

**Aims**

**Vocabulary:** personal description (*Człowiek: wygląd zewnętrzny*)

**Listening:** for detailed understanding (descriptions)

**Speaking:** describing people

**Optional materials:** one sticky note for each student (for Extra practice 2)

**Lead-in**

Put the students into pairs and tell them to look at the picture of the identity parade and to try to name all the clothes that the suspects are wearing. Explain the meaning of word 'suspect' and get the students to describe the suspects in pairs, using this structure: *Suspect X is wearing ...*

**Culture note**

An identity parade in the UK is called a police line-up in the USA. It is where a witness is asked to identify a suspect in a line of people who all look similar. It is not known for being very fair as the witnesses can make mistakes.

**After exercise 2** **Extra practice 1**

Tell the students to choose between five and eight items of vocabulary that they did not previously know. Get them to add a quick drawing next to each word so that it reminds them of the meaning.

**After exercise 3** **Extra practice 2**

Give each student a sticky note and ask the students to write a short description of the classmate next to them. Tell them to include a description of the hair and clothes. Ask the students to use this template:

*He's / She's wearing ...*

*He's / She's got ...*

Put a number on each note and put all the notes on the classroom wall for the *Happy goodbye* task.

**Joke**

What did the house wear?

Address!

**Happy goodbye**

Tell your students to stand up and look at the sticky notes from Extra practice 2 on the wall. Get them to read the notes and to guess who they are describing. When they have made each guess, they write the number of the note into their notebook with the name of the student next to it. As a follow-up task, get the authors of the descriptions to say which one is theirs, and find out which student has identified the most descriptions correctly.

**Homework**

Workbook, page 15

## Aims

**Grammar:** Past continuous: affirmative and negative; questions and short answers

**Listening:** for detailed understanding (a police interview)

**Speaking:** asking for and giving information about past activities

## Lead-in

Play hangman with the word JEWELLERY. Ask your students who usually wears expensive jewellery.

### Possible answers:

a queen, a princess, a famous person, an actor, a musician, etc.

## ✓ Quick check

Write the four categories from lesson 1 exercise 2 on the board:

HAIR, BODY TYPE, CLOTHES, ACCESSORIES

As a whole class activity, ask for volunteers to come to the board to provide words from lesson 1 to each category. See if your students can do this from memory. If they can't, mime the words so they can remember them.

### Answers:

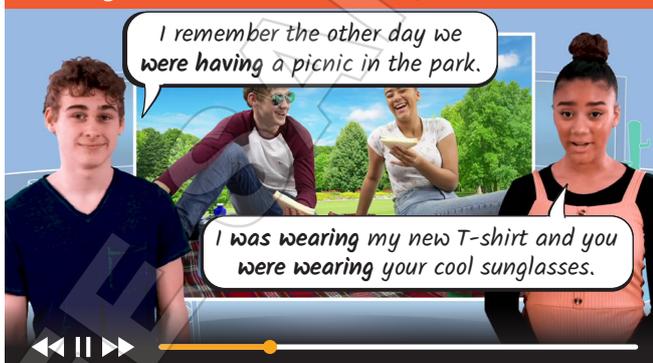
Hair: beard, moustache, ponytail

Body type: tall, slim, medium height, short, well-built

Clothes: coat, tracksuit, hoodie

Accessories: glasses, handbag, jewellery, backpack

## Grammar hub: Past continuous: affirmative and negative



### Option 1 (5 minutes)

Tell the students to imagine they were at a picnic yesterday. Get them to finish the sentences:

*The sun was shining and ... I was wearing ...*

### Option 2 (10–15 minutes)

Play VIDEO 07 (<https://macmillandlaucznia.pl/brainy-kl-7>) and ask your students why Jake and Olivia didn't finish the picnic (Answer: Suddenly, it was raining.).

Finally, get the students to do the TASK TIME! which is at the end of the video.

### TASK TIME!

#### Choose the correct answer.

- At the picnic, was Jake wearing his sunglasses?  
Yes, he was. / No, he wasn't.
- Were we enjoying our cheese sandwiches?  
Yes, we were. / No, we weren't.
- Were we having a bad time?  
Yes, we were. / No, we weren't.

#### Answers:

- Yes, he was.
- Yes, we were.
- No, we weren't.

## After exercise 3 Fast finishers

Tell the students to write the sentences from exercise 3 in the opposite form of the Past continuous, e.g. if a sentence is affirmative, they should write it in the negative form.

#### Answers:

- The witness wasn't getting married.
- The criminals weren't taking the crowns.
- They were wearing masks.
- A boat wasn't waiting on the lake.
- Police officers were running after the men.

## 📖 Brainy fact

Tell the students that the crime described in exercise 3 took place on 31<sup>st</sup> July 2018, but the police didn't find the priceless gold crown and jewels until 5<sup>th</sup> February 2019. They were found in a wheelie bin with the word *Bomb!* written on it. Ask the students to find out more information about the robbery, thieves, etc.

## After exercise 5 Extra practice 1

Write an extract from the audio interview from exercise 5 on the board and tell the students to decide, in groups of three, what the missing verbs are. Elicit the Past continuous structures for the gaps from the class.

Police officer: So, then you saw the men  
in the street, is that right?

Witness: Yes, that's right.

Police officer: And what (1) \_\_\_\_\_ at the time?

Witness: I (2) \_\_\_\_\_ to a wedding!

Police officer: I see. Now where (3) \_\_\_\_\_ when  
you saw them?

Witness: They (4) \_\_\_\_\_ to the lake.

A boat (5) \_\_\_\_\_ for them, I think.

Police officer: (6) \_\_\_\_\_?

Witness: No, they weren't.

They (7) \_\_\_\_\_ bikes!

#### Answers:

1 were you doing

2 was going

3 were the suspects going

4 were going

5 was waiting

6 Were they running

7 were riding

### ➤➤ After exercise 6 ➤➤ Extra practice 2

Put the students into groups of three or four.

Student A mimes to the others what they were doing yesterday at 8 o'clock in the morning. The others guess and the next student mimes his/her sentence.

#### 👉 Brainy fact

The most common juvenile crimes in the US are:

- theft (shoplifting, stealing a bike, stealing from backpacks and lockers)
- vandalism (spraying graffiti, drawing on public restroom/toilet walls, cutting car tyres)
- alcohol offences (underage purchase and consumption of alcohol, providing alcohol to underage persons)

### Happy goodbye

Get all the students to stand up and turn around, with their backs facing the board. Say a sentence using the Past continuous, e.g. *I was watching TV in the evening*. Tell the students to turn around if the sentence is true for them. Continue saying the sentences until all the students have turned around.

### Homework

Workbook, page 16

## Aims

**Vocabulary & Grammar:** revision of lessons 1-2

**Reading:** for general and detailed understanding (a web forum)

**Writing:** a post for a web forum

**Optional materials:** emoji pictures from the Internet (for Lead-in)

## Lead-in

Show the students some emojis from the Internet and discuss what they mean. If you choose emojis that appear in exercise 1, this will help make this exercise easier.

Examples:

happy, sad, embarrassed, angry, hungry

## Grammar in context

Write the verbs which appear in the reading texts on the board in the infinitive form.

*shop / wait / run / film / wear / carry*

Tell the students to find them in the texts in the Past continuous form and to put them in the order they appear. Set a time limit of 2 minutes.

**Answers:**

was running / was wearing / was carrying / were shopping / was waiting / were filming

## Before exercise 2

### Exam skills: Reading – matching

Get the students to read the four sentences in exercise 2 and to tell you the key words in each. Then direct them to look for these key words in the texts. This will make finding the answer easier.

**Answers:**

- 1 two people had the same first name
- 2 there were two people who were brothers
- 3 the writer of the post saw an embarrassing situation
- 4 the writer of the post felt embarrassed

## After exercise 4 Extra practice 1

Put the students into groups of three or four. Tell them to decide on one embarrassing situation or story together and to prepare to act out the situation for the rest of the class. The class watch each group act out their situation or story, then write down in one notebook what they think was happening. They read out their ideas and the group which has the closest sentence to what was being acted out gets 10 points and takes over the acting role.

### Dyslexia tip – extra reading practice

Encourage any students with dyslexia to either read the text before the lesson or read it again a couple of times at home after the lesson. Repetition and familiarity will help ease their reading difficulties.

## Happy goodbye

Tell the students to draw five emojis on the tip of each finger. Elicit different emotions from volunteers and see if their classmates can hold up the correct, corresponding finger.

## Homework

Workbook, page 17

## Aims

**Functions:** describing objects

**Vocabulary:** patterns and materials (*Człowiek: rzeczy osobiste*)

**Listening:** for detailed information (filling a lost property form)

**Optional materials:** some items of clothing (for Lead-in); one small piece of paper for each group of three or four students (for Extra practice 1)

## Lead-in

Take in some items of clothing similar to those referred to in this lesson for students to describe, e.g. a shirt, hoodie, scarf, etc. as well as a watch, pair of sunglasses, earrings and handbag. Put all the items in a bag. Ask a volunteer to come to the front of the class to take an item from the bag. Ask him/her to identify what it is with his/her eyes closed. Repeat the procedure with all the clothes in the bag.

## After exercise 1 Extra practice 1

Put the students in groups of three or four. Tell each group to choose a sentence / phrase from the dialogue in exercise 1 and to write it on a piece of paper with the words jumbled up. Get each group to swap their pieces of paper with the group to their left. The students put the words into the correct order on the back of the piece of paper and give it back to be checked.

Example:

*please form, you this fill Can in?*

**Answers:**

Can you fill in this form, please?

## Before exercise 2 Extra practice 2

Write the names of the eight items from exercise 2 on the board and underline the stressed syllables in each of them. Tell the students to practise saying the names of the items with the correct stress in pairs.

- 1 a checked cotton shirt
- 2 a plain grey hoodie
- 3 a blue denim jacket
- 4 some plastic sunglasses
- 5 a gold earring
- 6 a silver watch
- 7 a striped wool scarf
- 8 a leather handbag

## Brainy fact

The strangest object ever to be left at a lost property office was found in Paris. It was a human skull!

## Happy goodbye

Ask for pairs of volunteers to come up to the front of the class to act out the dialogue from exercise 5 from memory for everyone.

## Homework

Workbook, page 18

## Aims

**Vocabulary:** crime (*Życie społeczne: wydarzenia i zjawiska społeczne*)

**Listening:** for general and detailed understanding (exam task – matching)

**Speaking:** giving definitions; choosing the worst criminal

## Lead-in

Tell the students they have one minute to look at the photos in exercise 1 to try to memorise what each person is wearing. Get them to close their books and see how many of the following sentences they can remember as being true or false. Tell them to raise their left hand for true and right hand for false.

In picture 4, the woman is wearing a black jacket. (True)

In picture 2, the blonde woman is wearing a grey scarf. (False)

In picture 4, the man is wearing a blue hoodie. (False)

In picture 1, the man isn't wearing any trousers. (False)

In picture 5, the man is wearing a grey jacket. (True)

## After exercise 1 Extra practice 1

Tell the students to copy the five words from exercise 1 into their notebooks in one column and to write the Polish translation in another column. Get them to cover one column and test each other translating from Polish to English and from English to Polish. Encourage them to add all the new vocabulary from this lesson to the two columns.

## Look

Give the students 30 seconds to memorise the singular and plural nouns in the *Look* box. Tell them to close their books and quickly write all six words in their notebooks from memory. When they have finished, allow them to look at the Student's Book to check the words and spelling.

## Before exercise 3 Extra practice 2

Elicit the answers to these questions about relative pronouns from the students to quickly revise them:

– Which relative pronouns do we use to describe people? (*who / that*)

- Which relative pronoun do we use to describe places? (*where*)
- Which relative pronouns do we use to describe objects? (*which / that*)

## After exercise 4 Extra practice 3

Get the students to swap partners and tell each other about their different ideas for the crime story, using the vocabulary words.

## After exercise 5 Brainy note

Ask the students if they think the story about *Super Gran* is true or false. Tell them it's true and, if it's possible in your classroom, show *Super Gran* on YouTube. Find an appropriate video, using these search words: *Super Granny pounds robbers with her purse* or *Granny attacks thieves with handbag*.

## Before exercise 6

### Exam skills: Listening – matching

Tell the students to not always jump to the first answer option they hear in a listening task. There is a reason they have to listen twice – the exam questions can be deliberately tricky.

## After exercise 6 Extra practice 4

Play extract 1 (or part of it) again twice as a dictation for your class. Put the students in pairs and tell them to compare their answers and to try and reconstruct the text with no mistakes. Write the paragraph on the board for checking, or ask for volunteers to come up to the board and write the text, one phrase / sentence at a time:

*Text 1:*

*A man has stolen a snake from a pet shop in Portland, Oregon, in the USA. Security cameras show that the shoplifter took the snake out of its glass tank and put it down his trousers! Police are looking for a tall slim man who was wearing jeans, trainers, a blue sweater with black stripes and a blue and yellow cap. The owner of the pet shop said it was lucky that the thief didn't steal the snake on a Monday, which is feeding day!*

### ➤➤ After exercise 7 ➤➤ Extra practice 5

Write the relevant crime words from this exercise on the board and ask your students to guess what each of them means in Polish.

*robbery, burglary, theft, vandalism*

### Brainy note

The first law against shoplifting in the UK was passed in 1699. The law called for the punishment for shoplifting to be hanging!

### Happy goodbye

Tell the students to complete their vocabulary list for this lesson in Polish and English and to then test each other in groups of three.

### Homework

Workbook, page 19

**Aims**

**Grammar:** Past simple and Past continuous; Past continuous + Past continuous

**Speaking:** describing what different people were doing

**Optional materials:** a piece of paper for each student (for Extra practice 1)

### ✓ Quick check

Write the beginnings of the words from lesson 5 on the board. Tell the students to write complete words with a partner and to then translate them into Polish.

*bur\_ , shopl\_ , va\_ , thi\_ , ro\_ ,  
com\_ a crime, dam\_ , b\_ into, \_eal, \_ob*

**Answers:**

burglar, shoplifter, vandal, thief, robber,  
commit a crime, damage, break into, steal, rob

**Lead-in**

Get the students to look at the dialogue in the picture in the *Grammar hub* table and to tell you which verbs are in the Past continuous tense and which in Past simple.

**Answers:**

Past continuous: *Were you talking, I wasn't talking, I was watching*

Past simple: *The phone rang, I didn't answer it*

### After exercise 2 Extra practice 1

Give each of the students a piece of paper and get them to draw a vertical line down the middle of it. Tell them they are going to illustrate a sentence: half of the sentence on each half of the piece of paper. Inform them that they can choose a sentence from exercise 1 or 2 to draw or they can think of their own provided that it will be possible to describe using the Past continuous and Past simple tenses. Allow 5 minutes for the drawing task.

Then, put up all the pictures round the classroom and number them. Get the students to choose five or six pictures each, put the corresponding numbers in their notebooks, and to describe the pictures, using complex sentences with the Past continuous and Past simple tenses. When everyone has finished, ask the creators of the illustrations to say what their sentence is for others to check their guesses.

### After exercise 4 Fast finishers

Write the verbs from exercise 4 on the board. Tell the students to copy the verbs into their notebooks. Put the students into pairs. Get them to think of two phrases that can be made with each verb.

Example:

*chat: on the phone / to a friend*

**Possible answers:**

**buy:** a camera / a new shirt

**talk:** on a mobile phone / with your parents

**try on:** a pair of trousers / new clothes

**look at:** a watch / a friend

**steal:** a car / a wallet

**run away:** from the police / from a dog

**carry:** a handbag / a gun

**chase:** a thief / a criminal

### After exercise 5 Extra practice 2

Put the students into groups of three. Student A starts a sentence using the Past continuous. Student B chooses to say *when* or *while*. Student C has to finish the sentence, using the appropriate tense (Past continuous or Past simple).

*Student A: I was doing my homework ...*

*Student B: ... when ...*

*Student C: ... a burglar broke into the house!*

**Joke**

Thieves have broken into a local dogs' home.  
Police say they have no leads.

**Happy goodbye**

Get the students to tell each other what they were doing this morning when their alarm clock rang.

**Homework**

Workbook, page 20



## Aims

**Culture:** crimes committed by animals

**Reading:** for detailed understanding (texts about crimes committed by animals)

**Listening:** for detailed understanding (dialogue)

**Speaking:** class discussion on whether animals can be guilty of a crime

**Writing:** presenting 'an animal criminal'

**Optional materials:** a map of the world (for Lead-in)

## Lead-in

Tell the students they are going to read about some crimes committed by animals in three countries which begin with the letters M, A and NZ. Elicit the names of the countries: Malaysia, Australia and New Zealand. If the students have problems guessing the countries, give them a map of the world showing South-East Asia as well as Australasia, and get them to find the countries.

## Grammar in context

Write the following verbs and the sentences from the text in exercise 1 on the board. Tell the students to complete the sentences, using the correct verbs in the Past continuous form.

PICK UP    BURN    DO    LIVE

- 1 Monkeys \_\_\_\_\_ near the city of Kuala Lumpur.
- 2 While the bushland \_\_\_\_\_, these so-called 'fire hawks' \_\_\_\_\_ the burning grass.
- 3 He also took the socks from children's shoes while they \_\_\_\_\_ PE at school.

## Answers:

- 1 were (already) living
- 2 was burning, were picking up
- 3 were doing

## Before exercise 2 Extra practice 1

Put the students into pairs and tell them to read the texts again. Get them to write any words they do not know in a list in their notebooks. Put two pairs of students together to share the lists of words they don't know and encourage each pair to help the other understand the words. If they can't help each other, give them bilingual dictionaries.

## After exercise 4 Extra practice 2

Put the students into groups of three and get them to look at the notes and the answers to exercise 4. Direct the students to tell each other the story of Sam the Seagull by looking at the information and using the Past simple and Past continuous tenses.

## Brainy note

The seagull story is real – you can watch the recording from the shop camera on YouTube. Use these search words: *Sam the Seagull stealing Doritos*.

## Discover more!

### Exercise 6

Tell the students to use the Internet to find more 'crimes' committed by animals. Suggest these search words: *animal criminals / animals that commit crimes*.

## Happy goodbye

Get the students to tell you which story from this lesson was their favourite.

## Homework

Workbook, page 21

## Aims

**Reading:** for general understanding (a notice about a theft)

**Writing:** a notice

**Functions:** describing an object, describing a person, asking for help

**Grammar:** Past simple and Past continuous; indefinite and definite articles

## Lead-in

Write *Attention, everyone!* on the board. Ask the students when and why they might see this written on a notice board.

## Before exercise 1 Extra practice 1

Get the students to read the notice quickly and to say whether these sentences are correct or incorrect.

- 1 The thief stole a backpack with one book inside. (Incorrect)
- 2 The suspect is a woman in her thirties. (Incorrect)
- 3 The woman ran across the playground. (Correct)
- 4 Anyone with information must contact the police. (Incorrect)

## Brainy phrases

Write parts of the *Brainy phrases* from this lesson on the board and get the students to complete them from memory if they can. If they have problems, add more letters to the missing words to help them.

*Attention ev \_\_\_\_\_ (everyone!)*  
*There was a th \_\_\_\_\_ (thief)*  
*The su \_\_\_\_\_ is ... (suspect)*  
*She was ca \_\_\_\_\_ ... (carrying)*  
*If you have any inf \_\_\_\_\_ (information)*  
*I would be very g \_\_\_\_\_ (grateful,*  
*if you c \_\_\_\_\_ ... could)*  
*Thanks for your h \_\_\_\_\_! (help)*

## Before exercise 5 Extra practice 2

Write the three points that the students have to include in their writing on the board. Get them to look at the *Brainy phrases* from the beginning of the lesson and to decide which they are going to use when they write.

- 1 Describe the missing objects.
- 2 Describe the thief.
- 3 Ask for help.

## Exam skills: Writing – a notice

### Exercise 5

Remind the students to give their notice a title and to use an exclamation mark to attract the reader's attention. Tell them to swap notices with a partner and to check their partner's work. Get them to check:

- if the paragraphs are well-developed,
- if each paragraph is on a specific topic,
- if there is any irrelevant information.

## Happy goodbye

Put your students into groups of four. Student A draws one of the objects from this lesson in the air with his/her finger. Suggested objects: charger, key, memory stick, purse, phone, wallet, pen, book, pencil case, headphones. The other students watch and guess what the object is.

## Homework

Workbook, page 22



## Aims

Revision of lessons 1–8: vocabulary, speaking and grammar used in a variety of exam tasks

## Exam tasks

Explain to the students that this lesson contains exam tasks that are likely to appear in the compulsory end-of-school exam (*Egzamin ósmoklasisty*). For a more standard revision, go to the corresponding page in the Workbook.

## Lead-in

Get the students to look at the revision workout page and to count the number of examples of Past continuous verbs they can see on the page.

**Answer:** 6

## Encouragement note

When the students have completed lesson 9, get them to review which exercises they had problems with, and then to share this information with a partner to see if they found the same exercises difficult. Tell them that next time, they should look out for this type of exercise in the revision workout and make an extra effort to get it right.

## Before exercise 1 Pre-exam task

Put the students into pairs. Play the audio from exercise 1 and get them to listen and tell their partner what they think each text is about.

### Answers:

Text 1 is a dialogue between friends describing an actress.

Text 2 is a dialogue between a teenage girl and shop assistant about shopping.

Text 3 is part of a phone conversation about an event (robbery) at school.

## Before exercise 2 Pre-exam task

Get the students to spend some time thinking about what the question could be for each response before listening. Put their ideas on the board.

## Before exercise 4

### Exam skills: Use of English – matching

Remind the students to check what comes before and after the missing phrase in each sentence. In this way, they will recognise the missing part of speech quicker.

## After exercise 4 Post-exam task

Put the students into pairs and get them to imagine they were Richard Jones. He spent 17 years in prison. What is the first thing they would do after leaving the prison?

## After exercise 5 Post-exam task

Put the students in pairs to test each other on the sentences in exercise 5. Student A says one of the sentences in Polish, Student B translates it into English. Then students swap roles.

## Happy goodbye

Ask the students to tell you and the class about a crime they have witnessed or seen in a film recently.

## Homework

Workbook, page 23



## Aims

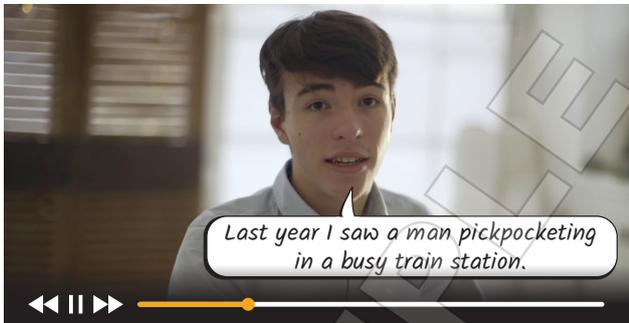
**General aims:** revision of vocabulary (personal description, describing objects, crimes) and grammar (Past continuous and Past simple) from lessons 1–8

**Special aims:** logical skills (solving the suspect description puzzle); listening skills (for specific information about suspects); analytical skills (finding the guilty person); critical thinking (finding examples of critical thinking); interactive and social skills (finding a compromise); listening skills (*Sound alert!*)

## Lead-in

Tell the students to look at the vocabulary summary 'Other' column on page 28. Put them in pairs. Student A secretly chooses a word from the list and describes it for Student B who guesses what it is. Student B is allowed to look at the vocabulary list while trying to guess the word.

## Over to you!



Put the names and actions on the board. Tell the students to match them while watching the video. Play VIDEO 08 (<https://macmillandlaucznia.pl/brainy-kl-7>). Check the answers as a class.

Emily	was hacked.
Jack	saw a pickpocket.
Megan	saw a shoplifter.
Daniel	saw a robber.

### Answers:

Emily saw a shoplifter.  
Jack saw a robber.  
Megan was hacked.  
Daniel saw a pickpocket.

## Exercise 2

Clue 1: Tell the students to remember to study the suspects' hair.

## Exercise 3

Clue 2: Tell the students to pay attention to the clothes the suspect is wearing.

## Life skills: Critical thinking

Write these key critical thinking skills on the board: analyse, examine, evaluate, problem-solve, question, theorise, rationalise. Discuss with the students why these skills are important and how they can help them at school. Do this in Polish if necessary.

## Exercise 4

Clue 3: Get the students to explain why Mrs Rich invented the robbery (to claim money from the insurance company). Tell them that this is an example of using their critical thinking skills.

## Project

### Exercise 5

Tell the students to look over the vocabulary from this unit and to tick at least 10 words which they think they will be able to include in their suspects poster.

**Task A:** Tell the students they need a variety of suspects with a range of size and height as well as clothes and physical characteristics.

**Task B:** Tell the students to use as many facial details as they can and a bilingual dictionary for checking any words they are not sure of.

## Sound alert!

**Clue:** Usually the strong form is used in short answers.

## Happy goodbye

Put the students in groups of three or four. Get them to mime to each other in turns what they were doing yesterday at 5 o'clock. Tell the other students to ask questions about the actions, using the Past continuous tense, e.g. *Were you ...?*

## Homework

Workbook, page 86 (Unit 2)

## Freddie and Freda extra workout

These extra activities have their own focus and they can be done whenever there is some free time, e.g. after the Revision workout, at the end of the class, or at the beginning of the next class, etc.



### Exercise 1

Write these words / phrases from this lesson in random order on the board:

*curly hair, magazine, footprints, jewellery, a ponytail, identity parade*

Put the students into groups of three in a race to find which exercise the words can be found in. The first group to find the exercises correctly, wins the race.

### Answers:

Exercise 2: curly hair, a ponytail

Exercise 4: footprints, jewellery

Exercise 5: identity parade, magazine

### Exercise 2 – Game

Work in groups of three. Play *Who's your alibi?*

Use the Past continuous.

Situation: Someone stole a teacher's laptop yesterday between 3 and 6 o'clock.

Student A is a police officer. Students B and C are the suspects.

The police officer is interviewing the suspects.

The loser is the first suspect who can't give an alibi, or who repeats an alibi. Change roles.

Round 1

Student A: What were you doing yesterday at 3 o'clock?

Student B: I was studying English with my classmates.

Student C: I was sitting next to Barbara in the classroom.

Round 2

Student A: And what were you doing yesterday at half past three?

**Aims**

Revision of grammar, vocabulary and functions from units 1 and 2 through a variety of exam tasks (including listening, language functions, reading, use of English, writing)

**Lead-in**

Divide the class into two teams. Write the heading FILM INDUSTRY on the board and give each team a piece of chalk / a marker. Explain that the students from each team should come up to the board in turns to write as many words associated with the film industry as they can. The team that writes more words without repeating any from the other group wins the vocabulary battle.

**After exercise 3** Extra practice 1

Elicit the function of sentence 1 (an invitation) and sentence 2 (an offer) from your students. Put them into pairs and get them to write three more invitations and three more offers, using the target structures.

**After exercise 6** Extra practice 2

Put the students into pairs. Write the crime vocabulary below on the board and challenge your students to write one grammatically correct sentence that includes all the words.

*shoplifter, burgle, thief, steal, police, catch, prisoner, escape*

**Before exercise 7** Extra practice 3

Tell your students to think of the answers to these questions before writing their blog entry:

- What does your favourite actor/actress look like?
- What did he/she look like in the past?
- What kind of films does he/she star in?
- What were they about?
- What other jobs did he/she do?

**Happy goodbye**

Put your students into groups of four to play *Pictionary* with the vocabulary from this lesson.

**Homework**

Workbook, pages 24-25