

Get ready for every

plus

4

Teacher's Book

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Exam skills
Mixed ability
Classroom tips
Language
Planning
Learning objectives
CLIL resources
Teacher development
Tests
Can do statements
Communicative activities



1 Study plans

Szkoła ▶ oceny i wymagania, życie szkoły

▶ Vocabulary

Studying at university



1 SPEAKING Work in pairs. How many school or university subjects can you think of?

history, maths, medicine, ...

2 Match these words with definitions 1–8.

assignment course lecture notes research term tutor tutorial

- 1 a piece of work that you have to do as part of your studies
- 2 a lesson where a small group of students discuss something with a teacher
- 3 a lesson where a large group of people listen to an expert talking about a subject
- 4 a period of time that the school year is divided into
- 5 the study of something to discover new facts
- 6 a teacher at university
- 7 a series of lessons in a subject
- 8 things that you write down to help you to remember

3 Read the text paying attention to the words in **bold**. Decide if each word is a noun or a verb and what you think its meaning is.

Most students at university are **undergraduates**. They are studying to get a **degree**. There is usually **continuous assessment** of the students' coursework and assignments. The tutor gives a **grade** or **mark** for each piece of work. Students have to take exams too. Before each exam, they need to **revise** their notes. If you **fail** an exam, you normally **resit** it another day. Of course, you fail automatically if you **cheat**. When you **pass** your final exams, you **graduate**.

4 Now use a dictionary to check your ideas in 3.

5 LISTENING **1.01** Listen to the vocabulary quiz and answer questions 1–8.

- | | |
|--|-------------------------------|
| 1 <i>fail</i> | 5 <i>a person</i> |
| 2 <i>in a lecture</i> | 6 <i>assignment</i> |
| 3 <i>mark</i> | 7 <i>two</i> |
| 4 <i>a student who doesn't have a degree</i> | 8 <i>resit the exam</i> |

Life at university

6 Complete the sentences with words a–g.

- 1 Some people don't want to study in their countries. They want to study *.....a.....*.
- 2 At university, it's easy to make new *.....f.....*.
- 3 When you live away from home, you become more *.....e.....*.
- 4 Students who don't live at home often choose to live in a hall of *.....c.....*.
- 5 If you haven't got enough money to pay for your studies, you can ask for a student *.....d.....*.
- 6 At university, there are lots of clubs that organise extracurricular *.....b.....*.
- 7 Universities have gyms, laboratories and lots of other student *.....g.....*.

- a abroad
b activities
c residence
d loan
e independent
f friends
g facilities

7a Complete the questions with words a–g in 6.

- 1 Would you like to study *.....abroad.....*, for example in Spain?
- 2 Would you prefer to live at home or in a hall of *.....residence.....*?
- 3 Is it easy to get a student *.....loan.....* in Poland if you don't have enough money to study?
- 4 Do you find it easy to make new *.....friends.....*?
- 5 Do you do any extracurricular *.....activities.....*?
- 6 What special *.....facilities.....* for students are there in your school?
- 7 Do you consider yourself to be *.....independent.....* or do you need other people to do things for you?

7b SPEAKING Use the questions to interview your partner.

Studying at university

Warmer

In pairs, students discuss the meaning of the unit title *Study plans* and what they think the unit is going to be about. Elicit ideas from around the class and discuss how planning ahead can help students prepare for their exams.

- 1** **SPEAKING** In pairs, students make a list of all the school or university subjects they can think of. Encourage students to race against each other by setting a two-minute time limit. Find out which pair has the longest list and ask one of the students to write their answers on the board.
- 2** Students match the words with the definitions 1–8.

Key

- | | |
|----------------------------------|---------------------------------|
| 1 assignment /ə'saɪnmənt/ | 5 research /rɪ'sɜː(r)tʃ/ |
| 2 tutorial /tju:'tɔːriəl/ | 6 tutor /'tju:tə(r)/ |
| 3 lecture /'lektʃə(r)/ | 7 course /kɔːs/ |
| 4 term /tɜːm/ | 8 notes /nəʊts/ |

- 3** Students read the text and note if the words in bold are nouns or verbs. They also try to deduce their meaning.
- 4** Students use their dictionaries to check their ideas in 3.

Key

undergraduate (noun) /ˌʌndə(r)'grædʒuət/ – a student who is studying for a first degree at a college or university. A student who already has a first degree is a graduate.

degree (noun) /dɪ'ɡriː/ – a course of study at a university, or the qualification that you get after completing the course

continuous assessment (noun) /kən'tɪnjuəs ə'sesmənt/ – a way of judging a student by looking at the work that they do during the year instead of or in addition to looking at their examination results

grade (noun) /ɡreɪd/ – a letter or number that shows the quality of a student's work

mark (noun) /mɑː(r)k/ – a school score

revise (verb) /rɪ'vaɪz/ – to read and learn information that you have studied in order to prepare for an examination

fail (verb) /feɪl/ – to be unsuccessful in achieving a satisfactory level or standard

resit (verb) /rɪ'sɪt/ – to take an examination again after failing it previously

cheat (verb) /tʃiːt/ – to behave dishonestly, or to not obey rules, for example in order to win a game or do well in an examination

pass (verb) /pɑːs/ – to be successful in an examination or test by achieving a satisfactory standard

graduate (verb) /'grædʒueɪt/ – to complete your studies at a university or college, usually by getting a degree

TEACHER DEVELOPMENT: STUDENT TRAINING


How to use a dictionary

Use this opportunity to review how to use a dictionary as a key way to develop learner autonomy. You could ask your students these questions in an open-class discussion: *How is your dictionary organised? Do you understand all the symbols, abbreviations and note markers? Do you use the phonological information? What other information does your dictionary provide? How do you keep a record of the information you look up in a dictionary? (e.g. write example sentences in your notebook, etc.) Do you use a dictionary when you do homework?*

Words defined in the dictionary are called 'entry words'; they are listed alphabetically from a to z. Two 'guide words' are printed at the top of each page to help you find the word you want. The guide word on the left is the first word on that page and the one on the right is the last word on that page. 'Root words' are the basic forms of words with no endings added. For example, *play* is a root word but *playing* and *played* are not. Many words have more than one definition. Some dictionaries – like the *Macmillan Essential Dictionary* – highlight common words in red and give them a star rating based on their importance and frequency.

Dictionary entries contain a number of grammar codes and abbreviations to refer to parts of speech. Some of the most common abbreviations are: *v* – verb; *n* – noun; *abbr* – abbreviation; *adj* – adjective; *adv* – adverb; *suf* – suffix; *coll* – colloquialism.

Symbols also provide important information about pronunciation. The entire word is spelled out phonetically and a stress mark (') shows which syllable is emphasised. Long words have a primary stress and a secondary stress because two of the syllables have more stress than the other syllables. Primary stress marks mean that this syllable is stressed the most – the sound is longer, higher or louder.

- 5** **LISTENING**  **1.01** Play the CD for students to listen to the vocabulary quiz and answer questions 1–8.

Audioscript

- 1** What is the opposite of *pass*?
- 2** Where are there more students, in a lecture or in a tutorial?
- 3** Which word is similar to *grade*: *note* or *mark*?
- 4** Is an *undergraduate* a student who has a degree or a student who doesn't have a degree?
- 5** Is a *tutor* a person or a thing?
- 6** What is another name for a piece of work you do as part of your course?
- 7** How many terms are there each year at your school?
- 8** What can you usually do if you fail an exam at university?

Life at university

- 6** Students complete the sentences with words a–g.
- 7a** Students complete the questions with words a–g from exercise 6.
- 7b** **SPEAKING** In pairs, students take it in turns to ask and answer the questions from 7a.

Extra activity

Students write vocabulary quiz questions, similar to those in exercise 5, for other new words from the lesson. Ask them to test each other in the next class.

▶ **Teacher's Resource Multi-ROM:** See Unit 1 Communication worksheet *University challenge*.

Homework

▶ Refer students to the **Workbook, page 2**.

Warmer

Find out what students would think of a friend who at the age of 30 is still living with his/her parents. Write up on the board some reasons to move out from your parents' house e.g.: *having friends over anytime you wish, independence, no curfew, no constant nagging, your own rules, no clashes over holding different opinions, privacy, parents also need their own freedom.*

In small groups students discuss the reasons, explain how they understand them and give examples from their own life. Tell students to put the reasons in order from the most to the least important. Have a class feedback.

Extra activity

Divide the class into two teams. Ask the first team to think about advice they would give parents on how to live with their grown-up child. Tell the other team to think about what advice they would give a child who has grown up on how to live with their parents? Have a class feedback.

1a **SPEAKING** Students discuss the questions in pairs.

TEACHER DEVELOPMENT: STUDENT TRAINING**Pairwork**

Insist students use English when working in pairs or in groups, even when they are setting up a task. Students could make posters with key expressions for pair and group work and hang them on the classroom walls, e.g. *I'm A and you're B, OK? Are you ready? I think ... How about you? etc.*

In the first few lessons, change students around for pairwork. Students of a similar level can be paired and grouped together or you can pair students of different proficiency levels, so that higher-level students can help the lower-level students.

While the students are doing pairwork activities, walk round the classroom and listen to their conversations. Monitoring gives you the opportunity to make notes about pronunciation, vocabulary and grammar points that are causing difficulty. Always carry a notepad and a pen and write down errors and examples of good language to review at the end of the activity. Offer encouragement and praise where possible. A useful tip is to look at one pair, but listen to a different pair nearby. Correct the pair you are listening to. This will mean students are more on their toes, as they won't know when you're listening to them!

1b **SPEAKING** Students compare their ideas in small groups or in an open-class discussion. Elicit answers from different students around the class.

TEACHER DEVELOPMENT: CLASSROOM TIPS**Groupwork**

Getting students into groups should be done as quickly and as effectively as possible so as not to waste time. In classrooms where furniture is not easy to move around, ask every other pair to turn around and work with the pair behind them.

2 Students read the comments from an Internet forum on the right of the page and match the names with the three comments. Set a time limit of three minutes to encourage students to skim read.

i Cultural information

An 'online/Internet forum' is a discussion group where individuals discuss various topics. People add their comments by posting a block of text with their views and opinions. Others can then comment and respond. Forums differ from chatrooms and instant messaging because they usually deal with one topic. Students should be aware that if they participate in forums, their comments are usually archived in a thread (along with similar discussions) and can be referred to at a later date. Forums are usually very helpful for solving practical problems or dilemmas.

TEACHER DEVELOPMENT: STUDENT TRAINING**Matching activities for reading texts**

In exercise 3, students are asked to match the questions to the people. The first step is to read the forum comments again. Students then read the questions and identify key words that help them connect the questions to the people. If students are unsure, tell them to note down the people they think might match (e.g. A, D?) and then move on to the next question. When they have matched the others, they can go back to these and make a final decision. Remind students to guess when there is no penalty for doing so.

- 3** Students read the forum comments again and match questions 1–10 with the four people, A–D. Remind students that the people may be chosen more than once.
- 4** Students find words in the text with similar meanings to the words in the exercise.
- 5** **SPEAKING** **What about you?**
In pairs or small groups, students discuss the questions. In a less confident class, ask students to write down their ideas first before doing this as a speaking activity.

Extra activity

Divide the class into two teams. A volunteer from Team A sits with their back to the board. Choose words from this or previous lesson and write them on the board one by one. Team A defines as many words as they can in one minute for the volunteer student to guess. Repeat with Team B. The team that defines and guesses the most words wins.

Homework

▶ Refer students to the **Workbook, page 3**.

1a SPEAKING Work in pairs. Think of answers to these questions.

- 1 What are the advantages and disadvantages of studying at the university in your home town?
- 2 What are the advantages and disadvantages of moving to another city to study?

1b SPEAKING Compare your ideas with other students.

2 Read the comments from an Internet forum. Match the people below to one of comments 1–3.

- 1 It's better to study at home.
- 2 It's better to study in another place.
- 3 It isn't better or worse to study at home.

- A Top Cat 2 C Storm 2
 B Flower 3 D Sa-Ra 1

3 Read the comments again. Match questions 1–10, to the four people (A–D). The people may be chosen more than once.

Which person

- thinks that Anita needs to consider more specific questions before she decides? 1 B
- bases his/her opinion on his/her experience? 2 A
- bases his/her opinion on someone close to him/her? 3 D
- bases his/her opinion on what he/she wants? 4 C
- talks about problems with concentration? 5 D
- thinks that the decision of staying at home or moving away is not final? 6 C
- says that first you need to find out what facilities your university has got? 7 B
- is not happy about his/her family helping him/her? 8 A
- doesn't feel his/her life has changed much? 9 A
- wants to experience new things? 10 C

4 Find words in the text with similar meanings to these words.


- 1 university (colloquial) (Anita) uni
- 2 the same as (Top Cat) like
- 3 the way that two or more people act or behave together (Flower) relationship
- 4 questions, ideas (Flower) issues
- 5 a long time (Storm) ages
- 6 moments (Storm) occasions
- 7 jobs at home (Sa-Ra) chores

5 SPEAKING What about you?

- 1 What do you want to do when you finish school?
- 2 Where do you think it is better to go to university – in your home town or somewhere else? Why?

Student Helpline


The best place for help with university life
 You are here: Home > Forums > General University Discussion



Anita

Q: Is it better to go to the uni in your home town and stay at home or to move away somewhere else? Next year I want to go and study at uni, but I'm not sure if it's better to stay at home and study here or if I should go and live in another city. What do you think?


A



Top Cat

At the moment, I'm doing a microbiology course at the uni in my home town. I decided to stay here because I wanted to be close to my family and friends. But in the end, most of my good friends went away to work or study at other universities. Living at home with my parents is OK, but it's difficult to make new friends because most of the other students live in halls of residence and they spend all their time together. Another problem is that I haven't become very independent because my mum and dad still help me with everything. Sometimes I think I'm at school, not at university. Don't be like me!


B



Flower

What's better? It depends on you. Nobody can decide for you. It depends on the relationship you have with your parents. It depends on your student loan too because it's usually cheaper to stay at home. Above all, it depends on the course you want to study. Find out which is the best university for your subject. Maybe they don't teach it in your home town. Find out details about the course, the tutors, assessment, etc and compare them with other places. What facilities has the university got for undergraduates? Choosing the right university is a really important decision. It can change your life. Don't make your decision without thinking about the really important issues.


C



Storm

I've also been thinking about this question for ages, but now I've made my decision. I'm moving away. I've lived in my home town all my life. Now I'd rather study in another city, maybe abroad, and see the world. I want to become independent. You can always go home for the holidays and for special occasions. Remember, at university the summer holidays are really long. And when you finish university, you can decide to go back if you don't like living away from home. But you always make more new friends when you live away from home. You have more time for extracurricular activities. I love my mum and dad but it's good to be able to come and go when you like without anybody asking where you're going and what time to expect you back.

D



Sa-Ra

Last year my brother went away to study. He was living in a hall of residence at first, but then he found a house with four friends. He was having a great time but then he started failing his exams. He sees that he needs to study more but it's impossible in the house. He can't focus at all. His friends are always having parties, making noise and doing everything except studying! He thinks I should study in my home town and live at home because at home it's quiet and you can study. And he says you have more time because you don't have to do chores like the shopping or the washing. I think staying in my home town has lots of advantages. But I don't know if my parents agree!

GRAMMAR GUIDE

Present simple, past simple, present continuous and past continuous

1a Read these sentences and name the tenses.

- At the moment, I'm **studying** in my home town. *present continuous*
- Last year my brother **went** away to study. *past simple*
- He **was having** a great time. *past continuous*
- His friends **are** always **having** parties and **making** noise. *present continuous*
- You always **make** more new friends when you **live** away from home. *present simple*
- He **sees** that he **needs** to study more. *present simple*

1b Which tense do we use when we want to talk about

- present routines and habits?
- actions that are happening now?
- temporary actions in the present?
- changing situations in the present?
- finished actions or situations in the past?
- things that are always or generally true?
- activities in progress at a moment in the past?
- present states?
- actions that happen very often and are annoying and irritating?

2 Choose the correct alternative.

- Thanks to you, I (understand) am understanding it now.
- The Moon (goes) is going round the Earth.
- Listen! Somebody (comes) is coming.
- Temperatures (get) are getting higher each year.
- I (love) am loving watching films. We (always go) are always going to the cinema at the weekend.
- My brother (usually walks) is usually walking to university, but this week he (goes) is going by bus.
- Not again! My sister (always takes) is always taking my clothes.
- (Do you wear) Are you wearing a uniform at your school?
- I (don't agree) am not agreeing that it's better to study at home.
- That course (sounds) is sounding really interesting.

3 Explain the difference between these pairs of sentences.

- The students stood up when the tutor came in.
- The students were standing up when the tutor came in.
- At quarter past ten, we finished our tutorial.
- At quarter past ten, we were finishing our tutorial.
- They were having lunch when we arrived.
- They had lunch when we arrived.
- She was making a film about a group of students.
- She made a film about a group of students.

4 Complete the questions with the correct form of the verbs given.

- What did you do (do) on your last holiday?
- What were you doing (do) at this time yesterday?
- What do you usually do (do) after school?
- Do you like (like) doing sport?
- What are you doing (do) at the moment?
- How do you usually come (come) to school?
- What were you doing (do) at ten o'clock last night?
- What time did you go (go) to bed last night?

5 SPEAKING Use the questions in 4 to interview your partner.

GRAMMAR GUIDE

Present perfect simple and present perfect continuous

6a Match sentences 1–4 with explanations of their uses a–d.

- I've lived here for ages. *b*
- I've visited lots of different cities. *a*
- I've just made a decision. *d*
- My brother has gone away to university. *c*
- An action that happened at an unspecified moment in the past.
- An action which started in the past and continues in the present.
- A past action which has a result in the present.
- An action finished very recently.

6b Read these sentences. Which use present perfect simple and which use present perfect continuous? How do we form these two tenses?

- I've been trying** to decide but I can't. *present perfect continuous*
- I've made** my decision. *present perfect simple*
- I've been thinking** about this question for ages. *present perfect continuous*
- I've written** to four different universities. *present perfect simple*

Present perfect simple: subject + has/have + past participle
Present perfect continuous: subject + has/have been + verb + -ing

6c Which tense, present perfect simple or present perfect continuous, gives more importance to

- the completion and result of an action?
- the process and duration of an action?
- how many times an action happens?
- the fact that an action is temporary, incomplete or has finished very recently?

GRAMMAR REFERENCE ▶ page 14

Present simple, past simple, present continuous and past continuous

Test before you teach

Do this exercise to find out how much students remember about the present/past simple and present/past continuous. If students seem to be very familiar with the use and form of these tenses, move quickly through the exercises in the *Grammar guide*, eliciting answers from students in open class.

Tell students to write three true sentences and one false sentence about themselves or other people using the four tenses. In pairs, students read their sentences out to each other for their partner to guess which is the false sentence.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Test before you teach

Diagnostic testing determines what students can and cannot do – this helps teachers to identify a starting point and adapt the lesson to best suit students' needs. By assessing existing knowledge, teachers can find out more about each student's strengths and weaknesses and tailor instruction to meet individual needs.

- 1a** Students read the verbs in the sentences and name the tenses.
1b Students match the tenses to questions a–i.

Key

- | | |
|-----------------------------|-----------------------------|
| a present simple | f present simple |
| b present continuous | g past continuous |
| c present continuous | h present simple |
| d present continuous | i present continuous |
| e past simple | |

- 2** Students choose the correct alternative in each sentence.

TEACHER DEVELOPMENT: LANGUAGE

State and action verbs

State verbs generally fall into four groups:

Verbs of feeling – *love, like, hate, want, prefer, need*

Verbs of thinking – *know, understand, believe, remember, mean*

Verbs of the senses – *sounds, looks, hear, see, taste, smell, feel, seem*

Verbs of possession – *have, own, belong*

When a verb describes a state and not an action, we do not use the continuous tense. Remind students that some words can be both state verbs and action verbs, and in each case the meaning of these verbs is different.

- 3** Students read the pairs of sentences and explain the difference in meaning. Ask them to discuss in pairs before you review the answers with the whole class.

Key

- 1a** The students stood up immediately after the tutor came in the classroom.
1b The students were already standing up when the tutor came into the classroom.
2a At quarter past ten, the tutorial finished completely.
2b At quarter past ten, the tutorial was in the process of finishing.
3a When we arrived, they were in the process of having lunch.
3b They waited until we arrived and then they had lunch.
4a She was making a film, but we do not know if she completed this activity.
4b She finished making the film.

- 4** Students complete the questions with the correct form of the verbs.
5 **SPEAKING** In pairs, students take turns to ask and answer the questions in 4. You could do this activity in open pairs first before students continue in closed pairs.

TEACHER DEVELOPMENT: PRONUNCIATION

Intonation in questions

Remind students that the intonation goes down at the end of a *Wh-* question (a question that begins with *who, where, when, what, why* or *how*) and up at the end of a *yes/no* question (a question that can be answered with either *yes* or *no*).

Present perfect simple and present perfect continuous

- 6a** Students match sentences 1–4 with the explanations of their uses a–d.
6b Students decide which sentences use present perfect simple and which use present perfect continuous. Elicit how we form these tenses.
6c Students match the tenses to questions 1–4.

Key

- | | |
|-------------------------------------|-------------------------------------|
| 1 present perfect simple | 3 present perfect simple |
| 2 present perfect continuous | 4 present perfect continuous |

- ▶ Refer students to the *Grammar reference* on **page 14**.

- 7 SPEAKING** In pairs, students say how and why we use the words in the box. Draw attention to the example. Elicit answers from around the class and ask students to write example sentences on the board.

Key

Already shows an action has been completed. It comes between *have* and the past participle: *I have already heard that song.* *Ever* means 'sometime before now'. It is used in questions, e.g. *Have you ever/Haven't you ever ...?*, and in negative statements, e.g. *Nobody has ever travelled there before.* It goes between *have* and the past participle.

For goes with periods of time, like *three hours, ten minutes, a long time.* It goes just before the time period.

Just means 'not so long ago'. It comes between *have* and the past participle, e.g. *They have just gone out.*

Never means 'at no time before' and it is used in negative statements, e.g. *I've never been to New York before.* It goes between *have* and the past participle.

Since goes with points in time, like *1990, Christmas, last week.* It goes just before the time period.

Yet means 'up to a specified time' and is used only in the negative and question forms of the present perfect tense. It is normally placed at the end of a sentence, e.g. *I haven't been to the supermarket yet.*

- 8** Students rewrite the sentences, using the correct tenses and the words in 7, if necessary.
- 9** Students complete the questions with present perfect simple or present perfect continuous.

Example answers

- 1 How long have you lived here?
- 2 How long have you been watching TV?
- 3 Have you ever done a bungee jump?
- 4 How many times have you eaten sushi?
- 5 What have you been doing all day?

- 10 SPEAKING** In pairs, students interview their partner with the completed questions in 9. Round up the activity by asking students to tell the class one interesting thing they found out about their partner.

Homework

- ▶ Refer students to the **Workbook, page 4.**

Lesson 4 Developing vocabulary ▶ *Do and make* Listening ▶ Listening for general and specific information ▶ Revision strategies

Do and make

Warmer

Write up on the board: *Mum makes the dinner, dad does the dishes and we do our homework.* Find out if students think this is fair and ask them to explain why or why not.

Elicit the difference between the verbs: *do* and *make* (we use *do* to express daily activities, tasks or jobs. These are usually activities that have no material gain; we use *make* to express an activity that actually creates something). Have students make a list of different household chores or tasks and write who makes/does each of them in their family. Monitor the activity and help where necessary. Ask students to present their lists to the class, and discuss them together. Find out what students think about the traditional roles of women and men within the family.

- 1** Students match the words with the verb they usually go with (*do* or *make*).

Key

do – an assignment, well, an exam, the shopping, the washing, chores, a course, homework

make – a decision, the dinner, a noise, friends, a cake

TEACHER DEVELOPMENT: LANGUAGE

Do and make

Collocations with the verbs *do* and *make* are very often confused by students. These verb + noun combinations just sound 'right' to native English speakers, who use them all the time. In the next exercise, students learn some general usage guidelines. However, there are many exceptions and students must regularly revise and memorise words which collocate with *make* and *do* to avoid making mistakes.

- 2** Students complete the rules with *do* or *make*.
- 3** Students complete the text with the correct form of *do* or *make*.
- 4a** Students choose three expressions with *do* and three with *make* and write questions to ask other people in the class. Draw attention to the example questions.
- 4b SPEAKING** Students use their questions to interview as many people as possible.
- 4c SPEAKING** Students tell the class something they found out about the other students.

TEACHER DEVELOPMENT: STUDENT TRAINING

Communicative activities

In monolingual classrooms, it can be difficult to get students to talk in English during pair and groupwork.

You could put some quiet music on while students 'mingle' (move around) asking each other their *do* and *make* questions. If you have enough space, you could organise an 'onion ring'. Half the class form a small circle in the middle, with their backs to the centre, and the other half stand facing one person in the circle, so forming a larger outer ring. The students ask and answer with their partner for a couple of minutes. The students in the outer circle, then move one person to the left to change partners.

- ▶ **Teacher's Resource Multi-ROM:** See Unit 1 Vocabulary worksheet *The whole sentence.*

7 SPEAKING Work in pairs. These words often go with present perfect simple or present perfect continuous. How and why do we use the words?

already ever for just never since yet

*For goes with periods of time, like three hours, ten minutes, a long time.
It goes just before the time period.*

8 Correct the sentences, using the right tense and the words from 7 if necessary.



- That artist ^{has painted} has been painting more than a hundred paintings.
- I've lived here ^{since} for 2005.
- We've ^{went} been to that city in 2008.
- I've ^{been doing} done this assignment for two weeks but I haven't finished.
- My friend has ^{had} been having an accident.
- I've ^{been waiting} waited here for a bus for twenty minutes.
- She's ^{failed} been failing six exams.
- They've been revising for that exam ^{for} since five hours.
- Oh no! My keys and my wallet ^{I've} lost them.
- I haven't ^{done} been doing this exercise yet.

9 Complete these questions with present perfect simple or present perfect continuous.

- How long have you ...?
- How long have you been ...?
- Have you ever ...?
- How many times have you ...?
- What have you been ...?

10 SPEAKING Interview your partner with the completed questions in 9. Tell the class one interesting thing you found out about your partner.

Do and make

1 Read these words. Do they usually go with *do* or *make*? Write two lists.

an assignment a cake chores a course
a decision the dinner an exam friends
homework a noise the shopping
the washing well

2 Complete the rules with *do* or *make*.

- We usually use *do* with work at school or university.
- We usually use *do* with work around the house.
- We usually use *make* with things we produce, create or construct.
- We usually use *do* when we talk about activities in general.
- We use *make* with these words: *an appointment, a decision, an effort, an excuse, friends, a mistake, money, a noise, an offer, a phone call, a plan, progress, a promise, a suggestion.*
- We use *do* with these words: *your best, business, a favour, your hair, sport.*

3 Complete the text with the correct form of *do* or *make*.

Last year a good university (a) *made* my brother an offer to study computer science there. He (b) *made* the decision to accept their offer. He has to (c) *do* a lot of work, but his tutors say that he (d) *is doing* very well at the moment and that he (e) *is making* a lot of progress. He has to (f) *do* a lot of theoretical exercises but he also has to (g) *do* practical assignments. Right now, for example, they (h) *are making* a simple computer from old parts. The only problem is that my brother is becoming unfit because he never has time to (i) *do* sports and he always eats out because he doesn't have time to (j) *do* the shopping or (k) *make* lunch or dinner. My mum says he needs to (l) *make* an effort to (m) *do* those simple chores, but I understand that it's hard. There isn't time to (n) *do* everything!

4a Choose three expressions with *do* and three with *make*. Use the expressions to write questions to ask other people in your class.


*What do you think is the best way to make money?
How do you feel when you make mistakes speaking English?
What course would you like to do at university?*


4b SPEAKING Use your questions to interview as many people as possible.

4c SPEAKING Tell the class something you found out about the other students.

1 SPEAKING Work in pairs. Read these statements made by students about revising for exams. Which ones do you think are a good idea?

- 1 'Reading your notes again and again is useful.'
- 2 'It's good to revise with other students.'
- 3 'I always go to the library to revise.'
- 4 'I revise by reading my notes and then asking somebody to test me.'
- 5 'I can't stand revising, so I leave all my revision to the last week before the exams.'
- 6 'I feel tired and stressed when I revise, so I go running or swimming to help me to relax.'
- 7 'My revision strategy involves drinking lots of coffee and going to bed really late.'
- 8 'I always need to take a break after 45 or 50 minutes of study.'
- 9 'The last thing I do before the real exam is to do a practice exam.'
- 10 'I avoid revising a lot of subjects before the exam. I just revise some of the points and hope they come up in the exam.'

2 LISTENING  **1.02** Listen to two teenagers talking about revision. Which three ideas in 1 does the boy mention? Has he prepared well for the exam?

3  Listen again and choose the best answer (A, B, C or D).

- 1 Last night the boy
 - A didn't sleep at all.
 - B didn't sleep much.
 - C slept badly because of nerves.
 - D was tired.
- 2 The students found out about the exam
 - A four weeks ago.
 - B yesterday.
 - C four days ago.
 - D two months ago.
- 3 On Fridays, the boy
 - A goes out.
 - B does sport.
 - C revises.
 - D plays matches.
- 4 The boy
 - A doesn't understand all the topics in the exam.
 - B doesn't like some of the topics in the exam.
 - C hasn't got information for all the topics in the exam.
 - D doesn't usually have enough time to make notes.
- 5 The boy thinks he isn't going to pass the exam because
 - A he needs to answer all the questions.
 - B he's studied the wrong topics.
 - C he's studied last year's exam.
 - D he knows the answer to only two questions.
- 6 The boy can't study during lunch because
 - A he goes home for lunch.
 - B he doesn't have enough time.
 - C he hasn't got any books at school to study from.
 - D he goes home to help his mum.

4 SPEAKING What about you?

- 1 How do you usually prepare for exams?
- 2 Do you think your strategies are good? Why?/Why not?

GRAMMAR GUIDE

Gerunds and infinitives 1

1 Match statements 1–10 in 1 in Listening with the rules below. Use one rule twice.

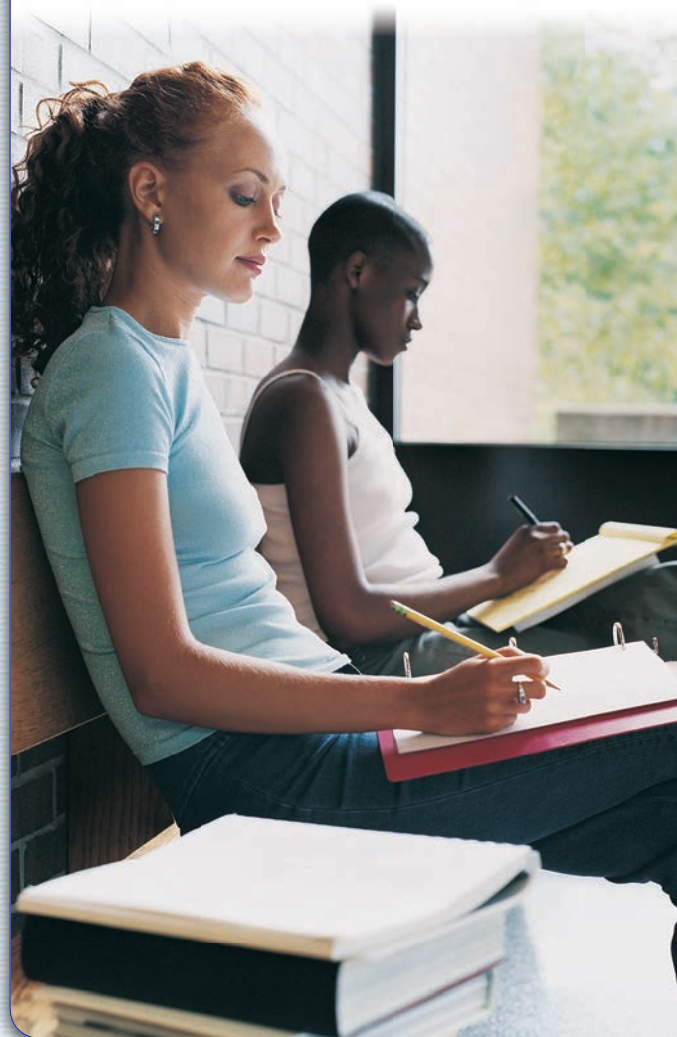
We use gerunds

- a as the subject/object of a sentence. **1**
- b with *go* to talk about physical activities. **6**
- c after prepositions. **4**
- d after verbs of liking or disliking (except when the verb goes with *would*, e.g. *would like*, *would prefer*). **5**
- e after certain verbs like *admit*, *avoid*, *consider*, *involve*, *risk*, *suggest*. **7, 10**

We use infinitives

- f to explain why somebody does something. **3**
- g immediately after adjectives. **2**
- h after *enough*, *the first*, *the last*, *too*. **9**
- i after certain verbs like *agree*, *appear*, *arrange*, *ask*, *attempt*, *decide*, *encourage*, *expect*, *force*, *help*, *manage*, *need*, *promise*, *want*. **8**

GRAMMAR REFERENCE ▶ page 14




Before you listen

Write the words 'CONTINUOUS ASSESSMENT' on the board. In small teams, students use these letters to make as many words as they can in three minutes. The team with the most correctly spelled words wins.

Example answers

continue, assess, count, time, mess, aim, ten, tease, mouse, mountain, nose, steam, minute, section, team, meat, nine, tent, see, seen, contain, neat, seat, etc.

- 1 SPEAKING** In pairs, students read the statements made by students about revising for exams and decide which ones are good ideas. Draw attention to the model dialogue. Elicit opinions from different students around the class.
- 2 LISTENING**  **1.02** Play the CD for students to listen to two teenagers talking about revision and decide which three ideas in 1 the boy mentions. Ask students if the boy has prepared well for the exam.

Audioscript

GIRL: Hi, Scott. Are you OK? You don't look very well.

BOY: I'm not brilliant, no. I was up late last night studying for the history exam we've got this afternoon. I probably drank five cups of coffee and didn't go to sleep until half three.

GIRL: I can't do that. It just makes me too tired to think on the day of the exam.

BOY: The problem is that I only started studying for the exam yesterday.

GIRL: Why? We've known about it for a month!

BOY: I know but I hate revising. I prefer to leave revision to the last minute.

GIRL: Really? I remember more if I study for short periods every day.

BOY: The problem is that I never have time to study. I've got basketball practice three times a week so I don't have time to study at all on Mondays, Wednesdays and Fridays. And I always have a match on Saturday. And then I need to go out at the weekend too, you know, to relax.

GIRL: Well, last night did you have time to revise all of the seven different topics that come up in the exam?

BOY: Seven? I thought there were only five! Anyway, I only studied three of the topics, because I haven't got any notes for some of them. I don't know if I've lost them or if I just didn't write anything down in the first place. Anyway, there are only three questions in today's exam, aren't there?

GIRL: Yes but what if the questions are about the topics you haven't studied?

BOY: I looked at last year's exam and chose the topics that didn't come up last year. Anyway, if I do two questions really well, I can pass.

GIRL: Didn't you hear what the teacher said? He said that in this exam you have to answer everything.

BOY: Did he? I don't remember that! Oh dear, I'm going to fail, aren't I?


GIRL: Look, the exam's after lunch. You can study some of the other topics during the lunch break.

BOY: Yes, in theory, I could. But Mum brought me to school in her car this morning because I was so tired and I left my books and papers in the car. She goes home for lunch but it'd take too long to go home and come back again.

GIRL: Listen, Scott, the only good thing is that this is the first exam of the term. There are lots of exams this year so you can try to get a higher mark next time.

Key

The boy mentions ideas 5, 7 and 10. He hasn't prepared well for the exam.

- 3**  Ask students to read the statements and options. Then play the CD again and ask them to choose the best answer: A, B, C or D.
- 4 SPEAKING What about you?**
In pairs or small groups, students take it in turns to ask and answer the questions about preparing for exams.

Extra activity

Students develop a list of top five revision tips. Elicit ideas from students around the class and agree on a list that students can copy into their notebooks and add new ideas to during the unit.

Homework

- ▶ Refer students to the **Workbook, page 5**.

Lesson 5 Grammar in context ▶ Gerunds and infinitives 1

Gerunds and infinitives 1

Test before you teach

Ask students to think of an example sentence for each rule in exercise 1. If they seem familiar with the use of gerunds and infinitives, go through the *Grammar guide* exercises quickly with the whole class.

- 1** Students match statements 1–10 from Listening 1 with the rules. Remind students that they can use one rule twice.
▶ Refer students to the *Grammar reference* on **page 14**.

- 2a** Students read the text and choose the correct alternative.
- 2b** **SPEAKING** Students discuss what they think about the ideas in the text. Draw attention to the example sentences. In a less confident class, give students time to note down their ideas before they discuss them in pairs or small groups.
- 3a** Students complete the sentences with the gerund or infinitive form of the verbs given.
- 3b** **SPEAKING** In pairs, students think of more good advice on taking exams.

TEACHER DEVELOPMENT: STUDENT TRAINING

Tips for revising

Students should now have a variety of strategies they can use to revise for exams. It is very useful to share and discuss strategies together in class. Further useful revision tips include:

- Practise writing against the clock using past exam papers.
- Test your knowledge at the end of a study session – you must be able to produce something without notes.
- Make good quality notes and refine them further onto small pieces of card (condense them into lists, diagrams and mindmaps, and use colour-coding). Visual memory is strongest in 3D, so spend some time constructing your own mental images of concepts.
- Have a checklist of 10–15 key points for every topic and define key trigger words. Number your points (try to remember how many points there are to jog your memory).
- Prioritise subjects you find most difficult or want to do best in. Identify and improve your performance in non-preferred exam tasks.
- Take notes from your revision material three times.

- 4** Students find eight mistakes in the use of gerunds and infinitives in the text.

Key

line 3: admitted to cheating
 line 4: to pass
 line 5: by studying
 line 6/7: suggested studying
 line 7: agreed to meet
 line 10: appeared to find
 line 11: managed to pass
 line 13: not to cheat

- 5** Students complete the sentences with a true statement about themselves, using a verb in the gerund or infinitive form. You could elicit an example for each sentence in an open class before students do this individually.

Key

Students' own answers, using the following forms:

- | | | |
|-----------------|---------------------|---------------------|
| 1 gerund | 4 infinitive | 7 gerund |
| 2 gerund | 5 gerund | 8 infinitive |
| 3 gerund | 6 gerund | |

- 6** **SPEAKING** In groups, students compare their sentences in 5 to see if any of their sentences are the same. Ask some students to share their sentences with the class.
- 7a** In pairs, students complete the questions with a verb in the gerund or infinitive form.
- 7b** **SPEAKING** Students use their questions to interview other students and make notes of any interesting or funny answers.
- 7c** **SPEAKING** Students tell the class some of the things they have discovered.

TEACHER DEVELOPMENT: STUDENT TRAINING

CEFR portfolio: speaking

The CEFR portfolio consists of three parts:

- 1 The Language Passport with information about a student's proficiency in one or more languages, i.e. qualifications.
- 2 The Language Biography where students reflect on their learning progress and say what they can do in their foreign language(s).
- 3 The Dossier, a collection of materials and data put together by students to document and illustrate their learning experiences.

Within each unit there are several opportunities for students to practise speaking and record their conversations for the dossier in their CEFR portfolio. They could record their conversations, date them and include them in their portfolio.

Ask students to assess their performance in each speaking activity and give themselves a mark from 1 to 5 according to the following self-assessment criteria:

Content: *Did I say what I wanted to say? Was I interesting? Did I speak in English for a long turn? Did I hesitate a lot?*

Vocabulary and grammar: *Did I use different words? Did I use words I've learned recently? Were my sentences well constructed? Did I make a lot of errors?*

Cooperation: *Did I listen to my partner? Did we help each other if we had problems? Did we both speak for approximately the same length of time?*

In English! *When I didn't know how to say something, did I use English to solve my problem? Did we use English to talk about whose turn it was to speak?, etc.*

► **Teacher's Resource Multi-ROM:** See Unit 1 Grammar worksheet *True or false?*

Homework

► Refer students to the **Workbook, page 6**.

2a Choose the correct alternative.

It's incredible (a) thinking (to think) that we do hundreds of exams at school and university, but many students never pay much attention to how they revise. Here are just some ideas to help you (b) revising (to revise) efficiently.

Some people think that (c) revising (to revise) is a question of (d) sitting (to sit) down for hours and hours with their notes. It isn't. It's essential (e) taking (to take) frequent (but short!) breaks. This way our mind stays alert and active. Just (f) reading and reading (to read and read) is not very sensible either. After a while, we think we know everything and we no longer pay attention to what we read. Instead of (g) doing (to do) this, read and then stop and answer questions. Why? (h) Seeing (to see) if you have really understood what you have read.

That's one reason why it can be a really good idea to work with other students. Some people don't mind (i) revising (to revise) alone but some people hate it. The good news for those people is that (j) discussing (to discuss) past exam questions with other students can really help (k) checking (to check) that you know what you're doing. And when you don't understand something, don't be too frightened (l) asking (to ask) other people for help.

Lastly, don't forget (m) keeping (to keep) healthy. Eat good food. Find enough time (n) sleeping and taking (to sleep and take) exercise. When your brain stops functioning, do sport, go (o) cycling (to cycle), move your body. You know what the Romans said – a healthy mind in a healthy body!

2b SPEAKING What do you think of the ideas in this text?

It's a good idea to take lots of short breaks. I can only concentrate for about an hour, then I need to stop revising.

I can't revise in a group. I get distracted. I prefer to study alone.

Exercise is really important to me. I can study better after I've done some sport or gone for a run.



3a Complete the sentences with the gerund or infinitive form of the verbs given.

- Plan your time at the start to make sure that you have enough time to finish (finish) the exam.
- Starting (start) the exam before you have read all the questions can be a bad idea.
- We suggest taking (take) more than one pen or pencil into the exam.
- Don't write too fast or carelessly. You risk creating (create) a bad impression.
- Think about leaving (leave) yourself time to check (check) your work before you hand it in.
- Avoid writing (write) your opinion unless the question specifically asks for it.
- When a question involves answering (answer) two or more different parts, make sure you answer them all.
- Check that you know how many questions you need to complete (complete) because sometimes not all questions are obligatory.
- Attempt to answer (answer) all the questions that are obligatory.

3b SPEAKING Work in pairs. Think of more good advice on taking exams.

4 Find eight mistakes in the use of gerunds and infinitives in this text.

Five years ago, we were doing a chemistry exam at school when the teacher found a boy who was looking at his notes during the exam. The boy, whose name was Oliver, admitted to cheat. Naturally, the teacher forced him to resit the exam the following week. Nobody expected Oliver passing. I was good at chemistry and I liked Oliver, so I decided to help him by study with him. We spent the whole week studying really hard. Oliver didn't feel very confident about passing. I suggested to study together the day before the exam and we agreed meeting in the evening. Then we also arranged to meet in the morning before the exam. While we were walking to school, I asked him questions. By this time, he knew all the answers and was feeling good. The exam began at nine o'clock and Oliver appeared finding the exam easy. In fact, he was one of the first to finish. He managed passing the exam with 90%. He was really grateful and asked me if there was anything he could give me as a present. I just asked him to promise not cheating again. I'm really proud of Oliver because now he's at university, studying chemistry!

5 Complete the sentences with a verb in the gerund or infinitive form. Make the sentences true for you.

- | | |
|-------------------------|--|
| 1 I can't stand ... | 5 I relax at the weekend by ... |
| 2 I don't mind ... | 6 I'm really interested in ... |
| 3 I sometimes go ... | 7 For a really good holiday, I suggest ... |
| 4 I think it's good ... | 8 Next year, I really want ... |

6 SPEAKING Work in groups. Compare your sentences in 5. Are any of your sentences the same?

7a Work in pairs. Complete the questions with a verb in the gerund or infinitive form.

- Do you enjoy listening to music in the evening?
- When you sleep, do you ever dream of falling?
- Have you ever thought of moving to another country?
- Do you find it difficult to revise for exams ..?
- Have you ever considered leaving home?
- Do you think that you are brave enough to do an extreme sport ..?
- Would you like to be the first person to live in space ..?
- Do you avoid dancing at parties?

7b SPEAKING Use your questions to interview other students and make a note of any interesting or funny answers.

7c SPEAKING Tell the class something you found out about the other students.

1 Read questions 1–6 and match them with one of categories A–D.

- 1 What do you like about the place where you live? *A*
- 2 What would you like to do when you finish studying at school? *C/D*
- 3 Are you happier studying alone or with other people? *C*
- 4 What things do you enjoy doing with your friends? *B*
- 5 Do you like going to parties? *B*
- 6 Are you happier doing mental or physical work? *C*

- A your home and family
 B your interests
 C your studies/work
 D your plans for the future



2 LISTENING **1.03** Listen to six students answering the questions in 1. Match each student to one of the questions.

Student A	...2...	Student D	...3...
Student B	...4...	Student E	...6...
Student C	...5...	Student F	...1...

3 Listen again. Note down the students' answers and any reasons or personal details they give. Do you think all the students answer the questions well? Why?/Why not?

4 SPEAKING Work in pairs. Take it in turns to ask and answer the questions in 1. Remember to give reasons and personal details.

5 Read the different ways of expressing preferences in the Speaking Bank.

▶ **Speaking Bank**

Expressing preferences

prefer

- I prefer revising alone.
- I prefer studying alone to studying with other people.

would prefer

- I'd prefer to be a translator (rather than a musician).
- I'd prefer not to study music.
- My parents would prefer me to do more exercise.

would rather

- I'd rather live in a big city.
- I'd rather not live in a small town.
- I'd rather study than work.
- They'd rather I studied music.
- My parents would rather I didn't study alone.

6 Complete the sentences with the correct form of the verbs given.

- 1 I prefer *playing* (play) football to *doing* (do) homework.
- 2 I'd rather *go* (go) by bus than *walk* (walk).
- 3 She'd prefer *not to stay* (not stay) in at the weekend.
- 4 I'd rather you *didn't use* (not use) my computer.
- 5 She'd prefer us *to do* (do) our homework individually.
- 6 She prefers *writing* (write) essays by hand.
- 7 He'd rather we *sent* (send) him our homework by email.

Practice makes perfect

7a SPEAKING Work in pairs. Ask and answer the questions. Give reasons and personal details and use expressions from the Speaking Bank.

Student A: Ask these questions.

- 1 Which subject(s) do you prefer studying?
- 2 Would you rather study at home or in a library?
- 3 Would you like to have a gap year between school and university/work, or would you prefer to start straight away?

Student B: Ask these questions.

- 1 Would you prefer to study in Poland or abroad?
- 2 Do you prefer studying from books or using a computer?
- 3 Would you rather have a school uniform or wear what you like?

7b Change partners and repeat.

Giving personal information


Warmer

Students think of typical questions connected with personal information that are usually in the first part of an oral exam, e.g. *What's your favourite school subject? How do you like the city you live in?* etc.

TEACHER DEVELOPMENT: STUDENT TRAINING

Giving personal information

Giving personal information is often the first part of an oral exam. This part of the test gives candidates the opportunity to show their ability to give basic personal information about themselves, e.g.: their name, age, family life, school life, daily routines, free-time activities, etc.

- Students read questions 1–6 and match them with one of the categories A–D.
- LISTENING**  **1.03** Play the CD for students to listen to six students answering the questions in 1. Tell them to match each student to one of the questions.

Audioscript

STUDENT A: I need to think about this question at the moment because this is my last year at school. I really like studying languages. I study English and French at school and I also study German outside school. I think I'd like to study languages at university. My parents would rather I studied music because I play the piano really well. But I'd prefer to be a translator or an interpreter than a musician.


STUDENT B: I enjoy going out with my friends at the weekend. We don't have much time to go out during the week but on Saturday or Sunday we try to meet up in the city centre. We go to the cinema if there's a good film on. If not, we eat out, you know, just have a hamburger or a pizza or something and talk.

STUDENT C: Yes, I do. Parties are good. I like them ... Yes, I like parties.

STUDENT D: It depends. I like doing projects and things like that with other people. But when I have exams, I prefer revising alone because I find it easier to concentrate when I'm on my own. You have a good time when you work with other people but sometimes you don't do much work.

STUDENT E: I prefer doing mental work. That's because I'm not very strong, and I don't really like sport. My parents would prefer me to do more exercise because they say I'm always reading or playing computer games. The thing is I don't mind spending hours reading at the weekend. But when my mum makes me do chores I get bored really quickly.

STUDENT F: Hmm. It's quite a small place and so I like being able to walk everywhere. For example, I can walk to school; I don't need to catch a bus or anything. But it can be a bit boring too because there aren't many places to go. At least I live quite close to a big city so I can go there quite easily, at the weekend for example. But personally I think I'd rather not live in a small town, I'd rather live in a city.

-  Students listen again and make a note of the answers, reasons and personal details each person gives. Elicit from students if they think the people answer the questions well and ask them to say why or why not.

- SPEAKING** In pairs, students take it in turns to ask and answer the questions in 1. Remind students to give reasons and personal details. In a less confident class, give students time to make notes before they do this as a speaking exercise.
- Students read the different ways of expressing preferences in the *Speaking Bank* and then do exercise 6.

TEACHER DEVELOPMENT: LANGUAGE

Expressing preferences

We often use words like *prefer*, *would prefer*, *would rather* to talk or ask about preferences. We tend to use *prefer* to talk generally about likes, dislikes and what we want. The expressions *would prefer* and *would rather* are used when we want to be a little more specific, e.g. *I would prefer to be a translator (not a musician)*.

- Students complete the sentences with the correct form of the verbs given.

Practice makes perfect

- SPEAKING** In pairs, students ask and answer the questions. Remind them to give reasons and personal details and to use examples from the *Speaking Bank*.

For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with you and a strong student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so that it is true for themselves.

Model dialogue

- A:** Which subjects do you prefer studying?
B: I prefer studying literature and languages. I spend hours reading books and I love finding out about different cultures and speaking other languages.
A: Would you rather study at home or in a library?
B: I would rather study at home because I have a desk in my bedroom and it is quiet and I can concentrate better when I am on my own. When I go to the library, I usually meet my friends and we don't do as much work.
A: Would you like to have a gap year between school and university/work, or would you prefer to start straight away?
B: I'd prefer to have a gap year because I think it's a good idea to see the world and get some work experience before starting university.
B: Would you prefer to study in your country or abroad?
A: I'd prefer to study abroad because I can learn another language better and enjoy living in another culture.
B: Do you prefer studying with books or using a computer?
A: I prefer using a computer because it's more fun and you can store and change the information you find.
B: Would you rather have a school uniform or wear what you like?
A: I'd rather wear what I like. I prefer wearing my own clothes and being individual to wearing the same clothes as other people.

- Students change partners and repeat the exercise.

Homework

- ▶ Refer students to the *Workbook*, page 7.

An informal email

Warmer

Write these three statements on the board and ask students to discuss if they are true or false:

- 1 We start an informal email with the words 'Dear Sir or Madam'. (false)
- 2 We end an informal email with words like 'I look forward to hearing from you soon'. (false)
- 3 When we finish an informal email, we usually only write our first name. (true)

- 1 Students read the email from an English boy called Paul to a friend who lives in another country. They underline the four main pieces of information Paul wants from his friend.
- 2 Students make notes about the things in the letter that are typical of informal emails.
- 3 Students read the expressions in the *Writing Bank* and decide what we use each group of expressions for. Elicit more expressions to add to each group.

Suggested answers

- Greetings (*Hello ... , Hey ...*)
- Opening remarks (*Great to hear from you. Thanks for telling me all your news. I just wanted to get in touch about ...*)
- Asking about a person's health and current activities (*What have you been up to? What have you been doing recently/lately? How have you been?*)
- Changing topic (*On another note, ... , That reminds me – ...*)
- Signing off (*I'll be in touch soon. See you!*)

TEACHER DEVELOPMENT: STUDENT TRAINING

Penpals

Students may want to find an English-speaking friend to write to (perhaps someone with similar interests or who is interested in their culture). They may prefer to use email (this kind of penpal is called an e-pal).

Remind students that they should not give out their personal address or phone number to someone until they are sure they can trust the person. If they decide to meet their e-pal, make sure that the first meeting is in a public place, and, if possible, take a friend.

- 4 In pairs, students imagine they have received Paul's email and make notes about the information he wants.
- 5 Students make a paragraph plan and decide what information they are going to include in each paragraph.

Practice makes perfect

- 6 Students write their reply to Paul, using their notes and paragraph plan to help them. Remind them to write between 80 and 130 words. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Hi Paul!

Thanks for your email. Sorry I haven't written for a long time but we've had lots of exams recently at school.

The best time of the year to visit my country is in spring. It's warm but it's not too hot in April and May and all the flowers and trees are in bloom. If you want to start learning Polish while you're here, the best idea is to do a language course in the morning. I can find a good school that is close to my home if you want.

I'd really like to come back with you and visit your family in England. I know you like science so maybe we could visit the Science Museum.

Anyway, I've got to go now.

Sonia

TEACHER DEVELOPMENT: CLASSROOM TIPS

How to use model texts in class

A model is a text that provides a good example of how texts of a particular kind can be written. As students become familiar with the structures of different text types, they will feel more comfortable in approaching written exam tasks. The overall aim is to provide the students with a solid framework from which they can notice features (such as layout, structure and fixed phrases) that they can make use of in their own written text. Always read the model text provided and go through the writing tasks in detail so that students are fully aware of why they are writing and who they are writing to.

TEACHER DEVELOPMENT: STUDENT TRAINING

Transactional tasks

A 'transactional' letter is one that is written for the purpose of getting something done in the real world, as opposed to a 'non-transactional' letter, which might be just to share feelings, opinions or experiences with someone else. In order to successfully complete transactional writing tasks in exams, students must analyse the instructions carefully and identify the key information they must include:

- Who is writing – students may be asked to assume a role, e.g. Paul's friend.
- Who you are writing to, e.g.: Paul, a penpal.
- The purpose for writing the text, e.g. to reply to Paul's request for information, and the reader's purpose for reading it, e.g. to find out information.
- The format (informal email) and number of words required (80–130 words).

This information guides the students' choice of style, content and tone. Remind students that marks are awarded for appropriate response to the task and if all the necessary information is included.

Homework

- ▶ Refer students to the **Workbook, page 8**.

1 Read this email from Paul to his friend who lives in another country. Underline the four main pieces of information that Paul wants from his friend.

Message

From: Paul <Paul@mailnet.com>
 To: info@mailpals.com
 Subject: Gap year!

Hi!

Sorry I haven't written for a long time but I've been doing my final exams. I think I've done OK. I hope I've passed them all! What about you? What have you been doing recently?

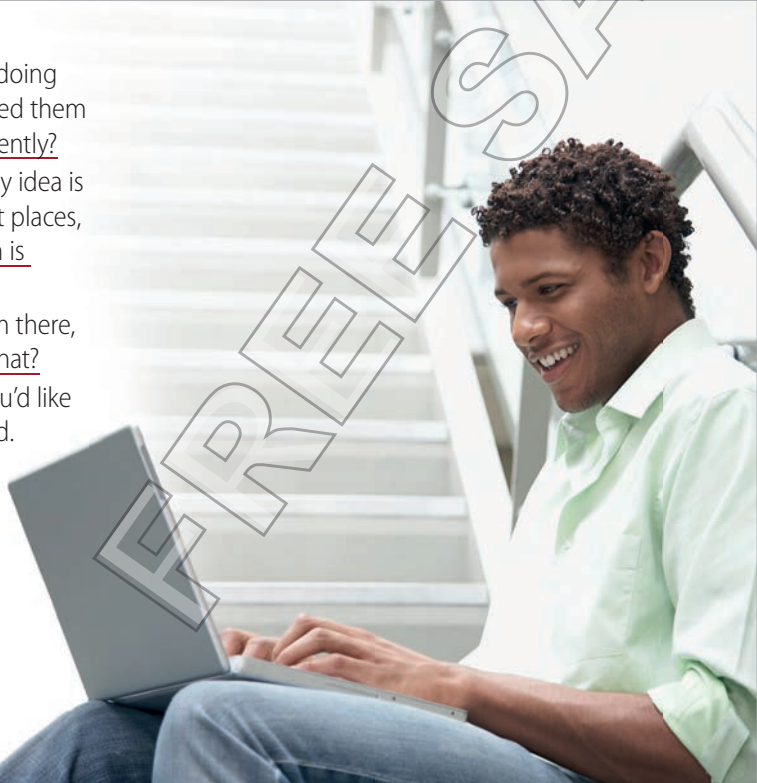
I think I mentioned in my last email that next year my idea is to have a gap year. I want to travel to lots of different places, and I thought it'd be great to go and visit you. When is the best time of year to visit your country?

It'd be great to start learning your language while I'm there, too. What do you think is a good way for me to do that?

Maybe after I've spent some time there with you, you'd like to come back with me and visit my family in England. If so, tell me what type of things you'd like to do here.

Anyway, I'm going out with my friends now to celebrate the end of our exams. Write back soon!

Best wishes,
 Paul



2 Think about the style of the email in 1. What things in the text are typical of informal emails?

- | | |
|--|---------------------------------|
| <i>exclamation marks</i> | <i>informal words</i> |
| <i>'Hi!' as a greeting</i> | <i>simple sentences</i> |
| <i>contractions (I've, it'd, etc.)</i> | <i>'Best wishes' at the end</i> |

3 Read the expressions in the Writing Bank. What do we use each group of expressions for? Can you add any other expressions?

► Writing Bank

Useful words and expressions for informal emails

- Hi, ... Dear ...
- Thanks for your last email.
It was great to hear from you.
Sorry I haven't written for a long time.
I'm writing to tell you about ...
- How are you?
How are things?
Are you doing exams/on holiday at the moment?
- By the way, ...
Anyway, ...
- Write back soon. That's all for now.
Bye for now. Best wishes,
All the best,

4 Work in pairs. Imagine that you have received Paul's email. Make notes about the information that he wants.

What have you been doing recently? – assignments at school, went away with family last weekend, started going running ...

5 You are going to write a reply to Paul. With your partner, make a paragraph plan. Decide what information to include in each paragraph.

Paragraph 1 – Thank Paul for his email. Tell him what I've been doing.

Paragraph 2 – Describe the best time to visit Poland/ the best way to learn Polish

Paragraph 3 – Describe things I'd like to do in England

Paragraph 4 – Say goodbye

Practice makes perfect

6 Write your reply to Paul. Use your notes and paragraph plan to help you. Write between 80 and 130 words.

Grammar reference Unit 1

► Grammar reference

Present perfect simple

We use present perfect simple to talk about:

- 1 an experience in someone's lifetime, without specifying the exact time when the event occurred. What is significant is the experience, not when it happened.
I've seen Coldplay's concert.
- 2 recent events which have a result in the present.
She's lost her bag. (She still hasn't found it.)
- 3 actions or situations that began in the past but continue in the present.
Mark's lived here for ten years. (= Mark started to live here ten years ago and he still lives here now.)
- 4 actions that finished very recently.
They've just had an accident.

Present perfect continuous

Present perfect continuous has basically the same meaning as present perfect simple. However, we use present perfect continuous when we want to emphasise the process and duration of an action.

I've been studying in this school for more than five months.

For that reason if an action is very short, we cannot use the continuous form.

I've been breaking the window.

We also use present perfect continuous to emphasise that an action finished very recently or is incomplete.

I've been washing the dishes and my hands are wet because I only finished a second ago.

If we want to emphasise the completion and result of an action, or how many times an action has happened, we must use present perfect simple.

I've painted my bedroom. (It's finished.) I've seen that film three times.

Gerunds and infinitives 1

We use the gerund:

- 1 as the subject of a sentence.
Studying is hard but interesting.
- 2 with *go* to talk about physical activities.
go running, swimming, cycling, shopping, fishing
- 3 after prepositions.
I'm interested in studying history.
- 4 after verbs of liking or disliking, e.g.: *like, love, enjoy, can't stand, don't mind, hate.*
I enjoy watching TV.
- 5 after certain verbs like *admit, avoid, consider, involve, risk, suggest.*
I suggest studying this book.

We use the infinitive:

- 1 to explain why somebody does something.
Why did he go to university? To study languages.
- 2 immediately after adjectives.
It's good to revise with other people.
- 3 after *too, enough, the first, the last.*
It's too cold to go out.
- 4 after certain verbs, such as *agree, appear, arrange, ask, attempt, decide, encourage, expect, force, help, hope, learn, manage, need, promise, seem, try, want, would like.*
I want to work for a newspaper.

Self-check Unit 1

▶ Grammar revision

Present simple, past simple, present continuous and past continuous

1 Complete the sentences with the correct form of the verbs given.

Normally, I (a) don't study. (not study) in the summer, but this summer I (b) 'm going. (go) to special music lessons because I (c) want. (want) to learn to play the guitar. Two or three weeks ago, I (d) was studying. (study) for an exam one evening when my mum (e) came. (come) into my bedroom and (f) gave. (give) me an electric guitar! That's why right now I (g) 'm doing. (do) my homework – 'guitar' homework, not school homework!

WORKBOOK ▶ page 4

/ 7 points

Present perfect simple and present perfect continuous

2 Choose the correct alternative.

- Have you switched / been switching off the TV?
- My feet are in pain. I've stood / been standing here for hours.
- We love this film! We've seen / been seeing it five times.
- This is my American friend. She's stayed / been staying at my house but she is going back to the USA tomorrow.
- Your eyes are wet. Why have you cried / been crying?
- That's it! I've finished / been finishing my assignment.

WORKBOOK ▶ page 4

/ 6 points

Gerunds and infinitives 1

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- Don't do that because there's a chance you'll fail. **RISK**
Don't do that because you risk failing.
- He loves to ride his bike at the weekend. **GO**
He loves to go cycling at the weekend.
- I think it's terrible to get up early. **STAND**
I can't stand getting up early.
- I think it's essential to have a valid passport. **PASSPORT**
I think having a valid passport is essential.
- Please think about joining our club. **CONSIDER**
Please consider joining our club.
- Nobody finished the exam before Sarah. **FIRST**
Sarah was the first to finish the exam.
- It would be great to see him in concert next week. **LOVE**
I 'd love to see him in concert next week.

WORKBOOK ▶ page 6

/ 7 points

▶ Vocabulary revision

Studying at university

1 Complete the sentences with these words. There are two extra words.

degree fail lecture marks notes
pass tutor tutorial undergraduate

- I hope I don't fail. I don't want to resit the exam next month.
- I got an A+ and a B for my last two pieces of work. What marks did you get?
- Can I borrow the notes you took in yesterday's history class? I couldn't come because I was ill.
- I need to speak to my tutor because I'm having some problems with my studies at the moment.
- My brother graduated last year. His degree is in economics.
- This course is only for undergraduate students – people studying at university for the first time.
- The professor gave a really interesting lecture. There were 200 people there.

WORKBOOK ▶ page 2

/ 7 points

Life at university

2 Write words to complete the sentences.

- Some people study a b r o a d instead of studying in their own country.
- I need to ask for a student l o a n because I don't have enough money to pay for my studies.
- This university has got great f a c i l i t i e s. The science laboratories, for example, are amongst the best in the country.
- It's good to be i n d e p e n d e n t and to do things for yourself.
- I live with other students in a h a l l of residence.
- E x t r a c u r r i c u l a r activities can help to take your mind off your studies.

WORKBOOK ▶ page 2

/ 6 points

Do and make

3 Put these words in the correct columns.

a decision a favour lunch a plan progress the shopping
a suggestion

do	make
a favour, the shopping	a decision, lunch, progress, a plan, a suggestion

WORKBOOK ▶ page 5

/ 7 points

Total

/ 40 points

▶ Znajomość środków językowych – tłumaczenie fragmentów zdań

1 Read sentences 1–8 and translate the fragments in bold into Polish. Write the translations in the brackets.

TIP The English and the Polish versions of the same sentence may differ considerably. Thus, don't translate the fragments word for word.

- I hope that (.....*wszyscy wiedzą*.....) **everybody knows** what to do in case of emergency.
- Can you tell me (.....*gdzie jest stołówka*.....) **where the canteen is?**
- She (.....*nigdy nie rozmawia*.....) **never talks** about her test results with her classmates.
- Lucy (.....*zrobiła/odrobiła pracę domową*.....) **has done her homework** and now she can go out to play with her friends.
- He denied (.....*że powiedział*.....) **telling my mum** about my problems at school.
- A student (.....*wdrapał się na dach*.....) **climbed the roof** of the library and didn't want to come down.
- (.....*Urodziłem się*.....) **I was born** in England, but I grew up and studied in Poland.
- The lecturer gave us (.....*dużo interesujących informacji*.....) **a lot of interesting information** about 19th century Britain.



2 Read sentences 1–8 in 1 again. In pairs, discuss how the Polish and the English versions differ.

3 Read pairs of sentences 1–5 carefully. Then, translate the fragments in brackets into English. Underline the words that helped you to translate the given fragments properly.

TIP Since the same phrase can be translated differently depending on the context, always read each sentence carefully to understand what it is all about.

- (*Żaden*)*None*..... of the four students knew what had happened to the teacher's coat.
 - (*Żaden*)*Neither*..... of the twins knew the answer.
- My sister (*uczy się niemieckiego*) *has been studying German* for three years.
 - My sister (*uczy się niemieckiego*)*is studying German*..... because she's got an exam tomorrow.
- Kate and Toby are (*tacy gościnni*)*so hospitable*.....
 - Kate and Toby are (*tacy gościnni*)*such hospitable*..... people.
- My friend (*zawsze używa*)*always uses*..... my things during classes.
 - My friend (*zawsze używa*)*is always using*..... my things during classes!
- She (*nie zdała*)*has failed*..... this exam three times so far.
 - She (*nie zdała*)*failed*..... this exam last week.

4 Match sentences 1–10 to the appropriate translations (a or b).

TIP Beware of false friends – words or phrases which look or sound similar in Polish and English, but differ considerably in meaning, e.g. *chef* (szef kuchni)/*szef* (boss).

1. Moja siostra aktualnie studiuje medycynę.	a. My sister is currently studying medicine.
2. Właściwie to moja siostra studiuje medycynę.	b. Actually, my sister studies medicine.
3. To jest bardzo ordynarny komentarz.	a. This is a very ordinary comment.
4. To jest bardzo zwyczajny komentarz.	b. This is a very vulgar comment.
5. Aby czuć się wygodnie, powinieneś założyć dres.	a. In order to feel comfortable, you need to wear a dress.
6. Aby czuć się wygodnie, powinnaś założyć sukienkę.	b. In order to feel comfortable, you need to wear a tracksuit.
7. Ona miała fatalny wypadek.	a. She has had a terrible accident.
8. Ona miała śmiertelny wypadek.	b. She has had a fatal accident.
9. On jest uczniem naszego nauczyciela.	a. He is our teacher's pupil.
10. On jest pupilkiem naszego nauczyciela.	b. He is our teacher's favourite.

5 Read the exam task in which a student made a lot of mistakes because of Polish-English false friends.

Use a Polish-English dictionary to:

- find the correct translation of the words in brackets.
- check the meaning of the words the student used.

- (*Ta data*) This data is wrong. Today is 12th, not 21st, of May.
 - data –*dane*.....
 - data –*date*.....
- (*Pensja mojego taty*) My dad's pension is significantly higher than my mum's.
 - pensja –*salary*.....
 - pension –*emerytura*.....
- My great-grandfather (*pracował w tej fabryce*) worked in this fabric before World War II.
 - fabryka –*factory*.....
 - fabric –*materiał*.....
- (*Uzależnienie od hazardu*) His addiction to hazard ruined his marriage.
 - hazard –*gambling*.....
 - hazard –*niebezpieczeństwo*.....
- (*Dostałam piękny bukiet*) I received a beautiful bucket of red roses for my birthday.
 - bukiet –*bouquet*.....
 - bucket –*wiadro*.....

▶ Zadanie maturalne

6 Przetłumacz fragmenty podane w nawiasach na język angielski, tak by otrzymać logiczne i gramatycznie poprawne zdania. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- Tom isn't (tak sympatyczny jak)*as nice as*..... his younger brother, Sam.
- Could you tell me how much (kosztuje ta bluzka)*this blouse is/costs*..... ?
- (Nikt nie chciał pomóc)*Nobody/No one wanted to help*..... Mary with the housework.
- (Mieszkałam w Finlandii)*I lived in Finland for*..... for three months in 2009.

Warmer

Find different examples of bad (funny) translations, e.g.: *thank you from the mountains* (z góry dziękuję); serious music (muzyka poważna), *Special cocktails for the ladies with nuts* (in a restaurant in Tokyo); *Ladies, leave your clothes here and spend the afternoon having a good time* (in a laundrette in Rome); *The lift is being fixed for the next day. During that time we regret that you will be unbearable* (in a hotel lobby in Bucharest); *Our wines leave you nothing to hope for* (in a Swiss menu), etc. Students discuss the examples of bad translation, explain why they are funny and try to correct them.

- 1 Tell students to analyse the TIP and read the task. Individually, the students read sentences 1–8 and translate the fragments in bold into Polish. Then they compare their answers in pairs. Have a class feedback.
- 2 Students read the sentences 1–8 in 1 again. In pairs, they discuss how the Polish and the English versions differ. Write the first sentence up on the board and analyse it with the whole class to demonstrate what students are to do. Have a class feedback.

Key

Sentence	Polish version	English version
1.	liczba mnoga	liczba pojedyncza
2.	szyk pytania	szyk zdania twierdzącego
3.	podwójne przeczenie	pojedyncze przeczenie
4.	czas przeszły	czas teraźniejszy present perfect
5.	czasownik + spójnik + czasownik w 3. osobie liczby pojedynczej	czasownik + gerund
6.	czasownik + przyimek	czasownik + rzeczownik
7.	strona czynna	strona bierna
8.	rzeczownik policzalny w liczbie mnogiej	rzeczownik niepoliczalny

- 3 Students analyse the TIP and read the task. Students read pairs of sentences 1–5 and translate the fragments in brackets into English. Then they underline the words that helped them translate the fragments correctly. Students compare their answers in pairs before you check them together with the class.

Extra activity 1

Divide the class into teams of 4–5 students and have each team sit in a circle. Each person in the team has a sheet of paper and a pen. When you say *start* everyone writes a sentence in Polish at the top of the page and passes his/her paper to the student on his/her right. (Advise students to use the fragments in Polish from exercises 1 and 3 to make new sentences). The student on the right writes his/her translation of the sentence at the bottom of the page and folds it over so that other students can't see it and passes the paper on. Another student translates the sentence and, again, folds the paper over. The game continues until the papers are returned to the students who wrote the original sentence in Polish. The teams compare and discuss the translations.

Extra activity 2

Divide the class into teams of 5–6 students, depending on the number of students. Each team chooses a translator who sits with his/her back to the board whereas other team members sit around them, facing the board. Write a sentence in English up on the board. Tell the teams to translate the sentence into Polish as accurately as possible. (Students mustn't use English). The translator translates the sentence back into English. The team with the most accurate English translation scores a point.

- 4 Students analyse the TIP and read the task. Students match sentences 1–10 to the appropriate translations (a or b). Invite different students to read out their answers to the class.

Useful information

False friend – a word that looks or sounds similar to a word in another language but means something different. For example *actual* in English and *aktualny* in Polish look similar but have different meanings.

- 5 Give out Polish–English dictionaries. Students read the task. In pairs, they find the correct translations of the words in brackets and check the meaning of the words which were used instead. Have a class feedback.

Extra activity

For each pair of students prepare a set of cards with the words from exercises 4 and 5 which have false friends in Polish (e.g.: *actually*, *ordinary*, *a dress*, *pension*, etc.) Students put their pack of cards face down and take turns to pick one card at a time. The student who picks a card reads out aloud the word on it (*a dress*) and translates it into Polish (*sukienka*). The other student gives a Polish false friend of the word on the card (*dres*) and translates it into English (*a tracksuit*). Monitor the activity and make sure that students give prompt responses.

- 6 Individually, students translate the fragments in brackets into English. Remind them, that all their sentences must be logical and grammatically correct. Ask volunteers to read out their sentences to the class.

Homework:

- ▶ Refer students to the **Workbook, page 9**.

Zadanie 1. (4 minuty)

- A:** Mark, I've heard you've taken part in the Erasmus exchange programme, is that right?
- B:** Yes. I studied for a year in Spain. Why are you asking?
- A:** I'd also like to take part in the programme.
- B:** Great. What would you like to study?
- A:** I've been thinking about Banking and Finance.
- B:** And for how long?
- A:** For a year, I guess. Anyway, can you tell me how to join the programme?
- B:** Well, you just need to pass all your courses during your first semester. The higher your average grade, the better.
- A:** Great. I've already passed all my exams and I've done pretty well.
- B:** Good. Is there anything else you'd like to know?
- A:** I know that students receive grants. Do you have any idea how much money I could get?
- B:** Well, my grant was about €370 but you will have to check it yourself because it might be different for students from Poland.
- A:** That's not too much, but I think it should cover the rent and any bills.
- B:** Unfortunately not. Spain is much more expensive than Poland. You'll need to have some of your own money, too. You could get a part time job once you're there. You speak Spanish well, so it shouldn't be a problem.
- A:** But I've never worked.
- B:** There must always be a first time. Think about what you normally do at home and what you're good at, like cleaning, cooking, looking after children or pets.
- A:** All right, I'll think about it. Anyway, what about accommodation? Where did you stay?
- B:** I stayed in a dorm. I had a small room with a bathroom and a kitchenette.
- A:** Did you cook all your meals?
- B:** Not every day. I cooked when I felt like it. I often had meals with my friends in the canteen or in tapas bars or restaurants. You can eat cheaply in Spain if you know where to go.
- A:** Sounds great. I love Spanish food. Is there anything else I should know about living in Spain?
- B:** Well, it's a very welcoming country. People are hospitable and outgoing, they just love having fun and they always stay up late. As for money, you'll save a lot if you have a discount card for students, for example, an ISIC. There are other cards, too, for example a travel card or the EuroCard, which gives discounts at supermarkets.
- A:** Thanks a lot for your help. I think I'll go and fill in the application form now. I can't wait to go to Spain!

Zadanie 2. (3 minuty)

Uczeń A

The picture shows a group of students in their late teens or early twenties who are running and jumping in a corridor. I suppose it is a school corridor since there are display cabinets that are typical for schools in the walls. The interior looks very modern and the corridor is light and spacious. The students seem to be really excited, they are laughing and throwing some papers into the air. I think it must be the end of the school.

1. What do you think the students are throwing into the air and why are they doing it?

In my opinion the papers the students are throwing into the air could be their exam papers or end of school certificates. I guess they are tossing them into the air because they are happy the school year is over. It is also possible that they have just received the result of some exam and they are throwing their notes into the air because they do not have to study anymore.

2. Why do you think some people find oral exams harder than written ones?

I believe a lot of people prefer written to oral exams because the former seem to be less stressful. First of all, during a written exam students have got much more time for organising their thoughts. They can plan out their answers carefully. Also, if they get something wrong the first time, they can always rewrite the answer. Oral exams are good for students who are self-confident and articulate and who don't get tongue-tied in stressful situations.

3. Tell us about the last time you passed an important exam.

Last time I passed an important exam was in March. In summer I started a driving course. I decided to take the final test as soon as possible, in order not to forget all that I had learned during the course. First, I had to pass the theoretical part. This was quite easy. But the real challenge was the practical part. I choose to have mine early in the morning because

I thought the streets would be empty. Unfortunately, after what was a cold night they were still slippery. I was driving with great care in order not to crash into other cars. Luckily, the instructor appreciated my thoughtfulness and I passed this part of the test with flying colours!

Uczeń B

In the picture I can see a group of students sitting on the stairs of an old-looking building. I think they must be university students as they are wearing gowns and caps. They are holding rolls of paper. I guess these might be either their diplomas or some other important certificates. They seem quite relaxed and cheerful and they look as if they knew one another pretty well. Thus, I think they are a bunch of friends who have just graduated from university.

1. What do you think the students are talking about?

The students look relaxed and carefree so I guess they're talking about something pleasant, like their weekends or holiday plans. They might also be telling one another jokes or funny anecdotes about their classmates or teachers. Or maybe they are sharing cheerful memories about the times they spent together at university.

2. Would you like to stay in touch with your classmates from secondary school? Why?/Why not?

Yes, I'd definitely like to stay in touch with my classmates after my Matura exam. We've spent almost three years together, and, as a result, I can say we've been through thin and thick together. Many of my classmates are my real friends. Good friends are rare to find and I believe we should cherish every friend we have.

3. Tell us about the last time you visited your old primary or lower secondary school.

I must confess that I haven't been to my primary school for years but I visited my junior high school a few months ago. One day I happened to be in the neighbourhood and I decided to pop in just to say hello to my former teachers. I was lucky because it was noon so the teachers were having a lunch break and we could chat for a while about the good old days. They all remembered me and were eager to get to know how I was. I'm sure I'll visit them again one day.

Zadanie 3. (5 minut)

I think I'd choose the third photo because it shows an international group of students doing a task or a project together. These students need to speak a foreign language in order to communicate with one another and for me it's the best way to learn. I'm a very sociable person and I need foreign languages mainly to communicate with other people while travelling. Thus, developing my speaking and listening skills is very important for me. I also learn best by doing things. I wouldn't choose the first option because as far as I'm concerned one-to-one lessons are boring. I believe talking to a group of students who are my age can be a lot more exciting than talking to a teacher, even if they speak the language perfectly. I wouldn't choose the second option, either. I don't think you can really learn a language by listening to a recording and repeating what you hear. You need to use the language in real life situations, and this method has nothing real life about it. All in all, the third picture is the best option for me.

1. What is your favourite way to practise foreign languages?

My favourites are listening to music and translating the lyrics, acting out short dialogues and watching films with English subtitles. I try to learn English every day, for at least 30 minutes up to an hour. I enjoy learning new vocabulary and useful expressions. I use the new words to make sentences about myself. I'm not very fond of grammar but I know I have to learn it if I want to speak English well. I usually do online grammar exercises which are often interactive and much more exciting than exercises in a grammar book.

2. What are the advantages and disadvantages of being taught by a non-native language teacher?

On the one hand, non-native speakers often turn out to be better teachers as someone who has learnt a foreign language themselves knows how to explain things, e.g. grammar rules. They also understand how much work learning a foreign language requires and that's why they can constantly motivate their students to work hard. On the other hand, they sometimes do not have a good accent and do not care about teaching pronunciation so much. They also don't know a lot about the culture and the country where the language is spoken. And if they don't motivate their students, some of them may do nothing at home, which will slow down the process of acquiring the language.

 You can find the Unit 1 tests on the *Gateway plus 4* Test CD.

► Część ustna – zestaw zadań

► **Zadanie 1. (4 minuty)**

Pracujcie w parach. Wykonajcie zadanie egzaminacyjne. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Poznałeś/Poznałaś studenta z Wielkiej Brytanii, który przez rok studiował w Hiszpanii w ramach programu Erasmus. Ty też chciałbyś/chciałabyś wyjechać na studia do Hiszpanii. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Zakwalifikowanie do programu

Wysokość stypendium

Zakwaterowanie i żywienia

Praktyczne rady dotyczące życia w Hiszpanii

Uczeń B

Jesteś studentem z Wielkiej Brytanii, który przez rok studiował w Hiszpanii w ramach programu Erasmus. Rozmawiasz z uczniem z Polski, który jest ciekawy Twoich wrażeń, ponieważ także chciałby wyjechać do Hiszpanii na studia. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- zapytaj, co uczeń A chciałby studiować w Hiszpanii i jak długo,
- poinformuj ucznia A o możliwości pracy dorywczej.

► **Zadanie 2. (3 minuty)**

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



1. What do you think the students are throwing into the air and why are they doing it?
2. Why do you think some people find oral exams harder than written ones?
3. Tell us about the last time you passed an important exam.

Uczeń B



1. What do you think the students are talking about?
2. Would you like to stay in touch with your classmates from secondary school? Why?/Why not?
3. Tell us about the last time you visited your old primary or lower secondary school.

► **Zadanie 3. (5 minut)**

Pracujcie w parach. Popatrzcie na zdjęcia. Wykonajcie zadanie egzaminacyjne, odgrywając na zmianę role egzaminującego i zdającego. Następnie odpowiedzcie na dwa pytania.

Zamierzasz zapisać się na wakacyjny kurs językowy. Masz do wyboru trzy rodzaje zajęć.

- Wybierz rodzaj zajęć, które najbardziej Ci odpowiadają, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. What is your favourite way to practise foreign languages?
2. What are the advantages and disadvantages of being taught by a non-native language teacher?

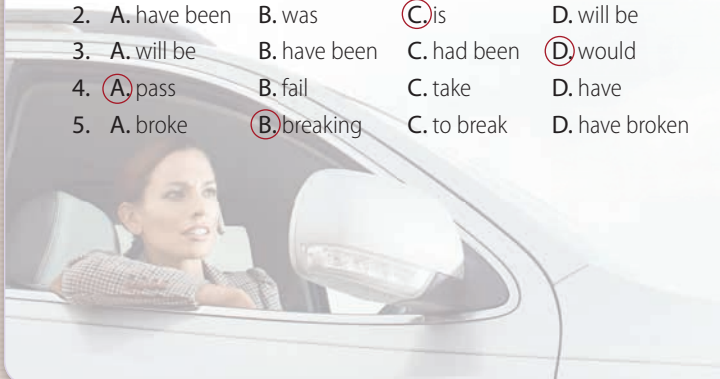
▶ Znajomość środków językowych

Uzupełnianie luk — wybór wielokrotny

1 Read the text and complete the gaps (1–5) choosing the best option A, B, C or D.

Lots of people fail their driving test the first or second time. However, to fail it 107 times is an undisputed record! A determined 28-year-old Londoner has (1.) taken the theoretical part 107 times and has still to pass. The cost of taking this part (2.) is £31 so he has spent £3,317 so far. If you wanted to buy a vehicle, for this amount of money you (3.) would be able to get quite a decent second-hand car. Once the unlucky Londoner manages to (4.) pass this part, they will still have to take the actual driving test, which is a lot more difficult. Yet, the person shouldn't have any problems (5.) breaking the record, which presently stands at 'only' 37!

1. (A) taken B. took C. take D. takes
 2. A. have been B. was (C) is D. will be
 3. A. will be B. have been C. had been (D) would
 4. (A) pass B. fail C. take D. have
 5. A. broke (B) breaking C. to break D. have broken



Parafraza zdań

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

1. The teacher tried very hard to help his student. **BEST**
 The teacher did his best to help his student.
 2. I think it'd be a good idea to tell him about our decision. **SUGGEST**
 I suggest telling him about our decision.
 3. The last time I saw my primary school teacher was 10 years ago. **SEEN**
 I haven't seen my primary school teacher for 10 years.
 4. Peter started learning Italian in 2010. **SINCE**
 Peter has been learning Italian since 2010.
 5. It's too cold to go out. **ENOUGH**
 It's not warm enough to go out.
 6. It isn't difficult for me to make new friends. **FIND**
 I find it easy to make new friends.
 7. It is a good idea to apply for this job. **FOR**
Applying for this job is a good idea.
 8. I don't tolerate rudeness. **STAND**
 I can't stand rude people.

▶ Vocabulary plus

1 Match the words to their definitions (a–i).

alumnus auditorium dean faculty fee
 hall of residence postgraduate scholarship student loan

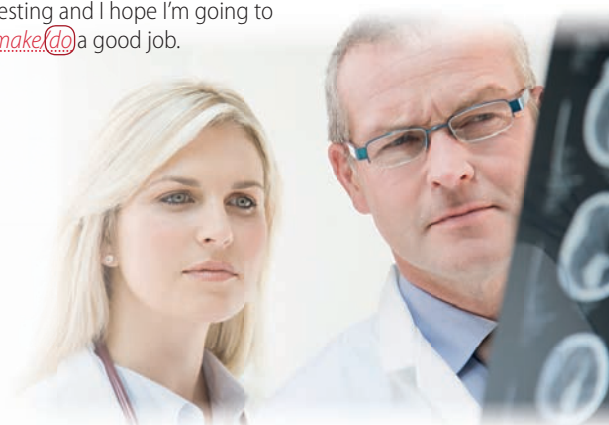
1. <u>alumnus</u>	a. someone who was a student at a particular school, college, or university
2. <u>dean</u>	b. a senior official at a college or university
3. <u>scholarship</u>	c. an amount of money that an organisation gives someone so that they can study at a particular school or university
4. <u>faculty</u>	d. a department or group of departments at university
5. <u>auditorium</u>	e. a large room or building used for meetings, lectures, or public performances
6. <u>fee</u>	f. an amount of money you pay to go to a private school or university
7. <u>student loan</u>	g. an amount of money that a student borrows from a bank while at university or college
8. <u>hall of residence</u>	h. a large building in or near a college or university where students live
9. <u>postgraduate</u>	i. somebody who has a first degree and is now studying for a higher degree

2 Put the words from 1 in the appropriate columns in the table.

People	Money	Places
<u>dean</u>	<u>fee</u>	<u>auditorium</u>
<u>alumnus</u>	<u>scholarship</u>	<u>hall of residence</u>
<u>postgraduate</u>	<u>student loan</u>	<u>faculty</u>

3 Choose the correct alternative.

Last week I talked to my university professor and he (1.) made a very interesting offer. He wants me to work as his assistant and (2.) make research in clinical psychology. We've already (3.) made some arrangements. At first, I'm going to (4.) make a project focused on creating better awareness of mental health problems amongst young people. Before I start, I need to (5.) make a lot of reading. Later, I am supposed to (6.) make a speech to about fifty people. All this sounds really interesting and I hope I'm going to (7.) make a good job.



▶ Wordlist Unit 1

(adj) = adjective – przymiotnik
 (adv) = adverb – przysłówek
 (conj) = conjunction – spójnik
 (det) = determiner – określnik (np.: a, an, the, that itp.)
 (n) = noun – rzeczownik

(phr) = phrase – wyrażenie
 (prep) = preposition – przyimek
 (pron) = pronoun – zaimek
 (v) = verb – czasownik

*** = słowo bardzo często używane ** = często używane * = dosyć często używane

Szkoła – oceny i wymagania

assessment (n) **	/ə'sesmənt/	ocena, ewaluacja
assignment (n) **	/ə'saɪnmənt/	praca domowa
fail (v) ***	/feɪl/	nie zdać, oblać
grade (n) **	/greɪd/	ocena, stopień
mark (n) ***	/mɑ:(r)k/	ocena, stopień
pass (v) ***	/pɑ:s/	zdać
resit (v)	/,ri:'sɪt/	zdawać ponownie

Szkoła – życie szkoły

activity (n)	/æk'tɪvəti/	zajęcie
cheat (v) *	/tʃi:t/	ściągać
continuous assessment (n)	/kən'tɪnjuəs ə'sesmənt/	ocena na podstawie całorocznej pracy
course (n) ***	/kɔ:(r)s/	kurs, zajęcia
degree (n) ***	/di'ɡri:/	stopień naukowy
extracurricular (adj)	/,ekstrə kʌ'rɪkələ(r)/	ponadprogramowy
facility (n)	/fə'sɪləti/	udogodnienie
graduate (v) *	/ˈɡrædʒueɪt/	ukończyć szkołę
hall of residence (n)	/hɔ:l əv 'rezɪd(ə)ns/	akademik
independent (adj)	/,ɪndɪ'pendənt/	niezależny
lecture (n) **	/ˈlektʃə(r)/	wykład
make friends (phr)	/,meɪk 'frendz/	zawierać przyjaźnie
note (n) ***	/nəʊt/	notatka
research (n) ***	/rɪ'sɜ:(r)tʃ/	badanie
revise (v) *	/rɪ'vaɪz/	powtarzać
student loan (n)	/,stju:d(ə)nt 'ləʊn/	kredyt studencki
study abroad (phr)	/ˈstʌdi ə'brɔ:d/	studiować za granicą
term (n) ***	/tɜ:(r)m/	semestr
tutor (n) **	/ˈtju:tə(r)/	nauczyciel, adiunkt
tutorial (n)	/ˈtju:ˈtɔ:riəl/	ćwiczenia, seminarium
undergraduate (n)	/ˌʌndə'ɡrædʒʊət/	student na studiach licencjackich

Inne

admit (v) ***	/əd'mɪt/	przyznawać (się)
age (n) ***	/eɪdʒ/	wiek
agree (v) ***	/ə'ɡri:/	zgadzać się
annoy (v) **	/ə'noɪ/	irytować
anyway (adv) ***	/ˈeniˌweɪ/	w każdym razie
appear (v) ***	/ə'piə(r)/	zdawać się
arrange (v) ***	/ə'reɪndʒ/	przygotowywać
ask (v) ***	/ɑ:sk/	pytać
attempt (v) ***	/ə'tempt/	spróbować
avoid (v) ***	/ə'vɔɪd/	unikać
base (v) ***	/beɪs/	opierać
be like (v)	/biˌlaɪk/	być podobnym
brave (adj) **	/breɪv/	odważny
break (v) ***	/breɪk/	przerwa
by the way (phr)	/baɪ ðə 'weɪ/	przy okazji
can't stand (v)	/kɑ:nt stænd/	nie znosić
chore (n)	/tʃɔ:(r)/	obowiązek, praca
come up (v)	/kʌm 'ʌp/	pojawiać się
concentration (n) ***	/,kɒns(ə)n'treɪʃ(ə)n/	koncentracja
consider (v)	/kən'sɪdə(r)/	rozważać
decide (v) ***	/dɪ'saɪd/	decydować
detail (n) ***	/ˈdi:teɪl/	szczegół, detal
discussion (n) ***	/dɪ'skʌʃ(ə)n/	dyskusja
distracted (adj)	/dɪ'stræktɪd/	zdekoncentrowany

don't mind (v)	/ˈdɒnt ,maɪnd/	nie mieć nic przeciwko
duration (n) **	/dju'reɪʃ(ə)n/	czas trwania
Earth (n) ***	/ɜ:(r)θ/	Ziemia
effort (n) ***	/ˈefə(r)t/	wysiłek
encourage (v) ***	/ɪn'kʌrɪdʒ/	zachęcać
exclamation mark (n)	/,eksklə'meɪʃ(ə)n ,mɑ:k/	wykrzyknik
expect (v) ***	/ɪk'spekt/	oczekiwać
experience (n) ***	/ɪk'spiəriəns/	doświadczenie
force (v) ***	/fɔ:(r)s/	zmuszać
forum (n) **	/ˈfɔ:rəm/	forum internetowe
gap year (n)	/ɡæp jɪə(r)/	rok przerwy
grateful (adj) **	/ˈɡreɪtʃ(ə)l/	wdzięczny
hand something in (v)	/hænd 'sʌmθɪŋ ɪn/	wręczać, oddawać
helpline (n)	/ˈhelp laɪn/	infolinia
instead of (phr)	/ɪn'sted əv/	zamiast
involve (v) ***	/ɪn'vɒlv/	zawierać, obejmować
irritate (v) *	/ˈɪrɪteɪt/	irytować
issue (n) ***	/ˈɪʃu:/	sprawa, temat
manage (v) ***	/ˈmænɪdʒ/	zdołać, móc, dać radę
nerves (n) **	/nɜ:(r)vz/	nerwy
noise (n) ***	/nɔɪz/	hałas
occasion (n) ***	/ə'keɪʒ(ə)n/	okazja
progress (n) ***	/ˈprɒɡres/	postęp
promise (v) ***	/ˈprɒmɪs/	obiecywać
proud of (phr) ***	/praʊd əv/	dumny z
quiet (adj) ***	/ˈkwaɪət/	cichy
relationship (n) ***	/rɪ'leɪʃ(ə)nʃɪp/	relacja
risk (v) **	/rɪsk/	ryzykować
sensible (adj) **	/ˈsensəb(ə)l/	rozsądny
something (n) ***	/ˈsʌmθɪŋ/	coś
specifically (adj) ***	/spə'sɪfɪkli/	wyraźnie
straight away (adv)	/streɪt əˌweɪ/	od razu
suggest (v) ***	/sə'dʒest/	zasugerować
take one's mind off	/teɪk wʌnz 'maɪnd ɒf/	odwrócić uwagę od
topic (n) ***	/ˈtɒpɪk/	temat
uni (n)	/ˈju:ni/	uniwersytet
unspecified (adj)	/ʌn'spesɪfaɪd/	nieokreślony
valid (adj) **	/ˈvælɪd/	ważny, obowiązujący
wallet (n)	/ˈwɒlɪt/	portfel
wet (adj) ***	/wet/	mokry
would rather (phr)	/wʊd 'rɑ:ðə(r)/	woleć

▶ Vocabulary plus

alumnus (n)	/ə'lʌmnəs/	absolwent
auditorium (n)	/ˌɔ:di'tɔ:riəm/	audytorium, aula
dean (n)	/di:n/	działek
do a job (phr)	/ˌdu: ə 'dʒɒb/	wykonać pracę
do a lot of reading (phr)	/ˌdu: ə lɒt əv 'ri:dɪŋ/	dużo czytać
do a project (phr)	/ˌdu: ə 'prɒdʒekt/	zrealizować projekt
do research (phr)	/ˌdu: rɪ'sɜ:(r)tʃ/	przeprowadzić badanie
faculty (n) **	/ˈfæk(ə)lti/	wydział
fee (n) ***	/fi:/	opłata
make an arrangement (phr)	/,meɪk ən ə'reɪndʒmənt/	umówić się
make a speech (phr)	/,meɪk ə 'spi:tʃ/	wygłosić mowę
postgraduate (n)	/ˌpɔ:st'ɡrædʒʊət/	doktorant, student podyplomowy
scholarship (n)	/ˈskɒlə(r)ʃɪp/	stypendium