

Studying at university

Warmer

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

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

Key

- assignment
- tutorial
- lecture
- term
- research
- tutor
- course
- notes

- Students read the text and note if the words in bold are nouns or verbs. They also try to deduce their meaning.

Key

undergraduate (noun) – a student who is studying for a first degree at a college or university. A student who already has a first degree is a graduate.
degree (noun) – a course of study at a university, or the qualification that you get after completing the course
continuous assessment (noun) – a way of judging a student by looking at the work that they do during the year instead of or in addition to looking at their examination results
grade (noun) – a letter or number that shows the quality of a student's work
mark (noun) – a school score
revise (verb) – to read and learn information that you have studied in order to prepare for an examination
fail (verb) – to be unsuccessful in achieving a satisfactory level or standard
resit (verb) – to take an examination again after failing it previously
cheat (verb) – to behave dishonestly, or to not obey rules, for example in order to win a game or do well in an examination
pass (verb) – to be successful in an examination or test by achieving a satisfactory standard
graduate (verb) – to complete your studies at a university or college, usually by getting a degree

- Students use their dictionaries to check their ideas in 3.

TEACHER DEVELOPMENT: STUDENT TRAINING

How to use a dictionary

Use this opportunity to review how to use a dictionary as a key way to develop learner autonomy. You could ask your students these questions in an open-class discussion: *How is your dictionary organised? Do you understand all the symbols,*

abbreviations and note markers? Do you use the phonological information? What other information does your dictionary provide? How do you keep a record of the information you look up in a dictionary? (e.g. write example sentences in your notebook, etc.) Do you use a dictionary when you do homework?

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

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

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

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

Audioscript

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

Key

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

Life at university

- Students complete the sentences with words a–g.

Key

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

7a Students complete the questions with words a–g from exercise 6.

Key

- | | | | |
|---|-----------|---|-------------|
| 1 | abroad | 5 | activities |
| 2 | residence | 6 | facilities |
| 3 | loan | 7 | independent |
| 4 | friends | | |

7b **SPEAKING** In pairs, students take it in turns to ask and answer the questions from 7a.

Extra activity

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

▶ **Teacher's Resource File (www.staffroom.pl):** See Unit 1 Communication worksheet *University challenge*.

Homework

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

Lesson 2 Reading ▶ Reading for global and specific information ▶ Studying in your home town or another city

Warmer

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

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

Extra activity

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

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

TEACHER DEVELOPMENT: STUDENT TRAINING

Pairwork

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

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

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

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

TEACHER DEVELOPMENT: CLASSROOM TIPS

Groupwork

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

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

Key

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

i Cultural information

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

TEACHER DEVELOPMENT: STUDENT TRAINING

Matching activities for reading texts

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

- 3 Students read the forum comments again and match questions 1–10 with the four people, A–D. Remind students that the people may be chosen more than once.

Key

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

- | | |
|-----|------|
| 5 D | 8 A |
| 6 C | 9 A |
| 7 B | 10 C |

- 4 Students find words in the text with similar meanings to the words in the exercise.

Key

- | | |
|----------------|-------------|
| 1 uni | 5 ages |
| 2 like | 6 occasions |
| 3 relationship | 7 chores |
| 4 issues | |

5 SPEAKING What about you?

In pairs or small groups, students discuss the questions. In a less confident class, ask students to write down their ideas first before doing this as a speaking activity.

Extra activity

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

Homework

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

Lesson 3 Grammar in context ▶ Present simple, past simple, present continuous and past continuous
▶ Present perfect simple and present perfect continuous

Present simple, past simple, present continuous and past continuous

Test before you teach

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

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

TEACHER DEVELOPMENT: CLASSROOM TIPS

Test before you teach

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

- 1a Students read the verbs in the sentences and name the tenses.

Key

- | | |
|----------------------|----------------------|
| 1 present continuous | 4 present continuous |
| 2 past simple | 5 present simple |
| 3 past continuous | 6 present simple |

- 1b Students match the tenses to questions a–i.

Key

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

- 2 Students choose the correct alternative in each sentence.

Key

- | | |
|-------------------|---------------------------|
| 1 understand | 6 usually walks, is going |
| 2 goes | 7 is always taking |
| 3 is coming | 8 Do you wear |
| 4 are getting | 9 don't agree |
| 5 love, always go | 10 sounds |

TEACHER DEVELOPMENT: LANGUAGE

State and action verbs

State verbs generally fall into four groups:

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

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

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

Verbs of possession – *have, own, belong*

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

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

Key

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

- 4 Students complete the questions with the correct form of the verbs.

Key

- 1 did, do
- 2 were, doing
- 3 do, do
- 4 Do, like
- 5 are, doing
- 6 do, come
- 7 were, doing
- 8 did, go

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

TEACHER DEVELOPMENT: PRONUNCIATION

Intonation in questions

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

Present perfect simple and present perfect continuous

- 6a Students match sentences 1–4 with the explanations of their uses a–d.

Key

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

- 6b Students decide which sentences use present perfect simple and which use present perfect continuous. Elicit how we form these tenses.

Key

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

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

- 6c Students match the tenses to questions 1–4.

Key

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

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

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

Key

Already shows an action has been completed. It comes between *have* and the past participle: *I have already heard that song.*
Ever means 'sometime before now'. It is used in questions, e.g. *Have you ever/Haven't you ever ...?*, and in negative statements, e.g. *Nobody has ever travelled there before.* It goes between *have* and the past participle.
For goes with periods of time, like *three hours, ten minutes, a long time.* It goes just before the time period.
Just means 'not so long ago'. It comes between *have* and the past participle, e.g. *They have just gone out.*
Never means 'at no time before' and it is used in negative statements, e.g. *I've never been to New York before.* It goes between *have* and the past participle.
Since goes with points in time, like *1990, Christmas, last week.* It goes just before the time period.
Yet means 'up to a specified time' and is used only in the negative and question forms of the present perfect tense. It is normally placed at the end of a sentence, e.g. *I haven't been to the supermarket yet.*

- 8 Students rewrite the sentences, using the correct tenses and the words in 7, if necessary.

Key

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

- 9 Students complete the questions with present perfect simple or present perfect continuous.

Example answers

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

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

Homework

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

Do and make

Warmer

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

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

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

Key

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

TEACHER DEVELOPMENT: LANGUAGE

Do and make

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

- 2 Students complete the rules with *do* or *make*.

Key

1 do	4 do
2 do	5 make
3 make	6 do

- 3 Students complete the text with the correct form of *do* or *make*.

Key

a made	h are making
b made	i do
c do	j do
d is doing	k make
e is making	l make
f do	m do
g do	n do

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

TEACHER DEVELOPMENT: STUDENT TRAINING

Communicative activities

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

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

- ▶ **Teacher's Resource File** (www.staffroom.pl): See Unit 1 Vocabulary worksheet *The whole sentence*.

Before you listen

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

Example answers

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

- 1 **SPEAKING** In pairs, students read the statements made by students about revising for exams and decide which ones are good ideas. Draw attention to the model dialogue. Elicit opinions from different students around the class.

Suggested answers

Useful ideas are 1, 2 (as long as all the students are focused on revising); 3, 4, 6, 8 (breaks should be short and involve drinking water and taking some exercise), 9

- 2 **LISTENING**  **1.02** Play the CD for students to listen to two teenagers talking about revision and decide which three ideas in 1 the boy mentions. Ask students if the boy has prepared well for the exam.

Audioscript

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

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

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

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

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

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

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

BOY: The problem is that I never have time to study. I've got basketball practice three times a week so I don't have time to study at all on Mondays, Wednesdays and Fridays. And I always have

a match on Saturday. And then I need to go out at the weekend too, you know, to relax.

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

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

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

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

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

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

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

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

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

Key

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

- 3** **1.02** Ask students to read the statements and options. Then play the CD again and ask them to choose the best answer: A, B, C or D.

Key

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

- 4** **SPEAKING** **What about you?**

In pairs or small groups, students take it in turns to ask and answer the questions about preparing for exams.

Extra activity

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

Homework

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

Lesson 5 Grammar in context ▶ Gerunds and infinitives 1

Gerunds and infinitives 1

Test before you teach

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

- 1** Students match statements 1–10 from Listening 1 with the rules. Remind students that they can use one rule twice.

Key

- | | |
|----------------|------------|
| b 6 | f 3 |
| c 4 | g 2 |
| d 5 | h 9 |
| e 7, 10 | i 8 |

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

- 2a** Students read the text and choose the correct alternative.

Key

- | | |
|------------------------------|----------------------------|
| a to think | i revising |
| b to revise | j discussing |
| c revising | k to check |
| d sitting | l to ask |
| e to take | m to keep |
| f reading and reading | n to sleep and take |
| g doing | o cycling |
| h To see | |

- 2b** **SPEAKING** Students discuss what they think about the ideas in the text. Draw attention to the example sentences. In a less confident class, give students time to note down their ideas before they discuss them in pairs or small groups.

- 3a** Students complete the sentences with the gerund or infinitive form of the verbs given.

Key

- | | |
|----------------------------|----------------------|
| 1 to finish | 6 writing |
| 2 Starting | 7 answering |
| 3 taking | 8 to complete |
| 4 creating | 9 to answer |
| 5 leaving, to check | |

- 3b** **SPEAKING** In pairs, students think of more good advice on taking exams.

TEACHER DEVELOPMENT: STUDENT TRAINING

Tips for revising

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

- Practise writing against the clock using past exam papers.
- Test your knowledge at the end of a study session – you must be able to produce something without notes.

- Make good quality notes and refine them further onto small pieces of card (condense them into lists, diagrams and mindmaps, and use colour-coding). Visual memory is strongest in 3D, so spend some time constructing your own mental images of concepts.
- Have a checklist of 10–15 key points for every topic and define key trigger words. Number your points (try to remember how many points there are to jog your memory).
- Prioritise subjects you find most difficult or want to do best in. Identify and improve your performance in non-preferred exam tasks.
- Take notes from your revision material three times.

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

Key

line 3: admitted to ~~cheat~~ cheating
 line 4: ~~passing~~ to pass
 line 5: by ~~study~~ studying
 line 7: suggested ~~to study~~ studying
 line 7/8: agreed ~~meeting~~ to meet
 line 11: appeared ~~finding~~ to find
 line 12: managed ~~passing~~ to pass
 line 14: not ~~cheating~~ to cheat

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

Key

Students' own answers, using the following forms:

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

6 **SPEAKING** In groups, students compare their sentences in 5 to see if any of their sentences are the same. Ask some students to share their sentences with the class.

7a In pairs, students complete the questions with a verb in the gerund or infinitive form.

Example answers

1 listening to music	5 leaving home
2 falling	6 to do an extreme sport
3 moving to another country	7 to live in space
4 to revise for exams	8 dancing

7b **SPEAKING** Students use their questions to interview other students and make notes of any interesting or funny answers.

7c **SPEAKING** Students tell the class some of the things they have discovered.

TEACHER DEVELOPMENT: STUDENT TRAINING

CEFR portfolio: speaking

The CEFR portfolio consists of three parts:

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

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

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

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

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

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

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

► **Teacher's Resource File (www.staffroom.pl):** See Unit 1 Grammar worksheet *True or false?*

Homework

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

Lesson 6 Developing speaking › Giving personal information

Giving personal information

Warmer

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

TEACHER DEVELOPMENT: STUDENT TRAINING

Giving personal information

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

- 1 Students read questions 1–6 and match them with one of the categories A–D.

Key

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

- 2 **LISTENING**  **1.03** Play the CD for students to listen to six students answering the questions in 1. Tell them to match each student to one of the questions.

Audioscript

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

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

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

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

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

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

Key

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

- 3 **1.03** Students listen again and make a note of the answers, reasons and personal details each person gives. Elicit from students if they think the people answer the questions well and ask them to say why or why not.

Key

All the students answer the questions well except Student C who does not give reasons or personal details to support his answer.

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

TEACHER DEVELOPMENT: LANGUAGE

Expressing preferences

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

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

Key

- | | |
|------------------|-----------|
| 1 playing, doing | 5 to do |
| 2 go, walk | 6 writing |
| 3 not to stay | 7 sent |
| 4 didn't use | |

Practice makes perfect

- 7a **SPEAKING** In pairs, students ask and answer the questions. Remind them to give reasons and personal details and to use examples from the *Speaking Bank*.

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

Model dialogue

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

- 7b Students change partners and repeat the exercise.

Homework

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

An informal email

Warmer

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

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

- 1 Students read the email from an English boy called Paul to a friend who lives in another country. They point to the four main pieces of information Paul wants from his friend.

Key

What have you been doing recently?
When is the best time of the year to visit your country?
What do you think is a good way for me to do that (learn your language)?
Tell me what type of things you'd like to do here (in England).

- 2 Students make notes about the things in the letter that are typical of informal emails.

Key

'Hi!' as a greeting, informal words, simple sentences, contractions (*I've, it'd, etc.*), *Best wishes* at the end

- 3 Students read the expressions in the *Writing Bank* and decide what we use each group of expressions for. Elicit more expressions to add to each group.

Suggested answers

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

TEACHER DEVELOPMENT: STUDENT TRAINING

Penpals

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

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

- 4 In pairs, students imagine they have received Paul's email and make notes about the information he wants.

- 5 Students make a paragraph plan and decide what information they are going to include in each paragraph.

Key

Paragraph 2: Describe the best time to visit Poland/the best way to learn Polish
Paragraph 3: Describe things I'd like to do in England
Paragraph 4: Say goodbye

Practice makes perfect

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

Model text

Hi Paul!

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

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

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

Anyway, I've got to go now.

Sonia

TEACHER DEVELOPMENT: CLASSROOM TIPS

How to use model texts in class

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

TEACHER DEVELOPMENT: STUDENT TRAINING

Transactional tasks

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

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

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

Homework

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

Self-check Unit 1 ▶ Grammar revision ▶ Vocabulary revision

▶ Grammar revision

Present simple, past simple, present continuous and past continuous

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

Key

- | | |
|-----------------------|-------------------|
| a don't study | e came |
| b 'm going | f gave |
| c want | g 'm doing |
| d was studying | |

Present perfect simple and present perfect continuous

- 2 Students choose the correct alternative.

Key

- | | |
|------------------------|-----------------------|
| 1 switched | 4 been staying |
| 2 been standing | 5 been crying |
| 3 seen | 6 finished |

Gerunds and infinitives 1

- 3 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind students not to change the word given and to use between two and five words.

Key

- | | |
|----------------------------------|------------------------------|
| 1 risk failing | 5 consider joining |
| 2 go cycling | 6 the first to finish |
| 3 can't stand getting up | 7 'd love to see |
| 4 having a valid passport | |

▶ Vocabulary revision

Studying at university

- 1 Students complete the sentences with these words. Remind them that there are two extra words.

Key

- | | |
|----------------|------------------------|
| 1 fail | 5 degree |
| 2 marks | 6 undergraduate |
| 3 notes | 7 lecture |
| 4 tutor | |

Life at university

- 2 Students write words to complete the sentences.

Key

- abroad
- loan
- facilities
- independent
- hall
- Extracurricular

Do and make

- 3 Students put these words in the correct columns.

Key

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

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

Lesson 8 Gateway to success Unit 1 ▶ Znajomość środków językowych – tłumaczenie fragmentów zdań

Warmer

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

- 1 Tell students to analyse the TIP and read the task. Individually, the students read sentences 1–8 and translate the fragments in bold into Polish. Then they compare their answers in pairs. Have a class feedback.

Key

- | | |
|--|---|
| 1 wszyscy wiedzą | 5 że powiedział |
| 2 gdzie jest stołówka | 6 wdrapał się na dach |
| 3 nigdy nie rozmawia | 7 Urodziłem się |
| 4 zrobiła/odrobiła pracę domową | 8 dużo interesujących informacji |

- 2 Students read the sentences 1–8 in 1 again. In pairs, they discuss how the Polish and the English versions differ. Write the first sentence up on the board and analyse it with the whole class to demonstrate what students are to do. Have a class feedback.

Key

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

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

Key

- a None
b Neither
- a has been studying German
b is studying German
- a so hospitable
b such hospitable
- a always uses
b is always using
- a has failed
b failed

Words/parts that help to translate the given fragments [properly]:

- | | |
|-------------------------------|--------------------------|
| 1a four students | 3b people |
| 1b twins | 4a . (full stop) |
| 2a for three years | 4b ! (exclamation point) |
| 2b she's got an exam tomorrow | 5a so far |
| 3a . (full stop) | 5b last week |

Extra activity 1

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

Extra activity 2

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

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

Key

- | | |
|-----|------|
| 1 a | 6 a |
| 2 b | 7 a |
| 3 b | 8 b |
| 4 a | 9 a |
| 5 b | 10 b |

Useful information

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

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

Key

- data – dane
data – date
- pensja – salary
pension – emerytura
- fabryka – factory
fabric – materiał
- hazard – gambling
hazard – niebezpieczeństwo
- bukiet – bouquet
bucket – wiadro

Extra activity

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

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

Key

- 6.1. as nice as
- 6.2. this blouse is/costs
- 6.3. Nobody/No one wanted to help
- 6.4. I lived in Finland for

Homework:

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

Gateway to success Unit 1 ▶ Część ustna – zestaw zadań

Zadanie 1. (4 minuty)

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

Zadanie 2. (3 minuty)

Uczeń A

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

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

In my opinion the papers the students are throwing into the air could be their exam papers or end of school certificates. I guess they are tossing

them into the air because they are happy the school year is over. It is also possible that they have just received the result of some exam and they are throwing their notes into the air because they do not have to study anymore.

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

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

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

Last time I passed an important exam was in March. In summer I started a driving course. I decided to take the final test as soon as possible, in order not to forget all that I had learned during the course. First, I had to pass the theoretical part. This was quite easy. But the real challenge was the practical part. I choose to have mine early in the morning because I thought the streets would be empty. Unfortunately, after what was a cold night they were still slippery. I was driving with great care in order not to crash into other cars. Luckily, the instructor appreciated my thoughtfulness and I passed this part of the test with flying colours!

Uczeń B

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

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

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

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

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

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

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

Zadanie 3. (5 minut)

I think I'd choose the third photo because it shows an international group of students doing a task or a project together. These students need to speak a foreign language in order to communicate with one another and for me it's the best way to learn. I'm a very sociable person and I need foreign languages mainly to communicate with other people while travelling.

Thus, developing my speaking and listening skills is very important for me. I also learn best by doing things. I wouldn't choose the first option because as far as I'm concerned one-to-one lessons are boring. I believe talking to a group of students who are my age can be a lot more exciting than talking to a teacher, even if they speak the language perfectly. I wouldn't choose the second option, either. I don't think you can really learn a language by listening to a recording and repeating what you hear. You need to use the language in real life situations, and this method has nothing real life about it. All in all, the third picture is the best option for me.

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

My favourites are listening to music and translating the lyrics, acting out short dialogues and watching films with English subtitles. I try to learn English every day, for at least 30 minutes up to an hour. I enjoy learning new vocabulary and useful expressions. I use the new words to make sentences about myself. I'm not very fond of grammar but I know I have

to learn it if I want to speak English well. I usually do online grammar exercises which are often interactive and much more exciting than exercises in a grammar book.

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

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

▶ Znajomość środków językowych

Uzupełnianie luk – wybór wielokrotny

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

Key

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

Parafraza zdań

- 2 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind the students to use between two and five words.

Key

- | | |
|-----------------------------------|----------------------------|
| 1 did his best | 5 warm enough to |
| 2 suggest telling him | 6 find it easy to make |
| 3 haven't seen | 7 Applying for this job is |
| 4 has been learning Italian since | 8 stand rude |

▶ Vocabulary plus

- 1 Students match the words to their definitions (a–i).

Key

- | | |
|---------------|---------------------|
| 1 alumnus | 6 fee |
| 2 dean | 7 student loan |
| 3 scholarship | 8 hall of residence |
| 4 faculty | 9 postgraduate |
| 5 auditorium | |

- 2 Students put the words from 1 in the appropriate columns in the table.

Key

People: dean, alumnus, postgraduate
Money: fee, scholarship, student loan
Places: auditorium, hall of residence, faculty

- 3 Students choose the correct alternative.

Key

- | | |
|--------|--------|
| 1 made | 5 do |
| 2 do | 6 make |
| 3 made | 7 do |
| 4 do | |