

Gettaway plus

1

Teaching notes

Anna Cole

Warmer

Tell students to look at the unit title and say the word *school*. Elicit words that have the same sound as the long vowel sound /u:/ in *school*, e.g. *pool, rule, too, who, true*, etc. Then ask students if they know any words that can be associated with school.

School subjects

1a In pairs, students match the pictures with some of the words. Ask students to look up any words they don't know in their dictionary.

Key

a history	f maths
b geography	g information and communication
c chemistry	technology (ICT)
d physics	h physical education (PE)
e German	


TEACHER DEVELOPMENT: STUDENT TRAINING

Using a dictionary

Spend time at the beginning of the year teaching students how to use a dictionary quickly and effectively. Elicit what the words in large bold type at the top left-hand and right-hand corners of any page help you to do (quickly find a word in the dictionary – the left-hand word shows the first word on that page and the right-hand word shows the last word on that page).

In the Macmillan Essential Dictionary, entries with five or more meanings have a 'menu' at the top to make it easier to find a specific meaning. Some words are printed in red and given a star rating to show their frequency.

Elicit how a dictionary can help with pronunciation (the phonetic script and stress marks tell you how a word is pronounced). Tell students their dictionaries also show how a word is used in context and which part of speech the word is (e.g. *adj.* means adjective).

1b  **1.11** Check the answers. Then play the CD for students to listen and repeat.


Audioscript

art	information and communication
biology	technology (ICT)
chemistry	maths
English	music
French	physical education (PE)
geography	physics
German	Spanish
history	

TEACHER DEVELOPMENT: PRONUNCIATION

The /k/ sound

Remind students that the letters 'ch' in *chemistry* are pronounced like the 'k' in *kick* and not like the 'ch' in *church*. Write the phonetic spelling on the board: /'kemɪstri/ and drill the pronunciation.

2  **1.12** Play the CD for students to listen to five school lessons and decide what the school subject is in each one.

Audioscript

1 TEACHER: So, Samantha, what is two plus eight?

SAMANTHA: Ten, sir.

TEACHER: Very good. Richard, what is ten plus three?

RICHARD: Thirteen, sir.

TEACHER: Excellent. So now we're going to start learning about subtraction. That's when we take away one number from another ...

2 TEACHER: Bonjour, tout le monde. Aujourd'hui nous allons apprendre à chanter une chanson en français. Vous comprenez?

CLASS: Oui, Madame.

3 TEACHER: Okay, in today's class we're going to look at the importance of colour. Now, what colour is the sky?

GIRL: Blue, of course!

TEACHER: Yes, blue. But in a painting the sky isn't always blue. Look at this painting by Vincent van Gogh. Here the sky is yellow. Today, when you paint your pictures, I want you to use unusual colours, okay?

4 TEACHER: Now, in today's lessons, we're looking at capital cities. Who can tell me what the capital city of Canada is?

BOY: I know! It's Ottawa.

TEACHER: That's right! What about Australia?

GIRL: Is it Sydney?

TEACHER: No, it isn't. It's Canberra. What about ...

5 TEACHER: So, what do you know about eyes?

GIRL: Erm, we've usually got two eyes, sir?

BOY: And they can be blue, brown, green ...

TEACHER: Yes, yes, very good. But what are the names for the different parts of the eye?

GIRL: Oh, that's easy, sir. There's the cornea, the iris, the pupil, the ...

Key

1 maths	4 geography
2 French	5 biology
3 art	

3 **SPEAKING** In pairs, students give their opinion of different school subjects. Draw attention to the expressions given. Elicit opinions from different students.

School activities

4 Students match the pictures with some of the words given. Check answers with the class.

Key

a start (school/classes)	d ask/answer a question
b finish (school/classes)	e stand
c do homework	

Fast finishers

Students think of more verbs related to school activities and look up the English words in the Macmillan Essential Dictionary. They can tell the rest of the class their new words when everyone has finished.

- 5 Students complete the sentences with information about themselves. Ask students to compare their answers in pairs or small groups.

6a SPEAKING Divide the class into five groups. Each group writes their school timetable with the lessons for one day of the week.

6b SPEAKING Each group nominates one or two students to present their timetable from 6a to the class. Draw attention to the model sentence. Ask the class to vote for their favourite day of the week.

Homework

▶ Refer students to the **Workbook, page 10**.

Lesson 2 Reading ▶ Skimming and scanning for global and specific information ▶ Typical school life in Japan

Warmer

Play hangman with words to revise vocabulary from the previous lesson. Divide the class into two teams: A and B. Team A chooses a word or phrase from the previous lesson and one student draws a short line on the board for each letter. Team B says a letter and the student either writes the letter on the correct line or draws one part of the hanged man. If the drawing is completed before the word is guessed, Team A are the winners. Repeat the process with Team A guessing the word.

- 1 In pairs, students look at the photo and answer the questions. Elicit the answers and ask them to predict what the text is going to be about.

Example answers

- 1 There are some Asian students in a classroom.
- 2 It is/isn't similar to my school.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Pairwork

Insist that students use English when they are working in pairs or in groups. Display useful classroom language on the walls for students to refer to, e.g. *I'm A and you're B, OK? Are you ready? I think _____. How about you? I've (got) the same/a different answer.*

Put students in different pairs for each activity. You could try pairing students of a similar level or pairing higher-level students with lower-level students.

- 2 Students quickly read the text. Set a time limit of two minutes and tell students not to worry about unknown vocabulary. Ask them to say which of the four statements best summarises their opinion of school life in Japan.
- 3 Students read the text more carefully and decide if the sentences are true (T), false (F) or not mentioned (NM) in the text.

Key

- 1 F (Japanese students study typical subjects.)
- 2 F (There are about 30 students in each class.)
- 3 T
- 4 NM
- 5 F (The students have lunch in their classroom.)
- 6 F (There is no break in the afternoon except for the ten minutes at the end of the class.)
- 7 T
- 8 NM

Fast finishers

Students correct the false sentences in 3. For answers, see the *Key*.

TEACHER DEVELOPMENT: STUDENT TRAINING

Understanding the task

Before students do a reading comprehension task, they should think about the type of questions they are being asked. Encourage students to read the text once quickly and then read the questions. Next, they read the text more thoroughly. Remind them that it is not necessary to understand everything in a reading text; they just need to answer the questions.

- 4 Students match the underlined words in the text with the pictures and definitions.

Key

- | | |
|---------|------------------------|
| 1 same | 4 typical |
| 2 cold | 5 take their books out |
| 3 clean | |

- 5 **SPEAKING** In pairs or small groups, students take it in turns to ask and answer the questions. Draw attention to the example sentence. Elicit some opinions from different pairs/groups.

Homework

▶ Refer students to the **Workbook, page 11**.

Present simple affirmative

Test before you teach

Do this activity to find out how much students already know about the present simple affirmative. If they seem to be familiar with the tense, move quickly through the exercises in the *Grammar guide* with the whole class.

Ask students to name different things they do on a regular basis and write them on the board, e.g. *go to school, get up, eat breakfast/lunch/dinner, talk to my friends, walk my dog*, etc. Tell them that these can be referred to as 'habits'. Individually, students choose three things they do every day and write full sentences in the present simple affirmative, e.g. *I get up at eight o'clock, I walk my dog*, etc. Monitor carefully.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Testing before you teach

It is a good idea to start a lesson with a diagnostic activity to establish how much of the target vocabulary or grammar students already know. Monitor closely to establish which areas you will need to focus on most in the subsequent 'teach' stage of the lesson.

1a Students read the sentences and say when verbs in the present simple finish in *-s* (or *-es/-ies*).

Key

When verbs are in the third person (*he/she/it*).

TEACHER DEVELOPMENT: LANGUAGE

Third person singular endings

With most present simple verbs, the third person singular form is created simply by adding *-s*. However, with verbs that end in *s, x, z, sh, ch* or *o*, we add *-es*, and with verbs that end in a consonant + *y*, we change the *y* to *-ies*.

1b Students read the sentences and decide if they are true or false.

Key


1 T 2 T

TEACHER DEVELOPMENT: LANGUAGE

Present simple


In general terms, present simple is used to describe permanent and repeated events or actions. Facts, habits and routines are often expressed using this tense.

▶ Refer students to the *Grammar reference* on **page 24**.

2a **PRONUNCIATION**  **1.13** Play the CD for students to listen for the different ways the verb endings are pronounced.

Audioscript

- 1 /s/ starts likes asks
- 2 /z/ cleans goes does
- 3 /ɪz/ finishes watches relaxes

2b  Play the CD again for students to listen and practise saying the words.

TEACHER DEVELOPMENT: PRONUNCIATION

-s and -es

The endings *-s* and *-es* in third person singular verbs and plural nouns are pronounced either /s/, /z/ or /ɪz/. The pronunciation depends on the final sound of the simple form of the word.

- /ɪz/ after /s/, /z/, /ʃh/, /zh/, /ch/, /j/, /ks/, /z/. When a word ends in these sibilant (hissing) sounds, the *-es* ending is pronounced as a separate syllable. This is because these sounds are so similar to the sound of the *-es* ending, that the ending must be pronounced as a separate syllable in order to be heard clearly. Similarly, when *-s* is added to words ending in *-ce, -ge, -se* or *-ze*, the final *-es* is usually pronounced as a separate syllable.
- /s/ after voiceless* sounds /p/, /f/, /th/, /t/, /k/, /h/.
- /z/ after all other sounds.

*A voiced consonant is a sound made as the vocal cords vibrate, as opposed to a voiceless consonant, where the vocal cords are relaxed.

3 Students complete the sentences with the present simple form of the verbs given.

Key

- | | |
|----------|----------------|
| 1 starts | 5 hates |
| 2 writes | 6 finishes, go |
| 3 does | 7 asks, answer |
| 4 love | |

4 Students complete the text with the present simple form of the verbs in brackets. Ask students what they think about the School for Geniuses.

Key

- | | |
|----------|------------|
| a love | f writes |
| b starts | g reads |
| c ask | h finishes |
| d leaves | i do |
| e knows | |

Prepositions of time

5 Students read sentences a–h and complete rules 1–7 with *on*, *at* or *in*.

Key

- | | |
|------|------------|
| 1 on | 5 in (the) |
| 2 at | 6 at |
| 3 in | 7 in |
| 4 on | |

▶ Refer students to the *Grammar reference* on **page 24**.

6a Students use the table to write true sentences. Remind them to put the verb in the correct form. You could elicit a few example sentences in open class before students do this exercise individually.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Fast finishers

If students finish early, check their work and tell them how many answers are wrong, but not which ones. This will keep them busy while the others catch up. It will also train students to look at their answers again, which is a good exam strategy.

6b SPEAKING In pairs or small groups, students compare their sentences from 6a and look for similarities and differences. Draw attention to the example dialogue.

Homework

▶ Refer students to the **Workbook, page 12**.

Lesson 4 Vocabulary ▶ Everyday activities

Listening ▶ Identifying key words and listening for gist ▶ Descriptions of different schools

Warmer


Revise telling the time. Tell each student to draw a clock with any time shown and to pass it to a partner. Each student tells the time given on the clock he/she has received from his/her partner.

Everyday activities

1a In pairs, students match the pictures with some of the phrases. Ask them to look up any other words/phrases they don't know in the dictionary.

Key


- | | |
|-------------------------|------------------------------|
| a get up | d go to school by bus |
| b go to bed | e have a shower |
| c have breakfast | f play tennis |

1b  **1.14** Check the answers. Then play the CD for students to listen and repeat.

Audioscript

get dressed	have lunch
get undressed	have dinner
get up	make breakfast
go to bed	make lunch
go to school by bike	make dinner
go to school by bus	play football
go to school by car	play tennis
go to school by train	play computer games
have a shower	walk to school
have breakfast	

2 **SPEAKING** In small groups, students take it in turns to talk about a typical day. Draw attention to the model sentences.

3 **LISTENING**  **1.15** Play the CD for students to listen and match the people with the activities.

Audioscript

SPEAKER 1: Well, I have lunch at school. My parents work in the afternoon, but we have dinner together. Because I go home before my parents do, I start making it. I make spaghetti, pizza, things like that.

SPEAKER 2: My home is near the school. I go to school by bike. It's only five minutes. So at lunchtime I go home and have lunch.

SPEAKER 3: I love computer games. At the weekend, I play them a lot. But during the week I have a lot of homework. So in the afternoon and evening I do my homework – maths, English, chemistry. And when I finish, I have no time for computer games!

SPEAKER 4: I think computer games are okay. But I love sport, especially football and tennis. After school, I get dressed for tennis, I get my racket and I play until dinner!

SPEAKER 5: My school finishes late – at half past five. Then I do my homework, have dinner and watch some TV to relax. So it's late when I go to bed – often it's half past ten or eleven. In the morning, I get up late too.

Key

- | | | |
|------------|------------|------------|
| 1 c | 3 d | 5 e |
| 2 b | 4 a | |

Extra activity

Students write sentences about the speakers in 3 in the third person singular, e.g. *Speaker 1 makes dinner*, and practise the pronunciation.

Before you listen

Ask students to recall the school subjects they learned at the beginning of the unit. In pairs, they group the subjects by number of syllables.

Key

- 1 syllable:** art, French, maths
2 syllables: English, German, physics, Spanish, music, Latin
3 syllables: history, chemistry
4 syllables: geography

1 **SPEAKING** In pairs, students talk about the pictures and say where the people are.

Suggested answers

- I can see a teenage girl. I think she is in a TV studio.
- I can see a boy and a girl. They are in a zoo.
- I can see two boys with pens and notebooks. I can see a woman on the computer screen. I think they are at home.
- I can see a lot of people in a classroom.
- I can see two boys. They are in the living room with their mum.

TEACHER DEVELOPMENT: STUDENT TRAINING

Describing pictures

In oral exams, students are asked to describe a photo or a picture. Train students to always start by giving a general description of the situation and then give details. Revise some key expressions for describing pictures, e.g. *In this photo/picture, I can see ...; I think ...*, etc.

- 2 **LISTENING** 1.16 Play the CD for students to listen and match the speakers (A-D) to the pictures in 1. Remind students that there are five pictures but only four speakers.

Audioscript

- A:** Salif goes to school, but he doesn't go every day. The school is small – they've got one classroom with 15 chairs and desks, but 40 or 45 children go to class. The classroom hasn't got doors or windows. Salif lives in west Africa. It's important for him to go to school, but it's also important for him to work – to help his mother and father, so that they have food and water.
- B:** I don't have time to go to school. I work five or six days a week here in the studio, making my TV programme. So a teacher comes here to teach me. I don't like it because all the teacher's questions are for me! And you don't speak to other students, you know, people of your age.
- C:** We get up and have breakfast. We don't walk to school or catch a bus. School is in our house. Our teacher is our mum. We like it. It's relaxing when you study at home. I think we learn more.
- D:** Colin and Jack don't go to school because they don't live in a city. They live in the middle of Australia. Their teacher doesn't come to their house because she's 100 kilometres away. She appears on their computer and explains things there. The boys do their homework and then they send it by email. Their school is called the School of the Air.

Key

- | | |
|------------|------------|
| A 4 | C 5 |
| B 1 | D 3 |

- 3 Ask students to read the questions and answer as many as they can before you play the CD again. Then play the CD for them to answer the remaining questions. Check the answers and then ask students *Which school do you like the most?* Try to build a class discussion about the pros and cons of each type of schooling.

Key

- | | | |
|------------|------------|------------|
| 1 A | 3 A | 5 B |
| 2 C | 4 D | 6 B |

Homework

- ▶ Refer students to the **Workbook, page 13**.

Lesson 5 Grammar in context ▶ Present simple negative ▶ Object pronouns

Present simple negative

Test before you teach

Write these sentences on the board:

1 *I watch TV every night.* ✗

2 *Dave lives in the USA.* ✗

Ask students to rewrite the sentences in the negative form.

Monitor carefully to see if students have consolidated knowledge of this structure. If so, move through the *Grammar guide* exercise as a whole-class activity.

Key

I don't watch TV every night.
Dave doesn't live in the USA.

- 1 Students read sentences a–e and then complete rules 1 and 2 with *don't* or *doesn't*. Point out that after *don't/doesn't* we use the main verb without -s.

Key

1 doesn't **2** don't

- ▶ Refer students to the *Grammar reference* on **page 24**.

- 2 Students complete the sentences with *don't* or *doesn't*.

Key

1 don't	4 doesn't	7 doesn't
2 don't	5 don't	8 don't
3 doesn't	6 don't	

- 3 Students make the sentences negative as in the example.

Key

- 1 I don't go to school in a Ferrari.
- 2 My cousin doesn't read ten books a day.
- 3 My grandmother doesn't play computer games.
- 4 Her parents don't watch TV at 7 am.
- 5 You don't speak French.
- 6 Sam and Leo don't go to bed at 10:00 pm.
- 7 His brother doesn't make the dinner.
- 8 She doesn't watch TV in the afternoon.

- 4 Students look at the pictures and write sentences with the affirmative or negative form of present simple. Ask them to check answers in pairs before reviewing the answers with the whole class.

Key

- | | | |
|------------------------|---------------------|---------------------|
| 1 doesn't have | 3 get up | 5 doesn't go |
| 2 doesn't start | 4 don't play | |

TEACHER DEVELOPMENT: STUDENT TRAINING

Checking answers in pairs

Asking students to check their answers with a partner before open-class feedback gives students confidence and a chance to discuss their answers in English. Give them 'task language' such as: *I think ... ; What do you think about ...? ; I think so too.; Me too.; I don't agree.*

Extra activity

Students make the negative sentences in 4 affirmative and vice versa.

Key

- | | |
|----------------|--------|
| 1 has | 4 play |
| 2 starts | 5 goes |
| 3 don't get up | |

5a Students write true sentences about themselves and their routines using the words in the table and other words. Remind them they can use the verbs more than once and they can make them affirmative or negative. Draw attention to the example sentences.

5b SPEAKING In pairs, students read their sentences to their partner, e.g. *I go to bed at ten o'clock*. They then tell the class about their partner using the third person singular form, e.g. *Jason goes to bed at ten o'clock*.

Object pronouns

6a Students read the sentences and decide if the words in green and red are subject or object pronouns.

Key

The green words are subject pronouns and the red words are object pronouns.

6b Students match the subject and object pronouns in the table.

Key

- | | | | |
|-----|-----|-----|-----|
| 1 d | 3 f | 5 c | 7 e |
| 2 a | 4 b | 6 g | |

▶ Refer students to the *Grammar reference* on **page 24**.

7 Students write the sentences again using an object pronoun.

Key

- | | | |
|-------|--------|-------|
| 1 her | 3 them | 5 him |
| 2 it | 4 us | |

▶ **Teacher's Resource File (www.staffroom.pl)**: See Unit 1 Grammar worksheet *All about me*.

Homework

▶ Refer students to the **Workbook, page 14**.


Lesson 6 Developing speaking ▶ Talking about yourself

Talking about yourself

Warmer

Write these verbs on the board: *like, don't like, love, hate*.

Individually, students write at least one question using each verb. In pairs, students take turns to ask each other questions about their likes and dislikes, e.g. *Do you like horse-riding? Which foods do you love eating? What do you hate doing?*

1 LISTENING  **1.17** Play the CD for students to listen to a new student introducing himself to the class and complete the notes. Ask students to compare in pairs before you check answers.

Audioscript

TEACHER: You're new in the class this year. Tell us something about yourself. What's your name and where are you from?

ADAM: My name's Adam, Adam Miller. I'm from Ontario, in Canada.

TEACHER: Tell us about your family.

ADAM: My parents' names are Jack and Alice. I've got two sisters. Their names are Katie and Olivia. Katie is 20 years old. She studies at university. Olivia is 15. She comes to this school.

TEACHER: What about school? What are your favourite subjects?

ADAM: I love sport and so I really like PE. And I like art and music. I'm good at art. I like drawing and painting.

TEACHER: What about physics and chemistry?

ADAM: They're OK, but they aren't my favourite subjects. I don't really like science.

TEACHER: And after school?

ADAM: I play tennis. I don't play computer games because I don't like them much.

Key

- | | | |
|--------------|-----------|------------------|
| a twenty | e PE | i computer games |
| b university | f art | |
| c fifteen | g science | |
| d school | h tennis | |

2a Students complete the conversation between Adam and the teacher with the sentences given. Remind students that there is one extra sentence that does not appear in the conversation.

Key

- | | | |
|-----|-----|-----|
| a 6 | c 5 | e 1 |
| b 3 | d 4 | |

Fast finishers

Students read the extra sentence (2) and write an appropriate question, e.g. *What do you do in the morning before school?*

2b SPEAKING In pairs, students practise the completed dialogue. Then they swap roles and do it again.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Structured dialogues

Students benefit from practising speaking in structured dialogues because they can concentrate on fluency, and work on intonation and pronunciation instead of accuracy. Make sure students understand the instructions before they start. The aim is to boost students' confidence so that they feel better about participating in freer speaking activities.

- 3 Students read the information in the *Speaking Bank* and find an example sentence in Adam's answers for each word. Draw attention to the example sentence.

Key

They're OK, but they aren't my favourite subjects
I don't play computer games because I don't like them much
I love sport so I really like PE

- 4 Students complete the sentences with *and, but, because, so*.

Key

- | | | |
|-----------|-----------|------|
| 1 but | 4 so | 7 so |
| 2 because | 5 because | |
| 3 and | 6 but | |

- 5 **SPEAKING** In pairs, Student A plays the role of the teacher and Student B plays the role of the student. When they have finished, students change roles.

Practice makes perfect

- 6a Students make notes about their family, the school subjects they like/don't like and what they do after school.
- 6b **SPEAKING** In pairs, students take it in turns to be the teacher and ask the questions. The other student answers with information about themselves. 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: You're new in the class this year. Tell us something about yourself. What's your name and where are you from?
- B: My name's Louisa. Louisa Hobbs. I'm from Birmingham in the UK.
- A: Tell us about your family.

B: My parents' names are Margaret and John. I've got a brother. His name is Robert. He's seven. He goes to a primary school near here.

A: What about school? What are your favourite subjects?

B: I love numbers so I really like maths. I also like English and French. I'm good at languages and I love travelling to different countries.

A: What subjects don't you like?

B: I don't really like art or music. I'm not very good at artistic things.

A: And after school?

B: I watch TV. I don't do any sport because I don't like sport.

TEACHER DEVELOPMENT: STUDENT TRAINING

Giving personal information

Giving personal information is often the first part of an oral exam. Students should be prepared to give information about, for example, their name, age, family life, school life, daily routines, free-time activities, etc.

Extra practice

Students take it in turns to ask each other typical questions connected with personal information, e.g. *What's your first name? What's your surname? How do you spell that? How old are you? Where are you from? What's your favourite school subject?*

- **Teacher's Resource File (www.staffroom.pl):** See Unit 1 Communication worksheet *Preposition dominoes*.

Homework

- Refer students to the Workbook, **page 15**.

Lesson 7 Developing writing ▶ An informal email

An informal email

Warmer

Write the following words on the board: *hair, eyes, height, build*. Elicit an example word for each category, e.g. *blond, brown, tall, thin*. Put students into small groups and set a time limit of two minutes. Ask them to brainstorm words in each category. When the time is up, ask each group to read out their list. The group with the most correct words is the winner. Drill the pronunciation of these words: *fair hair, blue eyes, short, tall, thin*.

- 1 Students read the email and find Mark in the photo.

Key

Mark is the boy on the right.

- 2 Students read the email again and decide what information each paragraph contains.

Key

- | | |
|-----|-----|
| 1 a | 3 b |
| 2 c | 4 d |

3a Students look at the email again and choose the situations when we use capital letters in English.

Key

- 1-4 ✓ 6-8 ✓
5 ✗

3b Students decide which rules for capital letters are different in their language.

Key

4,6,7 are different

4 Students rewrite the sentences using capital letters where necessary.

Key

- 1 The capital of Scotland is Edinburgh.
- 2 My name is Susan Johnson and I'm from Australia.
- 3 His brother studies English in Manchester.
- 4 Is Robert British or American?
- 5 On Tuesday, I study French.

5 Students look at Mark's email again and complete the information in the *Writing Bank*.

Key

Hi! soon
I've got wishes

Practice makes perfect

6 Students write an informal email with all the information listed in the task. Remind them to use Mark's email as a model and use capital letters, as well as words and expressions from the *Writing Bank*. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Hi!

My name's Maria. I'm from Italy. I've got a sister and two brothers. We live in Naples.

Here's a photo of me with my family. I've got green eyes and long black hair. I'm not very thin, but I'm very tall.

I go to a big school called Benedictine Secondary School. My favourite subjects are English and art. I don't like science or maths! I have English on Wednesdays and Fridays. They're my favourite days!

I get up at eight o'clock on school days. I walk to school with my sister and brothers because it's only twenty minutes away. After school, I play basketball. I have dinner with my family at about ten o'clock in the evening.

Write back soon. Tell me about yourself.

Best wishes,

Maria

Extra activity

Students give themselves a mark for their email, according to the following self-assessment criteria. Their written work and assessments could form part of the CEFR dossier. You could also use these assessment guidelines for students to grade their partner's descriptions.

- Informal style
- Answers the task
- Subject – verb agreement
- Correct use of pronouns
- Good punctuation and use of capitals
- Good spelling
- Good use of paragraphs

Homework

▶ Refer students to the **Workbook, page 16**.

Self-check Unit 1 ▶ Grammar revision ▶ Vocabulary revision

▶ Grammar revision

Present simple affirmative

1 Students look at the pictures and write about what Ethan does on Sunday using the correct forms of the verbs given.

Key

- | | |
|-----------------|---------------------|
| 1 play football | 4 has a shower |
| 2 gets up | 5 does his homework |
| 3 go to bed | 6 watch TV |

Prepositions of time

2 Students complete the sentences *with in, on, or at*.

Key

- | | |
|------|------|
| 1 at | 4 on |
| 2 On | 5 in |
| 3 at | |

Present simple negative

3 Students write sentences using the negative form of present simple.

Key

- 1 Usain Bolt doesn't play tennis.
- 2 I don't get up in the afternoon.
- 3 My parents don't do homework.
- 4 We don't go to school on Sunday.
- 5 You don't finish school at 10:00 pm.
- 6 My grandfather doesn't watch TV all day.

Object pronouns

- 4 Students read the subject pronouns and write the correct object pronouns.

Key

- | | |
|-------|--------|
| 1 me | 4 you |
| 2 him | 5 her |
| 3 us | 6 them |

► Vocabulary revision

School subjects

- 1 Students look at the pictures and name the school subjects presented.

Key

- | | |
|---------------------------|--------------------------------------------------|
| 1 maths | 5 ICT (information and communication technology) |
| 2 music | 6 chemistry |
| 3 history | |
| 4 PE (physical education) | |

School activities

- 2 Students write the verbs in the correct forms to complete the sentences.

Key

- | | |
|------------|--------|
| 1 start | 4 do |
| 2 finishes | 5 have |
| 3 have | |

Everyday activities

- 3 Students complete the names of everyday activities with the correct vowels.

Key

- | | |
|------------------|-----------------------|
| 1 have a shower | 4 make dinner |
| 2 go to bed | 5 get undressed |
| 3 have breakfast | 6 go to school by bus |

You can do the Unit 1 tests (www.staffroom.pl).

Lesson 8 Gateway to success Unit 1 ▶ Znajomość środków językowych – parafraza fragmentów zdań – wybór wielokrotnie

Warmer

Find as many pairs of synonyms as there are pairs of students in your class, e.g. *simple – easy, small – little, big – huge, ill – sick, loud – noisy, finish – end, difficult – hard, friendly – kind, silent – quiet*, etc. Make sentences with half of the words and write down the other half on slips of paper. Give the words out to the class, so that each pair gets one word. Read out your sentences in a random order. Students listen carefully. The pair that hears the synonym of their word, stands up. If they are incorrect, they have to sit down again. If they are right, they should use their word to make a paraphrase of your sentence. Let the class decide whether the sentence is correct or not.

- 1 Students analyse the TIP and read the task. Students replace the words in bold in sentences 1–6 with the synonyms given. Before checking the answers with the class, let students compare their answers in pairs.

Key

- | | | |
|----------|-----------|---------|
| 1 things | 3 normal | 5 hard |
| 2 useful | 4 classes | 6 every |

Extra activity

To help students understand the TIP better, you may ask them to think of different ways of paraphrasing the following sentence: *This film is OK.* (e.g. *This film is all right/fine/quite good*, etc.) Elicit examples of other phrases/sentences that can be paraphrased in more than one way.

- 2 Students analyse the TIP and read the task. Students read sentences 1–5 and choose the correct words (A–B) that can be used to paraphrase the fragments in bold. Before checking the answers with the class, let students compare their answers in pairs.

Key

- | | |
|-----|-----|
| 1 B | 4 A |
| 2 A | 5 A |
| 3 B | |

- 3 Students analyse the TIP and read the task. Then they match the sentences with those with similar meanings. Before checking the answers with the class, let students compare their answers in pairs.

Key

- | | | |
|-----|-----|-----|
| 1 D | 3 E | 5 A |
| 2 F | 4 C | 6 B |

Extra activity

Students practise the words from tasks 1 and 2 in pairs. Student A closes his book. Student B reads the words in bold in a random order and student A has to say the correct synonym. Students swap roles a few times. They can keep score if they wish to.

- 4 In pairs, students think of the words and expressions that could replace the fragments in bold in sentences 1–4. Have a class feedback.
- 5 Students read the sentences in 4 again and find the correct answers (A–C). Before checking the answers with the class, let students compare their answers in pairs.

Key

- | | |
|-----|-----|
| 1 B | 3 A |
| 2 C | 4 A |

- 6 Students read the task. They read sentences 6.1–6.5. and choose the answer (A, B or C) that can replace the fragment in bold. Before checking the answers with the class, let students compare their answers in pairs.

Key

6.1.	C	6.3.	B	6.5.	A
6.2.	A	6.4.	C		

Extra practice

Tell students to look through the Wordlist on page 29 and think of synonyms for some of the words and phrases listed, e.g. *start school – begin school, get undressed – take off your clothes, great – fantastic, etc.*

Extra activity

Write a simple text of about 6–8 sentences using the words and expressions that were practised in this lesson. Make copies for each pair of students. Students paraphrase the text within a given time limit. Before checking the answers with the class, let students compare their answers in pairs.

Homework

- ▶ Refer students to the **Workbook, page 17**

Gateway to success Unit 1 ▶ Mówienie – zestaw zadań

Zadanie 1. (4 minuty)

- B:** I'm really happy that you want to help us with the event we're organising for Mrs. Brown.
- A:** I'm happy to help, but where and when can we do it?
- B:** Well, *maybe* on Saturday, two weeks from now, in the main hall?
- A:** What time do you want to start?
- B:** At 5:00 pm.
- A:** Sounds good.
- B:** We still don't have a gift. Any ideas?
- A:** We could buy something connected with the school and the students.
- B:** *Like what, exactly?*
- A:** Well, a thing she can use every day, like a mug or a T-shirt with our photo on it.
- B:** *I'm not sure that is a good idea.* In my opinion, we should give her a good book and a nice pen. Something more elegant, you know.
- A:** OK, *maybe* you're right. Can you buy these things?
- B:** Sure, no problem.
- A:** So, do you want to make the speech as well?
- B:** Yes, I do.
- A:** Aren't you nervous?
- B:** A little. I have a few ideas, but I need to write them down.
- A:** I can help you if you like.
- B:** Well, you can help me with the speech and with something else, too. I have to buy a new white shirt. Can you go shopping with me and help me choose something?
- A:** Of course I can, but why do you want to buy a white shirt?
- B:** We all have to dress up for the occasion. You've got a suit here, haven't you?
- A:** Yes, I have but do I really have to wear it?
- B:** I'm afraid so. It's a very important day. Everybody will be here – teachers, students and parents and some former students too.
- A:** Well, is there anything else we need to do?
- B:** There're still a few things left. You can buy some snacks and drinks. Karen will decorate the hall with flowers, and Mark says he will print the invitations.
- A:** What about Paula?
- B:** She will bake a cake.
- A:** Great! Just tell me when you want me to go shopping with you.
- B:** Sometime next week.
- A:** OK.

Zadanie 2. (5 minut)

Uczeń A

This picture shows a group of four teenagers, two boys and two girls. They are about 16 years old. They have casual clothes, jeans and T-shirts and they have all got bags. The girls have got books or notebooks. The teenagers are near a big building, which I think, is their school. I guess their lessons are over and they can go home now. Maybe they want to go somewhere, maybe to the library to study together or maybe they are hungry and want to have lunch in a nearby café.

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

I think they are talking about their plans for the afternoon, their lessons or the homework they have to do for the next day. The students seem to be relaxed and happy, so I think that their conversation may be about their hobbies or the people they know. *It's hard to say really*, but I'm fairly sure it is nothing too serious.

2. Do you think that breaks in your school should be longer? Why?/ Why not?

In my school we've got one long lunch break, which lasts about 25 minutes. Other breaks are 10 minutes long and I think that's OK. 10 minutes is enough time to go to the toilet or to another classroom or to eat a sandwich. I don't want to stay at school all day. That's why I don't think the breaks should be longer.

3. Tell us what you and your friends usually do during breaks.

Well, during the 10-minute-breaks we usually chat or eat something. Some of the students do their homework during breaks, but I don't. Very often we have to change the classroom, so we take all our things and go to another part of the school. Before and after each PE lesson, we change our clothes. Sometimes 10 minutes is enough time to even take a shower!

Uczeń B

In the picture I can see a teenage girl. She's in a flat, and the room she's in looks like a living room. It's very light and modern. The girl has a blue T-shirt and yellow trousers. She's also got headphones around her neck. In front of her, on the floor, there are books and notebooks. Some of them are open so I think the girl has to study, but in my opinion she wants to do something else, like listen to some music.

1. Why do you think the girl is sitting on the floor?

I think the girl simply feels good there. There's a nice carpet on the floor so she probably feels warm and comfortable. There's also a lot of space for her books and notebooks so she can study there. Maybe this place is cosier than her bedroom.

2. Why is homework important?

My teachers often tell us why homework is important. Firstly, there's not much time in the classroom to practice everything for as long as we need to. Secondly, we forget things quickly. To remember something, we often need to repeat it over and over again. Homework also teaches us to be well-organised and systematic.

3. Tell us about the place where you like studying most.

I like studying in different places, but my favourite place is my bedroom. When I have to read or learn something, I usually sit on my bed or on the floor. But, when I write an essay or do exercises in my workbook, I sit at my desk. I also often learn on the bus, on my way to school. I listen to some music and revise English vocabulary or some facts for my history lessons. When the weather is good, I sometimes go with my books to a park.

Zadanie 3. (5 minut)

For me the best school is in picture 1. This picture shows a normal classroom in a typical British school, and that's what I want to get to know more about. The students look elegant in their uniforms and they all seem to be very nice people. *It seems to me* that this is a good school. I think I could learn a lot there. I don't think the school in picture 2 would be a good place for me. I don't really like projects and solving problems. *Also, I'm afraid that* my English is not good enough to take part in such lessons. The school in the last picture isn't for me, either. In my opinion it might be too conservative. So, I choose the school in the first picture.

1. Would you like to wear a school uniform? Why?/Why not?

Wearing a school uniform *isn't a problem for me*. I think it's nice when all the students look elegant and wear similar clothes. Lots of students say school uniforms are a bad idea, but I don't know why. At the moment, every morning I have to think about what to put on. I often have to buy new clothes in order to look trendy. The girls at my school are always comparing one another's clothes. They don't want to be friends with students who are not fashionable. In my opinion, there aren't problems like that in a school where everybody wears a uniform.

2. What are the pluses and minuses of single-sex schools?

It's difficult to say really because I only know schools where boys and girls study together. In fact, I can't think of any advantages of single-sex schools. In my opinion there are only minuses. The biggest minus is that these kind of schools are so different from everyday life. Everywhere – in the streets, in shops, at work there are boys and girls, men and women. They live together and work together. In normal schools we learn how to understand and communicate with each other. Unfortunately, students from single-sex schools can't learn that.

Gateway to success Unit 1 ▸ Znajomość środków językowych ▸ Vocabulary plus

► Znajomość środków językowych

Parafraza fragmentów zdań – wybór wielokrotny

- 1 Students complete the sentences with the answer (A–C) that has the same meaning as the fragment in bold.

Key

- | | |
|-----|-----|
| 1 C | 4 B |
| 2 C | 5 C |
| 3 A | |

Uzupełnianie luk – wybór wielokrotny

- 2 Students read the text and complete the gaps with the correct answers (A–C) to get a logical and grammatically correct text.

Key

- | | |
|-----|-----|
| 1 B | 4 C |
| 2 A | 5 B |
| 3 C | |

► Vocabulary plus

- 1 Students look at the pictures and match them with the phrases given.

Key

- | | |
|------------------|---------------------|
| 1 get up | 5 brush my teeth |
| 2 have a shower | 6 iron my clothes |
| 3 have breakfast | 7 do the washing up |
| 4 make the bed | |

- 2 Students read the text and complete the gaps with the correct phrases from 1.

Key

- 1 get up
- 2 have a shower
- 3 iron my clothes
- 4 make the bed
- 5 have breakfast
- 6 brush my teeth/do the washing up
- 7 do the washing up/ brush my teeth

- 3 Students look at the pictures and match them with the words given.

Key

- 1 timetable
- 2 gym
- 3 library
- 4 lockers
- 5 cafeteria
- 6 pitch

- 4 Students explain the acronyms.

Key

- 1 ICT – information and communication technology
- 2 PE – physical education
- 3 MA – Master of Arts
- 4 GCSE – The General Certificate of Secondary Education