

Linguistic content

Grammar

- Past simple
- Past continuous

Recycled grammar

- Present simple (Unit 1)
- Present continuous (Unit 1)

Main vocabulary

- IT activities: *charge a mobile phone, download a video clip, etc*
- Jobs: *actor, artist, etc*

Functional language

- Making requests and offers (1) / Shopping for electronic gadgets

Core curriculum overview

Znajomość środków językowych

Praca (popularne zawody i związane z nimi czynności oraz obowiązki, miejsce pracy)

Nauka i technika (odkrycia naukowe, wynalazki, korzystanie z podstawowych urządzeń technicznych i technologii informacyjno-komunikacyjnych)

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

- znajduje w wypowiedzi określone informacje: s. 18, 22, 23

Rozumienie wypowiedzi pisemnej Uczeń:

- znajduje w tekście określone informacje: s. 19, 24, 25
- rozpoznaje związki między poszczególnymi częściami tekstu: s. 19
- rozróżnia formalny i nieformalny styl tekstu: s. 24

Tworzenie wypowiedzi ustnej Uczeń:

- opowiada o czynnościach, doświadczeniach i wydarzeniach z przeszłości: s. 20, 21
- przedstawia intencje, marzenia, nadzieje i plany na przyszłość: s. 19
- wyraża i uzasadnia swoje opinie: s. 22, 25

Tworzenie wypowiedzi pisemnej Uczeń:

- opisuje przedmioty: s. 24, 25
- opowiada o czynnościach, doświadczeniach i wydarzeniach z przeszłości: s. 20, 21, 24
- przedstawia fakty z przeszłości i teraźniejszości: s. 21, 24
- wyraża i uzasadnia swoje opinie: s. 24
- stosuje formalny lub nieformalny styl wypowiedzi adekwatnie do sytuacji: s. 24

Reagowanie ustne Uczeń:

- uzyskuje i przekazuje informacje i wyjaśnienia: s. 18, 19, 23
- wyraża swoje opinie: s. 22, 25
- wyraża swoje upodobania, intencje i pragnienia: s. 19
- proponuje, przyjmuje i odrzuca propozycje, zachęca; prowadzi proste negocjacje w sytuacjach życia codziennego: s. 23
- wyraża prośbę oraz zgodę spełnienia prośby: s. 23
- stosuje zwroty i formy grzecznościowe: s. 23

Reagowanie pisemne Uczeń:

- nawiązuje kontakty towarzyskie; rozpoczyna, prowadzi i kończy rozmowę: s. 24
- uzyskuje i przekazuje informacje i wyjaśnienia: s. 24
- wyraża swoje opinie, pyta o opinie: s. 24
- wyraża swoje upodobania, intencje i pragnienia, pyta o upodobania, intencje i pragnienia innych osób: s. 24
- wyraża uczucia i emocje: s. 24
- stosuje zwroty i formy grzecznościowe: s. 24

Przetwarzanie tekstu ustnie lub pisemnie Uczeń:

- przekazuje w języku obcym nowożytnym informacje zawarte w materiałach wizualnych / audiowizualnych: s. 19, 22, 23
- przekazuje w języku obcym informacje sformułowane w tym języku obcym: s. 19, 22, 23, 24, 25

Uczeń posiada:

- podstawową wiedzę o krajach, społeczeństwach i kulturach społeczności, które posługują się danym językiem obcym, oraz o kraju ojczystym: s. 25,
- świadomość związku między kulturą własną i obcą oraz wrażliwość międzykulturową: s. 25

Lesson Aims:

Students learn and practise the names of technology items and IT-related activities.

Students listen to two young people talking about IT activities and ask and answer questions about their own IT activities.

Vocabulary

IT activities

Warmer

Books closed. Brainstorm with the class what type of things they use a smartphone or computer for and write the words on the board. Help with vocabulary when needed.

1 1.13

- Play the audio. Students listen and repeat the words.
- Check understanding.
- Practise the pronunciation, paying particular attention to word stress.
- Students match the words with the pictures.
- Check answers with the class.

- 2** • Students complete the sentences with the correct words.
- Check answers with the class.
 - Check the pronunciation.

- 3** • Read through the definitions with the students to make sure they understand them.
- Students match the words and expressions from exercise 1 with the definitions.
 - Check answers with the class.
 - Ask students to work in pairs and write their own definition of one of the words or expressions from exercise 1.

Extra activity

Revise adverbs of frequency, expressions of frequency (eg *every day*, *once a week*, etc) and the question *How often do you ... ?* with the class.

Ask students questions using the activities in the box, eg *How often do you go on line?*

Students ask each other questions in pairs.

4 1.14

- Students read the question.
- Play the audio. Students listen for the number of hours Chen watches TV every week.
- Check the answer with the class.

5

- Read the example question and answer with the class.
- Students ask and answer questions about IT activities in pairs.

Mixed-ability solutions

Students who need extra help: Exercise 3. Give students two options: *four or five / ten*.

Fast finishers: Exercise 3. Students write down the other activities that Sophie and Chen talk about.

Self-study and extra practice

Student's Book

- Wordlist, page 120

Workbook

- Vocabulary, page 14

Teacher's Resource File

- All Clear Basics Vocabulary 2
- Vocabulary Consolidation 2
- Vocabulary Extension 2

Lesson Aims:

Students read and listen to a news report about a man who went from being homeless to designing his own app.

Reading

A news report

Warmer

Ask students if they know who the following people are and why they're famous. (Answers in brackets.)

Bill Gates (co-founder of Microsoft)

Steve Jobs (co-founder of Apple)


Mark Zuckerberg (co-founder of Facebook)

Larry Page and Sergey Brin (founders of Google)

- 1 • In pairs, students look at the pictures and discuss the answers to the questions.

Word Check

Check students understand the new words: *homeless*, *skill*, *car rides*. Explain any they don't know.

- 2 • Read through the instructions together. Explain that there is one extra sentence which does not match any of the gaps.
 - Remind students that they should choose the sentence that matches the text before and after the gap.
 - Students work in pairs and match the sentences (a–e) with the gaps in the text (1–4).
- 3  1.15
 - Play the audio. Students read and listen to the text and check their answers to exercise 2.
 - Check the answers with the class. Ask students which words in the text and answer options helped them to choose the answers
- 4 • Students read the text again and answer the questions. Check answers with the class.
- 5 • Read through the instructions and the bullet points together.
 - Ask students to discuss in pairs which of the things they can do and which they would like to learn.
 - Elicit some ideas from the students. Ask them to name other things they can do using a computer or would like to learn. Refer them to the list of IT activities from the Vocabulary lesson in unit 2.

All Clear Facts

Read the fact with the class. Ask students if they've ever heard of Summly and if they know what it does. (See *Cultural note*.)

Cultural note

Summly is an application that aims to improve the way news articles are presented on smartphones. It condenses news into only a few sentences so that you can understand the gist of a story without reading hundreds of words. The initial version was downloaded by over 200,000 users.

Web info

Type these words in your search engine for more information about the homeless man who designed an app: 'Leo homeless coder'

For information on how Summly condenses news on smartphones go to google images and then type 'Summly app'

Mixed-ability solutions

Students who need extra help: Exercise 3.

Match the first sentence with the class as an example. Ask students to say which words in the text and in the answer options helped them.

Fast finishers: Exercise 4. Students work in pairs and try to think of a good new smartphone application. Once they have finished, ask them to share their ideas with the rest of the class.

Self-study and extra practice

Teacher's Resource File

- Language Skills: Reading 2

Lesson Aims:

Students revise and practise the past simple (affirmative, negative, interrogative and short answers) with the verb *be* and regular and irregular verbs.


Grammar

Past simple

Warmer

Students re-read the first paragraph of the text on page 19 and identify all the verbs in the past simple (*started, was, lost, became*). Ask them if any of the verbs are regular (only *started*).

- Elicit the past simple forms of *be* from the class.
 - Read through the first grammar table and the example with the class.
 - Students complete the questions with *was* or *were* and write short answers which are true about themselves.
 - Check answers with the class.
- Write a sentence which is true for you on the board, eg *Last Sunday I wasn't at school. I was at a pop concert.*
 - Tell students to write similar sentences about themselves and their family using the time expressions in the box.
 - Elicit some answers from the class.
- Read through the second grammar table with the class. Remind students that in the past simple regular verbs end in *-ed* but that there are many verbs that are irregular in the past.
 - Students copy the table and write the verbs and their past simple form in the correct columns.
 - Ask them to say the verbs in each column aloud. Remind them of the rules for pronouncing the endings of regular past simple affirmative verbs:
We pronounce the *-ed* ending:
/t/ after /p/, /k/, /s/, /f/, /ʃ/ and /tʃ/ sounds: *stopped, washed, etc.*
/ɪd/ after /d/ and /t/ sounds: *ended, wanted, etc.*
/d/ after all other sounds: *arrived, opened, etc.*
- Elicit the negative form of the past simple verbs in the table in exercise 3.
 - Read through the example with the class.
 - Students write the sentences.
 - Check answers with the class.

- Ask students some questions about last weekend using the activities in the box. Encourage short answers.
 - Students look at the ideas in the box. They write six questions with *Did you ... ?* and the ideas in the box or their own ideas.
- 
 - Students ask and answer their questions from exercise 5 in pairs. Monitor and help as necessary.
 - Ask some students to report back on their partner, using the affirmative and negative.

Extra activity

Students write about their partner's weekend.

- Students complete the dialogues with the correct past simple form of the verbs in brackets.
 - Ask some pairs to act out the dialogues paying attention to the correct pronunciation of past simple forms.
- Students complete the text with the correct past simple form of the verbs in brackets.
 - Check answers with the class.

Mixed-ability solutions

Students who need extra help: Exercise 3.

Tell students that only *want* (the example), *charge*, *decide* and *realize* are regular. Instruct them to consult the list of irregular verbs on page 130 to find the past simple form of the other verbs.

Fast finishers: Exercise 3. Students find nine irregular past simple verbs in the text on page 19 (excluding *was* and *were*).

Lesson Aims:

Students learn and practise using the past continuous and contrast it with the past simple.

Grammar

Past continuous

Warmer

Write on the board *What were you doing at six o'clock last night?* Elicit the translation. Make sure that students translate it with the equivalent of the past continuous, and not the past simple, in their own language.

Ask questions using this structure with different times, eg *last Saturday, five minutes ago, etc.*

All Clear Rules

Read the grammar table with the class.


Read the rule with the class.

Elicit the difference in use between the past continuous and the past simple.

- 9 • Explain that all the sentences describe what other people were doing when Sara arrived and therefore they need to use the past continuous.
- Students complete the sentences with the past continuous form of the verbs in brackets.
 - Check answers with the class.

Extra activity

Practise extracts from the answers, eg *her brother Miguel wasn't writing an email, he was watching TV.*, to make students aware of which words are stressed.

- 10 • Read the example with the class.
- Students write questions with the past continuous.
 - Check answers with the class, making sure students spell the *-ing* form of the verb correctly.
- 11 
- Ask a student the example question from exercise 9 and elicit the answer from the sentences in exercise 8 (*No, he wasn't. He was watching TV.*).
 - Students ask and answer the questions in exercise 9 in pairs.
 - Check answers by asking some pairs to ask and answer the questions again in open class.

- 12 • Read the first sentence of the text with the class.
- Students complete the text with the past continuous form of the verbs in brackets.
 - Check answers with the class.
- 13 • Students write the complete questions in their notebooks and then ask and answer the questions in pairs.
- Monitor and help as necessary.
 - Ask some students to read out their questions and answers.
- 14 • Ask students: *What were your parents doing when you arrived home yesterday?* Elicit some answers from the class.
- Tell students to look at the example in exercise 14 and write three similar sentences in their notebooks.
 - Monitor and help as necessary.

Mixed-ability solutions

Students who need extra help: Exercise 11. Students write their answers to the questions first.

Fast finishers: Exercise 9. Students write three sentences about what other members in their family were doing when they arrived home yesterday.

Self-study and extra practice

Student's Book

- Grammar Practice, page 111
- Grammar Reference, page 26

Workbook

- Grammar, pages 16–17

Teacher's Resource File

- All Clear Basics Grammar 2
- Grammar Consolidation 2
- Grammar Extension 2
- Language Excellence 2

Lesson Aims:

Students revise some words for jobs and professions and learn and practise some new words.

Students identify specific information in an audio report about someone whose blindness was cured using new technology.

Vocabulary

Jobs

Warmer

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

1 1.16

- Play the audio. Students listen and repeat the words. Elicit the translations.
- Practise each word carefully, pointing out the pronunciation features, such as the silent *u* in *builder* and the vowel sound /ɔ:/ in *lawyer*.

- 2 • Students look at the pictures and match them with the words in exercise 1. Check answers with the class.

- 3 • Students complete the sentences with jobs from exercise 1. Check answers with the class.

- 4 • Explain to students that many words come from the same root and look at the examples in the Student's Book with them.
- Elicit some more examples from the class based on the words in exercise 1.
 - In pairs, students write down any words they can think of with the same root as those in exercise 1.
 - Check answers with the class, writing the words on the board.

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

- 6 • Read the question and ask students for their opinions. Encourage other students to comment on the answers.

Extra activity

Dictate some of the jobs that are more difficult to spell, eg *electrician, lawyer*. Check by asking individuals to write them on the board. Elicit corrections as needed.

Language note

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

Listening

7 1.17

- Read the question with the class.
- Play the audio. Students listen and answer the question. You may want to stop the audio after the words *he couldn't see at all*. Check answers with the class.

- 8 • Read the questions with the class.
- Play the audio again. Students listen and answer the questions. Check answers with the class.



Web info

Type 'Martin Jones eye operation' in your search engine for more information about Martin Jones

Mixed-ability solutions

Students who need extra help: Exercise 8. Write the following options on the board.

- | | |
|-----------------------------|------------------------------------|
| 1 <i>teacher / builder</i> | 2 <i>12 years / 20 years</i> |
| 3 <i>mouth / tooth</i> | 4 <i>his wife / his girlfriend</i> |
| 5 <i>yes / probably not</i> | |

Fast finishers: Exercise 3. Students choose the five jobs from exercise 1 they think would be the most interesting.

Self-study and extra practice

Student's Book

- Wordlist, page 120

Workbook

- Vocabulary, page 15

Teacher's Resource File

- All Clear Basics Vocabulary 2
- Vocabulary Consolidation 2
- Vocabulary Extension 2
- Language Skills: Listening 2

Lesson Aims:

Students learn and practise functional language to make requests and offers.

Speaking

Making requests and offers (1) / Shopping for electronic gadgets

Warmer

Books closed. Ask students if they have bought a smartphone recently. What did they buy? What questions did they ask the shop assistant? Did they find it easy to choose?

Model Dialogue

1 1.18

- Read the question with the class.
- Play the audio. Students listen to and read the dialogue.
- Elicit the answer to the question.

Extra activity

Revise how we say prices in English, eg £25.50 = *Twenty-five pounds fifty* or, less commonly, *Twenty-five pounds (and) fifty pence*.

- 2 • Play the audio again. Students listen again and this time repeat the dialogue.
- Focus on the use of *Can I ... ?* to both make an offer and make a request: *Can I help you?* and *Can I see that one over there?* Also highlight *I'm looking for ...*; *What features has it got?*; *How much is it?* and *I'll take the other one* (not *I take*). Get the class to pay attention to stress and intonation.

Speaking Task

1 Talk to a shop assistant

Students look at the pictures and read the information. If necessary, clarify the meaning of *screen*, *front and back cameras* and *touch screen*. They choose one of the gadgets.

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 they do step 3.

Fast finishers: Speaking Task. Students act out another dialogue about buying something, not necessarily an electronic gadget. Encourage them to use their imagination! 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 18

Teacher's Resource File

- Language Skills: Speaking 2

Lesson Aims:

Students learn to use appropriate expressions for opening and closing a letter and expressing thanks.
Students write a thank you letter.

Writing

A thank you letter

Warmer

Ask students if they have ever written a letter or email to relatives or friends thanking them for a present. If so, elicit who they wrote to and what the present was.

1 1.19

- Students look at the picture and read the questions.
- Play the audio. Students read and listen to the letter and find the answers.
- Check answers with the class.
- Highlight the structure of the letter. Point out that there are three paragraphs, each with a specific topic. The first is an introduction; the second is about the present and the third is about how she celebrated her birthday.

All Clear Tips

- 2 • Tell students that there are some useful expressions that they can use for writing emails and letters of thanks.

 - Look at the expressions in the All Clear Tips box and elicit translations.
 - Ask them to identify which expressions Luciana uses in her letter.
 - Students write the phrases under the correct headings.
 - Check answers with the class.
- 3 • Students match the words and phrases to make expressions for a thank you letter.

 - Check answers with the class.

Extra activity

Students re-read the third paragraph and identify all the examples of the past simple and the past continuous and say why the tense is used in each case.

Writing Task

1 Plan

Read the notes with the class. Students make notes for their own thank you letter.

2 Write

Look at the structure with the class. Students use their notes to write a thank you letter. Emphasize that they should use some of the expressions from the All Clear Tips.

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 some thank you letters written by famous people: 'mental floss + amazing thank you note'

Mixed-ability solutions

Students who need extra help: Writing Task. Students just write the notes in step 1.

Fast finishers: Writing Task. Students exchange their text with a partner. They read each other's letter and write a short reply.

Self-study and extra practice

Workbook

- Writing, page 18

Teacher's Resource File

- Language Skills: Writing 2

Lesson Aims:

Students learn about Alexander Graham Bell, the inventor of the telephone.
Students discuss Polish inventors and inventions.

Culture Reading

Famous inventions and inventors

Warmer

Write the following on the board:

The name of the inventor of the telephone was ...

He was from ...

His first call was to ...

His first words on the phone were ...

Students write possible endings to the sentences.

Encourage them to be imaginative.

1 1.20

- Play the audio. Students read and listen to the text. They check their predictions from the warmer.
- Read the questions with the class.
- Students read the text again and find the answers.
- Check answers with the class.

My Culture

- Read the question and elicit some answers from the students. Write them on the board (e.g. Maria Skłodowska-Curie, Mikołaj Kopernik, Stefan Banach, Zbigniew Religa, etc.).
 - Ask students: *What are these scientists / inventors famous for?*
 - Elicit some answers in English or in Polish.
- Read through the list of inventions with the class and make sure students understand the words.
 - If possible, you could use the pictures of the inventions and show them to students.
 - Students work in pairs and match the inventions with the inventors. Point out that the dates of birth and death of the inventors may help them guess the answers.
 - Check answers with the class.
 - Ask students for their opinions about the most useful / important inventions and then take a class vote.

- Divide students into groups of three or four.
 - In groups, students think of an invention, draw it and write a short text. Encourage them to be as creative / imaginative as they can.
 - Ask each group to present their invention to the class.



Web info

Type these words in your search engine

- for more information about Alexander Graham Bell: 'soft schools + Alexander Graham Bell timeline'
- to see a silent film re-enactment of the first phone call: 'youtube + Alexander Graham Bell invents telephone'

Mixed-ability solutions

Students who need extra help: Reading text.

To help students understand the text, you may want to pre-teach the words *deaf, as early as, develop, voice* and *landline phone subscriptions*.

Fast-finishers: Reading text. Students write four sentences based on the text, two true and two false. They pass their sentences to their partner who has to decide if they are true or false.

Lesson Aims:

Students revise the grammar and vocabulary of the unit.

Unit 2 Progress Check

Warmer

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

IT activities

- 1 • Ask students to complete the phrases with vowels.
 - Check answers with the class.

Jobs

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

Past simple

- 3 • Ask students to complete the sentences with the correct form of *be*.
 - Check answers with the class.
- 4 • Students complete the sentences with the correct past simple form of the verbs in brackets.
 - Check answers with the class.

Past continuous

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

All Clear Grammar

- 6 • Tell students that this is a cumulative check of the grammar in Units 1 and 2.
 - 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 1.21

- 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 and to review the grammar from the previous units

Self-study and extra practice

Workbook

- Unit 2 Progress Check, page 19
- Egzamin Ósmoklasisty 2, pages 64–65

Teacher's Resource File

- Use of English 2
- Translation 2