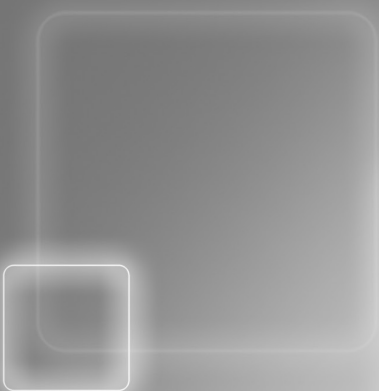


# Interface



Teaching notes

Patrick Howarth



FREE SAMPLE



# Unit 2, Lesson 1, Vocabulary 1, Reading 1

**Lesson Aims:** Students learn and practise the names of technological items and IT-related activities; students read an interview with a boy describing the electronic items he has in his bedroom. They learn the strategy of reading the questions first to help with understanding the text.

## Vocabulary 1

### IT activities

#### Warmer

Books closed. Brainstorm the names of technological devices that students use in their everyday lives and write the words on the board. Ask them which device they think is the most useful and why.

- Ask students to look at the picture.
  - Together, elicit the names of the pieces of equipment and write the words on the board.
  - Check the pronunciation.

#### Answer Key

- |                         |                  |
|-------------------------|------------------|
| 1 games console         | 6 mobile phone   |
| 2 printer and scanner   | 7 MP3 player     |
| 3 iPad™ (e-book reader) | 8 digital camera |
| 4 lcd-screen television | 9 memory stick   |
| 5 phone charger         | 10 laptop        |

- Ask students to read the activities in the box and check understanding.
  - Ask them if they know how to do all the things in the box.
  - In pairs, they match the activities with the equipment.

#### Answer Key

Suggested answers

**games console:** play a video game

**printer and scanner:** print a document; scan a photo

**iPad™ (e-book reader):** play a video game; send an email; store data; go online; post a comment; download/upload a video clip; write a blog; read an e-book; plug in a memory stick

**lcd screen television:** play a video game

**phone charger:** charge a mobile phone


**mobile phone:** make a phone call; go online; take a digital photo

**digital camera:** take a digital photo

**memory stick:** store data

**laptop:** play a video game; send an email; store data; go online; post a comment; download/upload a video clip; write a blog; read an e-book; plug in a memory stick


 **Fast finishers** think of more things that can be done with the equipment. They compare their ideas in pairs.

-  CD1 track 19
  - Students listen and repeat the activities. Make sure they stress the right syllables.
- In pairs, students read the sentences and choose the correct words.
  - Check answers as a class.

#### Answer Key

- 1 charge 2 stores 3 upload 4 post 5 send

### Now say it!

-  CD1 track 20
  - Play the CD and ask them to listen for the number of hours Dan watches TV.

#### CD1 track 20

**Megan** How many hours do you use a computer every week?

**Dan** A computer? About three. I spend about one hour chatting online and about two hours playing computer games.

**Megan** How many hours do you watch TV every week?

**Dan** About four or five.

**Megan** And how many hours do you spend listening to music on your MP3 player?

**Dan** A lot! Probably about eight hours.

#### Answer Key

four or five hours

- Read out the example question and answer.
  - Show students the structure *spend time +-ing* on the board.
  - Students ask and answer questions in pairs.
  - Ask some students to report back their partner's answers.

### Extra activity

Tell students they are going to live on a desert island. Ask them to write down three pieces of technological equipment they want to take. Ask them to try and justify their choice, eg *I want to take my mobile phone so I can talk to my family and friends*. In pairs, they compare their lists and then agree on just two items to take between them. Then they join with another pair and this time the four of them agree on just one item to take. Ask different groups to report on their choice.

## Reading 1

### A high tech bedroom

#### Before you read

Ask students to think about what technology their parents had and didn't have when they were their age. Elicit the items and write them on the board under YES and NO columns.

- Students read the introduction to the text.
  - They decide what they think the text is about.
  - Ask them to justify their choice.

#### Answer Key

b)

## 8 CD1 track 21

- Read out the tip and explain that the questions often give you information about the text and help you understand it.
- Play the CD. Students read and listen to the text.
- Ask them to count the number of electronic items mentioned in the text.

### Answer Key

eight

- 9
- Tell students to read the true/false sentences before reading the text again.
  - They check the text to find which sentences are false.
  - They correct the false sentences.
  - Check answers as a class. Ask a student to write the corrected sentences on the board.

### Answer Key

- 1 F (Sam often watches TV in bed.)  
2 T  
3 F (He sometimes downloads games.)  
4 F (He uses the camera on his phone.)  
5 F (He plays the guitar in a band.)  
6 T

- 10
- Tell students to find the words in the text first and read the sentence in which the word appears.
  - They then match the words with the definitions.
  - Check answers as a class.

### Answer Key

1 e 2 c 3 d 4 a 5 b



**Fast finishers** find two more words in the text and create their short definitions for a partner to guess their meanings.

### Extra activity

Students write a short description of the electronic items they have in their bedroom.



**Homework** Workbook (economy v.) page 9  
Workbook page 17



**Homework (optional)** Students write short descriptions of 5 gadgets from the picture on page 20.

## Unit 2, Lesson 2, Grammar 1

**Lesson Aims:** Students revise and practise past simple in the affirmative, negative and question forms with the verb *be*.

### Past simple

#### Warmer

On the board, write the following as a list: *yesterday, on Sunday, on Friday*. Give students an example: *Yesterday, I was in a shop*. Students think where they were on the given days and share information in pairs. Ask some students to share their information in front of the class by asking: *Where were you ...?*

- 1
- Tell students to read the sentences in the box.
  - In pairs, ask them to write down the negative, question and short answer forms.
  - Check answers as a class.
  - Revise the *I, you, he, she, we, they* forms.

### Answer Key

It wasn't a birthday present.  
Was it a birthday present?  
No, it wasn't.  
Yes, it was.  
There weren't a lot of electronic gadgets.  
Were there a lot of electronic gadgets?  
Yes, there were.  
No, there weren't.

- 2
- Students choose the correct words individually.
  - Check answers as a class.

### Answer Key

1 was                      3 weren't                      5 Were  
2 were                      4 wasn't                      6 Were

- 3
- Students complete the questions individually.

### Answer Key

1 was                      3 Were                      5 Were  
2 were                      4 Was                      6 Was

- 4
- Ask students to match the answers (a–f) with the questions (1–6) in exercise 3.
  - Check answers in open pairs across the class. Focus on the weak form /wəz/.

### Answer Key

1 e 2 d 3 a 4 b 5 c 6 f

- 5
- Students ask and answer the questions from exercise 3 in pairs.



**Fast finishers** ask each other more questions with *was / were*.



**Homework** Workbook (economy v.) page 10, exercises 1–3; Workbook page 18, exercises 1–3



**Homework (optional)** Students prepare five to eight questions to ask their friends about the past. During the next lesson they will take turns asking each other and then report their answers back to the class.

# Unit 2, Lesson 3, Grammar 2, Listening

**Lesson Aims:** Students revise and practise past simple with regular and irregular verbs; students listen to an interview about Facebook.

## Grammar 2

### Past simple

- 6**
- Remind students of the regular simple past tense ending *-ed* and that many verbs are irregular in the past. Elicit some examples.
  - Read out the examples in the box and emphasise the interrogative and negative forms. Ask students which verbs are regular and which verbs are irregular.
  - Get students to tell you the short answer forms: *Yes, I did; No, I didn't.*

#### Answer Key

regular: *upload* irregular: *write, have, find*

- 7**
- Students write the past simple forms of the verbs in the box.
  - They mark each verb accordingly, with R or I.
  - Check answers as a class.

#### Answer Key


Regular	Irregular	
want – wanted	take – took	send – sent
decide – decided	see – saw	lose – lost
pass – passed	buy – bought	
realise – realised	think – thought	

- 8**
- Students read through the list and make sure they understand it.
  - They write the sentences individually.
  - Check answers as a class.

#### Answer Key

He uploaded some photos.  
 He bought a memory stick.  
 He didn't play a new computer game.  
 He downloaded two music files.  
 He didn't post comments on his blog.

### Pronunciation: word stress

- a**
- Write some words on the board with one, two, three and four syllables, eg *mouse, modem, computer, explanation*, and ask students how many syllables they have.
  - Students copy the table and complete it in pairs with the words from the box.
- b**  CD1 track 22
- Play the CD for them to check if they have the right words in the columns.
  - Repeat one of the words and ask them where the stress falls.
  - Students mark the stress on the other words.
  - They listen and check their answers.
  - Drill all the words, making sure students pronounce them correctly.

#### Answer Key

a and b

1 syllable	2 syllables	3 syllables	4 syllables
share	download	digital	energetic
charge	comment	document	

- 9**
- Tell students to ask you some questions about last weekend.
  - Students look at the ideas in the box and write six questions with *Did you ... ?*
- 10**
- Students ask and answer their questions in pairs.
  - Ask some students to report back on their partner, using the affirmative and negative.

 **Fast finishers** change pairs to report on their previous partner's weekend.

- 11**
- Students read the text and say what it is about (the World Wide Web).
  - Check they understand *broadband*.
  - They complete the text with the past simple form of the verbs in brackets.
  - Check answers as a class.

#### Answer Key

1 wasn't                      3 were                      5 became  
 2 weren't                    4 developed              6 got



### Cultural fact

Read the Cultural fact on page 23. Do students think the percentage is higher or lower in Poland? Ask them to find out. Ask them if their parents and grandparents use the Internet.



### Cultural note

The Internet was invented in the United States between the late 1950s and the 1970s by a group of researchers and scientists. In 1962, J.C.R. Licklider was the first to describe an internet-like worldwide network of computers. He called it the 'Galactic Network'.

The World Wide Web was invented by Tim Berners-Lee and Robert Cailliau in 1990. In Poland, 72% of the population uses the Internet on a daily basis.



Workbook **Grammar reference** page 126,  
**Grammar exercises** page 127

## Listening

### A social network

#### Before you listen

Teach the expression *social networking site* and ask students to name the ones they know. Ask if they use them. If so, which ones do they use and what do they use them for?

- 12** • Students read through the questions in exercise 13 carefully and ask you if there is anything they don't understand.
- In pairs, they try to guess the answers.

**13**  CD1 track 23

- Students listen and choose the correct answers.
- Play the CD again. This time, ask students to shout *Stop* when they hear the answer.
- Check answers as a class.
- If students have found the task difficult, play the CD a third time. Ask stronger students to note down any additional information they hear, such as the countries where social networking sites are not allowed.

 CD1 track 23

**Presenter** On today's programme we're looking at the history of one of the most popular social networking sites today – Facebook. Ben Davies is here to tell us all about it. Ben, how did Facebook start?

**Ben** Well, a student called Mark Zuckerberg started it when he was at Harvard University.

**Presenter** So he started it by himself?

**Ben** No, he started it with three other computer science students ... Eduardo Saverin, Dustin Moskovitz and Chris Hughes.

**Presenter** So there were four of them all together who started Facebook?

**Ben** Yes.

**Presenter** And why did they start it?

**Ben** Well, they wanted to have a website for all the university students, so it started as a website for Harvard University students. That was in 2004. Then it became available for other American universities. Then, in 2005, it became available for all American high school students.

**Presenter** I didn't know that.

**Ben** And in 2006 it became available for everyone age 13 and over. You need an email address, but if you're over 13 and you've got an email address you can join Facebook.

**Presenter** But Facebook isn't available in every country, is it?

**Ben** No ... you're right. It's prohibited in countries such as China and Iran, so it isn't available there. And many offices don't like people using it at work. Office managers think people spend too much time networking with friends and not working.

**Presenter** So how many Facebook users are there now?

**Ben** How many people have profiles and use it? Let's see ... It's got over 500 million active users all over the world!

**Presenter** And is it more popular than other social networking sites?

**Ben** Well, in 2009 it became the most used site ... so now it's more popular than MySpace or Bebo – or any other site. Last month Facebook had about 132 million visitors, compared to MySpace which had about 118 million visitors. And it's the most popular social networking site in America, Canada and Britain.

**Presenter** Is it mainly young people who use it?

**Ben** No, not at all, but it is very popular with young people. An American company did a survey and asked students what their favourite things are ... the MP3 player was number one, Facebook was number two.

**Presenter** I see! So Facebook is really popular, but not as popular as listening to music.

**Ben** Yes. Did you know there's a new dictionary word because of social networking sites? Last year an important American dictionary said that their word of the year is the new verb 'unfriend'.

**Presenter** To unfriend...


**Ben** Yeah, it means to remove someone as a friend on a social networking site like Facebook.


**Presenter** So ... now you know. Don't offend your Facebook friends or they could 'unfriend' you.

**Answer Key**

1 c 2 c 3 b 4 a 5 a 6 b

- 14** • Students raise their hands if they think social networking sites are a good idea.
- Ask them to give reasons for their answers.

 **Homework Workbook (economy v.) pages 10–11, exercises 4–9; Workbook pages 18–19, exercises 4–9**

 **Homework (optional) Students describe a situation when they had a problem using their computer.**

## Unit 2, Lesson 4, Speaking

**Lesson Aims:** Students listen to and practise a dialogue in an electronics shop.

### Out shopping

#### Warmer

Books closed. Students work in pairs. Ask them if they have bought any electronic equipment recently. What did they buy? Did they find it easy to choose what to buy? What questions did they ask the shop assistant? Put these questions on the board.

### Listen

- 1** • Students describe what they can see in the photo. Ask them what they think the girls are going to buy.

**Answer Key**

a mobile phone

**2**  CD1 track 24

- Students answer the questions. Play the first dialogue twice, if necessary.
- Check the answers to the questions.

 CD1 track 24

**Megan** Hey, look at those mobile phones, they're really cool. I need to buy a new one.

**Rita** Mmm ... oh, look at the digital cameras. I really want a digital camera.

**Megan** Yeah, the digital cameras are great. I want a camera, too.

**Rita** And they've got some new MP3 players.

**Megan** Yeah ... I want an MP3 player too.  
**Rita** Megan! You can't buy everything! How much money have you got?  
**Megan** What? I've got a hundred pounds. Don't worry ... I'm only buying a new mobile phone. I want a phone with a camera and an MP3 player!  
**Rita** OK, let's go in and look at the phones.

### Answer Key

1 £100                      2 a mobile phone

### 3 CD1 track 25

- Ask students to read the questions and cover the dialogue.
- Play the second conversation.
- Check the answers to the questions.

### CD1 track 25

**Assistant** Can I help you?  
**Megan** Yes, I'm looking for a new mobile phone.  
**Assistant** This one is on special offer. It's only £50.  
**Megan** Has it got a good camera?  
**Assistant** Yes. It's got an MP3 player and high-speed mobile Internet, too.  
**Megan** Right. What about that one over there? Can I see it?  
**Assistant** Sure. This is a really good one.  
**Megan** How much is it?  
**Assistant** It's £200.  
**Megan** Oh! That's too expensive for me. OK, I'll take the other one.  
**Assistant** That's £50 then, please.  
**Megan** Here you are. Thanks. Bye.

### Answer Key

1 yes                      2 £50

### 4 CD1 track 25

- Play the second conversation again. Students listen and read the dialogue and check their answers to exercise 3.
- Play the dialogue again for students to complete the missing words. Check they understand *Right, I'll take the other one; Here you are.*

### Answer Key

1 £50   2 yes   3 £200   4 £50

## Practise

### 5 CD1 track 25

- Drill the dialogue line by line, correcting any pronunciation mistakes.

- 6**
- Students put the words in order to make questions and answers.
  - Check answers as a class, correcting pronunciation.
  - Ask students to say which expressions are said by the customer and which by the shop assistant.
  - Show them how to say £35.99 (thirty-five pound ninety-nine).

### Answer Key

- 1 Can I help you?
- 2 I'm looking for a new mobile phone.
- 3 Can I see that one?
- 4 How much is it?
- 5 That's £35.99 then, please.

### 7 CD1 track 26

- In pairs, students read the answers and identify the speaker, the shop assistant or the customer. Ask them to discuss possible questions.
- Play the CD. Students listen to the dialogues and match the questions (1–4) with the answers (a–e).
- Check answers as a class.

### CD1 track 26

- 1 Can I help you?
- 2 How much is this music player?
- 3 Can I see that one?
- 4 Do you fancy listening to music?

### Answer Key

1 c   2 d   3 b   4 a



### Cultural note

Although the UK is a full member of the EU, it has never joined the euro and has kept its own currency, known as pound sterling. The exchange rate between the pound and euro fluctuates and currently (May 2015) stands at 1 pound=1.39 euros.

## Speaking task

- Step 1:** Ask students to decide what they want to buy. Elicit other options apart from those in the photos.
- Step 2:** Read through the questions and responses with the class.
- Step 3:** Give students time to write their dialogues. Help as necessary.
- Step 4:** Students role-play their dialogues in pairs. They take turns to play the different roles. Ask some pairs to perform for the class. Correct any pronunciation mistakes as necessary.

### Extra activity

Students repeat the dialogue with another partner but this time they write and perform the dialogue in a different kind of shop, such as a sports shop, boutique or music shop.



**Homework Workbook page 20**



**Homework (optional)** Students write about some other situations where people usually need assistance and think of some questions they might ask in these situations (eg the post office *How long does it take to send a parcel to the USA?*)

# Unit 2, Optional lesson: Culture

**Lesson Aims:** Students learn about Alexander Graham Bell, the inventor of the telephone.

## Famous inventions and inventors

### Warmer

Write the following on the board:

*The first telephone appeared in ...*

*The name of the inventor was ...*

*He was from ... His first call was to ...*

*His first words on the phone were ...*

Ask students to write possible endings to the sentences. Encourage them to be imaginative.

### 8 CD1 track 27

- Teach the word *deaf*.
- Play the CD. Students read and listen to the text. They check their predictions from the warmer and find the correct endings to the sentences.
- They answer the two questions.

### Answer Key

- 1 When he was 12.
- 2 Because his mother was deaf.

- 9
- Read the questions together. Ask students to discuss their answers in small groups.
  - Groups report their answers to the class.

### Extra activity

Make a note of each group's answer to question 2 in exercise 9.


Ask students to research the answer at home and bring their information to the next class. See which group guessed the closest answer.

### Cultural note

The telephone was designed independently by two inventors, Alexander Graham Bell and Elisha Gray. Both ran to the patent office, but Bell was a few hours faster. Gray and Bell fought over the patent rights in court. Eventually, Bell won and he is known as the inventor of the telephone.

  **Workbook Culture & CLIL** pages 144–145, with worksheets in the Teacher's Resource File

 **Homework** Workbook page 21

 **Homework (optional)** Students choose one of the inventions from Lesson 1 on page 20 and find information about its origins and inventor.

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

**Lesson Aims:** Students revise some words for jobs and professions and learn and practise some new words; students read a text about technology and extract specific information.

## Vocabulary 2

### Jobs

### Warmer

Books closed. Write the heading *Jobs* on the board and tell students they have a minute to write down as many jobs in English as they can. Then see who has the longest list and ask them to read it out. Write the words on the board. The other students add any different words they have to the list on the board.

- 1
- Students look at the words in the box and match the ones they know to the photos (1–8).
  - Check answers as a class, helping students with any words they don't know.
  - Emphasise that we can say *policeman* or *policewoman*.
  - Drill each word carefully, emphasising the pronunciation features, such as the silent *u* in *builder*, and the vowel sound /ɔ:/ in *lawyer*.

### Answer Key

- |               |              |            |
|---------------|--------------|------------|
| 1 scientist   | 4 librarian  | 7 fireman  |
| 2 policewoman | 5 lawyer     | 8 sculptor |
| 3 builder     | 6 journalist |            |

### 2 CD1 track 28

- Ask students to listen and repeat the words.
- 3
- Students complete the sentences individually.
  - Check answers as a class.

### Answer Key

- |                |              |              |
|----------------|--------------|--------------|
| 1 lawyer       | 3 sculptor   | 5 researcher |
| 2 psychologist | 4 beautician | 6 politician |

- 4
- Explain to students that many words come from the same root, such as *builder*, *building*, *build*.
  - Elicit some more from the class, eg *scientist*, *science*.
  - In pairs, students write down any verbs and nouns they can think of with the same root as the job words.
  - Check answers as a class and write the words on the board.

### Answer Key

technician – technology (noun)	beautician – beauty (noun)
librarian – library (noun)	fireman – fire (noun)
policewoman – police (verb/noun)	politician – politics (noun)
journalist – journal (noun)	scientist – science (noun)
researcher – research (verb/noun)	sculptor – sculpt (verb)
lawyer – law (noun)	



**Fast finishers** think of more jobs and related words.

- 5**
- Explain that we call the ending of a word the 'suffix'. All the endings here are noun suffixes.
  - Give students time to put the words into the correct groups.
  - Together, see if the students can think of any more words to add to the box. If they can't think of any, gives clues to help them, eg *This person works in a school (teacher), this person plays the piano (pianist).*

### Answer Key

-man/-woman	-er	-ist	-ian	-or
fireman	lawyer	journalist	politician	doctor
policewoman	researcher	psychologist	beautician	sculptor
	builder	scientist	technician	
			librarian	

(suggested answers)

postman	teacher	artist	electrician	actor
milkman	writer	pianist	mathematician	translator

- 6**
- Give students time to look at the words again and decide on their own which job corresponds most to each of the different adjectives.
  - Ask students for their opinions and then take a class vote to see how many others agree.

### Extra activity

Dictate the words to the students and tell them to write them in the correct column in the table from the Pronunciation exercise on page 22 ; they also decide whether the stress falls on the first, second, third or fourth syllable.

### Language note

Many women nowadays do jobs which were traditionally done by men and vice versa. As a result, gender-neutral job titles such *police officer, firefighter, postal worker, bartender, flight attendant* are now in common use.



Workbook **Vocabulary plus** page 116

## Reading 2

### A miracle – thanks to technology

#### Before you read

Introduce the text by asking students to think of ways technology can be used to help people who are ill or who have disabilities.

- 7**
- Check students understand the words *blind* and *lens*.
  - Tell them to read the first paragraph quickly and answer the question.
  - Check the answer as a class.

#### Answer Key

He had an accident at work.



- 8** CD1 track 29
- Play the CD. Students read and listen to the text and answer the questions.
  - Ask students what they think of using technology in this way.

#### Answer Key

1 a tooth 2 his wife, Gill 3 Yes, they do.



**Homework** Workbook (economy v.) page 12  
Workbook page 22



**Homework (optional)** Students find information about pieces of technology that can save people's lives.

## Unit 2, Lesson 6, Grammar 3

**Lesson Aims:** Students revise and practise using past continuous and contrast it with past simple.

### Past continuous

#### Warmer

Tell students that there was a robbery in the school last night. Ask different students: *What were you doing at 4 o'clock, 6.30, 8 o'clock, etc?* Encourage them to use past continuous in their answers. Make sure everyone understands that you are joking about the robbery!

- 9**
- Ask different students to read out the sentences in the grammar box. Remind them of the *were* form for *you, we, they*.

- Elicit the correct answers to complete the sentence.
- Ask students what tense we use for the completed action.
- Remind students that we often use the two tenses together when one action interrupts another.
- Elicit an example (eg *He came back home when they were watching the film.*).

#### Answer Key

an action in progress

- 10**
- Students complete the sentences individually.
  - Check answers as a class, asking different students to read out the sentences.



### Answer Key

- 1 wasn't writing, was watching
- 2 were looking, weren't preparing
- 3 wasn't listening, was chatting
- 4 was waiting, wasn't using
- 5 were sleeping, weren't eating

- 11** • Students write questions about what was happening when Beth arrived.
- Check answers as a class, making sure students spell the gerund form correctly.

### Answer Key

- 1 Were her parents preparing a meal when she arrived?
- 2 Was Lisa chatting online when Beth arrived?
- 3 Was Lisa listening to music when she arrived?
- 4 Was Jed using the computer when Beth arrived?
- 5 Were Sammy and Fifi sleeping when she arrived?

- 12** • Ask a student the example question from exercise 11 and elicit the answer from the sentences in exercise 10. (*No, he wasn't. He was watching TV.*)
- Students ask and answer the questions in pairs.
  - Check answers by asking some pairs to repeat them to the class.

### Answer Key

- 1 No, they weren't.    3 No, she wasn't.    5 Yes, they were.
- 2 Yes, she was.    4 No, he wasn't.

- 13** • Ask students to read the headline and to say what they think is happening in the picture.
- Individually they read the text and say what the robber stole from Dave.
  - They read the text again and complete it with the past continuous or past simple form of the verbs in brackets.
  - Check answers as a class.

### Answer Key

- 1 was writing    4 wasn't looking    6 wasn't buying
- 2 was trying    5 was talking    7 searched
- 3 looked

- 14** • Students use the prompts to write the questions.
- Check answers as a class.

### Answer Key

- 1 What were you doing at 8 pm yesterday?
- 2 What was your best friend doing last weekend?
- 3 What were your parents doing yesterday afternoon?
- 4 What was your classmate doing ten minutes ago?
- 5 What were you doing when your teacher came to the classroom?

- 15** • Ask a student the first question and elicit the answer.
- In pairs, students take turns asking each other the questions in exercise 14.
  - Ask some students to report their answers back to the class.

### Extra activity

Students write some questions about the story in exercise 13 using past simple and/or past continuous. Then, in pairs, they cover the text and take turns asking their partners their questions.

➔ **Homework Workbook (economy v.) page 13**  
**Workbook page 23**

➔ **Homework (optional)** Students write five sentences about what their family members were doing the previous day in the evening.

➔ **Workbook Grammar reference page 126,**  
**Grammar exercises page 127**


## Unit 2, Lesson 7, Writing

**Lesson Aims:** Students write a thank-you letter and learn how to use appropriate expressions for opening and closing a letter and saying *thank you*.

### A thank-you letter

#### Warmer

Ask students if they ever write letters or emails to relatives or friends. Do they enjoy writing them? What types of things do they write about? Have they ever written to thank someone for a present?

- 1**  CD1 track 30
- Students read the questions and guess about possible answers.
  - Play the CD. Students read and listen to the letter and find the answers.
  - Check answers as a class.
  - Highlight the structure of the letter. There are three paragraphs, each with a specific topic: 1 introduction, 2 about the present, 3 about the birthday.

### Answer Key

- 1 because she was very busy at school
- 2 an MP3 player
- 3 She uploaded all her favourite songs on her new MP3 player.
- 4 Some friends came round and they had pizza. Then they went to the cinema.

- 2** • Tell students that there are fixed expressions for writing emails and letters and these differ depending on whether you are writing to someone you know, like a friend or family member, or someone you don't know.
- Look at the expressions in the Language focus box and check students understand them and when to use them. Ask them to say which expressions Lisa uses in her letter.
  - Ask them to put the phrases under the given headings.
  - Check answers as a class.

### Answer Key

Beginning a letter	Saying thank you	Ending a letter
I'm writing to thank you for ...	Thanks a lot / very much for my present.	Lots of love,
How are you? I hope you're well.	It was exactly what I wanted!	All the best,
	I really like it / them.	Hope to see you soon.

- 3**
- Ask students to order the words and write the sentences.
  - Students compare answers in pairs and then you check them as a class.

### Answer Key

- 1 I'm writing to thank you for my birthday present.
- 2 Thanks a lot for my digital camera.
- 3 It was exactly what I wanted.
- 4 Hope to see you soon.
- 5 Lots of love, Paul

- 4**
- Ask students to read the step box for writing a thank-you letter.
- Step 1:** Ask them to think about their answers to the questions and to write some notes. Encourage them to use their imagination.
- Step 2:** Remind students to start the letter with *Dear ...* Tell them to follow Lisa's model letter and to write three paragraphs with the same topics that Lisa wrote about.
- Step 3:** Students check their work carefully. Alternatively, they can swap letters with a partner and check each other's work.
- Step 4:** They write their final draft and hand in the letter for marking.

### Extra activity

Distribute the letters at random around the class. Students read a classmate's letter and give it a mark out of 5. They should consider paragraph structure, use of the Language focus expressions, and how interesting the letter is when deciding on the mark.

➔ **Homework** Workbook pages 24–25

## Unit 2, Lesson 8, Progress check

**Lesson Aims:** Students revise the grammar and vocabulary of the unit.

### Warmer

Students look back through the unit and write down five words they have learned. In pairs, they define the words to their partner and try and guess each other's words.

### IT activities

- 1**
- Ask students to complete the phrases with vowels.
  - Check answers as a class.

### Answer Key

- 1 play a video game
- 2 post a comment
- 3 charge a mobile phone
- 4 go online
- 5 send an email

### Jobs

- 2**
- Ask students to complete the sentences with the names of the jobs.
  - Check answers as a class.

### Answer Key

- 1 researcher
- 2 builder
- 3 scientist
- 4 journalist
- 5 sculptor
- 6 beautician

### Past simple

- 3**
- Ask students to complete the sentences with the correct form of *be*.
  - Check answers as a class.

### Answer Key

- 1 was
- 2 were
- 3 weren't, was
- 4 wasn't, was, was
- 5 Was
- 6 wasn't

- 4**
- Students read Rita's list of things to do and write sentences about what she did and didn't do. Make sure students understand that the ticks signify what Rita did and the crosses signify what she didn't do.
  - Check the sentences as a class.

### Answer Key

- 2 She chatted online to Mike.
- 3 She didn't download a song.
- 4 She played a computer game.
- 5 She didn't post a comment.
- 6 She wrote her blog.

- 5**
- Students create short dialogues through writing Yes/No questions and short answers based on Rita's list of things to do in exercise 4.
  - Students can then ask and answer the questions in pairs.
  - Ask some pairs to repeat their dialogues to the class.

### Answer Key

- 2 Did she chat online to Mike? Yes, she did.
- 3 Did she download a song? No, she didn't.
- 4 Did she play a computer game? Yes, she did.
- 5 Did she post a comment? No, she didn't.
- 6 Did she write her blog? Yes, she did.

### Past continuous

- 6**
- Students write the complete questions in their notebooks.
  - They answer the questions.
  - Ask some students to read out their questions and answers.

### Answer Key

- 1 What were you doing at 10 pm last night?
- 2 What were your parents doing at 3 pm on Sunday?
- 3 Were you and your friend watching a DVD at 9 pm yesterday?
- 4 Was your friend sleeping at 10 am this morning?
- 5 What were your friends doing five minutes ago?



**Fast finishers** think of a sentence containing some of the vocabulary practised in this unit, choosing between past simple and past continuous (eg *My dad is a journalist and he made a lot of phone calls yesterday.*)

## Cumulative grammar

- 7**
- Students read the text and say what it is about.
  - Ask them to read it again and to choose the correct words.
  - Check answers as a class, clarifying any problems that students may have with the different tenses.

### Answer Key

- |             |                  |           |
|-------------|------------------|-----------|
| 1 were      | 4 stopped        | 7 started |
| 2 couldn't  | 5 was travelling | 8 use     |
| 3 installed | 6 connected      |           |

➔ **Homework** Workbook page 26, for more advanced students also page 27

➔ **Homework (optional)** Students find out about another invention and write a similar text to the one in exercise 7. Tell them to include a tense choice activity.

## Unit 2, Lesson 9a, Test Practice – poziom podstawowy

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

### Warmer

On the board write the following: *shopping centre, museum, sports centre*. Form pairs or groups of three and ask students to list any phrases that may be used in these three places. Put their ideas on the board. Explain that in English, as in any other language, certain situations require specific words and phrases and it is easier to understand a text when we find out the situation it refers to.

- 1**
- Read the Tip with the students. Tell them that while reading a text they should try to find words and expressions that may help them decide where the text can be seen and what its purpose might be.
  - In pairs, students read the texts and find words and phrases suggesting the purpose of each text and possible location. Check understanding.
  - Check answers as a class.

### Answer Key

1.1. A 1.2. A 1.3. A 1.4. B

- 2**
- Students read the instruction for the exam task.
  - Encourage them to practise the strategy they have learnt. They cover the answers below and read the texts.
  - Ask them to guess about the aim of each text and where it can be found.
  - Students uncover the answers and match them with the texts. Remind them that there is one extra answer they do not need to use.
  - Students compare their answers in pairs.
  - Check answers as a class. Clarify any vocabulary issues.

### Answer Key

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

- 3**
- Students read the texts and choose the best summarising sentence for each of them. Encourage students to find the words or expressions they think suggest the answer.
  - In pairs, students discuss their choices.
  - Check answers as a class.

### Answer Key

Text 1 A Text 2 B

- 4**
- Students read the instruction for the exam task.
  - Encourage them to practise searching for key words and expressions in texts and matching them with suggested answers.
  - Students read the texts and match them with appropriate answers. Remind them that one of the texts matches two answers.
  - Students compare their answers in pairs.
  - Check answers as a class.

### Answer Key

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

➔ **Homework** Workbook page 28, exercises 1–2

➔ **Homework (optional)** Students write one short paragraph for each of the wrong answers in exercise 3, similar to the texts in the exercise.

## Unit 2, Lesson 9b, Test Practice – poziom rozszerzony

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

### Warmer

Form groups of three or four. Students think of the features that a good advertisement should have and make a list of their ideas. Ask them to think about what draws their attention to commercials, billboards, etc. Brainstorm their ideas on the board.

#### 1 CD1 track 31

- Students read the advertisements and say what each of them advertises (a journalism course and a course in the history of sport).
- Play the CD. Students listen and choose the correct text. Play twice if necessary.
- In pairs, students compare their answers and discuss their choices.
- Check answers as a class.

#### CD1 track 31

Hi, I'm Mike. I'm 20 and quite sporty. I go to the gym three times a week. I really love it and can't imagine my life without any sport. As for my interests, I like history and political science. I'd like to be a journalist in the future. It's actually my dream job. I think my writing is not bad. In the summer, I'd like to do something useful for my career.

#### Answer Key

A

- #### 2
- Students look at the highlighted parts of the text. Ask them what kind of information has been highlighted (qualities, interests, abilities, plans).
  - Read the Tip with the students. Explain it is important to make sure that all the information in a text matches the information in the profile. Add that different words will be used but the message has to be the same in both texts. Also stress there is often more information in the profile than the matched text.
  - Students read the texts and find the parts matching the information highlighted in Paul's profile. They choose the advertisement matching the profile.
  - Check answers as a class.

#### Answer Key


Job B

- #### 3
- Students read the instruction for the exam task.
  - Encourage them to practise the strategies they have learnt. Remind them that all the information in the texts needs to match the profiles.
  - Students read and match the profiles and the web pages descriptions. Remind them there is one extra description.
  - Check answers as a class.

#### Answer Key

3.1. D 3.2. B 3.3. A

 **Homework** Workbook page 28, exercise 3

 **Homework (optional)** Students prepare three profiles matching each of the advertisements in exercise 1, one of them being an extra. During the next class students work in pairs and match the profiles with the adverts.