The partner has to guess the actions.

## Reading 1

### A day in the life of a child genius

#### Before you read

Ask students if they know what *IQ* is and what it is used to measure. Explain that *IQ* is a way of measuring someone's intelligence.

- Read out the title. Check students understand it.
  - Ask students to scan the text quickly to find the musical instruments. Give them a time limit of 30 seconds. NB The pronunciation of Aisha is /aɪʃə/.

#### Answer Key

Aisha plays the cello.  
Rick plays the piano.

### 8 CD2 track 19

- Students read and listen to the text. Ask them if they know any gifted children.
- Students read and answer the questions. Check they understand *less than* in question 3.
- Check answers with the class.

#### Answer Key

1 Rick 2 Aisha 3 Rick 4 Aisha 5 Aisha

- 9** • Students read the text again and write the answers to the questions.
- Check answers with the class.

#### Answer Key

- 1 Aisha and Rick are from Britain.
- 2 No, they aren't. She's 13 and he's 12.
- 3 Aisha plays the cello. Rick plays the piano.
- 4 Yes, they have.

- 10** • Read the Word Tip with the class and look at the words in the box.
- Students write the words for the professions.
  - Check answers with the class. Point out that these words are all names of jobs. Tell them some more examples, eg *painter*, *footballer*.

#### Answer Key

actor (example) composer dancer singer teacher writer



**Fast finishers** try to think of more words with the same suffix.

- 11** • Give students time to think about their answer to the question.
- Ask for some ideas for different talents and write them on the board.
  - Ask students to raise their hands to vote.

#### Extra activity

Tell students to pretend they are all like the children in the text. Ask them to imagine what their life is like and write some sentences about their experiences and daily routine. Ask some of them to read out their sentences.



#### Cultural note

Many gifted children grow up to be successful. Mozart started playing the harpsichord when he was three and was composing music when he was 5. Pablo Picasso started producing works of art aged 8. Bobby Fischer won the US Open Chess Tournament when he was 14 and became a Grandmaster at 15.



**Homework** Workbook (economy v.) page 24  
Workbook page 53

## Unit 5, Lesson 2, Grammar 1

**Lesson Aims:** Students learn and practise question forms and adverbs of frequency.

### Adverbs of frequency

#### Warmer

Books closed. Draw a scale from 0% to 100% on the board. Write *never* under 0%. Write the other adverbs on the board and see if students can tell you where to write them on the scale. Give examples about yourself using the adverbs.

- 1** • Students read out the sentences in the grammar box. Highlight the silent letters in *of(t)en* and *a(l)ways*.
- Complete the rules together.

#### Answer Key

a before b after

- 2** • Ask students to look at the picture and say what they think the girl is (*a teenage artist*).
- Students look at the example and then write the other sentences.
  - Check answers with the class.

#### Answer Key

- 1 Amy **usually** paints pictures in her house.
- 2 She **sometimes** paints in a special art room at school.
- 3 After school, she **often** goes to extra art classes with a professional artist.
- 4 She **never** misses her extra art lessons.

### Adverbs of frequency: questions

- 3** • Read the questions and make sure students understand the meaning of *How often*. Highlight the position of the adverb in the question and remind them how to form present simple questions.

#### Answer Key

How

- 4** • Look at the example and then ask students to order the words and write the other questions.
- Check the questions with the class.
  - Revise short answer forms and answers for *How often* questions.
  - Give students time to write their answers.
  - Check some answers with the class.

#### Answer Key

- 1 Do you usually get up at 4 am?
- 2 Do you usually go to bed before 9 pm?
- 3 How often do you meet your friends?
- 4 How often do you play a musical instrument?
- 5 How often do you tidy your room?



**Fast finishers** work in pairs and take turns to ask and answer *How often...* questions using adverbs of frequency about other daily activities.

- 5** • Practise some of the questions and answers from exercise 4 in open pairs across the class.
- Students ask and answer in pairs. Remind students to listen to and remember their partner's answer.
  - Ask students to tell you some answers. Pay attention to the third person -s.



**Homework** Workbook (economy v.) page 25 and page 26, exercises 7–8  
Workbook page 54 and page 55, exercises 7–8



**Homework (optional)** Ask students to write five sentences with adverbs of frequency about their family members (eg *My mum usually cooks dinner.*).

# Unit 5, Lesson 3, Grammar 2, Listening

**Lesson Aims:** Students practise making questions; students listen for specific information to three people talking about some celebrities and their hidden talents.

## Grammar 2

### Word order: questions

#### Warmer

Ask students to list all the question words they remember. Tell them to write two questions they would like to ask their partner. Form pairs. Students ask and answer each other's questions.

- 6
- Tell students that they now know how to ask questions with *be*, *have* and other verbs. Ask them to read out the sentences in the grammar boxes.
  - Ask them to copy the examples and the rules into their notebooks.
  - They complete the questions in pairs.
  - Check answers with the class.

#### Answer Key

1 Is 2 Have 3 Do 4 has 5 Does

#### Extra activity

On the board, write the words: *hobby*, *English*, *brother*, *tidy* and *cinema*. Students think of questions they wish to ask their friends. Form pairs. Students discuss the questions then report the answers to the class.

- 7
- Ask students to look at the picture of Joshua North and tell you all they can guess about the boy.
  - Re-order the words of the first question with the class.
  - Students re-order the words of the other questions.
  - Check answers with the class, writing the questions on the board.

#### Answer Key

1 How old are you? 4 What sports do you do?  
2 Where are you from? 5 How often do you do sport?  
3 Have you got any brothers or sisters? 6 Do you read before you go to bed?



**Fast finishers** write three more questions.

- 8
- Students match the answers to the questions in exercise 7.
  - Check answers with the class.

#### Answer Key

1 I'm 12 years old.  
2 I'm from Atlanta, in the USA.  
3 Yes, I have. I've got one brother and two sisters.  
4 My favourite sport is basketball, but I like playing football too.  
5 I always play basketball at the weekend and I often play football on Thursday.  
6 No, I don't. I listen to music.

- 9
- Drill the questions, then ask some students to ask you them.
  - Ask some students the questions.
  - Students ask and answer in pairs. Remind students to listen to and remember their partner's answers.
  - Ask students to tell you some answers. Pay attention to the third person -s.



Workbook **Grammar reference** page 132, **Grammar exercises** page 133.

## Listening

### Hidden talents

#### Before you listen

Ask students to think of different talents that people can have, eg *artistic*, *musical*, *physical* etc. Encourage them to think of their own talents.

- 10
- Explain that some people are famous for a particular talent but may also have other talents which people don't know about. These are called *hidden talents*.
  - Students look at the pictures and tell you what they know about the people.

#### Answer Key

a Beyoncé is a famous singer.  
b Pau Gasol is a famous basketball player.  
c Hugh Jackman is a film star.

#### 11 CD2 track 20

- Students read the talents. Teach *designing clothes*.
- Students listen and match the celebrity and the hidden talent.
- Check answers with the class.

#### CD2 track 20

##### Speaker 1

I love Hugh Jackman. He's a brilliant actor. I love him in the *X-Men* films. He sings really well – he sometimes sings in his films and he's a great dancer too. He often appears in musicals on Broadway, you know, in New York. As for hidden talents ... well, he plays the piano and the guitar.

##### Speaker 2

I don't like Beyoncé very much, but she is talented. Yeah, she's OK. I mean ... I admire her. She sings all different kinds of music – pop, hip hop, dance – and she can sing incredibly well. And, of course, she always dances well in her videos and remember she's also in films. Hidden talents? Well, do you know she's a fashion designer? She usually designs clothes with her mum.

##### Speaker 3

My favourite famous person? Well, I love sport so I say Pau Gasol. He's my favourite basketball player, but he can do other things too. He's got many hidden talents. He's sometimes on American TV because he's quite good at acting and he's a singer. He can also speak English, Italian and Spanish.

#### Answer Key

1 Pau Gasol 2 Hugh Jackman 3 Beyoncé



## 12 CD2 track 20

- Give students time to read the questions.
- Students listen again and note down their answers.
- Check in pairs.
- Listen again and check answers with the class.

### Answer Key

- 1 Yes, sometimes.
- 2 He plays the piano and the guitar.
- 3 Not very much.
- 4 She sings pop, hip hop and dance.
- 5 He can act and sing. He can also speak English, Italian and Spanish.

- 13**
- Tell students the name of someone you admire and why.
  - Give them time to think of their answers to the questions. Ask for some ideas and write them on the board.
  - Ask students if they agree with all the ideas.



### Cultural fact

Read the cultural fact with the class. Ask students if they can name any talent programmes.



### Cultural note

*Britain's Got Talent* is a talent show that is very popular in the UK. It started in 2007. The most famous contestant was Susan Boyle, a middle-aged woman from Glasgow who has become a big star.

Find more information about the show at its website.

The Royal Variety Performance is a special theatre show including singers, comedians, dancers and magicians. It takes place every year just before Christmas. The show is for one night only and the Queen usually attends.



**Homework Workbook (economy v.)** page 26, exercises 9–11  
Workbook page 55, exercises 9–11



**Homework (optional)** Ask students to do some research about a person they admire, including whether they have a hidden talent. They will talk about their person in the next lesson. They could use this information in the Writing lesson later in the Unit.

## Unit 5, Lesson 4, Speaking

**Lesson Aims:** Students learn and practise the language for buying a ticket.

### At the box office

#### Warmer

Write the word *ticket* on the board. Ask students what things we buy tickets for, eg *the cinema, concert, theatre, football match, bus, train, plane, underground*.

### Listen

- 1**
- Students look at the picture. Ask questions, eg *Where is Alex? What is he doing? Who is he talking to?*
  - Students listen and say where Alex wants to go.

### Answer Key

Alex is talking to an attendant at a box office.

**2**  CD2 track 21

- Students listen to the dialogue on the CD to find what Alex is doing.



### CD2 track 21

- Attendant** Can I help you?  
**Alex** Yes. Have you got any tickets for the rock concert?  
**Attendant** Yes, we have. What day would you like?  
**Alex** I'd like tickets for Saturday.  
**Attendant** Sure, of course!  
**Alex** How much are the tickets?  
**Attendant** They're £3 each.  
**Alex** Could I have two tickets, please?  
**Attendant** Here you are.  
**Alex** Thank you very much!

### Answer Key

He is buying a ticket for a music concert.

**3**  CD2 track 21

- Explain *pounds* and the pounds symbol. See if students know how much a pound is worth in zlotys.
- Ask them to read the dialogue and to ask you if there is anything they don't understand.
- Students listen and complete the dialogue.
- Check answers with the class.

### Answer Key

1 rock concert 2 Saturday 3 3 4 two

### Practise

**4**  CD2 track 21

- Students listen again and repeat the dialogue.
- After you have drilled a pair of lines, go back to the beginning. Encourage them to copy the intonation.

- 5**
- Students cover the dialogue in exercise 3 above and the answers below. They read the questions and write the answers from the dialogue from memory. They compare their answers with a partner, then check with the dialogue.
  - Students match the questions and answers.
  - Check answers with the class.

### Answer Key

1 d 2 b 3 c 4 a

## 6 CD2 track 22


- Students read the responses a–e. Check their understanding. Make sure students realise that one response doesn't match any of the sentences.
- Play the CD. Students listen to the sentences and match them with the responses. Play twice, if necessary.
- Students compare their answers in pairs. Check as a class.

## CD2 track 22

- 1 I'd like tickets for the concert.
- 2 How much are they?
- 3 Here you are.
- 4 How often do you go to concerts?

### Answer Key

1 b 2 c 3 d 4 a


 **Fast finishers** work in pairs. They take turns to ask each other the questions in exercise 5 and modify the answers by changing the day, price, number, etc.

## Speaking task

### Before you speak

Ask students what shows, films, discos, concerts, etc they would like to go to. Ask if anyone has been to an event they really enjoyed recently.

- Step 1:** Read the information with the class. Tell students they're going to write a dialogue between themselves and the box office attendant. Explain *box office attendant*. Students decide which event they'd prefer.
- Step 2:** Read the questions and responses with the class. Practise the pronunciation again.
- Step 3:** Give them time to write their dialogues using the information (*day, price, etc*) from Step 1.
- Step 4:** They role-play their dialogue at least twice. Help if necessary.

 **Fast finishers** use the phrases in Step 2 of the Speaking task to improvise a dialogue about buying a ticket.

### Extra activity

Ask some pairs to perform their dialogue in front of the class.

 **Homework** Workbook page 56

## Unit 5, Optional lesson: Culture

**Lesson Aims:** Students learn about a festival in Wales.

## Performing arts

### Warmer

Explain the term *performing arts*. Form pairs. Ask students to think of different types of performing arts. You may hint that one of them is *theatre*. Set a time limit of two minutes. Brainstorm their ideas on the board.

## 7 CD2 track 23

- Ask students what they know about Wales. If you have a class map, ask a student to locate it. Ask them to look at the photo and describe what they can see.
- Read the title and first paragraph together. *Eisteddfod* is pronounced /ai'stedfəd/. Answer question 1.
- Students read the rest of the text and answer questions 2 and 3.
- Check answers with the class. Help with any misunderstanding.

### Answer Key

- 1 It's a Welsh festival of literature, music and performance.
- 2 You can do music, drama, dance and poetry.
- 3 It's in Welsh.

- 8 • Discuss the question with the class.

### More information

Over 600,000 people speak Welsh. Find more information about the language on the Internet. Check the entry: omniglot welsh writing.

For more information about the *Eisteddfod yr Urdd* check the Urdd website.

  Workbook **Culture & CLIL** pages 150–151, with worksheets in the Teacher's Resource File.

 **Homework** Workbook page 57

# Unit 5, Lesson 5, Vocabulary 2, Reading 2

**Lesson Aims:** Students learn and practise words for school subjects; students read for gist and specific information about a theatre/ performing arts school.

## Vocabulary 2

### School subjects

#### Warmer

Write *school subjects* on the board and ask students what school subjects they know in English. Write them on the board. Have a class vote to find the most popular subject.

- 1 • Students look at the words in the box. If you have done the warmer, compare them to the ones on the board.
  - They look at the pictures and match them to the words.
  - Check answers with the class.

#### Answer Key

|                           |                                                  |
|---------------------------|--------------------------------------------------|
| 1 history                 | 8 ICT (information and communication technology) |
| 2 PE (physical education) | 9 music                                          |
| 3 French                  | 10 drama                                         |
| 4 literature              | 11 English                                       |
| 5 maths                   | 12 science                                       |
| 6 art and design          |                                                  |
| 7 geography               |                                                  |

- 2  CD2 track 24

- Students listen and repeat the words.
- Drill the difficult words, paying attention to word stress. Ask how many syllables there are in *history* (2) and *literature* (3).

- 3 • Teach the structures: *very good at*, *quite good at*, etc. Check students understand the differences in emphasis.
  - Ask some students where they would place *history*.
  - Tell students to copy and complete the table so that it is true for them.
- 4 • Read the examples with the class.
  - Drill some questions and answers. Pay attention to the pronunciation of *at* /ət/.
  - Students ask and answer the questions in pairs. Remind them to listen to and remember their partner's answers.
  - Ask students to tell you some answers. Pay attention to the third person -s.

#### Extra activity

Read out the sentences below. Students guess the subject.

- 1 We study fractions and decimals.
- 2 We learn the names of countries, capitals, rivers and oceans.
- 3 We study the past.
- 4 We learn about computers and other technology.
- 5 We read novels, plays and poems.
- 6 We study the natural world and do experiments.

## Reading 2

### Redroofs

#### Before you read

Ask students what they would like to learn more about at school. Make a class vote.

- 5  CD2 track 25

- Tell students they are going to read about a special school.
- Students read and listen to the text to find what is different about the school. Explain *make costumes* (make clothes for plays and shows).
- Check the answer with the class.

#### Answer Key

It's a theatre school.

- 6 • Ask students to read the questions.
  - Give them time to read the text again and answer the questions – set a time limit of four minutes.
  - Check answers with the class.
  - Ask them what they like or don't like about the school.

#### Answer Key

1 True 2 False 3 True 4 True

#### Extra activity

Have a class vote on who would like to go to Redroofs school.



#### Cultural note

For more information on Redroofs check the video gallery at their website.

Students can watch a film about the life and work of the school.



**Homework** Workbook (economy v.) page 27  
Workbook page 58



Workbook **Vocabulary plus** page 119.

# Unit 5, Lesson 6, Grammar 3

**Lesson Aims:** Students learn and practise *can* for ability and adverbs of manner.

## can

### Warmer

On the board, write the following words: *swim, sing, dance, write, read, play the guitar, run fast, speak French*. Next to the words draw a tick and a cross. Pointing at the tick say what you can do and pointing at a cross say what you can't do. Students copy the tick and the cross. Tell them to copy the activities they can or can't do in the appropriate column. Ask individual students what they can or can't do and they read their list.

- 7**
- Ask students to read the sentences in the grammar boxes and complete the rules.
  - Check answers with the class.

### Answer Key

1 the same 2 is 3 without

- 8**
- Ask students to read the text and tell you what it is about.
  - Teach *brilliantly*.
  - Ask students to complete the rest of the text.
  - Check answers with the class.

### Answer Key

1 can 2 can 3 can 4 can't 5 can't 6 can

## Pronunciation: can / can't

**a**  CD2 track 26

- Play the CD twice. Students listen for the difference and repeat the sentences.
- Check answers with the class. Show them that *can* is pronounced /kən/, while *can't* is a much longer sound. Make sure they pronounce the /t/ at the end.

### Answer Key

1 can /kən/ 2 can't /kɑ:nt/

**b**  CD2 track 27

- Students listen to the sentences twice and choose the correct words.
- Check answers with the class.
- Drill the sentences, paying attention to the difference between the two forms.

 CD2 track 27

- 1 I can't speak French. 3 She can play football.  
2 My sister can play the piano. 4 I can't draw.

### Answer Key

1 can't 2 can 3 can 4 can't

- 9**
- Read the sentences in the grammar box together and answer the question, making sure students understand there is no -s in the third person.
  - Drill the questions and the short answers. Pay attention to the difference between /kən/ in the question and /kæn/ in the short answers.
  - Ask students some of the questions to check they are able to use the short answers.


### Answer Key

No, it's the same.

- 10**
- Teach *terribly* and *wonderfully*.
  - Read the example with the class.
  - Do number 1 (*Can you dance?*) as a further example.
  - Ask students to complete the other questions. Help if necessary.
  - Check answers with the class.

### Answer Key

- 1 Can you dance?  
2 Can you run fast?  
3 Can you play a musical instrument? / Can you play the guitar?  
4 (What) languages can you speak?

-  **Fast finishers** work in pairs and take turns to ask and answer more questions about ability. They may then report the answers back to the class.

## Adverbs of manner

- 11**
- Go through the words in the box asking students to translate them. Explain the difference between an adjective and an adverb and refer them to the spelling rules on page 79.
  - Ask students to write the adverbs.
  - Check the answers with the class and write them on the board. Highlight the irregular *good – well*.
  - Read the Language Tip. Check students understand where the adverb goes.
  - Ask students to think of things they can do brilliantly or terribly. Write some examples on the board.


### Answer Key


|                           |                         |
|---------------------------|-------------------------|
| bad – badly (example)     | good – well             |
| beautiful – beautifully   | slow – slowly           |
| brilliant – brilliantly   | terrible – terribly     |
| fantastic – fantastically | wonderful – wonderfully |

- 12**
- Read the example with the class.
  - Give students time to think of their answers. Remind them to use *good at*, etc and the adverbs.
  - Drill the questions and answers.
  - Ask students to ask and answer the questions with a partner. Help with pronunciation.
  - Ask some students to tell the class about their partner.

## Extra activity

Ask students to make more *can* questions using the verb *play* and different sports vocabulary. They may conduct a class survey about the popularity of the different sports played by members of the class.

-  **Homework** Workbook (economy v.) page 28  
Workbook page 59

-  Workbook **Grammar reference** page 132,  
**Grammar exercises** page 133.



# Unit 5, Lesson 7, Writing

**Lesson Aims:** Students write a magazine article about someone they admire and practise using *because*.

## A magazine article

### Warmer

In pairs or groups of three, students think of examples of famous people and things they can do, eg *Rafael Nadal can play tennis brilliantly*. Set a time limit of four minutes. Write a few examples on the board.

### 1 CD2 track 28

- Ask students to look at the picture and say what they know about Jaden Smith or his dad, Will.
- Students read and listen to the text to find Jaden's talents.
- Check answers with the class.
- Ask students to find information in the text about the talents of the rest of Jaden's family. Elicit the meaning of *multi-talented*.

### Answer Key

He can act and dance.

- ### 2
- Read the Language focus box with the class. Ask them to translate *because*.
  - Ask students to decide with a partner when we use *because*.
  - Check answers with the class.

### Answer Key

b

- ### 3
- Read the example with the class.
  - Students match the parts and write the other sentences using *because*.
  - Check answers with the class.

### Answer Key

1 d 2 c 3 a 4 b

- ### 4
- Tell the students that they are going to write a magazine article about someone famous.

**Step 1:** Ask students to think of someone famous who they admire. Try to ensure they don't all choose the same people. They may need to do some research before writing. They write notes about the person using the questions. Write some notes of your own on the board.

**Step 2:** Ask students to use some of your notes to make sentences. Then ask them to work on their own sentences. Help if necessary.

**Step 3:** Write some sentences of your own on the board. Ask students to join them with *because*. In addition, ask them to add adverbs to make the sentences more interesting. Ask students to check their own work and improve it in the same way.

**Step 4:** Students copy out their text carefully. Collect the texts in for marking and give feedback.



**Fast finishers** exchange their text with a partner and look for mistakes.

### Extra activity

Ask students to find photos of their famous person to decorate their writing in exercise 4.



### Cultural note

Jaden Smith was born on 8 July 1998. He was in the film *The Pursuit of Happyness* with his father, Will. He starred in a remake of *The Karate Kid* with Jackie Chan in 2010.



**Homework** Workbook pages 60–61



**Homework (optional)** Ask students to prepare some comprehension questions about their articles. Use them in the next lesson.

# Unit 5, Lesson 8, Progress check

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

### Warmer

Either: Give back the articles. Students exchange them and read about their favourite celebrities. If students wrote questions about their articles, they exchange them and answer the questions.

Or: Put students in pairs and ask them to write six Quick Test questions based on the vocabulary and grammar in the Unit to ask another pair.

### Extra activity

If you want this to be less of a test, ask students to do the exercises in pairs, then form teams, discuss their answers and agree on a response. Then they give feedback in teams. Give the teams a point for each correct answer.

## Daily routines

- ### 1
- Ask students to match the words.
  - Check answers with the class.
  - In pairs, students can tell a partner which activities they do every day.

### Answer Key

1 g 2 c 3 f 4 e 5 a 6 d 7 b 8 h

## School subjects

- ### 2
- Ask students to complete the timetable.
  - Check answers with the class.

### Answer Key

1 maths      3 French      5 art and design  
2 science    4 PE            6 English

## Adverbs of frequency

- 3**
- Do number 1 (*My sister always watches ...*) with the class if necessary.
  - Ask them to complete the other sentences with adverbs of frequency.
  - Check answers with the class.

### Answer Key

- 1 My sister **always** watches the news on TV.
- 2 I am **usually** tired on Monday morning.
- 3 We **often** go to the cinema on Saturday.
- 4 My brothers **sometimes** play the guitar together.
- 5 My teacher is **never** late for class.
- 6 I **always** do my homework before dinner.

## Word order: questions

- 4**
- Do number 1 (*Where is your best friend from?*) with the class if necessary.
  - Ask them to order the other questions.
  - Check answers with the class.

### Answer Key

- 1 Where is your best friend from?
- 2 How old is your mum?
- 3 When do you usually have a shower?
- 4 How often do you finish school before 3 pm?
- 5 Have you got any pets?
- 6 What time do you go to bed?

## can / can't

- 5**
- Make sure students understand the meaning of the ticks and crosses.
  - Ask them to complete the sentences with *can* or *can't*.
  - Check answers with the class.

### Answer Key

- (possible answers)
- 1 I can / can't play the violin.
  - 2 My dad can / can't dance.
  - 3 Our classmates can / can't sing.
  - 4 My parents can / can't speak English and French.
  - 5 My neighbour can / can't read Japanese.
  - 6 My best friend can / can't swim well.



**Fast finishers work in pairs.** They take turns to invent sentences about their abilities. Their partner guesses if the abilities are true or not.

- 6**
- Do number 1 (*Can you play the violin?*) with the class. Remind them of the pronunciation of *can*.
  - Ask them to make the other sentences into questions.
  - Students ask and answer in pairs.
  - Ask them to tell you some of their partner's answers.

### Answer Key

- 1 Can you play the violin?
- 2 Can your dad dance?
- 3 Can your classmates sing?
- 4 Can your parents speak English and French?
- 5 Can your neighbour read Japanese?
- 6 Can your best friend swim well?

## Adverbs of manner

- 7**
- Do number 1 (*Messi is a good football player. He plays well.*) with the class if necessary.
  - Ask students to complete the sentences with adverbs.
  - Check answers with the class.

### Answer Key

- |               |               |          |
|---------------|---------------|----------|
| 1 well        | 3 terribly    | 5 slowly |
| 2 beautifully | 4 brilliantly | 6 badly  |

## Cumulative grammar

- 8**
- Ask students to read the dialogue and say what Alex and Ben are talking about. (*They are discussing going to a concert.*)
  - Do number 1 (*'ve got*) with the class if necessary.
  - Ask them to complete the exercise.
  - Check answers with the class.

### Answer Key

- |                   |                   |          |
|-------------------|-------------------|----------|
| 1 've / have got  | 5 is              | 9 finish |
| 2 can not / can't | 6 does (it) start | 10 are   |
| 3 Do (you) want   | 7 starts          |          |
| 4 can             | 8 go              |          |

## Extra activity

Students ask and answer questions in exercise 4. Drill the questions to revise pronunciation.



**Homework** Workbook page 62, for more advanced students also page 63.



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

# Unit 5, Lesson 9a, Test Practice – poziom podstawowy

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

## Warmer

Form pairs. On the board, write *laboratory, microscope, experiment, safety, environment* and *gravity*. Ask students if they know which school subject is hidden behind those words (*science*). Explain any unfamiliar words.

- 1**
- In pairs, students look at the pictures and name the school subjects (1.1. *maths* 1.2. *ICT* 1.3. *drama*). Ask them if they like them and why/ why not (answering this may help them think of the vocabulary connected with the subjects).
  - They list as many words connected with the subjects as they can.
  - When they finish, ask each pair to exchange their lists with another pair. Students now add words to their friends' lists.
  - Write their ideas on the board.

### Answer Key

- 1.1. maths (calculations, add up, logical thinking, algebra)
- 1.2. ICT (creating websites, surfing the Internet, programming)
- 1.3. drama (acting, play, on stage, remembering the lines, in front of the public, role, costume)

- 2
- Ask a student what their favourite subject is. Tell them to try to describe the subject they named (eg *English – you learn to use new words and write letters to English friends.*).
  - Students read the three descriptions and find the words they think may be connected with a school subject. They then decide on the name of the subject.
  - Students compare their answers in pairs. Check as a class.

### Answer Key

- 2.1. music 2.2. art and design 2.3. history

- 3
- Tell students to think of their favourite subjects and think of a short description of this subject.
  - In pairs, students describe the subjects and their partners try to guess them.
  - Volunteers may describe their subjects in front of the class for other students to guess.

### 4 CD2 track 29

- Explain *siblings*. Ask students if they have any siblings. If yes, ask them if they have any talents.
- Students look at the table. Tell students that during such a task it is important to concentrate on the person being described. Tell them that when they can hear a talent, they need to make sure which person is being talked about.
- Play the CD. Students listen and match. Play twice if necessary.
- Students compare their answers in pairs. Check as a class.

### CD2 track 29

- Josh** Hi Gina, are you here for the talent show?  
**Gina** Hi Josh. No, the only talent I have is cooking. I'm waiting for my sister. She is taking part in a theatre performance.  
**Josh** Wow! So is she going to become an actress?  
**Gina** Well, she is thinking about it. I'm not sure about her acting skills but she is really good at singing.  
**Josh** Really? My little brother wants to be a singer like our mother, but I don't think he should. He's terrible at singing but a gifted painter at the same time, so maybe he will become an artist, who knows?

### Answer Key

Gina's sister: singing  
Josh's brother: painting

### 5 CD2 track 30

- Students read the instruction and the Tip. Advise them to practise using the strategies learned during the lesson.
- Students read the people and the subjects in the task. Allow them time to think of words connected with the subjects.
- Play the CD twice. Students listen and match the people with the subjects. Remind them there is one extra subject.
- Check as a class.


### CD2 track 30

- Josh** Hi Liz, how are you?  
**Liz** Hi Josh, not that good, actually. I have a big exam next week and I'm really stressed out because I'm really bad at all these scientific subjects.  
**Josh** Yeah, I know what you mean. I also hate exams, especially when we have to do these complicated calculations. But my brother, Jack, knows everything about adding things up and he always helps me. He can help you too, if you want.  
**Liz** Thanks, but my problem is with computers. I hate working on laptops and I can't understand the rules of programming. I can only surf the Internet, but I guess that's not enough for the exam.  
**Josh** Really? Computers are my best friends! I know a lot about them. I can help you prepare for the exam and explain everything you need to know.  
**Liz** Great! How about you? Have you got any exams this week?  
**Josh** No, but my problem is the new school play. It's a historical scene from the beginning of the British monarchy and I am playing the main role but it's just not my thing. I'm really bad at remembering the lines and I don't like performing in front of the whole class.  
**Liz** Well, I can help you with that. I'm really good at the performing arts. I'm a member of a local group.  
**Josh** Really? So you must be the star of your family!  
**Liz** Not quite. I'm not as talented as my sister, Sarah. She plays the cello brilliantly and sings really well. She is the best at her school.  
**Josh** Yeah, so now we only need to find someone interested in history and we can help each other to pass all our exams together!

### Answer Key

- 5.1. A 5.2. B 5.3. D 5.4. E

 **Homework** Workbook page 64, exercises 1–2

 **Homework (optional)** Ask students to prepare a guessing task. Tell them to prepare a list of words connected with three subjects for the others to guess. They may only choose the subjects they haven't been talking about during the lesson.

# Unit 5, Lesson 9b, Test Practice – poziom rozszerzony

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

## Warmer

Form pairs or groups of three. In each group, every student names something they're good at. Then the whole group thinks how the student can develop the talent (eg *football* – you can go to football academy). Each group chooses a student who will report the group results to the class. Pay attention to language and correctness.

- In pairs, students look at the pictures and discuss the talents depicted in them.
  - Ask a few students what their talents are (they've already discussed it in the Warmer).

### Answer Key

(suggested answers)  
music, tennis, cooking

- Remind students that a lot of what we say may also be said in different ways.
  - Tell them to cover the sentences A–E and look at the sentences 2.1.–2.5. above. In pairs, students discuss ways of saying the sentences in a different way.
  - Students look at sentences A–E and match them with sentences 2.1.–2.5.
  - They compare their answers in pairs. Check as a class.

### Answer Key

2.1. B 2.2. D 2.3. A 2.4. C 2.5. E

- Students read the texts and the summaries A–B below.
  - Tell them to choose the best summary for each extract. Ask them to find the parts of texts that helped them make the choice and justify it.
  - Students compare their answers in pairs. Check as a class.

### Answer Key

3.1. B 3.2. B 3.3. A

## Extra activity

Ask students to rewrite the wrong options in exercise 3 so that the form changes but the meaning stays the same. This may be done in pairs. Help with the language if necessary.

## 4 CD2 track 31

- Read the Tip. Tell students they have to remember that it is not common to include the same text both in a recording and the answers. They must listen for the same information but expressed in a different way.
- Students read the sentences below.
- Play the CD twice. Students match the sentences with the texts.
- Check as a class. Ask them if they remember any phrases that appeared in the recording.

## CD2 track 31

### Wypowiedź 1

My sister is a musical genius. She plays the piano, cello and guitar. She gives a lot of concerts and wins competitions but her everyday life is not all that great. When I go shopping or to the cinema with my friends, my sister has to practise playing her instruments. She likes doing this but sometimes she would just like to relax and do something that children her age normally do.

### Wypowiedź 2

Being a genius is great not only because you become famous and people admire you but also because you can help others. Gifted artists, musicians and actors entertain people and make them happy. I often perform in hospitals and see the smiling faces of the children. I also give concerts to collect money for charity.

### Wypowiedź 3

I am 14 and the youngest professional football player in my country. My day starts at five o'clock in the morning with a training session. Then, at about seven, I eat breakfast and go to school. After school, I train for three hours every day and for seven hours at the weekend. It is difficult but I love it and I can't imagine my life without football!

### Wypowiedź 4

I attend a special school for talented children. There are people here who have a talent for music, the arts or some sports. But these common talents are not the only skills on show at the school. There are people who can remember hundreds of numbers, sing any song from the end to the beginning or make the sounds of all musical instruments. There are also extremely talented cooks, teachers and doctors. You've got it too. You just need to discover what it is!

### Answer Key

4.1. C 4.2. D 4.3. B 4.4. A



**Homework Workbook page 64, exercises 3–4**



**Homework (optional)** Ask students to look at the text on page 74. For each paragraph, they need to think of two summaries – one correct and one incorrect. During the next lesson, students will exchange their notebooks and solve each other's tasks.