

**Warmer**

In pairs, students discuss the meaning of the unit title *Time out* and what they think the unit is going to be about (free-time activities). Students may recognise this expression from sports programmes when *time out* is used to describe a short period of time in a game of basketball or ice hockey when players rest and plan their game. Ask students to brainstorm related words and expressions, e.g. *relax, break, rest, chill out, calm down*, etc.

**Free-time activities**

**1a** In pairs, students match the photos with some of the words.

**Key**

<b>a</b> watch films	<b>d</b> draw
<b>b</b> read	<b>e</b> take photos
<b>c</b> do sport	<b>f</b> play a musical instrument

**1b** **1.18** Check the answers. Then play the CD for students to listen and repeat.

**Audioscript**

chat online	listen to music
collect things	play a musical instrument
dance	read
do sport	surf the Internet
draw	take photos
go out with friends	watch films

**2** Students say which free-time activity or activities from 1 they associate with each word.

**Key**

<b>1</b> take photos	<b>5</b> read
<b>2</b> draw	<b>6</b> play a musical instrument
<b>3</b> listen to music	<b>7</b> do sport
<b>4</b> watch films	<b>8</b> surf the Internet/chat online

**Extra activity**

Write these two activities on the board: *collect things, go out with friends*. In pairs, students brainstorm words they associate with these activities, e.g. *collect things* – stamps, stickers, CDs, autographs, etc.

- 3** **SPEAKING** In pairs, students tell each other when they do the free-time activities in 1. Draw attention to the model dialogue.
- 4** **LISTENING** **1.19** Play the CD for students to listen to four dialogues and match each one to the correct free-time activity.

**Audioscript**

**DIALOGUE 1**

**Boy:** Wow, that's a really good picture. Who is it?

**Girl:** It's my friend, Sandra.

**Boy:** It's very real – like a photo. Is it difficult to do?

**Girl:** Well, not really. The person sits and you put on paper what you can see. Anything's possible with just paper and a pencil!

**DIALOGUE 2**

**Girl:** Come on, I love this song.

**Boy:** Oh no! I want to sit down.

**Girl:** Sit down? No! You don't sit down when you hear a great song like this. Look. Everybody's up and moving.

**Boy:** But we can just listen to the music.

**Girl:** No, I don't want to just listen. I want to get up and move!

**DIALOGUE 3**

**Boy:** Ha, ha! Look at this page. There's good video here.

**Girl:** Oh yeah. I like that website. Is this your favourite website?

**Boy:** Yes. You can see some funny things here. But I also read websites that help you with computer games.

**DIALOGUE 4**

**Boy:** Is this one your favourite?

**Girl:** Yeah, it is. It's a brilliant DVD.

**Boy:** Has it got any extra things?

**Girl:** Yes. It gives you some information about the actors – Johnny Depp and the others.

**Boy:** Hmm. I like Johnny Depp, but I don't really like him in this one. He sings in it, doesn't he?

**Girl:** Yeah. He doesn't sing very well, but the story's brilliant.

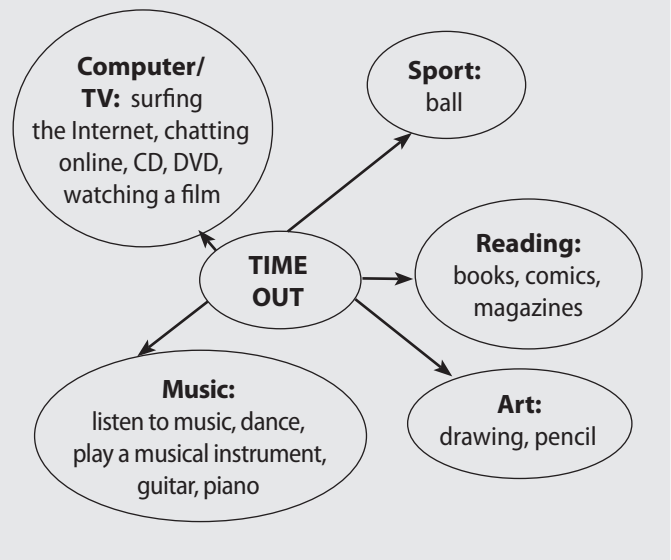
**Key**

<b>1</b> e	<b>3</b> c
<b>2</b> g	<b>4</b> a

- 5** Individually, students complete the sentences with true information about themselves and free-time activities. Remind students that verbs to express likes and dislikes are usually followed by the gerund (verb + *ing*) or a noun/pronoun.
- 6** **SPEAKING** In pairs, students compare their answers from 5 to see how similar they are. Find out which is the most similar pair in the classroom and ask students to read out sentences about their free-time activities.

**Extra activity**

Ask students to record vocabulary from the unit in a mind map. Students write the unit theme in the centre of the map and group related words around it.



## TEACHER DEVELOPMENT: STUDENT TRAINING

### Mind maps

Recording new words in a mind map can be a very effective revision tool at exam time. Encourage students to use different-coloured pens and illustrations as this can help visual learners recall words more easily. Use this opportunity to discuss the different ways students learn vocabulary. Remind them that when they record words, they should pay attention to spelling and pronunciation, as well as meaning. It is also useful to write a sentence showing how the word is used in context.

## Homework

▶ Refer students to the **Workbook, page 18**.

## Lesson 2 Reading ▶ Predicting a text, skimming and scanning for global and specific information ▶ Your hobbies

### Warmer

In pairs, students take turns to test each other on vocabulary from the previous lesson by reading out the list of words in exercise 2 on page 30. Their partner must name the corresponding activity.

- 1 In pairs, students look at the photo and read the title of the text. Elicit what students can see and what they think the person's hobby is.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Using contextual clues

Pictures, photos, titles and other contextual clues help students predict the content of a text. Students look at the wider context of the text (*What type of text is it? What visual clues are there? What key words are in the title, headings, etc.?*) and then use this information to guess what the text is going to be about. This skill helps students read more effectively because they formulate ideas about the text in advance and read to confirm, refine or reject those ideas.

- 2 Students read the interview with the teenager in the photo. Elicit what her hobby is and why the book *Twilight* is special for her. Set a time limit of two minutes to encourage students to read quickly.

#### Key

She collects books. *Twilight* is special for her because it's a first edition and it has the author's signature and the date of publication.

- 3 Students read the text again and choose the correct alternatives.

#### Key

- |           |              |
|-----------|--------------|
| 1 likes   | 5 don't like |
| 2 is      | 6 collects   |
| 3 are not |              |
| 4 is not  |              |

### Fast finishers

Students write one or two comprehension questions about the text to ask other students e.g. *Why does she have two copies of her favourite books? What is the name of the author of Twilight?*

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

#### Key

- |               |                 |              |
|---------------|-----------------|--------------|
| 1 signature   | 3 first edition | 5 collection |
| 2 publication | 4 difficult     | 6 collectors |

- 5 **SPEAKING** In pairs or small groups, students talk about collections they may have. Draw attention to the model dialogue.

### Extra activity

Students write a short text about the things they collect, e.g. what they collect and why, their favourite item in their collection, an item they want for their collection, etc. If they don't collect anything, they can write about someone they know who has a collection.

## TEACHER DEVELOPMENT: CLASSROOM TIPS

### Homework

The golden rule for assigning homework is KISS: *Keep It Short and Simple*. Homework should be set every lesson, but it can vary in length. Write the homework on the board at the beginning or in the middle of the lesson, when you have all the students' attention and there is still time to ask questions. Set a clear due date and keep records of who is doing their homework. Review and correct homework at the beginning of the next class. Students can either check their own or another student's work.

## Homework

▶ Refer students to the **Workbook, page 19**.

## Present simple – *yes/no* questions and short answers

### Test before you teach

Write on the board: *she/collect/comics; you/read/books*. Ask students to use the words to write questions in present simple. Ask students to read out their questions and elicit an appropriate short answer for each one. If students are confident with this, move quickly through the *Grammar guide* in open class.

#### Key

Does she collect comics? Yes, she does./No, she doesn't.  
 Do you read books? Yes, I do./No, I don't.

**1a** Students read the questions and short answers, and match questions 1 and 2 with answers a and b.

#### Key

1 b                      2 a

**1b** Students decide if the sentences are true or false.

#### Key

1 T                      2 T                      3 F

### TEACHER DEVELOPMENT: LANGUAGE

#### Present simple questions and short answers

Remind students that we usually make questions in the present simple by adding the auxiliary *do* before subject (exceptions are the verb *to be* and modal verbs such as *can*). The infinitive of the verb is placed after the subject. In short answers, we repeat the auxiliary e.g. *Does she work at the shop? Yes, she does./No, she doesn't.*

▶ Refer students to the *Grammar reference* on **page 38**.

**2** Students complete the questions with *do* or *does*.

#### Key

1 Do                      3 Do                      5 Do                      7 Does  
 2 Does                      4 Does                      6 Do

**3** **SPEAKING** In pairs, students take turns to ask and answer the questions in 2 and reply using short answers. Elicit the possible replies for each question.

#### Key

1 Yes, I do./No, I don't.  
 2 Yes, she does./No, she doesn't.  
 3 Yes, they do./No, they don't.  
 4 Yes, it does./No, it doesn't.  
 5 Yes, they do./No, they don't.  
 6 Yes, I do./No, I don't.  
 7 Yes, he/she does./No, he/she doesn't.

**4a** Students look at the activities and prepare questions to ask their classmates. Draw attention to the example question. Elicit the questions from different students.

### Example questions

- 1 Do you get up at six o'clock?
- 2 Do you watch American TV programmes?
- 3 Do you play basketball at the weekend?
- 4 Do you play computer games in English?
- 5 Do you go to a summer camp?
- 6 Do you study on Sunday?
- 7 Do you listen to hip-hop music?
- 8 Do you go out with friends on Friday?
- 9 Do you play the guitar?

**4b** **SPEAKING** Students stand up and move around the class asking different people the questions from 4a. Tell students they need to find a different person who answers *yes* for each question and write down their name.

## Present simple – *wh*- questions and question words

**5a** Students read the questions and notice where the question words like *why*, *what* and *how* are positioned in a question.

#### Key

The question word goes at the start of the question. The order is: question word + *do/does* + subject + infinitive (+ complement).

**5b** Students read the question words and check they understand their meaning. Tell students to use dictionary if necessary.

#### Key

- 1 used for asking the reason for something
- 2 used for asking the method of doing something
- 3 used for asking 'which thing'?
- 4 used for asking for a specific choice from a limited number of possibilities
- 5 used for asking about a person
- 6 used for asking at what time something happens
- 7 used for asking what place something/someone is/happens

▶ Refer students to the *Grammar reference* on **page 38**.

**6a** Students complete the questions with the correct question words from 5b.

#### Key

1 What                      4 How                      7 Which  
 2 Where                      5 When  
 3 Why                      6 Who

**6b** **CD 1.20** Play the CD for students to listen, check and repeat the questions.

### Audioscript

- 1 What do you do at the weekend?  
I go out with my friends.
- 2 Where do you go?  
I go to the cinema.
- 3 Why do you go there?  
Because I love watching films.
- 4 How do you go there?  
I go by bus.

- 5 When do you go there?  
Usually on Saturday evening, at about six o'clock.
- 6 Who do you go with?  
I go with my friends, Steve and Maddy.
- 7 Which films do you watch, adventure or comedy?  
We watch adventure films.

**7a SPEAKING** Students use some of the questions from 6a to interview their partner. They then prepare five more questions to ask their partner about what they do in their free time.

**7b SPEAKING** In pairs, students take turns to ask and answer their questions.

**7c SPEAKING** Students report back to the class on their partner's responses in 7b.

### Homework

▶ Refer students to the **Workbook, page 20**.

## Lesson 4 Vocabulary ▶ Places to go in a town Listening ▶ Listening for gist and specific information ▶ Saturday morning routines

### Warmer

Write on the board the questions from the previous lesson. Get the students to work in pairs or small groups. They ask each other the following questions:

- 1 *What do you do on a Saturday afternoon?*
- 2 *Where do you go?*
- 3 *Who do you go with?*
- 4 *How do you get there?*
- 5 *Why do you go there?*

### Places to go in a town

**1a** In pairs, students match the photos with some of the words given. Tell them to check they understand the other words and look up any unknown words in the dictionary.

#### Key

- |                          |                        |                               |
|--------------------------|------------------------|-------------------------------|
| <b>a</b> shopping centre | <b>c</b> sports centre | <b>e</b> fast-food restaurant |
| <b>b</b> library         | <b>d</b> stadium       | <b>f</b> theatre              |

**1b** **1.21** Check the answers. Then play the CD for students to listen and repeat.

#### Audioscript

- |                      |                 |
|----------------------|-----------------|
| cinema               | shopping centre |
| fast-food restaurant | sports centre   |
| library              | stadium         |
| museum               | swimming pool   |
| park                 | theatre         |

**2a PRONUNCIATION** Students listen to the words again and put them in the correct column according to the word stress.

#### Key

●	●●	●●●	●●●●	●●●●●
park	cinema, library, theatre, stadium, sports centre, swimming pool	museum	shopping centre	fast-food restaurant

**2b** Students practise saying the words with the correct stress.

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Word stress

Word stress means that one syllable in each word is stressed – it is pronounced longer, louder and stronger than others. This happens in all words with two or more syllables. The syllables that are not stressed are 'weak'. If students practise word stress, they will improve their pronunciation and comprehension.

**3a** Students read the descriptions and decide which places are being described.

#### Key

- |                               |                        |
|-------------------------------|------------------------|
| <b>1</b> shopping centre      | <b>6</b> sports centre |
| <b>2</b> library              | <b>7</b> theatre       |
| <b>3</b> cinema               | <b>8</b> stadium       |
| <b>4</b> fast-food restaurant | <b>9</b> museum        |
| <b>5</b> swimming pool        | <b>10</b> park         |

**3b** **1.22** Play the CD for students to listen and check.

#### Audioscript

- 1 You can buy things there. shopping centre
- 2 You can read books and take books out there. library
- 3 You can watch films there. cinema
- 4 You can eat burgers or pizzas there. fast-food restaurant
- 5 You can swim there. swimming pool
- 6 You can play basketball or football there. sports centre
- 7 You can see a play or listen to concerts there. theatre
- 8 You can watch football matches, sports events or concerts there. stadium
- 9 You can see paintings and old objects and learn about history there. museum
- 10 You can walk, play sport, meet friends and see trees and flowers there. park

**4 SPEAKING** In pairs, students tell their partner three places from 1 that they like and three places from 1 that they don't like. Draw attention to the model dialogue.

#### Extra activity


Students mime an activity you can do in one of the places from 1. Their partner tries to guess the place.



## Before you listen

Write the question words and associated meanings on the board in a jumbled order for students to match:

*What/Which, Who, Why, When, How, Where*  
*thing/object, person, reason, time, way, place*

- 1 SPEAKING** In pairs, students take it in turns to tell each other what they do and where they go on a typical Saturday morning. Draw attention to the model dialogue.
- 2 LISTENING**  **1.23** Ask students to read the names and information in the exercise before they listen. Then play the CD and ask them to match the people with the correct places.

### Audioscript

**GIRL:** Sam, what do you usually do on Saturday morning? Where do you usually go?

**SAM:** I always go to the sports centre in Cannon Street. I play basketball in a team and we always have matches on Saturday morning.

**GIRL:** Does Matthew usually go with you?

**SAM:** No, he doesn't. He usually goes to the library. He often does his homework there.

**GIRL:** And what about Ben? Ben loves sport. Does he go to the sports centre?

**SAM:** No, he hardly ever goes. He likes running. He goes three or four times a week. He always goes to the park to run on Saturday morning. Isabel sometimes goes to the park too, but she never goes on Saturday morning because she goes shopping on Saturday morning, you know, in that shopping centre in Keybridge.

**GIRL:** What does Sophia do?

**SAM:** Well, you know she's a great swimmer? She goes to the pool five days a week, from Monday to Friday. But she never goes on Saturday morning. Do you know where she goes?

**GIRL:** No. Where?

**SAM:** To a museum, you know, the one in the city centre.

**GIRL:** Why does Sophia go there?

**SAM:** Her mum and dad work there so she goes with them.

**GIRL:** But don't they work at the old theatre?

**SAM:** No, no. Those are Jenny's parents.

### Key

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

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Listening activities

Getting students to read the names and information in a matching activity before they listen will aid comprehension. It gives them the opportunity to relate the written words to what they will hear and makes the task absolutely clear for them. It also helps reduce anxiety and improves their performance.

- 3** Students read the information and decide which person in 2 each sentence describes. Play the CD again if necessary.

### Key

- |          |           |          |
|----------|-----------|----------|
| 1 Sam    | 3 Matthew | 5 Isabel |
| 2 Sophia | 4 Ben     |          |

### Homework

- ▶ Refer students to the **Workbook, page 21**.

## Lesson 5 Grammar in context ▶ Adverbs of frequency ▶ Articles

### Adverbs of frequency

#### Test before you teach

Elicit a few activities that students do regularly, e.g. *brush my teeth, go to school, play football, play the piano, read, watch TV*, etc. Ask students to write sentences saying how often they do these things in a typical day, e.g. *I always brush my teeth. I sometimes play football. I never play the piano*, etc. Monitor to see how comfortable students are with using adverbs of frequency. If they seem to be familiar with their use, then move through the *Grammar guide* exercises quickly in open class.

- 1a** Students read the sentences with some adverbs of frequency. They then put the adverbs of frequency in order from 0% to 100%.

### Key

- |               |             |           |
|---------------|-------------|-----------|
| a never       | c sometimes | e usually |
| b hardly ever | d often     | f always  |

- 1b** Students read sentences a–c and complete rules 1 and 2.

### Key

- |      |                               |
|------|-------------------------------|
| 1 po | 2 przed głównymi czasownikami |
|------|-------------------------------|

- ▶ Refer students to the *Grammar reference* on **page 38**.

- 2 SPEAKING** In pairs, students take turns to ask and answer the questions. Tell students to answer with *Yes/No* and an adverb of frequency. Draw attention to the example.
- 3** Individually, students add an adverb of frequency in the correct place in the sentences and make them true. Draw attention to the example sentence.

### Example answers

- 1 I hardly ever dance.
- 2 I sometimes go to the theatre.
- 3 I am never late for class.
- 4 I always do my homework.
- 5 I often go out with my friends on Friday.

- 4a** Put students in pairs. Students try to guess their partner's answers in 3 and write their guesses in their notebooks. Draw attention to the example sentence.

- 4b SPEAKING** Students take it in turns to read their sentences to their partner to see if their guesses were correct. Draw attention to the model dialogue.



- 3 Students fill in the expressions in the *Speaking Bank* and decide who says them – the person asking for information (A) or the person giving information (G).

#### Key

like	(A)	long	(A)	You're	(G)
help	(G)	much	(A)	Thank	(G)
tell	(A)	your	(A)		

## Practice makes perfect

- 4a **SPEAKING** Students read the task and use the diagram to prepare the dialogue.

- 4b **SPEAKING** In pairs, students practise their dialogues. For students who are less confident, photocopy the model dialogue, 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.

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Telephone simulation

To make this activity more realistic, encourage students to simulate being on the telephone by sitting back-to-back. It is much more challenging when they can't see each other's lips and must focus solely on listening skills. Elicit what they can say if they do not understand and need their partner to repeat or speak more slowly: *Would you mind repeating that? Could you speak more slowly, please?*

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Using a pro-forma

While students are speaking, move around the class and monitor them. You could use a pro-forma – a standard form divided into four sections: *Grammar, Vocabulary, Pronunciation* and *Good Language*. The advantage of using a set form is that you can keep a record of mistakes to work on at the end of the lesson.

Remember that in fluency activities the emphasis is on good use of language, so be careful not to focus too much on errors. It is better for students to speak inaccurately for an extended period of time rather than accurately for a very short period of time.

## Model dialogue

- A: Good afternoon. This is Alpha Cinema.
- B: Good afternoon. I'd like some information, please.
- A: Certainly. How can I help you?
- B: Can you tell me what time Skeletons is on?
- A: Yes, let's see. It's on at 2.40, 7.20 and 10.30.
- B: How long is the film?
- A: Two hours and 20 minutes.
- B: How much are the tickets?
- A: Adults are £10, and children under 15 are £5.75.
- B: OK. Thanks for your help.
- A: You're welcome. Thank you for calling.

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Speaking in English

There are several things students can do to practise their spoken English:

- Listen and sing along to English language music.
- Study a short dialogue in an English-speaking film.
- Ask questions in class.
- Share opinions in class.
- Reflect on performance in speaking activities and develop strategies to improve.
- Record themselves and listen back.
- Read aloud in class. (This has gone out of fashion, but it does give students an opportunity to practise speaking for an extended period of time.)
- Try to practise speaking with a native speaker.

- **Teacher's Resource File (www.staffroom.pl):** See Unit 2 Communication worksheet *Likes and dislikes*.

## Homework

- Refer students to the **Workbook, page 23**.

## Lesson 7 Developing writing ▶ An announcement

### An announcement

#### Warmer

In pairs, students ask each other if they belong to a club, what they do there and when they go. Ask students to tell the class about their partner's club.

- 1 Students read the two announcements and decide which club they prefer and say why.
- 2 Students read the announcements again and answer the questions.

#### Key

- 1 The school library/Mark's house
- 2 Wednesday at 5:00 pm/Friday at 6:00 pm
- 3 talk about new books/listen to their favourite groups and singers, start a radio station
- 4 call Charlotte or visit the website/call Mark

- 3 Students put the sentences from the announcements in the correct places in the *Writing Bank*.

#### Key

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

- 4 Students look at the announcements in 1 again and find the imperatives. Explain that we use imperatives to make language more direct and to the point.

**Key**

**The School Book Club:** come, join, bring, tell, call, visit  
**Mark's Music Club:** bring, introduce, call, don't sit, call

**Extra practice**

Students write a list of five affirmative imperative sentences, e.g. *Go to bed! Watch TV! Get up!* They then swap their lists with a partner and rewrite their partner's sentences in the negative form, e.g. *Don't go to bed! Don't watch TV! Don't get up!*

**Practice makes perfect**

- 5a** In pairs, students choose a club and decide what information to include in their announcement.
- 5b** Individually, students write their announcement, using the announcements in 1 and the *Writing Bank* to help them. For students who are less confident, photocopy the model text below for extra support during the writing task.

**Model text**

The School Computer Club

Do you like computers and making new friends? If you do, come and join the School Computer Club now!

We meet once a week to learn new things about computers. Bring your laptop and show us what you can do!

The School Computer Club meets in the computer room on Tuesday at 5:00 pm.

For more information, call Charlie on 0987 345 2556 or visit our new website.

Don't wait! Call today!

- 5c** Students display their announcements in the classroom. Have a vote on which clubs students would most like to join.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Reviewing**

Students should get into the habit of checking their work before they hand it in. Apart from checking for mistakes and text organisation, students should also check that they have answered the task and used the right number of words. In exams, writing above the word limit can seriously affect a student's result.

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**CEFR portfolios**

If you are using portfolios as a way of evaluating your students' coursework, you will find opportunities within each unit to provide material for the dossier.

A portfolio is a way of documenting a person's achievements. Artists, architects and designers collect samples of their work in portfolios. Likewise, students collect samples of their language work in their portfolio, e.g. texts created by the students, as well as photos of classroom scenes, wall displays, audio recordings and DVDs to provide evidence of discussions, oral presentations or role-plays.

The CEFR portfolio consists of three parts: the **Language Passport** with information about a student's proficiency in one or more languages, i.e. qualifications; the **Language Biography** where students reflect on their learning progress and say what they can do in their foreign language(s); and the **Dossier**, which is a collection of materials and data put together by students to document and illustrate their learning experiences.

Within each unit, there are several opportunities for students to practise speaking and record their conversations for their dossier. Ask students to record their conversations (using a tape recorder, telephone or computer), date them and include them in their portfolio. Ask students to assess their performance using the following self-assessment criteria (grades are from 1–5):

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

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

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

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

**Homework**

- Refer students to the **Workbook, page 24.**



## ▶ Grammar revision

### Present simple – yes/no questions and short answers, wh- questions and question words

1 Students complete the dialogue.

**Key**

- |         |        |           |
|---------|--------|-----------|
| a Do    | d Why  | g like    |
| b don't | e Does | h doesn't |
| c What  | f does |           |

### Adverbs of frequency

2 Students put the words in the correct order to make sentences and then put the sentences in order of frequency (1=100%, 6=0%).

**Key**

- a I never watch TV. 6
- b She usually reads magazines. 2
- c They sometimes go by bus. 4
- d We hardly ever walk to school. 5
- e Joe is always happy. 1
- f My friends are often at my house. 3

### Articles

3 Students choose the correct alternatives.

**Key**

- |       |       |
|-------|-------|
| 1 –   | 4 a   |
| 2 the | 5 The |
| 3 –   | 6 –   |

## ▶ Vocabulary revision

### Free-time activities

1 Students complete the sentences with the words given.

**Key**

- |              |           |
|--------------|-----------|
| 1 takes      | 7 collect |
| 2 instrument | 8 sport   |
| 3 to         | 9 watches |
| 4 online     | 10 draw   |
| 5 with       | 11 comics |
| 6 surfs      |           |

### Places to go in a town

2 Students look at the pictures and name the places.

**Key**

- |                   |                        |
|-------------------|------------------------|
| 1 stadium         | 6 library              |
| 2 shopping centre | 7 sports centre        |
| 3 park            | 8 fast-food restaurant |
| 4 swimming pool   | 9 theatre              |
| 5 museum          |                        |

You can do the Unit 2 tests ([www.staffroom.pl](http://www.staffroom.pl)). There is also a Progress Test Units 1–2 in the Workbook, page 100.

## Lesson 8 Gateway to success *Unit 2* ▶ Mówienie – zadanie 1

### Warmer

Ask students to think of one question they would ask a recently met person whose name, age and job they already know. Write four of these sentences on the board. Tell students to work in pairs and take turns in asking and answering these questions.

**Example answers**

What do you do in your free time? What's your favourite film/music? Where do you live?

1 **SPEAKING LISTENING** 1.25 Play the CD. Students work in pairs answering the questions in turns.

**Audioscript**

- 1 What do you usually do every day?
- 2 What's your family like?
- 3 What are your favourite school subjects?

2 Students work in pairs. Ask students to read the task and perform the conversation in Polish. Draw their attention to the need to talk about all four pieces of information.

3 In pairs students put the sentences in the correct order. They practise the dialogue.

**Key**

b, e, d, c, a, f

4 **SPEAKING** Students read the task and the TIPS. They complete the gaps and practise the dialogue in pairs.

5 Students complete the sentences and talk in pairs. Encourage them to ask questions and give additional information.

### Fast finishers

Tell students to look at the three sentences again and make their negative versions.

**Example answers**

I hate listening to music.  
At weekends, I don't like going out with friends.  
When the weather is bad, I don't enjoy reading books at home.

6 **SPEAKING** Students read the example dialogue and act out similar one using the hints provided.

- 7** **SPEAKING** Ask students to read the TIP and the example dialogue. In pairs students act out similar dialogues. They swap roles once.
- 8** **T** **1.26** In pairs students perform the task from 2 in English. They swap roles once. Play the CD for students to listen to the model dialogue. Ask them to note down what the examinee says about the four pieces of information in activity 2 and to compare these answers with what they/their partner said.

### Audioscript

**Boy:** Hi, you're Marta, right?  
**Girl:** Yes! And you're Michał from Poland?  
**Boy:** Yes, that's me! How are you today?  
**Girl:** Great, thanks. It's Friday, no more lessons!  
**Boy:** Yes, free time. I love the weekend!  
**Girl:** Oh, me too, and what do you usually do in your free time?  
**Boy:** I listen to music, surf the Net and, of course, chat online. I often go out with my friends and sometimes play basketball with them. I love sports, I sometimes go to the stadium and watch football and I often watch sports on TV or read about them on the Internet. In my hometown, I also play the guitar in a band.

**GIRL:** You have a band? Cool! What kind of music do you play?  
**BOY:** We play Hard Rock. We'd like to play a concert but we don't have a Hard Rock club in our town. It's a really boring town. Here, it is different. You can go to many clubs, cinemas, museums or shopping centres. And you have a big stadium too. Oh, let's go out this evening and watch a match?  
**GIRL:** A match? That's not for me. I just don't like sports.  
**BOY:** It's OK. Why don't we go to the cinema?  
**GIRL:** That's a great idea. I'd like to see this new romantic comedy.  
**BOY:** Great. Let's meet at the cinema at 5 o'clock, then?  
**GIRL:** OK. Bye.  
**BOY:** Bye.

### Homework

- Refer students to the **Workbook, page 25**.

## Gateway to success Unit 2 ▶ Mówienie – zestaw zadań

### Zadanie 1. (4 minuty)

**A:** I have the perfect idea for this weekend. Let's go to my parents' summer cottage!  
**B:** Sounds great! Can we take someone with us?  
**A:** Yes, of course. Maybe Maciek and Tomek can go, too. What do you think?  
**B:** Good idea, but we should invite a few girls, too.  
**A:** OK, but who?  
**B:** What about Agata and Hania?  
**A:** All right.  
**B:** So, where exactly is the cottage?  
**A:** It's in a small village about 150 km from here. There is a lake and a lot of woods nearby. It's a really pretty place. We can ride bikes, swim in the lake and have a barbecue there.  
**B:** We could also watch some films in the evening, couldn't we?  
**A:** Yes, we've got a TV there, but there are only 2 channels.  
**B:** I could take my computer and a few DVDs.  
**A:** Great!  
**B:** Do we need to take anything else with us?  
**A:** Sleeping bags and food. Everything else we need is there.  
**B:** Can we cook there?  
**A:** Yes, we can.  
**B:** What about breakfast and supper? Is there a shop near the cottage?  
**A:** No, there isn't. There's one shop about 10 km from the village, but I'm afraid it's closed at weekends.  
**B:** I see. Well, we should take some bread, then. We'll need quite a lot of bread for six people.  
**A:** I agree. There's one more thing - transport. Do you want to go there by bus or by train?  
**B:** How long does the journey by bus take?  
**A:** 2 hours.  
**B:** And by train?  
**A:** 1.40 min. But the tickets are more expensive.  
**B:** So let's go by bus.  
**A:** OK. I can buy the tickets tomorrow.

### Zadanie 2. (3 minuty)

#### Uczeń A

There are three girls in the picture. They all have long blond hair and they are really pretty. I can see some food on the table - a sandwich and a soft drink. I guess the girls are in a café or a school canteen. All the girls have mobile phones. The girl on the right has her mobile in her hand. I think she's got a new message and she's reading it to her friends. The other girls are really interested in what she's saying. The one on the left looks surprised and the one in the middle seems to be happy.

#### 1. Why do you think the girl on the left looks surprised?

In my opinion, the girl looks surprised because she is listening to an interesting text message. I think that this text message could be from a boy. Maybe he wants to go out with the girl on the right. Anyway, the text message must be about something really surprising because the two girls look very excited.

#### 2. Do you often eat out? Why?/Why not?

I don't eat out often. Firstly, I don't have enough money and secondly, my mum cooks dinners at home. She says that homemade meals are fresher and healthier and that's the kind of food that teenagers should eat. However, sometimes, at the weekend my parents take me out for a pizza or for some Chinese food. I like going to restaurants because you can eat some delicious food there.

#### 3. Tell us about your favourite café or restaurant.

My favourite restaurant is the Chinese one that I sometimes go to with my parents. It's small and elegant. There are flowers and candles on the tables and lots of pictures of China on the walls. The service is really good and the food is delicious. My favourite meal is chicken with rice. I also like the fish with rice and steamed vegetables.

### Uczeń B

In this picture I can see three people in a living room. A young woman and a teenage girl are sitting on the floor. There's also a boy behind them, on the sofa. I think they are two sisters and a brother or maybe a mother and her two teenage children. They are all laughing and pointing at something. I think they are watching TV.

#### 1. What do you think the people are pointing at?

I think the people are watching a programme on TV so they're *probably* pointing at something funny, maybe a comedian who's saying or doing something silly. It's also possible that they are pointing at someone who's in the room with them. Maybe it's their younger sister or brother or a friend, who's dancing or singing in front of them.

#### 2. What do you usually do when your friends visit you at home?

Well, my friends don't often visit me at home because I share a room with my younger brother. However, when they do, we often chat, listen to some music or play computer games. Sometimes we do our homework or study together. When my mum is at home and cooks something, we eat together. My friends really like my mum's pizza.

#### 3. Tell us about your favourite TV programme.

I am really interested in biology and geography and I love adventures. That's why I often watch Discovery Channel. I like programmes about animals and life on Earth. I sometimes watch *Frozen Planet* or *Shark Week*, but my favourite programmes are those with the famous British adventurer Bear Grylls such as *Man Vs Wild* or *Extreme Survival Caught on Camera*.

### Zadanie 3. (5 minut)

*In my opinion, poster 2 is the best one.* All of my friends study at home or in the library. I really don't know people who go to a park to do their homework or revise for exams there. *The truth is that* teenagers spend most of their time inside, even when the weather is good. Studying outside is a good idea, however, and more students should do it. So that is why I choose poster 2. I don't think that pictures 1 and 2 are going to persuade teenagers to spend more time outside. They show what most teenagers already do. When they have some free time they go skateboarding or take photos of interesting places. I think that these two pictures simply don't show anything original.

#### 1. Where do young people in your country usually spend their free time?

Well, I guess young people in Poland spend most of their free time at home. They play computer games or surf on the Internet. When the weather's good, they go outside with their friends. They ride bikes or go roller-skating or skateboarding. Some teenagers go to sport centres to swim or play volleyball. Others have different after-school activities, they might get involved in arts and crafts or play a musical instrument. I don't have many after-school activities. I like sightseeing and I often go to museums and art galleries. Sometimes I read about an interesting place and I go there with my best friend.

#### 2. Do people's free-time activities change as they get older? How?

I think they do. I'm thinking about my parents, who spend their time in a different way than me. *For example*, my mum likes cooking and learning foreign languages. In her free time she often cooks something new or listens to an online Spanish radio station. My dad loves reading so he reads a lot. His other hobby is DIY and in his free time he often repairs or makes different things in our house. People my age don't do such things but my parents' friends do. My friends think that cooking, studying, reading and DIY are boring but when I see how much my parents enjoy these activities, I'm not so sure anymore.

Gateway to success *Unit 2* ▶ Znajomość środków językowych ▶ Vocabulary plus

## ▶ Znajomość środków językowych

### Parafraza fragmentów zdań – wybór wielokrotny

- 1 Students complete the sentences with one of the answers (A–C), which has the same meaning as the fragment in bold.

#### Key

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

### Minialogi – wybór wielokrotny

- 2 Students complete the dialogues with the correct answers (A–C).

#### Key

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

## ▶ Vocabulary plus

- 1 Students look at the pictures and create the correct phrases using the words given.

#### Key

- |                       |                  |
|-----------------------|------------------|
| 1 have a chat         | 6 go hiking      |
| 2 collect comic books | 7 do a crossword |
| 3 play chess          | 8 make friends   |
| 4 watch a performance | 9 bake a cake    |
| 5 draw a portrait     |                  |

- 2 Students read the text and complete the gaps with the words given.

#### Key

- |              |                    |
|--------------|--------------------|
| 1 collection | 6 page of contents |
| 2 edition    | 7 chapters         |
| 3 copy       | 8 novel            |
| 4 paperbacks | 9 publication      |
| 5 blurb      |                    |

## Warmer

In pairs students make two lists of all possible free-time activities that people do inside and outside. Stop them after the 3 minutes and collect their ideas. The pair with the longest list wins.


### Example answers

**Inside:** listen to music, watch TV, read books **Outside:** ride a bike, play football, go for a walk

## ▶ Rozumienie ze słuchu

### Pointer

Students analyse the Pointer. Find out if they usually read the whole task before listening. You may ask students to work in pairs and prepare 2–3 sentences that would match each answer in the task (A–E).

- 1** **LISTENING**  **1.27** Students read the task. Students listen and match the speakers (1.1.–1.4) to the statements (A–E). Play the recording twice. Remind students that there is one extra statement that doesn't match any of the speakers. Before checking the answers with the class, you may ask students to compare their suggestions in pairs.

### Audioscript

We asked students from a Bristol comprehensive School what they like doing in their free time and this is what they said:

#### 1.1.

I'm quite active and I do a lot of things in my free time. I read music magazines or listen to my favourite tracks on my MP3 player. I also play in a band and meet my friends three times a week after school to practise new songs. We all love reggae and rock. At weekends we usually go out together. From time to time we ride bikes, but most often we meet at my best friend's place and listen to his great collection of CDs.

#### 1.2.

Many teenagers spend their free time surfing the Internet or playing computer games, but I don't. I prefer riding a bike and reading books. I also have a hobby – I love old music posters and I have about 100 of them. I belong to a Poster Club – we meet three times a month to talk about music and buy, sell and exchange posters. What's more, I often go to museums and exhibitions to see interesting posters.

#### 1.3.

I go to a music school so I don't have much free time for surfing the Internet or reading books. I have to practise playing the piano for 2 hours a day but I don't like it any more. My parents want me to become a musician, but I'd like to be a PE teacher. I prefer swimming and jogging to playing musical instruments. I go jogging every day before school and I swim three times a week. I also play volleyball in my school team. I think sport is great!

#### 1.4.

I'd like to do sports but I can't because I have a heart problem. This is why I spend a lot of time at home listening to music or chatting with my friends online. In fact, I spend quite a lot of time in front of my computer. I don't like playing computer games but I really like surfing the Internet and learning new things. I also love books. I read lots of detective stories and my favourite author is a Swedish writer – Henning Mankell.

### Key

- |      |   |      |   |
|------|---|------|---|
| 1.1. | D | 1.3. | E |
| 1.2. | B | 1.4. | A |

## ▶ Wypowiedź pisemna

### Pointer

Students analyse the Pointer. Remind them to always check the text after completing the writing task.

- 2** Students read the task. Ask students to turn to the Writing bank on page 176. Tell them to read how to write an informal email and elicit more ideas from the class, e.g. the opening lines: *Hello, Dear ...*, style: informal language (e.g. *get* instead of *receive*, etc.), useful phrases: *Thanks for your email; it was great to hear from you; just a quick note to tell you/invite you ...; This is to tell/invite you ...; Do you think you could ...?*; the closing lines: *Love; Yours; Take care; Cheers; Best regards (semi-formal)*. Set a reasonable time limit and remind students to include all the necessary points. Students write their emails individually. When they finish, you may ask them to exchange their emails with a partner. Students read their partner's email and underline the four required pieces of information. Ask students to give a mark for each of the points mentioned in the task. Have a class feedback and collect the emails to mark at home.

### Model answer

Hi John,

I'm writing to tell you about my summer school. It's a language school for students from all around the world. The buildings are over 100 years old but the school itself is very modern. There's a computer lab here, a huge library and some sports facilities: a swimming pool, a gym and a tennis court. We've got five hours of English every day. The teachers are great, and the lessons are never boring. I've got many new friends from different countries. In our free time, we chat in English or do sports. When it rains, we usually watch DVDs or play board games, and in the evenings we often have discos or quiz nights. I love it here, it's a fantastic place!

I hope to hear from you soon.

XYZ



### Warmer

Revise expressions of frequency. Tell each student to make a short list of expressions of frequency, giving an example on the board *e.g. usually – on Saturday morning, often – at the weekend, etc.*

Then ask each student to give the list to their partner, who has to say what they do at these times, *e.g. I usually go to the swimming pool on Saturday morning. I often visit my grandpa at the weekend.*

## ▶ Znajomość środków językowych

### Pointer

Students analyse the Pointer. In order to follow the advice, you may ask students to close their books. Write sentences 3.1.–3.5. on the board and underline the appropriate fragments in bold. Elicit expressions that could replace the underlined fragments. Then ask students to open their books and do the task.

- 3 Students read the task. They choose the correct answer from A, B or C for each sentence 3.1.–3.5. Before checking the answers with the class, you may ask students to compare their suggestions in pairs.

#### Key

3.1.	B	3.3.	C	3.5.	B
3.2.	A	3.4.	A		

## ▶ Mówienie

### Pointer

Students analyse the Pointer. Remind them that in the oral part of the matura exam they have to be self-confident if they want to speak naturally and fluently. Tell them that occasional pauses are a natural part of every conversation.

- 4 Students read the task. In pairs, students take on the roles of examiner and student. Ask them to read the task and allow them 30 seconds to prepare. Tell student B to tick the points mentioned by student A and make a note whether the student only mentions one of the points or discusses it in more detail. Stop them after three minutes and ask how many of the points they managed to cover. Students then switch roles and do the task again. Monitor the activity and help if necessary.

## 'Can Do' Progress Check

- 1 Tell students to be honest while doing the 'Can Do' Progress Check. Students read the statements and assess their own skills and knowledge. If you want students to compare their answers in pairs, or present them to the rest of the class, ask them first if they are willing to do so; if they are not, don't insist on it. You may also ask students to add 1–2 can-do statements of their own.
- 2 In pairs, students discuss how they can improve their English. Ask different pairs to report their ideas to the rest of the class. Find out whether students find other ideas useful.

### Extra activity

In pairs, students choose the point from their partner's list which has the lowest mark, relating to talking, saying or asking. They challenge their partner to demonstrate their ability in this area.

### Homework

- ▶ Refer students to the **Workbook**, pages 26–27.