

Voices

Teacher's Book

1



MACMILLAN

Fiona Mauchline

Exercise 1

- 1 writer
- 2 painter
- 3 explorer
- 4 astronaut
- 5 politician
- 6 scientist
- 7 inventor
- 8 sculptor
- 9 director
- 10 architect
- 11 king and queen
- 12 composer

RECYCLE

- 1 nineteen ninety-two
- 2 the twelfth of December two thousand and two
- 3 seventeen sixty-three
- 4 the fifth of September nineteen ninety-nine

7 Look into the past

Unit contents

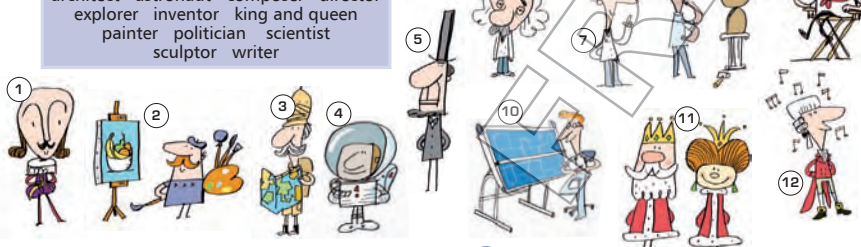
Vocabulary Jobs; irregular verbs
Language Focus *be*: past simple, there was/there were; past simple affirmative
Skills Reading: an article, a brochure
 Listening: an audioguide
 Speaking: describing a trip/describing past events
 Interaction: asking for information
 Writing: a biography
CLIL History **Culture** Wales
Exam Builder Rozumienie ze słuchu *dobieranie*

Vocabulary 1

Jobs

1 Dopasuj nazwy zawodów z ramki do obrazków.

architect astronaut composer director
 explorer inventor king and queen
 painter politician scientist
 sculptor writer



Exercise 3

- 1 b
- 2 c
- 3 a
- 4 b
- 5 c
- 6 b

- 2 2.21 Posłuchaj, sprawdź i powtórz.
- 3 Rozwiąż quiz.

Famous Europeans

- 1 Yuri Gagarin was a Russian _____. He was the first man in space.
a) architect b) astronaut c) director
- 2 J.K. Rowling is a British _____. Harry Potter is her creation.
a) politician b) explorer c) writer
- 3 Nicolas Sarkozy is a French _____. He's from Paris.
a) politician b) painter c) king
- 4 Wolfgang Amadeus Mozart was an Austrian _____. His operas are famous.
a) sculptor b) composer c) scientist
- 5 Christopher Columbus was an Italian _____. Ferdinand and Isabella were his patrons.
a) inventor b) composer c) explorer
- 6 Albert Einstein was a German _____. He was a Nobel Prize winner.
a) architect b) scientist c) politician

88 **Answers** → p129

GUESS

- 1 Who was Tutankhamun?
a) a Greek god b) a Roman soldier
c) an Egyptian king
- 2 When did the first astronaut walk on the moon?
a) 1890 b) 1969 c) 2001

GUESS

- 1 c 2 b

RECYCLE

Zapisz słownie podane daty.
 1/4/08 *the first of April two thousand and eight*
 1 1992 2 12/12/02 3 1763 4 5/9/99



LOOK

write – *writer* *act* – *actor*
 Nazwy zawodów często tworzymy poprzez dodanie do czasownika końcówki ____ lub ____.

LOOK

-er lub -or

4 Uzupełnij tabelę.

VERB	PERSON	VERB	PERSON
write	<i>writer</i>		explorer
	painter		designer
direct		invent	
compose		sculpt	

5 **Your voice** Wyobraź sobie, że jesteś sławną osobą. Pracujcie w parach. Na zmianę zadawajcie sobie pytania i udzielajcie odpowiedzi, aby zgadnąć, kim jest kolega/koleżanka.

- Are you a writer? No, I'm not.
- Are you from Poland? Yes, I am.
- Are you ...?

Vocabulary plus → **Workbook p122**

Exercise 4

- paint
- director
- composer
- explore
- design
- inventor
- sculptor

Unit objectives

- **Vocabulary:** to introduce and practise vocabulary in the topic area of jobs, to present and practise irregular verbs
- **Language focus:** to introduce and practise the past simple tense (the verb *be*, affirmative sentences, *there was/there were*)
- **Skills:** to read an article about the ancient world, to listen to an audioguide, to write a biography, to describe a trip, to describe past events, to ask for information
- **CLIL:** to learn about history (prehistoric times)
- **Culture:** to learn about Wales and its castles
- **Exam:** to listen for specific information; to listen and select information; task type: matching information to people

Look into the past



Aim To review dates and to study words for professions. Then, to work on *-er / -or* endings.

+ EXTRA warmer

Ask students to look at the pictures and find out if they can name any of the people. They should be able to recognize such figures as William Shakespeare, Albert Einstein, Thomas Edison, Abraham Lincoln and Wolfgang Amadeus Mozart.

? GUESS! Ask students to read the quiz questions. Give them about one minute to think about or discuss their ideas in pairs. Elicit answers from the class. Ask: *Do you know the names of Egyptian pharaohs?* (Cleopatra VII – the last pharaoh, Ramesses II); *Who was the first man on the moon?* (Neil Armstrong and two other astronauts in the Apollo 11 mission).

♻️ RECYCLE Ask students to work individually or in pairs and write the dates in words. Check as a class, checking pronunciation of the *th* sound.

Vocabulary 1

Jobs

- 1 Ask students to read the names of jobs in the box and match the words with the right pictures. Let students compare in pairs but do not check as a class at this point.
- 2 **▶ 2.21** Ask students to listen, repeat and check their answers to exercise 1.

▶ 2.21 Audioscript Exercise 2

1 writer 2 painter 3 explorer 4 astronaut 5 politician
6 scientist 7 inventor 8 sculptor 9 director 10 architect
11 king and queen 12 composer

Lead-in

Ask students to close their books, then ask: *What nationality is Christopher Columbus?* Elicit ideas and write them on the board, eg *Christopher Columbus: Italian*. Ask students to open the books at p88 and check the answer.

- 3 Tell students to look at the questions in the quiz and answer individually. Then allow them to compare with a partner.

Alternatively, choose a student as quizmaster. Put students into teams with books closed. Ask the quizmaster to read the questions to the class. Teams write their answers.

🔍 LOOK Ask students to read the information in the LOOK box. Tell them that they should use the examples provided to complete the rule about making names of jobs from verbs.

- 4 Ask students to use the information in the LOOK box to complete the table. Explain that they should either write in the name of a job or the verb the job comes from.

+ EXTRA activity

Practise writing definitions with students. Ask them to write a definition of any profession they have learned during the lesson. Put the following sentence frame on the board:

A _____ is a person who _____.

Ask students to work in pairs and write two definitions (one for each chosen job). They should leave a blank space for the name of the job. Ask selected pairs to read out their definitions, provide feedback on correctness and ask other students in the class to provide the names of the jobs described.

- 5 **🗣 Your voice** Ask students to think of famous people but keep the names secret. Put them in pairs to take turns asking and answering questions to guess who they are. They can only answer Yes or No, as in the example.

Homework → Workbook p66 and Workbook Vocabulary plus p122

+ EXTRA homework

Ask students to write a quiz of their own about painters, inventors, etc. Use their quizzes to review professions in a future class. Draw attention to the *a* or *an* with the profession.

Exercise 2

- a Stonehenge
- b The Parthenon
- c The Valley of the Kings

Reading

Wonders of the Ancient World

1 The prehistoric monument of Stonehenge is near Salisbury in the south of England. Stone Age people started to build the stone circle in 3100 BC, and they used it for religious ceremonies. The enormous stones were originally from Wales, and people carried them 400km. How? Nobody knows. There weren't any vehicles in those days – perhaps people carried them down the river on boats!

2 Tutankhamun was a very young king – they called him the 'boy king'. He was only 18 when he died, and the Ancient Egyptians buried his mummy in a tomb in the Valley of the Kings. His tomb was full of gold and treasure. In it, there were also clothes, shoes, and 32 model boats – the Ancient Egyptians believed that people needed boats to travel to the afterlife.



wonder – cud
ancient – starożytny
bury – pochować
tomb – grobowiec
treasure – skarb
afterlife – życie pozagrobowe
temple – świątynia
destroy – niszczyć

3 In Ancient Greece, there were lots of temples for all the different gods, such as Zeus, Aphrodite and Apollo. The Parthenon in Athens was a temple for Athena. She was the goddess of war and the patron of Athens. Today the Parthenon is in ruins, because an enormous explosion destroyed the original temple in 1687. Now it is still in danger – from the effects of traffic pollution!

1 Pracujcie w grupach 3-osobowych. Każdy z was czyta jeden z tekstów: 1, 2 lub 3. Następnie opowiedzcie sobie po polsku treść każdego tekstu.

2 **2.22** Przeczytaj tekst i posłuchaj nagrania. Następnie podpisz obrazki nazwami starożytnych obiektów.

3 Przeczytaj ponownie tekst i zdecyduj, czy podane zdania są prawdziwe (True), czy – fałszywe (False). Popraw błędne zdania.

- 1 Stonehenge was a religious monument.
- 2 They started building Stonehenge in the eighteenth century.
- 3 Tutankhamun was very young when he died.
- 4 There wasn't any gold in Tutankhamun's tomb.
- 5 Athena was the goddess of love.
- 6 There were a lot of gods in Ancient Greece.

4 Odpowiedz na pytania.

- 1 Where is Stonehenge?
- 2 Where were the stones originally from?
- 3 Who was Tutankhamun?
- 4 Why were boats important in Ancient Egypt?
- 5 Where is the Parthenon?
- 6 Why is the Parthenon in danger now?

CLIL Across the curriculum History → Workbook p146

89

Exercise 3

- 1 True.
- 2 False. (People started to build the stone circle in 3100 BC.)
- 3 True.
- 4 False. (There was a lot of gold in Tutankhamun's tomb.)
- 5 False. (Athena was the goddess of war.)
- 6 True.

Exercise 4

- 1 It's near Salisbury in the south of England.
- 2 From Wales (400km away).
- 3 He was a very young king of Egypt / the 'boy king'.
- 4 People needed boats to travel to the afterlife.
- 5 In Athens, Greece.
- 6 Because of the effects of traffic pollution.



Aim To read about three wonders of the Ancient World. Then to decide if statements are true or false and answer questions.

Reading

Wonders of the Ancient World

+ EXTRA warmer

Play charades with the professions from p88. Invite volunteers to the front, give them a word from the list in exercise 1 and ask them to act it out for the class to guess.

- 1 Ask students to work in groups of three. Explain that each student in a group should read one part of the text only (text 1, 2 or 3). In groups with a different number of students than three, more than one student may focus on the same text. Give students 2-3 minutes to read their texts. Remind them that they may use the glossary to understand more difficult words. After the reading, tell students to relate the information from the text to their group mates. Allow students to use Polish.
- 2 2.22 Ask students to listen to the three texts, read them and write the names of the places next to the pictures. Check answers as a class.

2.22 Audioscript Exercise 2

See *Student's Book* p89.

- 3 Ask students to read the sentences and check meaning. Ask them to read the texts and decide if the sentences are true or false. Let students compare answers in pairs and ask them to correct the false statements. Check as a class.

+ EXTRA activity

Ask students to think of one word in the text that they think is difficult or that they have only learned today. Ask them to write a number of clues for the word, eg 1. *It begins with the letter ...* . 2. *It's in line ...* . 3. *It means ...* . 4. *It's a ... (noun / verb etc)* . 5. *It's got ... letters*. Give students 3-4 minutes to write their clues. Then tell students to work in groups of 4, give clues to their partners one by one, and ask them to guess the words or find them in the text. Set a time limit of 4-5 minutes. Monitor the activity.

- 4 Read the questions as a class and check meaning. Elicit any answers and write them on the board. Then tell students to read the texts again, checking the answers on the board and looking for the remaining ones.

Alternatively, put students into teams of three or four. Ask them to look at the questions in exercise 3 and answer them. Teams call out *Parthenon* when they finish. Check answers as a class.

Ask students why questions 1, 2, 5 and 6 have *is* and *are*, but 3 and 4 have *was* and *were*.

+ EXTRA follow-up

Ask students to write two more true / false sentences about the text. They read their sentences out for classmates to answer.

CLIL: History



Across the curriculum: History

If you want to develop this topic further, then go to Workbook p146, with worksheets in the Teacher's Resource File.

+ EXTRA homework

Ask students to find out about a 'Wonder' in their country. Find a picture and answer the questions: *Where is it? How old is it? Who built it? What was it for?*

Exercise 2

- Kornel Makuszyński was a writer. He wasn't a director.
- The Wright Brothers were inventors. They weren't architects.
- Walt Disney was a director. He wasn't an actor.
- Marco Polo and Vasco da Gama weren't astronauts. They were explorers.
- Michelangelo was a sculptor. He wasn't a politician.

Exercise 5

SINGULAR

There was a lot of gold in Tutankhamun's tomb.
There wasn't any food in Tutankhamun's tomb.

PLURAL

There were a lot of temples in Ancient Greece.
There weren't any vehicles in 3100 BC.

7

Language Focus 1

be: past simple

- 1 Spójrz na tabelę i uzupełnij poniższe zdania, wpisując *was*, *wasn't*, *were* lub *weren't*.

AFFIRMATIVE +		NEGATIVE -	
I	was	I	wasn't
He/She/It	was	He/She/It	wasn't
We/You/They	were	We/You/They	weren't

QUESTIONS ?	SHORT ANSWERS
Was I ...?	Yes, I was. / No, I wasn't.
Were you ...?	Yes, you were. / No, you weren't.
Was he/she/it ...?	Yes, he/she/it was. / No, he/she/it wasn't.
Were you/they ...?	Yes, we were. / No, they weren't.

- Tutankhamun _____ an Egyptian king.
- Zeus and Apollo _____ Greek gods.
- Athena _____ the goddess of love.
- The stones used to build Stonehenge _____ from Scotland.

- 2 Napisz po dwa zdania, używając *was*, *wasn't*, *were* lub *weren't*.

Elizabeth I Spanish / English queen
*Elizabeth I wasn't a Spanish queen.
She was an English queen.*

- Kornel Makuszyński writer ✓ director X
- The Wright Brothers inventors ✓ architects X
- Walt Disney director ✓ actor X
- Marco Polo and Vasco da Gama astronauts X explorers ✓
- Michelangelo sculptor ✓ politician X

- 3 Uzupełnij pytania, wpisując *was* lub *were*.

The Ancient World – are you an expert?

- What _____ Stonehenge?
- Where _____ Queen Nefertiti and King Amenhotep from?
- What _____ the capital of Ancient Greece?
- Who _____ Pythagoras and Socrates?
- Where _____ the first Olympic Games?
- Who _____ Julius Caesar?

- 4 **2.23** Odpowiedz na pytania z ćwiczenia 3. Następnie posłuchaj nagrania i sprawdź odpowiedzi.

90

there was / there were

- 5 Uzupełnij zdania w tabeli wyrażeniami *there was*, *there wasn't*, *there were* lub *there weren't*.

SINGULAR
_____ a lot of gold in Tutankhamun's tomb.
_____ any food in Tutankhamun's tomb.
PLURAL
_____ a lot of temples in Ancient Greece.
_____ any vehicles in 3100 BC.

- 6 Uzupełnij tekst wyrażeniami *there was*, *there wasn't*, *there were* lub *there weren't*.



In a typical Roman house, there were usually two or three rooms. (1) _____ (X) a bathroom, but (2) _____ (✓) public baths in every town. (3) _____ (✓) usually a garden next to the house and (4) _____ (✓) vegetables and fruit trees there. Some Roman houses were also shops or offices, but (5) _____ (X) any computers in Roman times!



Napisz krótkie odpowiedzi.

Was there treasure in Tutankhamun's tomb?
Yes, _____ / No, _____
Were there mummies in the Pyramids?
Yes, _____ / No, _____

LOOK

Speaking

- 7 Pracujcie w grupach. Ułóżcie pytania dotyczące istnienia poniższych przedmiotów/zjawisk w starożytnym Rzymie i udzielcie odpowiedzi.

cars astronauts toys plates
paper gold dinosaurs internet
horses trains

Were there pencils in Roman times?

• No, there weren't.

Was there paper in Roman times?

• Yes, there was.

Exercise 1

- was
- were
- wasn't
- weren't

Exercise 3

- was
- were
- was
- were
- were
- was

Exercise 4

- Stonehenge was a stone circle.
- They were from Ancient Egypt.
- Athens.
- They were Ancient Greeks – they were philosophers.
- They were in Athens in Ancient Greece.
- He was a Roman general.

LOOK

Yes, there was. / No, there wasn't.
Yes, there were. / No, there weren't.



Aim To find out about historical figures and Roman houses. To study and practise the past simple of *be*.

Language Focus 1

be: past simple

+ EXTRA warmer

Review dates by asking questions, eg *What date is Polish Independence Day? What year did Poland join the European Union?* Add your own questions (eg about Christmas, New Year's Day, students' birthdays). Students write down their answers. Check answers orally.

- 1 Ask students to read the information in the tables. Explain that in the tables they will find information about past forms of the verb *be*. Make sure students understand the information and ask them to use it to complete the four sentences below.

Cultural note

Tutankhamen was pharaoh from 1333-1324 BC. He was eight or nine when he became king. Zeus and his son Apollo were the Greek gods of thunder and the sun, respectively. Athena was the Greek goddess of wisdom and war.

+ EXTRA activity

In this lesson, students encounter many names of ancient gods and kings, therefore it may be a good idea to practise their pronunciation. In this way, you will avoid constant corrections in each activity students encounter. Present the pronunciation of the names yourself and drill them with students. Then ask students to drill them in pairs and monitor the activity.

Athena /ə'θi:nə/ or Athene /ə'θi:ni/

Tutankhamun /tu:tən'kɑ:mən/

Zeus /zju:s/

Julius Caesar /dʒu:'li:əs 'si:zə/

Pythagoras /paɪ'θægərəs/

Socrates /'sɒkrəti:z/

- 2 Ask students to look at the example. Draw attention to the use of *a* and *an*. They write two sentences using the prompts and *was* / *wasn't* or *were* / *weren't*.
- 3 Students complete the questions with *was* or *were*, individually or in pairs.
- 4 2.23 Put students in teams to discuss answers in exercise 3. Elicit and write them on the board. Play the recording to check.

2.23 Audioscript Exercise 4

- 1 What was Stonehenge?
Stonehenge was a stone circle. It was used for religious ceremonies.
- 2 Where were Queen Nefertiti and King Amenhotep from?
They were from Ancient Egypt.
- 3 What was the capital of Ancient Greece? Athens.
- 4 Who were Pythagoras and Socrates?
They were Ancient Greeks – they were philosophers.
- 5 Where were the first Olympic Games?
They were in Athens in Ancient Greece.
- 6 Who was Julius Caesar? He was a Roman general.

there was / there were

- 5 Ask students to read the sentences in the table and complete them with *there was*, *there wasn't*, *there were*, *there weren't*. Ask them to compare their answers in pairs and check as a class.
- 6 Tell students to read the text and complete it with correct expressions: *there was*, *there wasn't*, *there were* or *there weren't*. Let students compare answers in pairs and check as a class. Ask: *What are the differences between ancient Roman houses and houses today?*

- LOOK** Ask students to read the information in the LOOK box. Explain that they should write short answers to the questions with *there was / there were*. Let them compare answers in pairs and check as a class.

Speaking

- 7 Ask students to read the words. Refer students to the example and ask them to take turns asking and answering questions about whether these objects were used in ancient Rome. Set a time limit of 3-4 minutes. Monitor the activity. Elicit ideas from the class.

Homework → Workbook p67

+ EXTRA homework

Ask students to write one quiz question each about an invention, an important event in the past, the occurrence of some phenomena (eg *Was there a big flood in Poland in 2010? How many World Wars were there in the 20th century?*). Ask students to bring their quiz questions to the next lesson and organise a collective reading out and guessing of answers.

Exercise 1

become – became make – made
 build – built take – took
 fly – flew wear – wore
 go – went win – won
 lose – lost write – wrote
 Not in the timeline: have, do

Vocabulary 2

Irregular verbs

1 Sprawdź znaczenie podanych czasowników. Następnie znajdź w tekstach na osi czasu ich formy przeszłe. Których dwóch czasowników nie ma w poniższych tekstach?

become build do fly go have lose make take wear win write

1903

 The American inventors Orville and Wilbur Wright flew the first aeroplane. They were in the air for 12 seconds!

1945
 The Allies won the Second World War. The Allies were Britain, France, the United States and the Soviet Union.

1969
 Neil Armstrong and Buzz Aldrin went to the moon. They wore special clothes and they took photographs.



1997
 The British writer J.K. Rowling wrote the first of seven Harry Potter books.



1912
 1,500 people lost their lives on the Titanic.

1953
 Edmund Hillary and Sherpa Tenzing became the first explorers to climb Mount Everest.

1979
 Sony and Philips made the first CDs.

1997
 American scientists built the Pathfinder robot. It went to Mars.

Listening

5 **2.25** Posłuchaj nagrania audioprzewodnika z muzeum Titanica i uzupełnij zdania liczbami i datami z ramki.

2,223 3rd 4 1912 1985 1,517

- The Titanic began her journey to New York on 10th April, _____.
- There were _____ people on board.
- The poor people travelled in _____ class.
- They found the Titanic under the sea in _____.
- Now, the ship is _____ km under the surface of the ocean.
- _____ people died in the disaster.

6 **2.25** Posłuchaj ponownie nagrania i zakreśl właściwe słowo.

- Lucy Rothes was a **first- / second-** class passenger.
- They built the Titanic in **Belfast / Dublin**.
- The Titanic hit an iceberg on 14th **April / May**.
- The ship broke into **two / three** parts.
- The ship had **12 / 20** lifeboats.
- Lucy Rothes **survived / died**.

Exercise 5

- | | | | |
|---|-------|---|-------|
| 1 | 1912 | 4 | 1985 |
| 2 | 2,223 | 5 | 4 |
| 3 | 3rd | 6 | 1,517 |

2 **2.24** Posłuchaj, sprawdź i powtórz.

Spójrz na stronę 131 i znajdź formy przeszłe czasowników:
 do drink eat / find have leave see swim

3 Przeczytaj ponownie teksty na osi czasu i odpowiedz na pytania.

- Who were Orville and Wilbur Wright?
- What disaster was there in 1912?
- Who were the Allies?
- Were there any CDs in 1960?
- How many Harry Potter books are there?

4 **Your voice** Napisz, co robieś/robiłaś wczoraj. Użyj form przeszłych poznanych czasowników.

Yesterday I did my homework and...

Exercise 3

- American inventors. They flew the first aeroplane.
- 1,500 people lost their lives on the Titanic.
- Britain, France, the United States and the Soviet Union.
- No, there weren't.
- There are seven Harry Potter books.

LOOK

do – did have – had
 drink – drank leave – left
 eat – ate see – saw
 find – found swim – swam

Exercise 6

- | | | | |
|---|---------|---|----------|
| 1 | first | 4 | two |
| 2 | Belfast | 5 | 20 |
| 3 | April | 6 | survived |



Vocabulary 2

Irregular verbs

+ EXTRA warmer

Put students in pairs. Give them a time limit of two minutes to name two explorers, two inventors, two painters, two writers and two kings from the past. Check ideas in pairs.

- 1 Ask students to read the verbs in the box. Ask if they know the meaning of any of the verbs. Hand out dictionaries and ask students to look up the meaning. Then ask students to look at the timeline accompanying the texts and to find the past forms of the verbs from the box. Explain that two verbs are not used in the texts and ask students to decide which ones they are. Let them compare their answers in pairs but do not check as a class at this point.
- 2 2.24 Ask students to listen, repeat and check their answers to exercise 1. Check as a class.

2.24 Audioscript Exercise 2

become – became build – built do – did fly – flew
go – went have – had lose – lost make – made
take – took wear – wore win – won write – wrote

- 3 **LOOK** Ask students to read the list of verbs in the LOOK box and find their past forms on p131. You may ask students to copy the verbs into their notebooks.
- 3 Ask students to read the questions, find the answers on the timeline and write them down. Let students compare their answers in pairs. Check as a class.
- 4 **Your voice** Ask students to use the past forms of the verbs from the lesson and write 4-5 sentences about what they did yesterday. Then ask them to compare their sentences in pairs or in groups of 3-4. Elicit answers. Talk about the most popular activities with the students.

Listening

+ EXTRA activity

To introduce the topic organize a brainstorming activity about different types of museums. Write on the board: *natural history museum, art museum, historical museum*. Ask students to work in groups and think of typical exhibits that can be found in these museums. Hand out dictionaries. Set a time limit of 5-6 minutes for the groups to make their lists.

- 5 2.25 Tell students that they are going to listen to an audioguide from the Titanic Museum. Ask them if they know anything about the sinking of the Titanic. Listen to their answers but do not correct them at this point. Then tell students to read the sentences and guess where the numbers go. Ask students to listen and check their predictions.

2.25 Audioscript Exercise 5

Hello, and welcome to the Titanic Museum! I'm your guide today. If at any time you want to stop, just press 'pause' on your audioguide. Thank you, and enjoy your visit!

We're standing by a model of the ship's entrance. Look at the name on your ticket. It says Lucy Rothes. She was a first-class passenger on the Titanic. Did she survive the disaster? Find out later. But first, let's go inside the ship ... Tickets, please!

OK, we're standing in the exhibition room. Can you see the photos of the Titanic?

They built this great ship in Belfast, in Northern Ireland. It was enormous, it was fantastic – they said it was impossible to sink ...

The Titanic began her journey to New York on the 10th of April, 1912. There were 2,223 people on board. The rich people travelled in first class, and the poor were in third class. Let's have a look at the first class accommodation ...

Here's a bedroom like the one where Lucy was. Look at all the beautiful decoration!

Lucy and all the other passengers spent four nights on the Titanic before the disaster happened. On the night of the 14th of April, the ship hit an iceberg. Just two hours later, she broke into two parts, and sank to the bottom of the ocean.

So, what happened to Lucy? She was lucky – she survived. There were only 20 lifeboats on the Titanic, and Lucy was in one of them. But most people weren't so lucky. 1,517 people died on the Titanic that night.

They finally found the ship in 1985. Look – here's a model. It's about 4km under the surface of the ocean – that's a long way down!

OK, now you can have a look around the other rooms ...

- 6 2.25 Ask students to read the sentences and check meaning. They then choose the correct options from memory. Play the recording again to listen and check.

Homework → Workbook p68

+ EXTRA homework

Ask students to make their own timeline with history makers from their country. Encourage them to write sentences using *was / were* and the verbs in exercise 1.

7

Culture

WALES

Population: 3 million
Capital: Cardiff



GLOSSARY

invade – najeżdżać
medieval times – czasy średniowieczne
myth – mit
prophecy – przepowiednia
battle – bitwa

Exercise 1

C

- 1 2.26 Przeczytaj tekst i posłuchaj nagrania. Wybierz właściwą odpowiedź A, B lub C.

The text was written to ...

- A suggest visiting Welsh castles.
B describe Caernarfon castle.
C give information about the symbols of Wales.

- 2 Przeczytaj ponownie tekst i wybierz właściwą odpowiedź a, b lub c.

- 1 King Edward I invaded Wales in ...
a) 1282 b) 1277 c) 1295
2 King Edward lived ...
a) in 12 castles b) alone c) in Caernarfon castle
3 In Medieval times, the Welsh castles were ...
a) just a wall b) in ruins c) white
4 How many countries have a dragon in their flag?
a) 1 b) 2 c) 3
5 King Arthur carried a flag with a symbol of ...
a) Wales b) England c) Bhutan
6 Merlin made a prophecy about a battle. Who won the battle?
a) England b) Wales c) the white dragon

Exercise 2

- 1 b 4 b
2 c 5 a
3 c 6 b

CASTLES AND DRAGONS

There are more than 500 castles in Wales! The English king, Edward I, invaded Wales in 1277. He built 12 castles between 1282 and 1295. Caernarfon Castle became King Edward's royal palace. He lived there with his family. In medieval times, people painted the castles white. But now the castles aren't white and lots of them are in ruins – some are just a wall!

The Welsh flag is green and white with a red dragon, called 'Y Ddraig Goch' in Welsh. Wales and Bhutan are the only countries in the world with a dragon on the flag! There are lots of Welsh myths about dragons. In one myth, King Arthur carried a flag with a red dragon. Merlin made a prophecy about a battle between a red dragon (Wales) and a white dragon (England). The red dragon won.

- 3 Your voice Pracujcie w grupach. Odpowiedzcie na pytania.

- 1 What colour is your country's flag?
2 Are there any castles in your country?
3 Are they similar to the Welsh castles?
4 Are there any myths about dragons in your country?

...learn more! Wales → Workbook p127



Aim To read and answer questions about the Welsh flag and castle. Then to discuss the flags, castles and myths in their own country.

Culture

Castles and dragons

+ EXTRA warmer

Ask students to turn to p89 and make at least five irregular past forms from the letters in the title: *Wonders of the Ancient World*. (Answers: *ate, lost, saw, won, went, wore, wrote*.)

Lead-in

Ask students to look at the picture and brainstorm words related to it, eg *castle, dragon, red*. Elicit ideas and write them on the board. Ask students to copy new words into their notebooks and translate them.

- ▶ 2.26 Ask students to read the comprehension question. Then tell them to read the text, listen to it and choose the correct answer. Check as a class. Discuss why options A and B are incorrect (they only refer to fragments of the text, not all of it).

▶ 2.26 Audioscript Exercise 1

See *Student's Book* p92.

Cultural note

Wales actually has two flags, this one and the Cross of Saint David, a yellow cross on a black background. Curiously, although England and Scotland often use their saints' flags, the Cross of Saint David is rarely seen. The British heir to the throne is called the Prince of Wales.

- Ask students to read the comprehension questions. Then ask them to read the text again and choose the correct option, a, b or c for each question. Alternatively, ask students to answer the questions on the basis of what they remember from the first listening / reading and then only read to check their answers. Let students compare answers in pairs and then check as a class.

+ EXTRA follow-up

Ask students to find the past forms in the text and decide if they are regular or irregular. Answers: irregular – *built, became, made, won*; regular – *lived, painted, carried*.

+ EXTRA activity

Ask: *What countries are there in the United Kingdom?* (students should remember the answers from the previous units – *England, Northern Ireland, Scotland and Wales*). Give students the following sets of words (write them on the board or on separate handouts). Explain all difficult words or ask students to look them up in a dictionary. Ask them to work in groups of 4 and decide which cities, patron saints, symbols and geographical features go with each country:

CAPITAL CITIES: *Belfast, London, Cardiff, Edinburgh*
PATRON SAINTS: *St George, St Andrew, St David, St Patrick*

SYMBOLS: *the red rose (Tudor rose), the shamrock, the daffodil or leek, the thistle*

GEOGRAPHICAL FEATURES: *Snowdon, Ben Nevis, The Giant's Causeway, the Thames*

Give the groups 3-4 minutes to decide and check answers as a class. If the students are interested, talk for a while about the four countries within the United Kingdom.

Note: Depending on the amount of time available or students' interests, you may choose all categories above to work on or only two.

Answers:

England: London, St George, the red rose (Tudor rose), the Thames

Northern Ireland: Belfast, St Patrick, the shamrock, The Giant's Causeway

Scotland: Edinburgh, St Andrew, the thistle, Ben Nevis

Wales: Cardiff, St David, the daffodil or leek, Snowdon

- ▶ **Your voice** Ask students to work in groups to answer the questions about Poland. Give them 4-5 minutes for discussion. Then elicit ideas from the class and write them on the board. If students find the topic interesting, continue the discussion (ask them to add details to the facts etc).



...learn more! Wales

If you want further information on culture, then go to Workbook p127, with worksheets in the Teacher's Resource File.

+ EXTRA homework

Ask students to find out about their flag or another European flag, draw it and write about it, using the second paragraph of the text as a model. Use their texts to make a wall display.

LOOK

-d
i + -ed
podwajamy + -ed

Exercise 4

REGULAR	IRREGULAR
paint – painted	build – built
believe – believed	become – became
carry – carried	have – had
invade – invaded	see – saw
live – lived	win – won
need – needed	
paint – painted	
start – started	

Exercise 1

-ed

Language Focus 2

Past simple affirmative: regular verbs

- 1 Spójrz na poniższe zdania. Jaką końcówkę przyjmują czasowniki regularne w czasie past simple?
- 1 He lived there with his family.
 - 2 People painted the castles white.
 - 3 King Arthur carried a flag with a red dragon.



Zwróć uwagę na pisownię poniższych czasowników regularnych w czasie past simple i uzupełnij reguły.

- like – liked carry – carried stop – stopped
- Czasowniki zakończone na e: dodajemy końcówkę
 - Czasowniki zakończone na spółgłoskę + y: zamieniamy y na i dodajemy końcówkę
 - Czasowniki zakończone na spółgłoskę po samogłosce poprzedzonej spółgłoską: ostatnią spółgłoskę i dodajemy końcówkę

LOOK

Past simple affirmative: regular and irregular verbs

- 4 Utwórz formę past simple podanych czasowników i uzupełnij tabelę.

become	believe	build	carry	have
invade	live	need	paint	see
			start	win

REGULAR	IRREGULAR
paint – painted	build – built

- 5 Uzupełnij tekst formą past simple czasowników podanych w nawiasach.

Last weekend we visited Castell Coch in Wales. I (1) _____ (get up) very early and I (2) _____ (travel) there in the car with my family. We (3) _____ (arrive) at about half past ten, and we (4) _____ (explore) all the rooms in the castle. Then we (5) _____ (have) lunch in the café and I (6) _____ (buy) some postcards and souvenirs in the shop. After that we (7) _____ (go) to the city of Cardiff. It (8) _____ (be) a great day!

Speaking

- 6 Napisz kilka zdań o wycieczce, na której byłeś/byłaś. Użyj czasowników z ramki.

buy get up go have like lunch see

Last month I went to Malbork. I ...

- 7 Pracujcie w parach. Posłuchaj wypowiedzi kolegi/koleżanki, a następnie opisz wycieczkę, na której był/była innej osobie z klasy.

Exercise 2

- | | |
|-----------|------------|
| 1 lived | 4 attacked |
| 2 tidied | 5 died |
| 3 shopped | 6 survived |

- 2 Uzupełnij zdania formą przeszłą czasowników podanych w nawiasach.

- In medieval times ...
- 1 rich people _____ (live) in castles and palaces.
 - 2 servants _____ (tidy) their houses for them.
 - 3 they _____ (shop) for food at the market.
 - 4 sometimes, enemies _____ (attack) the castles.
 - 5 a lot of soldiers _____ (die) in the attacks.
 - 6 the rich people usually _____ (survive).

- 3 PRONUNCIATION: /t/ /d/ /ɪd/

- a) 2.27 Posłuchaj i powtórz.

/t/ or /d/	/ɪd/
watched	wanted
played	shouted

- b) 2.28 Posłuchaj nagrania i wpisz poniższe czasowniki do odpowiedniej kolumny tabeli.

visited	lived
arrived	liked
started	waited

Exercise 3b

/t/ or /d/: watched, played, arrived, lived, liked
/ɪd/: wanted, shouted, visited, started, waited

Exercise 5

- | | |
|-------------|----------|
| 1 got up | 5 had |
| 2 travelled | 6 bought |
| 3 arrived | 7 went |
| 4 explored | 8 was |



Aim To study and practise the past simple affirmative (regular and irregular verbs) and read about King Arthur. Then study the pronunciation of *-ed* endings.

Language Focus 2

Past simple affirmative: regular verbs

+ EXTRA warmer

Give students the following verbs in Polish: *latać, pisać, widzieć, opuszczać / zostawiać, zwyciężać, jeść, iść*. Ask them to provide the English equivalents of the verbs and their past forms. Allow students to do the activity in pairs. After 2-3 minutes, check answers as a class.

- 1 Tell students to look at the sentences and ask for the infinitives of the verbs. Elicit the answers. Write *live + ?; paint + ?* on the board. Elicit the endings. Ask if the subject is the same (no) and if the ending is the same (yes).

LOOK Ask students to read the information in the LOOK box. Through assessing the three examples of regular verbs, the students should complete the rule of adding *-ed* endings to verbs in the past simple form. Make sure students understand exactly in what situations the rules are used.

- 2 Ask students to read the sentences and complete them with the past tense form of the verbs in brackets. Ask them to refer to the LOOK box above if there are any difficulties. Let students compare answers in pairs and check as a class.

Pronunciation: /t/ /d/ /ɪd/

- 3a **▶ 2.27** Ask students to look at the verbs. Play the recording for them to listen and repeat.

- 3b **▶ 2.28** Tell students to guess which column each verb goes in. Play the recording to listen and check.

▶ 2.27 2.28 Audioscript Exercise 3a & 3b

See *Student's Book* p93.

Past simple affirmative: regular and irregular verbs

- 4 Ask students to read the verbs and elicit meanings. The students complete the table with the verbs in the past simple form, putting them in the appropriate column – *regular* or *irregular*. Let students compare answers in pairs and check as a class.
- 5 Ask students to read the text and check meaning. They then complete the text with the past forms of the verbs in brackets, using the verb list on p131 to help.

+ EXTRA follow-up

Ask fast finishers to translate the text into their own language, then close the book and translate it back into English.

+ EXTRA activity

Prepare a set of cards with verb forms (two separate cards for one verb – one with the infinitive, the other with the past tense form), big enough for students to see clearly when you put them on the board. Use the verbs from the irregular verbs list on p131 or the ones that students have been presented with so far. Write the letters of the alphabet on the other side of the cards (the number of letters depends on the number of verbs used). Stick the cards on the board with magnets or blu-tack so that students can only see the letters, not the verbs. Ask them to find the pairs of verbs (infinitive – past form). If they have guessed, uncover the words, if not – after checking, put them on the board face down again. Finish the game after all the verb pairs have been uncovered.

Alternatively, you may prepare more sets of (smaller) cards, and ask students to play the game in pairs or groups. Tell students that they get one point for each verb pair they find.

Speaking

- 6 Ask students to think of or invent a story about an excursion they have been on. Ask them to write down 5-6 sentences with the past forms of the verbs in the box. Check selected students' sentences individually and silently.
- 7 Ask students to work in pairs telling each other about the excursions they have described in exercise 6. After 4-5 minutes, ask them to turn to a different partner (eg sitting in front of or behind the student) and tell him / her about their first partner's excursion. Monitor the activity. Note the mistakes that students make. Explain those which appear often. Remember to correct anonymously and as a whole class.

Homework → Workbook p69 and Workbook Grammar bank p111

+ EXTRA homework

Ask students to write a paragraph about their partner's excursion, starting *Last week/month, (Kuba) went to ...*

7

Writing Dossier

A biography

Michelangelo

Michelangelo was a sculptor, painter and architect. (1) _____.

Michelangelo became a painter at the age of 13. When he was 21, he went to Rome and made his first sculpture, the Pietà. (2) _____. Later, he painted the Sistine Chapel in Rome.

You can see Michelangelo's works in Florence and in Rome. (3) _____. It's very popular with tourists!

by Sabina (Florence)



Exercise 1

1 C 2 A 3 B

1 Przeczytaj biografię Michała Anioła i wstaw zdania (A–C) w luki (1–3).

- A After that he came to Florence and made the famous statue of David.
- B My favourite is the Sistine Chapel.
- C He was born in 1475.

2 2.29 Posłuchaj nagrania i sprawdź odpowiedzi.

Uzupełnij okoliczniki czasu brakującymi wyrazami/wyrażeniami.

Michelangelo was born _____ 1475.
He became a painter _____ 13.
_____ he was 21 he went to Rome.
_____ he came to Florence.
_____ he painted the Sistine Chapel.

3 Przeczytaj tekst o Leonardzie da Vinci i wybierz właściwe wyrażenia.

Leonardo da Vinci was born (1) *when / in* 1452.
He was an artist, scientist and inventor.
(2) *At the age of / After that* 15 he went to Florence.
(3) *When / Later*, he lived in Milan. (4) *At the age of / When* he was 50, he painted the Mona Lisa.
(5) *After that / In* he went to France and lived at the King's palace.

94

LOOK

in, at the age of, When, After, that, Later

Writing Plan

1 Zbierz informacje o wybranym niezującym artyście. Skorzystaj z internetu lub encyklopedii, aby znaleźć odpowiedzi na podane pytania.

- 1 What was his/her job?
- 2 Where was he/she born?
- 3 Where did he/she live?
- 4 What were his/her famous works?
- 5 Where can you see his/her works now?
- 6 What is your favourite work?

2 Napisz biografię wybranego artysty.

Sprawdź swoją pracę.

- ✓ użycie okoliczników czasu
- ✓ użycie czasu past simple
- ✓ formy przeszłe czasowników nieregularnych
- ✓ pisownię czasowników regularnych w czasie past simple



TIP

Pamiętaj, że biografia składa się z trzech akapitów: wstępu, rozwinięcia i zakończenia. Zachowaj chronologię zdarzeń!

Exercise 3

- 1 in
- 2 At the age of
- 3 Later
- 4 When
- 5 After that



Aim To write a biography after reading a model and practising using time connectors.

7

Writing Dossier

A biography

+ EXTRA warmer

Put the class into teams and give each team a board pen. Tell them they have to write the past forms they've met in unit 7 on the board. One member of each team comes forward. Call out an irregular verb, eg *win*. The first team to write the past form correctly wins a point. Repeat with a new member of each team and a different verb until everyone has had one or two goes. Write all the past forms on the board for students to copy in their notebooks.

Lead-in

Ask students if they know anything about Michelangelo Buonarroti. Elicit students' ideas in English or Polish. You may write the following prompts for students to think about: *Who was he?* (painter, sculptor, architect) *What nationality was he?* (Italian, born in Tuscany) *What is he famous for?* (painting the frescos in the Sistine Chapel, the statue of David, La Pietà in St Peter's Basilica in the Vatican City) *When did he live?* (1475-1564, the period of the Renaissance) Discuss as a class.

1 Ask students to read the text and decide where the three sentences should go. Set a time limit for reading of 1-2 minutes, as this is reading for general comprehension only. Let students compare answers in pairs. Do not check as a class at this point.

2 2.29 Ask students to listen to the recording and check their answers to exercise 1. Check as a class.

2.29 **Audioscript Exercise 2**

See Student's Book p94.

LOOK Ask students to read the information in the LOOK box. Tell them that they should complete the sentences with the correct prepositions of time. Explain that they should refer to the text in case of any doubts. Check as a class.

3 Tell students to choose the correct time connectors to complete the text, individually or in pairs. Check answers as class.

+ EXTRA follow-up

Ask fast finishers to write sentences about themselves with each of the time connectors (changing the year and the age!).

Writing Plan

- 1 Tell students they are going to prepare a biography. Brainstorm famous artists and write them on the board. If students can't think of many, suggest four or five, (Matejko, Witkacy, Monet, Picasso, Van Gogh) and ask if the names are familiar. Students choose one to write about. Then ask them to look at the questions and note down any answers they know. Students look up the rest of the answers using the Internet or encyclopaedias.
- 2 Ask students to write the biographies. When students have written them, ask them to look at the checklist and use the points to proofread their texts and improve the content. Explain that they should pay special attention to the use of time expressions as well as past simple (and the past verb forms of both regular and irregular verbs).

TIP Go through the TIP box with students. Explain that events in a biography should be written in chronological order and that the text should consist of three main parts: the introduction, main body and conclusion.

Homework → Workbook p70

+ EXTRA homework

Ask students to write down three sentences in the past simple for a game of charades. Play charades (students act out sentences for the class to guess) at the end of the lesson, or as a warmer in a future class.

LOOK
You're welcome is used after *Thank you*, and *Here you are* always comes before *Thank you*.

7

LOOK

Zwroty *You're welcome* oraz *Here you are* znaczą to samo w języku polskim. Popatrz uważnie na poniższy dialog. W jakich sytuacjach używamy każdego ze zwrotów?

Language in Action

Asking for information



Megan

Assistant

Hello. Can I help you?
 It's over there, next to the Greek Room. Have you got a gallery plan?
 It's free. Here you are.
 Yes, there is. Look, it's here.
 At five o'clock.
 You're welcome. Enjoy your visit.

- (1) _____
 (2) _____
 (3) _____
 (4) _____
 (5) _____

Exercise 2

- 1 e 4 d
 2 b 5 c
 3 a

Exercise 1

C

1 ▶ 2.30 Posłuchaj rozmowy i odpowiedz na poniższe pytanie.

Where is Megan?
 A In a shopping centre. B At an art gallery.
 C At a museum.

2 Uzupełnij dialog pod zdjęciem wypowiedziami Megan.

- a) Oh, thanks. Is there a shop here?
 b) No, I haven't. How much is it?
 c) OK. Thanks for your help.
 d) Great, thanks. What time does the museum close?
 e) Yes, where's the Egyptian Gallery, please?

3 ▶ 2.30 Posłuchaj nagrania i sprawdź odpowiedzi. Następnie przećwiczcie dialog w parach.

4 Dopasuj angielskie wyrażenia (a-f) do ich polskich odpowiedników (1-6).

- | | |
|--------------------------------------|------------------------------------|
| 1 Dziękuję za pomoc. | a) You're welcome. / Here you are. |
| 2 Gdzie są prace Michała Anioła? | b) Is there a souvenir shop here? |
| 3 Czy jest tutaj sklep z pamiątkami? | c) Enjoy your visit. |
| 4 Proszę bardzo. | d) Where are Michelangelo's works? |
| 5 Miłego zwiedzania. | e) They are over there. |
| 6 Są tam. | f) Thanks for your help. |

5 Uzupełnij dialog odpowiednimi wyrażeniami z ćwiczenia 4. Dla ułatwienia podana jest pierwsza litera każdego zdania.

In an art gallery
 Assistant Hello. Can I help you?
 Mary Yes, w_____.
 Assistant T_____, next to the Treasure room.
 Mary Can I have a plan?
 Assistant Of course. H_____.
 Mary OK, thanks. I_____.
 Assistant Yes, there is. Look, it's here.
 Mary Great. T_____.
 Assistant You're welcome. E_____.

6 Pracujcie w parach. Na podstawie dialogu z ćwiczenia 2. ułóżcie nowy, zastępując słowa zaznaczone na niebiesko swoimi pomysłami oraz informacjami z poniższej broszury. Następnie przećwiczcie dialog.

 Gallery 62: Egyptian Mummies	 Gallery 18: The Parthenon	<p>London Free entry 10:00 – 17:30 (Sat – Wed) 10:00 – 20:30 (Thur – Fri) • shop • café • restaurant</p>
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Exercise 5

Where are Michelangelo's works?
 They are over there.
 Here you are.
 Is there a souvenir shop here?
 Thanks for your help.
 Enjoy your visit.



Aim To listen to a recording of Megan asking for information, then to practise a similar dialogue with a partner.

Language in Action

Asking for information

+ EXTRA warmer

Have a short discussion with students about going to museums. Ask: *Do you like museums? What kind of museums?* (art galleries or art museums, history museums or maybe not too serious ones, eg toy museums, sport museums), *Which of the three museums would you like to visit and why – The Museum of Medieval Torture in Prague, The Museum of Bad Art in Boston (showing the worst works of art), or Madame Tussauds in London.* Elicit students' ideas. Accept answers in English and Polish.

- ▶ 2.30 Ask students to read the three answer options. Check meaning. Explain that students need to choose the answer which best describes the place where Megan is. Play the recording. Check answer as a class.

▶ 2.30 Audioscript Exercise 1

Assistant: Hello. Can I help you?

Megan: Yes, where's the Egyptian Gallery, please?

Assistant: It's over there, next to the Greek room. Have you got a gallery plan?

Megan: No, I haven't. How much is it?

Assistant: It's free. Here you are.

Megan: Oh, thanks. Is there a shop here?

Assistant: Yes, there is. Look, it's here.

Megan: Great, thanks. What time does the museum close?

Assistant: At five o'clock.

Megan: OK. Thanks for your help.

Assistant: You're welcome. Enjoy your visit!

- Ask students to read the sentences. Explain that they are what Megan says. Ask them to complete the dialogue with these sentences. Let students compare answers in pairs. Do not check answers at this point.
- ▶ 2.30 Play the recording again for students to check their answers. Check as a class. Ask students to work in pairs and practise the dialogue. Monitor the activity.
- Ask students to read the sentences in Polish 1-6 and match them with their English equivalents a-f. Let students compare answers in pairs. Check as a class.

LOOK Ask students to read the information in the LOOK box and elicit answers about the use of *You're welcome* and *Here you are*. Make sure students understand that both these expressions have the same Polish equivalent (*Proszę bardzo*) but are used in different situations. *You're welcome* is used after *Thank you*, and *Here you are* always comes before *Thank you*. If students still have problems with understanding this point, give them the following dialogue:

- Can I have a biscuit?
- Sure, here you are.
- Thank you.
- You're welcome.

- Ask students to read the dialogue and complete it with the expressions from exercise 4. The first letter of each expression has been given to make the choice easier. Set a time limit of 3-4 minutes. Check answers as a class.
- Ask students to work in pairs and make a dialogue similar to the one in exercise 2, replacing the words in blue with their own ideas or information from the leaflet about the British Museum. Give students 4-5 minutes to work on their dialogues and practise them. Monitor the activity. Ask selected pairs to act out their dialogues for the rest of the class.

+ EXTRA follow-up

For stronger groups, put students in pairs and ask them to make up a poster for an imaginary museum. They have to choose the type, exhibits, facilities and opening times. Change partners, and improvise a dialogue using the dialogue from exercise 5 and the poster as prompts. Repeat with a new partner.

Homework → Workbook p71

+ EXTRA homework

Ask students to write one-sentence responses to the questions in the following situations:

- You are on the ground floor of your school. Someone enters the school and asks you: *Excuse me, where's the Principal's office?*
- You are working in a café. A customer asks you: *What time does the café close?*
- You are in a shopping centre. You're visiting a clothes shop. A shop assistant asks you: *How can I help you?*

7

Self Check

Jobs

1 Uzupełnij zdania wyrazami z ramki.

astronauts composers
director explorer painter

- Neil Armstrong and Buzz Aldrin were American _____. They went to the moon in 1969.
- Vasco da Gama was a Portuguese _____. He was the first to sail directly to India.
- Pedro Almodóvar is a famous Spanish _____. Penélope Cruz often acts in his films.
- Jan Matejko was a Polish _____. You can see some of his works at the National Museum in Cracow.
- Ludwig van Beethoven and Johann Sebastian Bach were German _____. They wrote and played classical music.

5

Irregular verbs

2 Znajdź w diagramie sześć form przeszłych czasowników nieregularnych i do każdego z nich dopisz bezokolicznik.

E	B	E	C	A	M	E	P
F	A	Y	T	E	R	W	L
T	W	A	W	E	N	T	I
I	R	E	O	T	A	E	G
K	O	T	R	U	H	A	D
O	T	R	E	A	R	Y	O
H	E	A	T	M	A	D	E

6

Past simple: be; there was / there were

3 Uzupełnij dialog słowami *was*, *were*, *wasn't* lub *weren't*.

- A (1) _____ Tutankhamun's tomb in the Great Pyramid of Giza?
 B No, it (2) _____. It (3) _____ in a smaller pyramid in the Valley of the Kings.
 A (4) _____ there a lot of mummies inside the tomb?
 B No, there (5) _____. Just Tutankhamun's mummy. But there (6) _____ a lot of treasure.
 A What kind of treasure?
 B There (7) _____ sculptures and clothes and a lot of jewellery.
 A (8) _____ there a death mask?
 B Yes, there (9) _____. You can see it in the Egyptian Museum in Cairo.

9

Exercise 5

- | | |
|---------------|-------------------|
| 1 are | 7 are |
| 2 there isn't | 8 They've |
| 3 do | 9 usually breathe |
| 4 say | 10 England's |
| 5 were | 11 is |
| 6 found | 12 was |

Exercise 4

- | | |
|-------------|------------|
| 1 was | 5 left |
| 2 travelled | 6 stayed |
| 3 wore | 7 returned |
| 4 took | 8 watched |

Past simple: affirmative

4 Uzupełnij tekst formą przeszłą czasowników podanych w nawiasach.

Neil Armstrong
 (1) _____ (be) the first man to walk on the moon. He (2) _____ (travel) there on the Apollo 11 spaceship in July 1969. Armstrong (3) _____ (wear) special clothes and a helmet. He (4) _____ (take) photographs of the moon and he (5) _____ (leave) an American flag there. He (6) _____ (stay) on the moon for about three hours and then he (7) _____ (return) to Earth. About 500 million people (8) _____ (watch) the moon landing on television.

8

Cumulative grammar 1 2 3 4 5 6 7 8 9

5 * Zakreśl właściwe słowa.

There (1) *is / are* stories about dragons in all cultures, but (2) *isn't / there isn't* any evidence of real dragons. So, where (3) *are / do* dragons come from? Some people (4) *say / says* that dinosaurs (5) *was / were* probably the origin. Perhaps people (6) *found / find* dinosaur bones or fossils, and made stories about the imaginary creatures. Pictures usually show that dragons (7) *is / are* similar to large reptiles. (8) *They've / Have* also got wings, and they (9) *breathe usually / usually breathe* fire. (10) *England's / England's'* famous dragon story (11) *is / are* Saint George and the Dragon. Perhaps Saint George's dragon (12) *were / was* a distant relative of tyrannosaurus rex!



12

Punkyty:
 36 – 40 Excellent! 12 – 19 Fair
 30 – 35 Very good! 0 – 11 Poor ☹
 20 – 29 Good

40

Exercise 1

- astronauts
- explorer
- director
- painter
- composers

Exercise 2

E	B	E	C	A	M	E	P
F	A	Y	T	E	R	W	L
T	W	A	W	E	N	T	I
I	R	E	O	T	A	E	G
K	O	T	R	U	H	A	D
O	T	R	E	A	R	Y	O
H	E	A	T	M	A	D	E

become, go, have, make, write, wear

Exercise 3

- | | |
|-----------|--------|
| 1 Was | 6 was |
| 2 wasn't | 7 were |
| 3 was | 8 Was |
| 4 Were | 9 was |
| 5 weren't | |

GENERAL GUIDELINES ON HOW TO WORK WITH THE SELF CHECK SECTION

Depending on the group you are teaching, you can approach this section in two ways. If you are working with a weaker or not well-disciplined class, follow the procedure for the Self Check described below, i.e. treat each exercise separately, follow it with feedback and interweave with extra activities. With a class of students who work well autonomously and are self-reliant, set a time limit of about 20 minutes for the students to complete all the exercises. In both cases, after checking the answers, ask the students to count the points for each activity in the section according to the criteria described in the teaching notes below. Refer them to the self-assessment box at the bottom of the page to assess their results. Fair and poor grades mean that students need to revise the material again to pass the test, a good grade means satisfactory performance and requires further work on problematic areas only, while very good and excellent grades mean that the student has mastered the material from the unit.



Aim To review the language in unit 7 and earlier by completing simple language exercises. To enable students to self-assess their progress and reflect on their own learning.

Self Check

+ EXTRA warmer

Prepare a short quiz for students, eg with three statements, and ask students to decide if they are correct or not.

Example:

- *The British Museum is in Edinburgh.* (incorrect – in London)
- *Both Michelangelo Buonarroti and Leonardo da Vinci were Italian and were born in the 15th century.* (correct)
- *There's a white dragon on the Welsh flag.* (incorrect – red dragon)

Ask students to think of one more quiz question in pairs. Refer them to the previous lessons from the book to look for ideas. Give pairs 2 minutes to formulate their statements. Then ask pairs to read them out to the rest of the class to discuss.

Jobs

- 1 Ask students to read the sentences and complete them with the words from the box. After 2-3 minutes, check answers as a whole class. Ask students to count the correct answers and write their points (1 for each correct word) in the box. Ask if students remember any other jobs.

Irregular verbs

- 2 Tell students to find six irregular past verb forms in the word square. Ask them to write the infinitives of the verbs they find. Ask students to count the correct answers and write their points (1 for each correct verb pair) in the box.

+ EXTRA activity

Tell students to work in pairs and write a sentence in the past simple with each of the six verbs from exercise 2. Set a time limit of 3-4 minutes for the activity. Elicit the sentences from the class. Write the best ones (most complex, interesting etc) on the board.

Past simple: *be; there was / there were*

- 3 Ask students to complete the dialogue with *was, were, wasn't* or *weren't*. Give students 4-5 minutes to work on the dialogue. Check answers as a class. Ask students to count the correct answers and write their points (1 for each correct word) in the box. Then ask simple comprehension questions about the dialogue, eg *Which pharaoh is the dialogue about? Where is his tomb? How many mummies are there in his tomb?*

Past simple: affirmative

- 4 Tell students to read the text and complete it with the past form of the verbs in brackets. Give students 4-5 minutes to deal with the text. Check answers as a class. Ask students to count the correct answers and write their points (1 for each correct verb form) in the box. You may quickly discuss the text / ask comprehension questions, eg *Why did Neil Armstrong become famous? What did he do on the moon? How long did he stay there?*

Cumulative grammar

- 5 This cumulative grammar exercise is marked with an asterisk, which means it is more demanding and complex than the remaining ones in the Self Check section. Encourage all students, not only the best ones, to do it and pay special attention to explaining all their doubts after the activity. Ask students to read the text and check meaning. Tell them to choose the correct words to complete the text, working individually and then comparing answers in pairs. Give them a time limit of 5-6 minutes. Check answers as a class. Ask students to count the correct answers and write their points (1 for each correct answer) in the box.

+ EXTRA follow-up

Ask fast finishers to think of another story about a dragon or a hero and write three or four sentences with options similar to exercise 5. Use these as extra practice exercises.

Homework → Workbook pp72-73

+ EXTRA homework

Ask students to make up two review exercises of their own for their classmates to solve. Compile their exercises to make simple student-made review worksheets for future use.

Exercise 1

TO TRAVEL: astronaut, explorer, politician, composer, director
 ART: sculptor, composer, director
 TO CREATE: sculptor, director, writer, composer, inventor

Zadanie egzaminacyjne

- 1 A 3 D
 2 E 4 B

Exam Builder

Rozumienie ze słuchu

- 1 Pracujcie w parach. Zastanówcie się, których zawodów z ramki mogą dotyczyć poniższe słowa. Dopasujcie jak najwięcej nazw zawodów do każdego ze słów.

astronaut composer director explorer
 inventor politician sculptor writer

TO TRAVEL

ART

TO CREATE

- 2 2.31 Posłuchaj dwukrotnie trzech osób opisujących swój zawód. Gdy usłyszysz poniższe słowa kluczowe, oznacz je cyframi 1, 2, 3 w zależności od tego, która z osób użyła danego słowa.

- | | | | |
|---------|--------------------------|-------------|--------------------------|
| studio | <input type="checkbox"/> | portraits | <input type="checkbox"/> |
| vehicle | <input type="checkbox"/> | comedy | <input type="checkbox"/> |
| Oscar | <input type="checkbox"/> | art gallery | <input type="checkbox"/> |
| moon | <input type="checkbox"/> | planets | <input type="checkbox"/> |
| paint | <input type="checkbox"/> | filmed | <input type="checkbox"/> |
| travel | <input type="checkbox"/> | actors | <input type="checkbox"/> |

- 3 2.31 Dopasuj osoby (1–3) z ćwiczenia 2 do nazw zawodów (A–E). Następnie posłuchaj ponownie nagrania i sprawdź odpowiedzi. Dwie profesje zostały podane dodatkowo i nie pasują do żadnej osoby.

- | | | |
|------------|--------------------------|-------------|
| | | A actor |
| 1 Paul | <input type="checkbox"/> | B director |
| 2 Jennifer | <input type="checkbox"/> | C explorer |
| 3 Martin | <input type="checkbox"/> | D astronaut |
| | | E painter |

Exercise 2

- studio 2 portraits 2
 vehicle 1 comedy 3
 Oscar 3 art gallery 2
 moon 1 planets 1
 paint 2 filmed 3
 travel 1 actors 3

Zadanie egzaminacyjne

- 2.32 Zapoznaj się z treścią zadania. Usłyszysz dwukrotnie rozmowę dwojga dorosłych na temat zawodów, o których marzą ich dzieci. Do każdego dziecka (1–4) dopasuj wymarzony przez nie zawód (A–E). W każdej kratkę wpisz odpowiednią literę. Jeden zawód został podany dodatkowo i nie pasuje do żadnej osoby.

- | | |
|----------|--------------------------------------|
| Children | Jobs |
| 1 Peter | <input type="checkbox"/> A scientist |
| 2 Mark | <input type="checkbox"/> B explorer |
| 3 Betty | <input type="checkbox"/> C architect |
| 4 Lucy | <input type="checkbox"/> D astronaut |
| | <input type="checkbox"/> E director |

TIP

Przeczytaj nazwy zawodów i spróbuj przewidzieć, jakie słowa związane z danym zawodem mogą pojawić się w rozmowie.

- 4 Wybierz dwa zawody. Przygotuj ich krótkie opisy, nie zdradzając, o jakie zawody chodzi. W parach wymieńcie się opisami i odgadnijcie nazwy zawodów.





Aim To practise exam skills: listening. Subskills practised: listening for specific information, selecting relevant information. Task type: matching information to people.

Exam Builder

Rozumienie ze słuchu

Typ zadania: dobieranie – uczeń dopasowuje informacje do osób wspomnianych w rozmowie.

- 1 Ask students to read the three words in exercise 1 and the names of jobs in the box. Working in pairs, students decide which jobs can be associated with the three words. Explain that each job may go in more than one category (eg director goes with all three words).
- 2 **▶ 2.31** Tell students that they are going to listen to three people talking about their jobs. Ask them to read the keywords. Explain that they should listen and mark the keywords 1, 2 or 3, depending on which speaker (1, 2 or 3) mentions them. Play the recording twice. Students listen and mark the words. Let them compare their answers in pairs. Finally, check as a class.

▶ 2.31 Audioscript Exercise 2

1 Paul

Many little boys dream of doing what I do. My job is amazing but it can be dangerous! I travel very far in an extremely fast vehicle, which is my second home. I wear special clothes and I eat strange food. I see incredible things, eg stars, planets, asteroids. I would like to go to the moon one day.

2 Jennifer

I spend long hours in my studio. Sometimes I work with other people but most often I work alone. I love making new colours by mixing red, blue and yellow. I paint different things but portraits are my favourite. I am really lucky because one of my works is in an art gallery in London.

3 Martin

I love my job although it's not easy – sometimes actors don't listen to what I say. I work in different cities and countries. I filmed my last work in Greece. It was a comedy and a lot of people say it's really funny. I hope to get an Oscar for it.

- 3 **▶ 2.31** Ask students to match the people from exercise 2 to their jobs. Explain that two options from the five provided should not be used. If necessary, play the recording again. Check answers as a class.

Exam task

- ▶ 2.32** Explain that students are going to listen to two speakers talking about their children's dream jobs. Tell them that they need to choose the right job from the list for each child. They should write the appropriate letters in the boxes. Remind students that one job doesn't match any person and should not be used. Play the recording twice. Refer students to the TIP box. Tell them that predicting keywords for all answer options may be a useful strategy in solving such exam tasks.

▶ 2.32 Audioscript Exam task

Woman: John, what are you doing here?

Man: I'm looking for a book about robots.

Woman: Robots? Why?

Man: Peter doesn't want to be an explorer any more. Now he wants to be a scientist. He wants to make a super robot.

Woman: How interesting! Last year Mark wanted to be an architect but when he watched "War of the Worlds" he decided to be a director, like Steven Spielberg.

Man: Yeah, every now and then boys come up with new ideas about their future but girls are no better [laughter]. So, what about Betty? When we last met she wanted to be an astronaut, is that right?

Woman: Yes, that's true and she still wants to go to the moon and see other planets. She loves looking at the stars at night. And what does Lucy want to do?

Man: Oh, she wants to travel around the world, meet different people, visit interesting places ...

Woman: Does she want to be an explorer?

Man: Yes, she does.

Woman: Is she reading "Around the World in Eighty Days" at the moment?

Man: Yes, she is! [laughter]

- 4 Ask students to choose two jobs and prepare short descriptions. They may use the texts they have listened to in exercise 2 as a model. The descriptions should provide details of the jobs, but should not give the exact name. After 5-6 minutes, students exchange their descriptions in pairs and guess the jobs. Ask 2-3 students to read out their descriptions for the rest of the class.

Homework → **Workbook pp74-75**



Aim To further practise the material from unit 7, including more advanced language points.
To involve students in project work – a leaflet advertising a museum.

7

Extension

+ EXTRA warmer

Ask each student to think of two words they have learned from unit 7. Encourage them to choose words which were quite difficult, mainly those which appeared in the reading texts. On separate pieces of paper, students write their definitions or 2-3 synonyms for each word and the word itself upside down at the bottom of the piece of paper. They fold the pieces of paper and give them to the teacher. Read out the collected definitions / synonyms to the whole class. Ask students to guess the words / look for the words in the unit. To add an element of competition, group students and give points for each correctly guessed word.

- 1 Tell students that they should find seven words in the English word snake and Polish equivalents of these words in the other word snake. Encourage them to do the exercise without looking at the previous pages of the coursebook (or only to do this to verify their answers). Check answers.

+ EXTRA activity

Ask students to create similar word snakes with the words from the unit (eg with the names of jobs). Then, in pairs, students exchange the word snakes and find the words. Remind them that they should tell their partners how many words they should find in the puzzle.

- 2 Ask students to read the words in the box as well as the utterances below, and decide which utterance they associate with which word. After 2-3 minutes, check answers. Accept answers which are not in the key as long as they are logical / students are able to explain them, eg 1 *Medieval times* – a student explains that Medieval buildings are really impressive.

- 3 Ask students to read the five short texts and complete the gaps with the right words from the ones provided for each text. Set a time limit of 7-8 minutes for the activity. If you're working as a whole class, allow students to compare their answers in pairs. Check as a class.
- 4 Ask students to read the story carefully to understand the general idea. If you're working as a whole class, check comprehension by asking the following questions: *Who is the story about? What happens in the story? How does the story end?* Tell students that they should complete the text of the story with words from exercise 1 and 2 (gaps with first and last letters provided) or with their own ideas (the remaining gaps). After 4-5 minutes, check answers. You may ask students to compare their ideas in pairs before you check the answers, paying special attention to the gaps completed with students' ideas.

Project

Students are going to prepare a project – a leaflet for a museum. Ask them to work in groups of 4-5. Explain that they should choose the kind of museum they are going to advertise – it may be a museum dedicated to famous sports people, scientists, writers etc. Give students 1-2 minutes to discuss this. Explain that each member of the group should participate in collecting materials about the person to whom the museum is going to be dedicated. They should find photos, interesting facts about his / her life etc. Working in a group, students should collect all their materials and work on the leaflet. Remind the groups that a typical leaflet of this sort should contain information about such things as the name of the museum, opening hours and ticket prices. Encourage students to include other types of information as well.

Homework

Ask students to work on their project in groups and bring it to the next class.