



## Teaching Notes

# Password

1

2

3

4

# 1

# What a character!

## VOCABULARY personality

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	personality adjectives
<b>Listening</b>	monologues: two students talking about their personality
<b>Speaking</b>	pairwork: • talking about your (or your best friend's) character • discussing the importance of first impressions
<b>Matura topics and tasks</b>	Człowiek

### IF YOU WANT A LEAD-IN ...

⌚ (3–4 minutes)

Ask students to keep their books closed. Write the following on the board:

- 1 A mother/father should be ...
- 2 My best friend is ...
- 3 An ideal boyfriend/girlfriend is ...
- 4 A good teacher/nurse should be ...

In pairs or groups of three, students think of personality adjectives to describe these people and complete the sentences. After two minutes, stop them and write their suggestions on the board. Explain that they are going to learn more words to describe personality during this lesson.

### EXTRA ACTIVITY

writing a dialogue

#### > exercise 9 page 4

Ask students to read the statements in exercise 9 again. Students work in pairs and write a short dialogue which includes the sentence they have chosen. After 3–4 minutes, selected pairs present their dialogues to the class.

### EXTRA ACTIVITY

discussion

#### > exercise 11 page 4

Write the following proverbs on the board:

- 1 *If you want to know a person's character, look at the friends he keeps.*
- 2 *A man shows his character by what he laughs at.*
- 3 *Ugliness with a good character is better than beauty.*

If necessary, help with any new vocabulary. Ask students to choose a proverb they agree with and think of reasons to support their opinion. After 2–3 minutes elicit ideas from the class.

### HOMEWORK

Students write a short (4–5 sentences) description of their own personality. Encourage them to use the phrases from exercise 10.

## LISTENING AND VOCABULARY listening for detail • emotions • personality

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	phrases to describe character, adjectives to describe emotions
<b>Listening</b>	monologue: a film director talking about the characters in his TV series, dialogues: fragment of script from a TV series
<b>Reading</b>	advertisement for an audition to take part in a TV series
<b>Speaking</b>	pairwork: role-playing a dialogue using the prompts given
<b>Matura topics and tasks</b>	Człowiek; Rozumienie ze słuchu (Prawda/Falsz); Mówienie (Rozmowa z odgrywaniem roli)

### CULTURE NOTE

popular TV series

#### > exercise 1 page 5

• **The Big Bang Theory** is a popular American sitcom, which was first broadcast in 2007. The show tells the story of two roommates, Leonard Hofstadter (Johnny Galecki) and Sheldon Cooper (Jim Parsons). They are brilliant physicists who have problems in their relationships with women.

• **Gossip Girl** (2007–2012) is an American TV series based on the books by Cecily von Ziegesar. It presents the lives of a group of teenagers from Manhattan who go to an elite private school. It is narrated by an anonymous blogger, Gossip Girl (Kristen Bell).

• **The Vampire Diaries** is an American supernatural-fantasy series which first appeared in 2009. It tells the story of two vampire brothers, Stefan and Damon Salvatore (Paul Wesley and Ian Somerhalder) and Elena Gilbert (Nina Dobrev), a mirror image of Katherine, a woman who changed the brothers into vampires almost 150 years ago. Elena, who turns out to be a descendant of Katherine, first falls in love with the warm, kind-hearted Stefan, but then starts a relationship with the evil Damon.

## EXTRA ACTIVITY

Ask students if they remember the Polish titles of the TV series (*Teoria Wielkiego Podrywu*, *Plotkara*, *Pamiętniki Wampirów*) and if they think these titles have been well-translated. If students are interested in the topic, ask them about other TV series or shows they like watching, e.g. *Sherlock*, *Six Feet Under*, or *Glee*.

## EXTRA SUPPORT

weaker classes

### > exercise 4 page 5

Tell students to work in groups of three (rather than individually) to match the sentences with the explanations. Try pairing stronger students with weaker ones in one group. If possible, provide dictionaries (one per one/two groups).

## GRAMMAR present simple and present continuous • verb + -ing form / infinitive

### WHAT IS THE LESSON ABOUT?

Grammar	present simple and present continuous, verb + -ing form/infinitive
Reading	a dialogue: two friends talking about penfriends, a blog about somebody's job and lifestyle
Matura topics and tasks	Życie rodzinne i towarzyskie; Znajomość środków językowych ( <i>Transformacje zdań</i> )

### Present simple and present continuous

#### IF YOU WANT A LEAD-IN ...

⌚ (3–4 minutes)

Tell students that this month you are going to change your life to make it a bit healthier. Write some present simple sentences on the board about the unhealthy things you usually do, e.g. *I drink a lot of cola. I usually have dinner very late*, etc. Say: *I usually have dinner very late, but this month I'm eating dinner at 5 p.m.* Ask students to make similar sentences, speculating about the changes in your life. Tell them which ones are correct. Do not highlight any errors at this stage. Inform students that they will learn more about present tenses during the lesson.

## EXTRA ACTIVITY

questions in the present simple

### > after exercise 7 or 8 page 6

Write the following on the board.

How often do you ...

- have tea for breakfast
- go to the cinema
- go on a date
- help in the kitchen
- travel by train
- read magazines
- text your friends
- change your Facebook status
- go for a walk
- cycle to school

In pairs, students ask and answer questions using the phrases on the board.

## HOMEWORK

Students use the information from exercise 10 to write 5–6 true sentences about what they do or don't do at weekends.

## HOMEWORK

Students write a short description (5–6 sentences) of a character from their favourite sitcom or TV series using at least three words or phrases from the lesson.

### Verb + -ing form / infinitive

#### IF YOU WANT A LEAD-IN ...

⌚ (3–4 minutes)

Ask students the following questions.

- Do you like playing computer games?
- Would you like to play Warcraft with me tonight?

Tell students that you are going to read out some phrases, e.g. *watch a film tonight, try a very hot dish, speaking English, watching comedies, fly to London, eating healthy food*. Ask students to write them down under the two headings below.

Do you like ...?	Would you like to ...?

Tell students to ask and answer questions in pairs, using the phrases, e.g.

**A** Do you like speaking English?

**B** Yes, I do. I love it.

## EXTRA ACTIVITY

interview with a film star

### > after exercise 5 page 7

Students work in groups of three and think of some questions similar to the ones in exercise 5 which they would like to ask a favourite film or music star. Encourage them to use the verbs from this lesson. Monitor, helping out with grammar and vocabulary as necessary. After 2–3 minutes ask students to suggest possible answers to the questions. Finally, ask students from different groups to role-play the interview with a star to the rest of the class. Make a note of any grammar mistakes in order to discuss them at the end of the activity.

## HOMEWORK

Students write their answers to the questions from exercise 8, using full sentences.

## READING AND VOCABULARY reading for detail • hobbies and interests

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	names of hobbies and free time activities, collocations connected with hobbies and interests
<b>Reading</b>	quiz about hobbies and personality
<b>Speaking</b>	pairwork: asking and answering questions about hobbies and free time activities
<b>Matura topics and tasks</b>	Człowiek; Rozumienie tekstu pisanego ( <i>Dobieranie</i> ); Wypowiedź pisemna ( <i>List prywatny</i> )

### EXTRA ACTIVITY

**zines/e-zines**

#### > exercise 2 page 8

Ask students if they have heard about a hobby called *zine writing*. If not, read out the following three definitions to students and ask them to choose the one they think is the correct one.

- 1 *texting your friends using symbols, not words, e.g. J, :-/, :-\**
- 2 *creating a magazine (a paper or online one) about something that interests you, e.g. a music band, your favourite TV series*
- 3 *decorating your car with quotes from books*

#### Key

2

Finally, ask students if they have ever read any zines/e-zines or if they would like to write one.

### EXTRA SUPPORT

**weaker classes**

#### > exercise 5 page 8

Instead of asking students to find the sentences in the reading text, write them on the board and ask students to do a simpler matching task. If necessary, ask students to translate the target phrases into Polish.

- a *Mixing with others is your true hobby.*
- b *You take up different hobbies all the time.*
- c *You accept changes without any problems.*
- d *You aren't a partygoer.*
- e *You are goal-oriented.*

#### Key

a2 b1 c5 d4 e3

### EXTRA ACTIVITY

**discussion**

#### > after exercise 5 page 8

Students read the target sentences from descriptions A–D (answers to exercise 5) a second time. They decide if the sentences are true for them and then discuss their answers in pairs. Encourage students to ask follow-up questions to help their partner expand on their answer. With a weaker class, elicit ideas for extra questions in a whole-class discussion and write them on the board, e.g.

- 1 You take up different hobbies all the time.  
*What is your latest hobby? How many hobbies have you got?*
- 2 Mixing with others is your true hobby.  
*What kind of people do you like meeting? How can you spend time alone?*
- 3 You are goal-oriented.  
*What are your goals for this school year? What are your goals for this week?*
- 4 You aren't a partygoer.  
*What kind of parties do you like? Why don't you like parties?*
- 5 You accept changes without any problems.  
*Would you like to change anything in your life? Do you like change?*

### HOMEWORK

Ask students to choose a few collocations from exercise 8 and write sentences which illustrate their meaning.

## SPEAKING meeting people

### WHAT IS THE LESSON ABOUT?

<b>Speaking</b>	role-play: meeting people in social situations
<b>Language functions</b>	introducing yourself, talking about your interests and opinions, reacting to what people say,
<b>Listening</b>	dialogue: • two people introducing themselves to one another and talking about their interests • two people talking at a party
<b>Matura topics and tasks</b>	Życie rodzinne i towarzyskie; Mówienie ( <i>Rozmowa z odgrywaniem roli</i> )

### EXTRA ACTIVITY

**partner swap**

#### > exercise 7 page 10

Students role-play each of the six dialogues with a different partner, walking around the class. With a stronger class, ask students to ignore the Polish prompts in the dialogues and think of their own ways to react to what has been said.

### MATURA SPEAKING TASK

**opis ilustracji**

#### > exercise 8 page 10

In pairs, students take turns to describe the picture at the bottom of the page and answer the following questions.

#### EXAM TASK Examiner's questions:

- 1 *Do you think the boy in the picture is enjoying the party?*
- 2 *What do you prefer: barbecues or private parties?*
- 3 *What is your favourite way to spend time with your friends?*

Point out that students should say who is in the picture, where they are, and what they are doing. At the end of the activity, choose a few stronger students to perform the whole task to the rest of the class.

## HOMEWORK

Students write a short dialogue based on the task in exercise 8. Encourage them to use the vocabulary from the Phrase Bank.

## WRITING a personal profile

### WHAT IS THE LESSON ABOUT?

<b>Writing</b>	a personal profile on a social networking site
<b>Vocabulary</b>	giving personal information, adverbs modifying adjectives
<b>Reading</b>	a personal profile from a website
<b>Speaking</b>	pairwork: discussion about a social networking site
<b>Matura topics and tasks</b>	Człowiek; Życie rodzinne i towarzyskie; Wypowiedź pisemna (Profil na portalu internetowym)

### BACKGROUND NOTE

#### popular online services

#### > exercise 1 page 11

Apart from mylol.com, which is a popular dating site, teenagers use a number of other sites and applications, which they may mention in their answer to question 1, e.g.

- **Instagram** – a free online service for editing and sharing photos as well as an online social networking site. Instagram users can upload photos (and apply a range of digital filters to make them look more attractive) as well as short videos, which are later either made available to a group of friends or to anyone else that may be interested. The images are often hashtagged, i.e. a # character is added in front of a word or unspaced phrase. Hashtagging enables the grouping of similar images and makes the search for related images easier. The users can 'like' other people's photos and follow their profiles.
- **Twitter** – a free online microblogging service which allows users to send very short messages (140-character long), called tweets, via a personal computer or mobile telephone. A user types a tweet and sends it to Twitter's server. The message is then distributed to a list of other users (called followers) who have signed up to receive the sender's tweets. Tweets may be on any subject, ranging from jokes to news to dinner plans. Many famous people have their Twitter profiles and comment live on the events they participate in.
- **Flickr** – a popular photo-sharing website owned by Facebook. Flickr users can upload their own photos from their computers to share them with more or less restricted groups of users. Flickr's innovation was the possibility to tag the photos with key words which made it possible to create networks of photographs with the same tags, viewed by people all over the world. Users of the service may also discuss the photographs online.

**Alternative idea:** students work in pairs and record the dialogue at home (using their smartphones or computers) and bring them as audio/video files to the next class. You may also ask them to send the audio file to your email address.

## HOMEWORK

Write the following on the board:

- 1 new / am / I / quite / love / people / confident / meeting / and / .
- 2 she / is / Martha / so / often / a bit shy / stays / at home / .
- 3 funny / cat / My / he plays / toys / when / terribly / his / with / is / .

Ask students to put the words in the correct order to make sentences.

### Key

- 1 I am quite confident and love meeting new people.
- 2 Martha is a bit shy, so she often stays at home.
- 3 My cat is terribly funny when he plays with his toys.

## ENGLISH IN USE

### WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	asking questions about hobbies, preferences, appearance and personality
<b>Reading</b>	short texts on people's colour preferences
<b>Speaking</b>	pairwork: talking about favourite or trendy colours
<b>Matura topics and tasks</b>	Człowiek, Życie rodzinne i towarzyskie; Znajomość środków językowych (PP: Uzupełnianie luk pary zdań; PR: Test luk, Transformacje zdań)

### EXTRA SUPPORT

weaker classes

#### > exercise 6 page 12

Write the first item on the board and complete it with the whole class. Ask the students to read the first sentence and explain that they need to complete the second sentence, using the word given. Elicit the phrase which means the same as 'start a course' (*take up*). Ask what structure follows 'I'm thinking about ...' (-ing form). You may provide students with two options: *take up* / *taking up*. Finally, elicit the correct sentence from the students and ask if they have any questions about the activity. Students continue the exercise individually or in pairs.

### HOMEWORK

matura writing task – wpis na blogu

Students write a blog entry for the following task. Write the task on the board or dictate it to the students.

**EXAM TASK** Zredaguj wpis (80–130 słów) do zamieszczenia na blogu na temat mody i najnowszych trendów.

- Opisz, jakie kolory lubisz w swoim otoczeniu i dlaczego.
- Wyjaśnij, jakie zestawienia kolorów lubisz w ubiorze.
- Napisz, jakie stroje i kolory są obecnie modne.
- Zachęć czytelników do wyrażenia swoich opinii na temat najnowszych trendów w modzie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

## LISTENING STEP BY STEP matching statements with two speakers

### WHAT IS THE LESSON ABOUT?

<b>Listening</b>	dialogues between two speakers
<b>Matura topics and tasks</b>	Życie rodzinne i towarzyskie, Podróżowanie i turystyka; Rozumienie ze słuchu (Dobieranie)

### MATURA

#### Rozumienie ze słuchu: dobieranie

To zadanie polega na określeniu, który z dwóch rozmówców wypowiada się na podane tematy.

**Typ tekstu:** dialog (ok. 200–250 słów)

**Testowane umiejętności:** wyszukiwanie w tekście określonych informacji

### IF YOU WANT A LEAD-IN ...

⌚ (4–5 minutes)

Before the lesson, give each pair a slip of paper with the questions below:

- 1 *Your friend is coming to visit your village / town / city / for the first time. What can you show him/her?*
- 2 *You want to study abroad. Where do you want to go to and why?*
- 3 *You have some free afternoons during the week. What hobby would you like to take up?*

Students discuss the questions in pairs. After 3–4 minutes, stop them and make it a whole-class discussion. Elicit ideas from different pairs.

### HOMEWORK

Ask students to read the transcript of the dialogue in exercise 11 and find all the words which are connected to *drama club*.

### Key

join, acting, lighting, designing clothes, act, offstage

## REVIEW 1

### EXTRA ACTIVITY

#### personality adjectives

#### > before exercise 1 page 14

Ask students to keep their books closed. Students work in pairs and write down all the personality adjectives they can remember. To make this activity more challenging, you can: a) set a time limit of 1–2 minutes and see which pair has got the most words or b) set a word limit, e.g. 15 words and see which pair reaches the limit first. Check the answers as a class and write students' suggestions on the board to revise the spelling of the words.

### EXTRA ACTIVITY

#### dictation

Dictate the following sentences to the students.

- 1 *I like sharing my passion for music with a bunch of friends.*
- 2 *My brother is a fan of yoga and jogging and a very keen reader.*
- 3 *Tomorrow I have an audition for the role of an unsociable computer geek.*
- 4 *Sarah is a computer enthusiast. She spends a lot of time on different social networking sites.*

First, read the sentences at a natural speed, then read them a bit more slowly, and finally at a natural speed once again. Make sure the students don't look at each other's texts while writing. Finally, ask students to work in pairs and check each other's sentences for any spelling mistakes. Inform students that they can look at the wordlist on page 15.

### HOMEWORK

#### web research task – zodiac signs

Students find/research answers to questions below.

- 1 What are typical qualities of your zodiac sign?
- 2 What famous people (actors, sports stars, musicians) were born under the same zodiac sign as yours?

#### Web research key words:

- zodiac signs qualities; your zodiac sign (e.g. Libra) personality features
- zodiac signs of famous people, Libra, Scorpio, etc.

### FOLLOW-UP ACTIVITY

In pairs, students discuss which personality features that are typical for their sign they think they do/do not possess. Then, they write short descriptions (2–3 sentences) of their zodiac signs, e.g. *I'm a Libra. I'm sociable and kind, but I don't like making decisions and I'm not very careful.*