

Linguistic content

Grammar

- Present simple
- Adverbs of frequency
- Present continuous
- Time expressions
- Gerunds

Main vocabulary

- Free-time activities: *chat online, do voluntary work, etc*
- Character adjectives: *adventurous, cautious, etc*

Functional language

- Making suggestions / An evening at home

Core curriculum overview

Znajomość środków językowych

Człowiek (cechy charakteru)

Życie prywatne (formy spędzania czasu wolnego)

Umiejętności językowe wymagane w podstawie programowej**Rozumienie wypowiedzi ustnej** Uczeń:

- określa główną myśl wypowiedzi: s. 8
- znajduje w wypowiedzi określone informacje: s. 12, 13

Rozumienie wypowiedzi pisemnej Uczeń:

- określa główną myśl tekstu: s. 9
- znajduje w tekście określone informacje: s. 9, 15

Tworzenie wypowiedzi ustnej Uczeń:

- opisuje ludzi: s. 12
- opowiada o czynnościach, doświadczeniach i wydarzeniach z teraźniejszości: s. 9
- przedstawia fakty z teraźniejszości: s. 11, 15
- opisuje upodobania: s. 11

Tworzenie wypowiedzi pisemnej Uczeń:

- opisuje ludzi: s. 12, 14, 15
- opowiada o czynnościach i wydarzeniach z teraźniejszości: s. 14
- opisuje upodobania: s. 14

Reagowanie ustne Uczeń:

- nawiązuje kontakty towarzyskie; rozpoczyna, prowadzi i kończy rozmowę: s. 13
- uzyskuje i przekazuje informacje oraz wyjaśnienia: s. 8, 11, 13, 15
- wyraża swoje upodobania i intencje, pyta o upodobania i intencje innych osób: s. 8, 13
- proponuje, przyjmuje i odrzuca propozycje; prowadzi proste negocjacje w sytuacjach życia codziennego: s. 13

Reagowanie pisemne Uczeń:

- przedstawia siebie i inne osoby: s. 14
- przekazuje informacje i wyjaśnienia: s. 14
- wyraża swoje upodobania: s. 14

Przetwarzanie tekstu ustnie lub pisemnie Uczeń:

- przekazuje w języku obcym informacje zawarte w materiałach wizualnych / audiowizualnych: s. 8, 12
- przekazuje w języku obcym informacje sformułowane w języku obcym: s. 9, 12, 13, 14, 15

Uczeń posiada:

- podstawową wiedzę o krajach, społeczeństwach i kulturach, które posługują się językiem obcym oraz o kraju ojczystym: s. 15
- świadomość związku między kulturą własną a obcą: s. 15

Uczeń

- dokonuje samooceny: s. 17
- współdziała w grupie: s. 8, 13, 15
- stosuje strategie komunikacyjne (domyślanie się znaczenia wyrazów z kontekstu): s. 9, 12, 15
- posiada świadomość językową: s. 10, 11, 16

Lesson Aims:

Students revise some expressions related to free-time activities and learn some new expressions related to this area. Students listen to and practise a dialogue about free-time activities.

Vocabulary

Free-time activities

Warmer

With books closed, brainstorm some free-time activities students do or would like to do and write them on the board, supplying the translation when needed.

1 1.04

- Play the audio. Students listen and repeat the words.
- Practise the stress in some of them, eg *go to a youth centre*, *play computer games*, etc.
- Students match the words with the pictures.
- Check answers with the class.

- #### 2
- Students complete the sentences with free-time activities from exercise 1.
 - Check answers with the class.

- #### 3
- Divide students into groups of three or four.
 - Tell students that for each item listed, they have to ask questions and find someone in the group.
 - Read the example questions with the class and elicit short answers, e.g. *Can you play an instrument? Yes, I can.*
 - Students ask and answer the questions in groups. Monitor and help as necessary.
 - Ask each group to report their answers back to the class.

4 1.05

- Students read the question.
- Play the audio. Students listen and identify Emma's favourite free-time activity.
- Check the answer with the class.

5

- Practise the question and answer with the class, paying attention to stress and intonation.
- Highlight or elicit the use of the gerund after *like*.
- Students ask and answer the question in pairs.

Extra activity

Books closed. Ask students if they can remember all the free-time activities that use *go*. Then ask them if they can think of more expressions with *go* followed by the gerund, like *go dancing*, and followed by *to*, like *go to the cinema*.

Mixed-ability solutions

Students who need extra help: Exercise 4. Students write their answer before they start the activity.

Fast finishers: Exercise 5. Students write about the similarities and differences between what they and their partner like doing in their free time.

Self-study and extra practice

Student's Book

- Wordlist, page 119

Workbook

- Vocabulary, page 8

Teacher's Resource File

- All Clear Basics Vocabulary 1
- Vocabulary Consolidation 1
- Vocabulary Extension 1

Lesson Aims:

Students read a magazine article about an online video-documentary project about teenagers and their favourite spaces. Students use the title to predict the content, and find specific information.

Reading

A magazine article

Warmer

Ask students if they ever watch videos made by teenagers on the internet. Investigate further, asking which sites they visit and what type of videos they watch.

- 1 • Tell students to look just at the title of the article. Brainstorm with the class what it might be about. Point out to the class that often the title gives us a good indication of the content to follow.

Word Check

Check students understand the new words: *bloggers*, *interview*, *post*. Explain any they don't know.

2 1.06

- Play the audio. Students read and listen to the text and check their predictions.
- 3 • Read through the statements with the class, making sure they understand what each one means.
 - Students read the text again and decide if each statement is true or false. They write the text that supports their answers.
 - Check answers with the class.
 - 4 • Students read the text and answer the questions.
 - Check answers with the class.
 - 5 • Students ask and answer the questions in pairs. Monitor and help as necessary.
 - Elicit some answers from students.

All Clear Facts

Read the fact with the class. Ask students if they've ever watched a vlog or heard of any vloggers.



Web info

Type these words in your search engine for more information about the ideas described in the article: 'influential vloggers'

Mixed-ability solutions

Students who need extra help: Exercise 3. Tell students the paragraph in which to find the relevant information.

- 1 paragraph 2
- 2 paragraph 3
- 3 paragraph 5
- 4 paragraph 6

Self-study and extra practice

Teacher's Resource File

- Language Skills: Reading 1

Lesson Aims:

Students revise the present simple for routines and habits with adverbs of frequency.

Students revise the present continuous for actions happening now with time expressions.

Students contrast the use of the present simple and the present continuous. (Continues on page 11.)

Grammar

Present simple

Warmer

Write on the board *I do* and *I don't*. Then say some sentences about yourself, using expressions from page 8, eg *chat online*, *do voluntary work*, etc. Then elicit sentences from students about what they do and don't do of the expressions on page 8.

- 1 • Students look at the grammar table. Elicit affirmative, negative and interrogative sentences and short answers using the other pronouns. Ask why *he*, *she* and *it* are special.
 - You may want to revise the basic spelling rules for the third person singular.
 - 1 Verbs ending in *-o*, *-ch*, *-sh*, *-ss*, *-x* and *-z*, add *-es*.
 - 2 Verbs ending in consonant + *y*, remove the *y* and add *-ies*.
 - 3 Verbs ending in vowel + *y*, add *-s*.
 - Students find examples of the present simple in the text on page 9. Check answers with the class.
- 2 • Ask why the present simple is used so often in the text on page 9.
 - Elicit the correct option to complete the rule.

Adverbs of frequency

All Clear Rules

Write the scale from 100% to 0% on the board and write *always* at the top. Elicit the missing adverbs, prompting as necessary. Check the meaning of the adverbs by asking students to translate them.

Refer students to the example sentences in the box and read through the All Clear Rules with the class. Ask them to find two examples of each rule in the box.

- 3 • Read through the example with the class. Make it clear that students need to decide where to put the adverb and to put the verb in the correct form.
 - Students complete the sentences. Check answers with the class.
- 4 • Go through the example with the students. Ask them to write similar sentences in their notebooks.
 - Elicit some answers from the class.

Present continuous

- 5 • Mime some actions and elicit from student what you are doing, eg playing football etc.
 - Then write one of the actions on the board, eg *I'm playing football*. Ask what tense it is and why.
 - Students look at the grammar table. Elicit affirmative, negative and interrogative sentences and short answers using the other pronouns.
 - You may want to revise the spelling rules for the *-ing* form.
 - 1 Most verbs add *-ing* to the end of the verb.
 - 2 Verbs ending in *-e*, remove the *-e* and add *-ing*.
 - 3 One-syllable verbs ending in consonant + vowel + consonant, double the final consonant and add *-ing* (unless the consonant is *w*, *x* or *y*).
 - 4 Two-syllable verbs ending in consonant + vowel + consonant, double the final consonant when the stress is on the first syllable.
 - 5 Verbs ending in *-ie*, change the *-ie* to *-ying*.
 - Elicit the correct option to complete the rule.
- 6 • Explain that all the sentences describe actions that are happening now. Make it clear that for this reason they need to use the present continuous form of the verbs.
 - Students complete the sentences.
 - Check answers with the class.

Time expressions


- 7 • Write two example sentences on the board, eg *My sister usually studies at Warsaw University. At the moment she's studying in the UK.*
 - Elicit which tense is used in each sentence and why.
 - Explain that certain time expressions are often used with the present simple while others are often used with the present continuous.
 - Students copy the table and write the time expressions under the correct heading.
 - Check answers with the class.
- 8 • Tell students to pay particular attention to the time expression as it helps them to determine which tense to use.
 - Students complete the sentences.
 - Check answers with the class.

Lesson Aims:

Students contrast the use of the present simple and the present continuous. (Continued from page 10.)

Students learn and practise using the gerund after preference verbs and prepositions.

Grammar

- 9** • Read through the example with the class.
- Students complete the sentences with the correct form of the verbs in brackets.
 - Check answers with the class.
- 10** • Read through the example with the class.
- Students match sentences 1–6 with items a–f and then complete the sentences.
 - Ask individual students to read the sentences in 1–6 and a–f to check the answers.
- 11** • With a weaker class, you may want to do the first question with the class as an example.
- Students write questions using the present simple or the present continuous.
 - Check answers with the class.
- 12**  • Practise the questions from exercise 10, paying attention to stress and intonation. Students ask and answer the questions with a partner.

Gerunds

Warmer

Ask different students in the class questions with *Do you like ... ?* with the gerund, eg *playing football, watching TV, doing homework*, etc. Elicit the response *Yes, I do.* or *No, I don't.* Then get students to ask each other in open pairs across the class.

- 13** • Students read the sentences in the grammar table. They will probably find it helpful if you translate the sentences or elicit them from the class. Make sure the class understands that the gerund form is the same as the present continuous form, but without *be*.
- Explain that certain verbs expressing preference are followed by the gerund. Explain that we use gerunds after prepositions, too.
 - Read through the example with the class, emphasizing that students need to put the first verb in the correct form as well as using the gerund form of the second verb.

- Students write sentences using the correct form of the verbs and gerunds.
- Check answers with the class.

- 14** • Read through the example with the class.
- Students complete the sentences.
 - Check the answers as a class.
 - Get a student to ask you the example question. Give a full answer, eg *I like spending holidays in the mountains.*
 - Students ask and answer the questions in pairs. Encourage them to give full answers.

Note

The grammar lessons link to the *Grammar Practice* at the back of the book and the *Grammar reference* at the end of each unit, which provide extra practice and grammar reference in Polish.

- You may set the *Grammar Practice* for homework or use them in class whenever students need more practice.
- Refer students to the *Grammar Reference* whenever they do exercises individually in class. Explain that *Grammar Reference* may also be useful when students do grammar exercises from the workbook at home.

Mixed-ability solutions

Students who need extra help:

Exercise 11. Students write their answers first.
Fast finishers: Exercise 12. Write the following sentence stems on the board and ask students to complete them with something that is true for them.
*My mum enjoys ... ; At the weekend I like ... ;
In the evening I love ... ; I'm not keen on ... ;
My dad is interested in*

Self-study and extra practice

Student's Book

- Grammar Practice, page 110
- Grammar Reference, page 16

Workbook

- Grammar, pages 10–11

Teacher's Resource File

- All Clear Basics Grammar 1
- Grammar Consolidation 1
- Grammar Extension 1
- Language Excellence 1

Lesson Aims:

Students revise character adjectives and learn and practise some new ones.
Students listen to a report about celebrity hobbies and identify specific information.

Vocabulary

Character adjectives

Warmer

Books closed. Students think of an adjective which describes their character. Give help with vocabulary as needed. Ask students to tell you their adjective. Write the adjectives they suggest on the board.

1 1.07

- Play the audio. Students listen and repeat the words.
- Students translate the adjectives into their language.
- Practise all the words, highlighting the stressed syllables.

Language note: *funny* / *fun*

Write these two pairs of sentences on the board.
It's a funny film. You laugh a lot when you watch it.

I like making models. It's a fun activity.

Explain that *funny* describes something or someone who makes you laugh whereas *fun* describes something or someone that you think is interesting.

Ask students to translate both sentence pairs.

- #### 2
- Students look at the pictures and say what is happening in each.
 - Students match the pictures with adjectives from exercise 1.
 - Check answers with the class.

- #### 3
- Read the first sentence of the text with the class.
 - Students complete the text with words from exercise 1. Make it clear that they will need to use the meaning of the text to help them.
 - Check answers with the class.

- #### 4
- Tell students to write down three adjectives which describe them and three which don't.
 - Read the example sentence in the speech bubble with the class.
 - Students say similar sentences to their partner using the adjectives they have chosen.
 - Ask some students to tell the class about their partner.

Extra activity

Students use the adjectives to write sentences about their family. They should give an example, eg *My mum's very energetic. She goes to the gym every day.*

Listening

Warmer

Ask students to imagine what they would do in their free time if they were rich and famous.

5 1.08

- Read through the hobbies with the class. Make sure that they understand what they mean.
- Students write the hobbies in their notebooks.
- Play the audio. Students listen and number the hobbies in the order they hear them.
- Check the answer with the class.

- #### 6
- Students read the sentences.
 - Play the audio again. Students listen again and complete the sentences with the celebrities.
 - Check answers with the class.



Web info

Type these words in your search engine for more information about celebrities and their hobbies: 'celebrity hobbies surprise you'

Mixed-ability solutions

Students who need extra help: Exercise 3.

Write two options on the board for each gap.

Fast finishers: Exercise 3. Students re-read the text and decide on two or three things that Alex has in common with them.

Self-study and extra practice

Student's Book

- Wordlist, page 119

Workbook

- Vocabulary, page 9

Teacher's Resource File

- All Clear Basics Vocabulary 1
- Vocabulary Consolidation 1
- Vocabulary Extension 1
- Language Skills: Listening 1

Lesson Aims:

Students learn and practise functional language to make suggestions for what to do for an evening at home.

Speaking

Making suggestions / An evening at home

Warmer

In pairs, ask students to write a list of five things that they like doing when they're on holiday. Encourage them to use their imagination. Ask different pairs to read out their lists. Help with vocabulary when necessary.

Model Dialogue

1 1.09

- Students read the question.
- Play the audio. Students listen to and read the dialogue to find the answer to the question.
- Check the answer with the class.

- 2** • Play the audio again. Students listen again and this time repeat the dialogue.
- Focus on and explain the following expressions: *Do you fancy + gerund?*; *Let's get ...*; *Do you feel like + gerund?*; *Good idea; instead*. Also highlight *I'll phone* (not *phone*).

Speaking Task

1 Talk about an evening at home

Students look at the information and choose an activity and some food. They can use the suggestions in the Student's Book or their own ideas.

2 Prepare a dialogue

Students look at the Model Dialogue and change the words in blue to make their own dialogue.

3 Speak

Students practise their dialogues in pairs.

Mixed-ability solutions

Students who need extra help: Speaking Task. Students write out their dialogue before doing step 3.

Fast finishers: Speaking Task. Students act out another dialogue using different activities and food. If possible, they do this without looking at the Model Dialogue.

Self-study and extra practice

Student's Book

- Useful Language Bank, page 128

Workbook

- Speaking, page 12

Teacher's Resource File

- Language Skills: Speaking 1

Lesson Aims:

Students practise using different linkers to join their ideas.
Students write a personal profile.

Writing

A personal profile

Warmer

Tell students that they are going to write a personal profile to describe the main things about them. Elicit the type of information they might include. Write their ideas on the board, eg name, age, personality, hobbies, etc.

1 1.10

- Students look at the picture and to tell you what they can deduce about the person from it.
- Students read the questions.
- Play the audio. Students read and listen to the profile and answer the questions about Will.
- Check answers with the class.

Extra activity

Students re-read the third paragraph. They identify all the examples of the present simple and the present continuous and say why they are used in each case.

All Clear Tips

- Read the All Clear Tips with the class.
 - Students translate the linkers in bold.
 - Students find examples of *because*, *so* and *although* in the text.
- Look at the example with the class. Discuss with them why it is not possible to use either *so* or *although* in the sentence.
 - Students complete the other sentences with the correct linkers. You may prefer them to do this in pairs as this is a relatively demanding exercise.
 - Check answers with the class.

Writing Task

1 Plan

Read the notes with the class. Students make notes about themselves using the headings given.

2 Write

Look at the structure with the class. Students use their notes to write their own personal profile. Tell them to use some of the linkers they have just practised to join ideas.

3 Check

Encourage students to check their work, paying particular attention to the points mentioned.



Web info

Type these words in your search engine to read a profile of the singer Adele: 'aceshowbiz + adele profile'

Mixed-ability solutions

Students who need extra help: Writing Task. Students do not write the full profile. They just write the notes in step 1.

Fast finishers: Writing Task. Students exchange their text with a partner and look for similarities and differences.

Self-study and extra practice

Workbook

- Writing, page 12

Teacher's Resource File

- Language Skills: Writing 1

Lesson Aims:

Students read three texts about national characteristics and free time activities popular in different countries.
Students discuss national traits of Polish people and hobbies popular in Poland.

Culture Reading

National similarities and differences

Warmer


- Divide students into groups of three or four. Explain they are going to do a quiz to check their knowledge about different countries.
- Read out the questions from the quiz below. Explain that students have 2 minutes to write down the answer to each question.
- Check the answers as a class. The group with the most correct answers are the winners.

Quiz

- 1 What country's capital is Nairobi?
- 2 Which European country is famous for cheese and tulips?
- 3 What country's flag is white with a red circle in the centre?
- 4 In which country people eat a lot of pasta?
- 5 Where does the dance flamenco come from?
- 6 Which country does 'reagge' come from?
- 7 In which country can you find the pyramids?
- 8 Which country is the second biggest in the world?
- 9 In which European country people drink a lot of tea and like talking about the weather?
- 10 What is the world's most populous country?

KEY

- | | |
|-------------------|-----------|
| 1 Kenya | 6 Jamaica |
| 2 the Netherlands | 7 Egypt |
| 3 Japan's | 8 Canada |
| 4 Italy | 9 Britain |
| 5 Spain | 10 China |

- 1 • Students answer the questions in pairs.
• Check the answers with the class.
- 2  1.11
 - Before students match the texts with the countries, ask them to look at the pictures and elicit the names of the sports. Encourage them to match the sports with the countries in exercise 1.
 - Play the audio. Students read and listen to the texts and check their guesses.

- 3 • Read through the questions with the class and make sure students understand them.
 - Discuss question 1 with the class. Ask students to find the fragment of the text that shows their answer.
 - Students work in pairs and find the answers to questions 2–5.
 - Check answers with the class.

My Culture

- 4 • Read through the sentences in exercise 4 with students.
 - Elicit answers to the first sentence and write them on the board.
 - Students complete the sentences with their own ideas.
 - Elicit answers from the class and write them on the board.
 - Ask students if they agree or disagree with the opinions on the board.

Mixed-ability solutions

Students who need extra help: Reading text. Pre-teach the following words and expressions: *on time, unsociable, traffic lights, chess*

Fast finishers: Reading text. Students read the texts again carefully. They then close their books and write down everything they can remember.

Lesson Aims:

Students revise and practise further the grammar and vocabulary of the unit.

Unit 1 Progress Check

Warmer

In pairs, students make a list of the items taught in the unit. Put their ideas on the board. You may ask them what they remember about the items.

Free time activities

- 1 • Students match 1–5 with a–e individually or in pairs.
 - Check answers as a class.

Character adjectives

- 2 • Tell students to read all the sentences first. They complete the sentences with the words in the box.
 - Check answers with the class.

Present simple and present continuous

- 3 • Students write sentences using the present simple or present continuous. Remind students of the difference between the two tenses and tell them to look at the time expressions in order to decide which tense to use.
 - Check answers with the class.
- 4 • Students complete the questions. Ask them to read the sentences first and decide which tense to use, looking for clues in the time expressions or adverbs of frequency.

Gerunds

- 5 • Students write sentences using gerunds. Remind them to think about third person endings, auxiliary verbs and the verb when writing the sentences.
 - Check answers as a class.

All Clear Grammar

- 6 • Tell students that this is a cumulative check of the grammar in this unit.
 - As this exercise is quite challenging, you may want students to do it in pairs.
 - Students choose the correct words to complete the text.

7 1.12

- Play the audio. Students listen and check their answers.
- Check answers with the class. This is a good moment to check they have understood the new grammar.

Note

There are several different ways to do the progress checks and it's a good idea to vary the way you do them from unit to unit. Here are some options:

- Students do the progress check individually in silence as a test.
- Students do the exercises in pairs.
- Students do the exercises individually first, then get together in teams to compare answers. Teams take turns to give you their answers and get a point for each correct answer. This is a good option for weaker classes.
- In teams as above but without doing the exercises individually first.

Self-study and extra practice

Workbook

- Unit 1 Progress Check, page 13
- Egzamin Ósmoklasisty 1, page 62–63

Teacher's Resource File

- Use of English 1
- Translation 1