

## Unit 01 People are different

TEMAT NATURALNY: CZŁOWIEK

**TARGETS FOR THIS UNIT**  
 COMMUNICATION: talking about possessions; expressing ability / inability; describing physical appearance; asking personal questions  
 LANGUAGE FOCUS: *have got*, *can* for ability, possessive adjectives (*my*, *your*, *his*, *her*, etc.)  
 REVISION: *be*  
 VOCABULARY: describing people, interests and hobbies; personal possessions  
 PRONUNCIATION: /ə/ and /ə/ in *can*; /ə/ in *can't*

### A. INTRO

**1** Work in pairs. Make a list of colours, pets, types of music and things on your desk. Compare with another pair. You get a point for each item the other pair haven't got.

**3** Put the items from activity 2 in one of the columns. Add one more item to each column. Compare with your partner.

Are these items ...

very important to you?	important to you?	not important to you?

### B. VOCABULARY

**2** Tick (✓) the items that you have got at home.



### C. READING

**4** Work in pairs. Decide who lives in which room.



**Answers Activity 4**  
 1 B    2 A



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<b>objectives</b>	<ul style="list-style-type: none"> <li>to talk about personal possessions</li> <li>to read texts describing teenagers' rooms and possessions</li> <li>to talk about what people have/haven't got</li> <li>to discuss the idea behind social networking websites (<i>MyPlace</i>)</li> </ul>				
<b>target language</b>	<b>active</b>	<ul style="list-style-type: none"> <li>the verb <i>have got/has got</i> (affirmative and negative sentences, questions and short answers)</li> <li>possessive adjectives (<i>my</i>, <i>your</i>, etc)</li> </ul>	<ul style="list-style-type: none"> <li>personal possessions: <i>mp3 player</i>, <i>digital camera</i>, <i>keyboard</i>, <i>laptop computer</i>, <i>CD player</i>, <i>radio</i>, <i>music system</i>, <i>mobile phone</i>, <i>guitar</i></li> </ul>		<ul style="list-style-type: none"> <li>talking about possessions</li> </ul>
	<b>passive</b>		<ul style="list-style-type: none"> <li><i>be into</i>, <i>be interested in</i></li> <li><i>Internet profile</i></li> </ul>		
<b>materials</b>	<ul style="list-style-type: none"> <li>realia (personal possessions): mobile phone, mp3 player, CD player, digital camera, etc (if available); students may be asked in advance to bring some of these objects</li> <li>photocopies of TRF page 4</li> </ul>				
<b>ścieżki edukacyjne</b>	<ul style="list-style-type: none"> <li>edukacja czytelnicza i medialna: natura i rola mediów we współczesnej cywilizacji</li> </ul>				

## LESSON 1

**WARM-UP: What's trendy today?**

In pairs, students make a list of: personal possessions, clothes and colours which are fashionable nowadays among teenagers. Set a time limit of about 3-4 minutes for the brainstorming activity. Write down students' ideas on the board and discuss them with the whole class.

**A. INTRO****1**

- A quick brainstorming task in pairs. Students list as many words as possible in the categories of: colours, pets, types of music and things on students' desks.
- Set a time limit of about 3 minutes.
- Pairs sitting close together compare the lists. A point for each word not present on the other pair's list.
- The pair with most points may present their words to the whole class and write them on the board.

**ALTERNATIVE OPTION**

Divide the class into 4 groups. Each group lists words only belonging to one of the four categories: colours, pets, types of music and things on their desks.

**B. VOCABULARY****2**

- Students look at the pictures and check which of the words appeared in their lists from activity 1 (it is highly probable that students are familiar with most or all of the words).
- Read out the words. If you have decided to use realia for the presentation, this is a good moment to show them to the class.
- Finally, students tick the names of the items they have at home.

**TEACHING TIP: familiar/famous words**

There are many English words which appear in so many places and contexts that even people who don't speak English or who are not learning the language have seen or heard them somewhere (*shops, television, press, advertisements*, etc). That is why it is highly probable that students will already be at least partly familiar with them. What you might want to focus on while presenting the words like *mp3 player* or *mobile phone* is not the meaning (possibly quite obvious at that point), but, for example, the pronunciation, which students may find more problematic.

**3**

- Individual work. Students put the words from activity 2 into three categories according to the importance of the lexical items. They also add one more item to each category.
- Finally, in pairs, students check their ideas.

**C. READING****4**

- Students look at the two photos of people and the two pictures of different rooms.
- In pairs, students discuss and decide who lives in which room. You may ask students to justify their opinions in a sentence or two if you are working with a strong group.
- Finally, 1-2 pairs report to the rest of the class on what they have decided.

**CULTURE-WISE: social networking websites: MyPlace**

*MyPlace* is based on the idea of *MySpace* – one of the most popular international social network services (formed for communities of people who share interests and keep in touch quite regularly). It consists of individual users' profiles (with *About me* and *Who I'd like to meet* sections), blogs, videos, forums and such special features as *MySpace TV* and *MySpace News*. Users may upload photos directly to their profiles as well as comment on other users' profiles. *MySpace* has its headquarters in Beverly Hills, California, USA.

Other popular services of the type include *Facebook* (USA), *Bebo* (many English-speaking countries, and recently also Poland), or *Grono.net* (Poland). Moreover, we are witnessing rapid growth in popularity of services whose primary aim is to reunite former school friends, members of families, etc. Examples of these are *Friends Reunited* (UK) and *Nasza-klasa* (Poland).

## Teacher's notes

### Answers Activity 5

you – your  
he – his  
she – her  
we – our  
they – their

5 Read the profiles. See if you were right. Complete the table with the correct possessive adjectives highlighted in the profiles.

### My Place

### What have you got in your room?

#### Chris

My name is Chris. I'm 16 and I'm into computers. I've got two computers in my room. One is for surfing the Net, and one is for games. I haven't got a television or a radio in my room, and I haven't got a music system or an MP3 player, or anything like that. I've got two birds. Their names are Bill Gates and Steve Jobs. They've got nice big cages. I've also got about ten goldfish in my fish tank.

#### Samantha and Carla

My name is Sam and my sister is Carla. We're 17. We're really into Goth music. Almost all our clothes are black and our room is mostly black, too. We've got posters of Goth musicians on the walls. I've got an MP3 player and my sister's got a music system. I've got a black cat. Her name is Marlin. Has my sister got a pet? Yes, she has. She's got a pet snake. He's green and brown. His name is Gothie. We aren't interested in computer games. We haven't got a digital camera yet!

I	>	my	>	our
he	>	your	>	you
she	>		>	your
it	>	its	>	

For more information, go to GRAMMAR SUMMARY, page 132.

6 Read the profiles again. Find this information.

- four numbers
- four names of pets
- all the names of the equipment
- three colours

7 Work in pairs. Answer the questions.

- Which room do you like? Why?
- Who are you most similar to?

### Answers Activity 6

- two, 16, ten, 17
- Bill Gates, Steve Jobs, Marlin, Gothie
- computer, television, radio, music system, MP3 player, digital camera
- black, green, brown

### D. LANGUAGE FOCUS 1

### Have / has got

Przeczytaj ponownie części tekstu zaznaczone na żółto. Uzupełnij luki czasownikami *have, has, haven't* lub *hasn't*.

Zdania twierdzące i przeczące

I / you / we / they \_\_\_\_\_ got a music system / \_\_\_\_\_ not got a music system.

He / she / it \_\_\_\_\_ got a nice room / \_\_\_\_\_ not got a nice room.

Pytania i krótkie odpowiedzi

\_\_\_\_\_ I / you / we / they got a nice room?

Yes, I / you / we / they \_\_\_\_\_.

No, I / you / we / they \_\_\_\_\_.

\_\_\_\_\_ he / she / it got a CD player?

Yes, he / she / it \_\_\_\_\_.

No, he / she / it \_\_\_\_\_.

For more information, go to GRAMMAR SUMMARY, pages 132-133.

#### Watch out!

Formy skrócone czasowników *be* i *have got* w trzeciej osobie liczby pojedynczej są często mylone.

He's / She's a student. = He / She is a student.

He's / She's got a music system. = He / She has got a music system.

8 Complete the sentences about the people in the MyPlace profiles.

Example: Chris has got two computers but he hasn't got a television.

- Chris \_\_\_\_\_ any cats but he \_\_\_\_\_ fish.
- Chris \_\_\_\_\_ a radio and he \_\_\_\_\_ a music system.
- Sam \_\_\_\_\_ an MP3 player but she \_\_\_\_\_ a computer.
- She \_\_\_\_\_ a black cat and her sister \_\_\_\_\_ a snake.
- Carla and Sam \_\_\_\_\_ one room and they \_\_\_\_\_ posters on the walls.
- Carla and Sam \_\_\_\_\_ a brother but they \_\_\_\_\_ pets.

9 Work in pairs. Choose one of these people and write his / her profile for MyPlace. Include this information: the name, his / her interests, possessions and pets.



11

### Answers Language focus 1

have, have  
has, has

Have,  
have  
haven't

Has  
has  
hasn't

### Answers Activity 8

- hasn't got, has got
- hasn't got, hasn't got
- has got, hasn't got
- has got, has got
- have got, have got
- haven't got, have got



## 5

- Before you ask students to read the profiles, pre-teach the phrases: *be into something*, *an Internet profile*.
- Students read the two texts and check their predictions from activity 4.
- Students complete the table below the texts with the appropriate possessive adjectives.
- Finally, refer students to **Grammar summary** on page 132 in case they need extra help with the use of personal pronouns and possessive adjectives.

**TEACHING TIP: opportunistic teaching**

A lot of teaching and learning in the classroom takes place outside the original lesson plan, when problems arise. A common problem for students is to mistake possessive adjectives for possessive pronouns and vice versa, so they tend to produce phrases like *mine book\**, *the book is your\**. If the problem appears here with a greater number of students, quickly explain the difference between possessive adjectives and pronouns to the whole class.

**LESSON 2****WARM-UP: names of objects – revision**

1. Revise the names of personal possessions presented during the previous lesson. Students recall the words that belong to the two categories (you may draw the following table on the board for students to copy):

MUSIC	COMMUNICATION
<b>possible answers:</b> mp3 player, keyboard, CD player, music system, guitar + students' own answers	<b>possible answers:</b> laptop computer, mobile phone + students' own answers

Give students 3-4 minutes to complete the table with the names of personal possessions. Accept any extra words that did not appear in activity 2, page 10. Finally, write students' ideas in the table on the board.

2. Students look at the pictures of the two rooms in activity 4, page 10 for about 20-30 seconds. They are not allowed to take notes! Then students close the books and recall as many objects from the pictures as they can. Finally, in pairs, students test their memory.

**Answer key**

**room 1:** a sofa, posters, an mp3 player, a music system, a vase with flowers, a snake, a cat, a rug  
**room 2:** two computers, a bin, a desk, a fish tank, two bird cages, pictures on walls, a chair

**D. LANGUAGE FOCUS 1**

- Students look again at the texts in activity 5, page 11 and read the sentences highlighted in yellow. Elicit the meaning of *have/has got* and *haven't/hasn't got*.
- Students complete **Language focus 1** with *have*, *has*, *haven't*, or *hasn't* to form affirmative sentences, negatives and short answers.
- Refer students to **Grammar summary** on pages 132-133 in case they need extra support with the use of *have got* for possessions.
- Students focus on the **Watch out!** box. Point out that the contracted forms of the verbs *be* and *have got* look the same in the 3<sup>rd</sup> person singular ('s).

## 6

- Students read the profiles again and find the information for the exercise.
- Next, in pairs, students compare their answers to see if they have found all the information.

## 7

- In pairs, students answer the questions from the exercise.
- Individual students report on their partners' answers.

**HOMEWORK SUGGESTIONS**

1. Workbook, activity 1, page 6.
2. Make a list of at least ten objects that are in your room (you may need to work with a dictionary). Choose five of your favourite items and describe them briefly. Write about their colour and size.

**EXTRA ACTIVITY**

Prepare some example sentences to show the use of the genitive 's and the contracted forms of *be* and *have got* in the 3<sup>rd</sup> person singular.

For each sentence students decide if the 's stands for *is*, *has* or the genitive 's. You may use the following sentences (on the board or as handouts):

1. Sandra's family name is Parker.
2. His brother's really naughty.
3. She's got lots of stamps in her collection.
4. Betty's room is full of souvenirs from all over the world.
5. Vicky's got four brothers.
6. Robert's a big fan of computer games.

## 8

- Students read the texts in activity 5 again to complete the sentences in activity 8 with *has got* or *hasn't got*.
- Next, in pairs, students compare their sentences.
- Finally, check the answers with the whole class.

## 9

- In pairs, students write a profile for *MyPlace*.
- Students choose a profile for one of the three teenagers in the photos.
- Students think of the person's name, their interests and hobbies, possessions and pets. In pairs, students make notes before writing the profiles.
- Set a ten-minute time limit for pairs to complete the tasks. Refer students back to the model texts in activity 5.
- Students read out their profiles to the rest of the class.

**PHOTOCOPIABLE ACTIVITY**

(Teacher's Resource File, page 4)

**HOMEWORK SUGGESTIONS**

1. Workbook, activities 3-5, page 6; activities 8-9, page 7.
2. Write your own profile for a social network service like *MyPlace*. Include details such as your name, interests and hobbies, a short description of your room and your personal possessions.



# Unit 01 Skills and talents

TEMAT NATURALNY: CZŁOWIEK

## A. LISTENING

1 List the talents, starting with the one you would most like to have, and ending with the one you would least like to have. Compare with a partner.

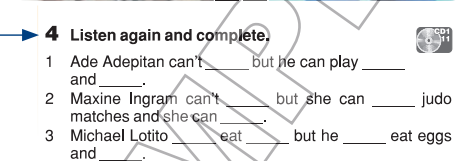
- travel in time
- fly
- dance
- windsurf
- learn fast
- live without sleep
- play an instrument
- paint
- swim fast
- write computer programs

2 Check the meaning of these words and phrases in your wordlist on pages 124-125.

- A CHAMPION TO DIVE
- A WHEELCHAIR TO WIN
- A GUIDE DOG TO MAKE SOMEONE SICK

3 Listen to Mike, Robert and Karen talking about people with special talents. Match the names with the photographs.

- Ade Adepitan
- Michael Lotito
- Maxine Ingram



4 Listen again and complete.

- Ade Adepitan can't \_\_\_\_\_ but he can play \_\_\_\_\_ and \_\_\_\_\_.
- Maxine Ingram can't \_\_\_\_\_ but she can \_\_\_\_\_ judo matches and she can \_\_\_\_\_.
- Michael Lotito \_\_\_\_\_ eat \_\_\_\_\_ but he \_\_\_\_\_ eat eggs and \_\_\_\_\_.

12

### Answers Activity 4

- walk / basketball / dive
- see / win judo matches / swim
- can / metal and glass / can't / bananas

## B. LANGUAGE FOCUS 2

### Can and can't

1 Przeczytaj zdania i pytania z *can*. Wykreśl niepoprawne informacje z poniższych zdań.

- I / you / he / she / it / we / they can run very fast.
- I / you / he / she / it / we / they can't swim.
- Can I / you / he / she / we / they speak English?

- W zdaniach twierdzących po *can* zawsze występuje czasownik bez *to* / czasownik z *to*.
- Can* ma taką samą formę w każdej osobie / ma inną formę dla każdej osoby.
- Aby utworzyć pytanie *can* stawiamy po podmiocie / przed podmiotem.
- Aby utworzyć zdanie przeczące, do *can* dodajemy *no / not*.

2 Jaka jest skrócona wersja *cannot*?

For more information, go to GRAMMAR SUMMARY, page 133.

### PRON SPOT

5 Listen and repeat. Work in pairs. Practise similar dialogues with the expressions below.

Example: Can you speak three different languages?  
Yes, I can. No, I can't.

- sing
- dance to rap music
- download music
- say your e-mail address in English
- get ready for a party in 10 minutes
- swim
- tell a good joke
- make friends quickly

6 Use the pictures to write sentences about you and people you know. Use 'can' and 'can't'.

Example: My best friend can play tennis but she can't play football.



### Answers Language focus 2

- W zdaniach twierdzących po *can* zawsze występuje czasownik bez *to* / czasownik z *to*.
  - Can* ma taką samą formę w każdej osobie / ma inną formę dla każdej osoby.
  - Aby utworzyć pytanie, *can* stawiamy przed podmiotem / po podmiocie.
  - Aby utworzyć zdanie przeczące, do *can* dodajemy *no / not*.
- 2 • can't

### Answers Activity 5

- Can you sing? Yes, I can. No, I can't.
- Can you dance to rap music? Yes, I can. No, I can't.
- Can you download music? Yes, I can. No, I can't.
- Can you say your email address in English? Yes, I can. No, I can't.
- Can you get ready for a party in 10 minutes? Yes, I can. No, I can't.
- Can you swim? Yes, I can. No, I can't.
- Can you tell a good joke? Yes, I can. No, I can't.
- Can you make friends quickly? Yes, I can. No, I can't.

objectives		to do a class survey about the students' abilities, possessions and other characteristics			
target language	active	grammar/structures	vocabulary	pronunciation	language functions
	active	modal verb <i>can/can't</i> for ability: affirmative sentences, negative sentences and questions	skills/talents: <i>travel in time, fly, dance, windsurf, learn fast, live without sleep, play an instrument, paint, swim fast, write computer programs</i> adjectives to describe physical appearance: <i>short, tall, long, blonde, dark, wavy, straight, slim, fat, young, old</i>	• /æ/, /ɑː/	• talking about ability
	passive	• <i>have/has got</i>	• <i>champion, wheelchair, guide dog, dive, win, make someone sick</i>		
materials	• audio CD 1 • photocopies of TRF page 5		• Polish-English dictionaries • photos of celebrities provided by students		
ścieżki edukacyjne	• edukacja prozdrowotna: kształtowanie właściwej postawy wobec własnego życia i życia innych ludzi, kształtowanie odpowiedniej postawy wobec osób niepełnosprawnych				

## LESSON 1

**WARM-UP: making a list of skills**

Students read the title of the lesson – **Skills and talents**. Check if they understand the word *skills* (the word *talent* will probably be clear). If students do not know the word, ask a student to check the meaning in a class dictionary or explain the meaning yourself (say: *When you can do something really well you say that you have a skill, eg When you are good at maths, you have mathematical skills*). Distribute dictionaries (one per each group of 4). In the groups, students think of different abilities, skills and talents. Each group makes a list of different skills/abilities people have or would like to have (both realistic and imaginary ones, eg *walk on water*). If they find it difficult to name a skill, they may use a dictionary.

**A. LISTENING****1**

- Students order the skills and talents in activity 1 from the one they would most like to have to the one they would least like to have.
- A student reads out the list of talents and checks with the class that the meaning is clear. Ask students if any of the talents appeared on their lists in the **Warm-up** exercise. Explain any unclear words or phrases.
- Give students about 2-3 minutes to order the skills and talents.
- Finally, a few students talk about their most preferred and least preferred talents.

**2**

- Students read the words in the box and guess their meaning to understand the dialogue in activity 3.
- If students have problems understanding the words and phrases, refer them to the wordlist on page 124.

**3** 

- Students look at the photographs. Ask: *Who can you see in the photos? What makes the people special?*
- Students listen to three teenagers talking about the people in the pictures. Next, they match the names with the photographs as they listen to the recording.
- Check the answers with the whole class.

**Tapescript CD1.11****M – Mike, R – Robert, K – Karen****M:** So what about people with special talents?**R:** My favourite is Ade Adepitan.**M:** What can he do?**R:** He's a Paralympics champion. He can't walk because he's in a wheelchair but he can play basketball and dive. He can dance and he's a TV presenter! And who's your favourite person with a special talent?**K:** I like Maxine Ingram. She is the first woman in Great Britain's Paralympics judo team. She can't see but she can win judo matches. She can swim and she can train five times a week without a problem. She has got a guide dog Ronnie – he's so sweet! And what about you, Mike?**M:** Well, I can say something about Michael Lotito. He isn't into sports. He is from France and he can eat metal and glass. He can eat 900 grams of metal a day! But he can't eat eggs and bananas – they make him sick!**4**

- Students listen to the dialogue again and complete the three sentences about the people with special talents.
- In pairs, they compare their answers.
- Finally, check the answers with the whole class.

**B. LANGUAGE FOCUS 2**

- Students read the **Language focus 2** box.
- Students cross out the incorrect information in the bullet points.
- In pairs, students compare their answers. Then, check the answers with the whole class.
- You may wish to tell students that *can* is a special verb as one of the *modal verbs* in English. Modal verbs always take infinitives without *to* and have the same form for every person, both singular and plural.
- Refer students to **Grammar summary** on page 133 in case they need extra support with the use of *can/can't* for ability.

**EXTRA ACTIVITY: I'm a musician. I can ...**

Prepare small slips of paper with the following messages:

You are a ...

1. musician

3. comedian

5. photographer

2. cook

4. fortune-teller

6. painter

Students work in 6 groups. Distribute the slips of paper among the groups. Groups write a few sentences about talents they have got as the person from the slip of paper. Then they share their ideas with the class.

**PRON SPOT****5**

- This **Pron spot** focuses on the difference between the sounds /æ/ and /a:/.
- Students practise two English sounds: /æ/ and /a:/, as they are used in the modal verb *can/can't*.
- Students listen to the dialogue and repeat it. You may want to play the recording several times and do both choral and individual repetition of the dialogue.
- In pairs, students practise similar dialogues using the prompts in the box.
- Monitor the activity. Organize a feedback session after the activity if you notice any problems with the pronunciation of the sounds.

**Tapescript CD1.12**

Can you speak three different languages?  
Yes, I can. / No, I can't.

**6**

- Students think about 6 people they know well. Then, they look at the pictures and write 6 true sentences about the people's skills/talents.
- Students use *can/can't* in each sentence.
- Monitor the activity.
- Finally, several students read out their sentences.

**SURF AND SEARCH!**

For the next lesson, students find some information about the four celebrities: Scarlett Johansson, Colin Farrell, Ashton Kutcher and Kaja Paschalska.

**HOMEWORK SUGGESTIONS**

1. Workbook, activities 1-4, page 8.
2. Write a short description of a person you admire because of his/her skills or talents.
3. If you decide to do the **Extra activity** (*Presenting false images of our idols*) from the next lesson, ask students to bring 5 magazine photos of their favourite celebrities.

C. VOCABULARY

7 Match the adjectives with their opposite meanings. Which adjectives describe hair, build, age?

short tall long blonde  
young dark wavy  
straight slim fat old

8 Match the sentences with the people in the pictures.

- 1 He / she's short and slim and he / she's got long blonde hair. \_\_\_\_\_
- 2 He / she's short and slim and he / she's got wavy red hair. \_\_\_\_\_
- 3 He / she's tall and slim and he / she's got short brown hair. \_\_\_\_\_
- 4 He / she's medium-height and well-built and he / she's got spiky dark hair. \_\_\_\_\_

c. Colin Farrell



d. Scarlett Johansson



a. Ashton Kutcher



b. Kaja Paschalska



9 Write one or two sentences comparing someone you know and one of the famous people.

Example: *Scarlett Johansson and my sister are \_\_\_\_\_ and they've got \_\_\_\_\_.*  
*Colin Farrell is \_\_\_\_\_ and he's got \_\_\_\_\_. My brother isn't \_\_\_\_\_ but he's got \_\_\_\_\_.*

10 Work in pairs. Show your sentence(s) to other students. Ask for more information about the people they wrote about.

Example: *Has your sister got black hair?*

D. SPEAKING

11 Work in groups of five. Go to page 115. Ask each other the questions and make notes to complete the survey.

Example: *Three people in the group have got a television in their rooms.*  
*One person can play a musical instrument.*  
*Four people in the group can play tennis well.*

12 Discuss the results of the survey with the class. Put the results together to make a complete class survey.

Example: *Fourteen people have got a television in their rooms.*  
*Only two people can play a musical instrument.*  
*Seven people in the group can play tennis well.*

Answers Activity 8

- 1 a 3 c
- 2 b 4 d

Answers Activity 7

short – tall, long  
blonde – dark  
young – old  
wavy – straight  
slim – fat  
Hair: short, long, blonde, dark, wavy, straight  
Build: short, tall, slim, fat  
Age: young, old



## LESSON 2

**WARM-UP: talking about celebrities**

In this lesson students learn to describe people, and talk about celebrities, therefore it is a good idea to start the lesson with a short discussion about the famous people students like and admire.

Teach the word *celebrity*. You can do it by providing students with several famous names and saying that each of the people can be called a celebrity. Elicit the Polish equivalent of the word.

Ask students about their idols: favourite actors, musicians, TV presenters, etc.

**C. VOCABULARY**

7

- Students read the adjectives used to describe appearance listed in activity 7. In pairs, they match the opposites.
- Check the answers with the whole class. In case of doubts as to the meaning of the adjectives, ask individual students for explanation.

**EXTRA ACTIVITY: pictograms**

If you have some extra time in your lesson, you can try the following fun activity with your students.

Tell the class that many words can be presented by means of simple drawings combining the image behind the word and its written form, like in these examples:

**fat**      slim

Encourage students to create their own pictograms for the remaining adjectives.

8

- Students read short descriptions of 4 famous people, look at their photos and check if they recognize them. Ask: *What do you know about these famous people?* Elicit information from students and add some facts.

**CULTURE-WISE: social networking websites: MyPlace**

Scarlett Johansson was born in 1984 in New York. She's a talented young actress. Johansson has appeared in two Woody Allen's films (*Match Point*, *Scoop*) and they are currently working together on the third project (*Vicky Cristina Barcelona*). She also starred in such productions as: *The Horse Whisperer* (1998), *Girl with a Pearl Earring*, *Lost in Translation* (both 2003) or *The Nanny Diaries* (2007). Teenagers may remember her from the music video for Justin Timberlake's hit song *What goes around ... Comes around*.

Colin Farrell is a popular Irish actor. He was born in 1976 in Dublin, Ireland. He lives in Dublin but owns a house in California as well. He has appeared mainly in Hollywood productions which include *Minority Report* (2002), *Alexander* (2004) and *Miami Vice* (2006).

Ashton Kutcher is an American actor and producer, famous for the role in *Dude, Where's My Car?* (2000) and the TV series *The '70s show*. He's also the star and producer of MTV series *Punk'd*, where he plays practical jokes on celebrities. He is married to Demi Moore.

Kaja Paschalska is a young Polish actress and pop singer, known mainly for her roles in TV series. She has released two music albums. In 2006 she took part in the Polish edition of *Dancing with the Stars*.

- Give students 2-3 minutes to read the descriptions of the celebrities. Check the answers with the whole class.

**EXTRA ACTIVITY: presenting false images of our idols**

For this activity you need the magazine pictures you have asked students to bring to the classroom. You need 5 photos altogether.

- Divide the class into 5 groups. Distribute 1 photo per group.
- For about 4-5 minutes each group describes the physical appearance of the celebrity in the photo. Students are supposed to give untrue information in their descriptions!
- Representatives read out the descriptions and show the photo of the celebrity to the class.
- The class listen for mistakes in the descriptions, write them down and share their notes with the rest of the class.
- The authors of each description act as judges and check if the class have found all the mistakes.

**TEACHING TIP: teaching teenagers – personalization**

The extra activity above gives students a chance to personalize the material they are learning. Relating the language to concepts present in students' own lives makes it possible to find real, relevant contexts in which internalizing new information is less problematic.

9

- Students write one or two sentences comparing a famous person of their choice with someone they know.
- Students may use the short descriptions in activity 8 as models.

10

- In pairs, students show their descriptions to the partners.
- Students ask and answer questions about the people in the descriptions. Refer students to the model question.
- Monitor the activity.

**D. SPEAKING**

11

- Students go to page 115.
- In groups of 5, students complete the survey about their classmates.
- Go through the questions with students to make sure that the meaning is clear.
- For about 5-6 minutes students ask questions to members of their groups and write down the answers.
- Students write down full sentences describing their groups. Refer students to the model sentences in activity 11.
- Finally, group representatives read out the results of the survey.

12

- Organize a class discussion about the results of the survey.
- Students summarize the findings for the whole class in sentences following the model.
- Individual students write the sentences on the board.

**PHOTOCOPIABLE ACTIVITY**

(Teacher's Resource File, page 5)

**HOMEWORK SUGGESTIONS**

1. Workbook, activity 5, page 8; activities 6-8, page 9.
2. Describe a person you know (a member of your family or a friend) using the vocabulary from the lesson. Write 4-5 sentences.

Unit 01

SKILLS BUILDER

TEMAT NATURALNY: CZŁOWIEK

W TYM ROZDZIALE NAUCZYSZ SIĘ, JAK:

- rozwiązywać zadanie: rozumienie tekstu słuchanego – dobiekanie,
- rozwiązywać zadanie: rozumienie tekstu czytanego – dobiekanie,
- napisać ankietę.



B. LISTENING & SPEAKING

3 Look at the photographs. Work in pairs and answer the questions.



- Who are they? How old are they?
- Where are they?
- What do you think they are interested in?
- Are you more like Karen or more like Adam in your free time?

EXAM INFO

DOBIERANIE

Jednym z zadań na egzaminie może być wysłuchanie kilku tekstów o podobnej tematyce i dopasowanie zdań podanych w zadaniu do poszczególnych tekstów. Wykonując to zadanie, pamiętaj, aby:

- przeczytać bardzo dokładnie wszystkie zdania,
- podkreślić w zdaniach słowa / frazy kluczowe,
- szukać w nagraniu takich samych informacji, jakie znajdują się w tekście, ale wyrażonych innymi słowami, np.: zdanie *I like computers* może być wyrażone jako *I'm into computers*.

4 Listen and put a tick (✓) next to the speaker who expresses these ideas. Check the tapescript to see how they express the ideas.

	Karen	Adam	Both
1 I like computers.			
2 I can only do one thing on the computer well.			
3 I can use the Internet for a limited time.			
4 I go out when I can't study.			
5 I can do one thing like a professional.			

Answers Activity 4

- Karen
- Adam
- Karen
- Karen
- Both

A. ABOUT YOU

1 Read the sentences. Put a tick (✓) next to the sentence which is true for you and a cross (X) next to the sentence which is not. Make the false sentences true for you.

	I'm very good at winter sports. <input type="checkbox"/>	
	I can swim really well. <input type="checkbox"/>	
	I can dance hip hop. <input type="checkbox"/>	
	I've got an MP3 player. <input type="checkbox"/>	
	I can write a blog. <input type="checkbox"/>	
	I'm good at using e-mail. <input type="checkbox"/>	
	I've got a lot of good books at home. <input type="checkbox"/>	
	I can play card games. <input type="checkbox"/>	
	I'm good at doing crosswords. <input type="checkbox"/>	
	I can make friends easily. <input type="checkbox"/>	
	I've got only one good friend. <input type="checkbox"/>	
	I'm good at teamwork. <input type="checkbox"/>	

2 Work in pairs. Guess what is true for your partner. How many things do you have in common?

Example:

- I don't think you can dance hip hop.
- True - I can't. I don't think you are good at doing crosswords.
- False - I'm very good at them.

<b>objectives</b>	<ul style="list-style-type: none"> <li>• to give true information about one's abilities/skills</li> <li>• to listen to different people talking about themselves</li> <li>• to read a text about blogging</li> <li>• to prepare a questionnaire about a festival for talented teenagers</li> <li>• to answer questions in a questionnaire</li> </ul>			
<b>skills practised</b>	<b>listening</b>	<b>speaking</b>	<b>reading</b>	<b>writing</b>
	<ul style="list-style-type: none"> <li>• listening in order to match the right piece of information to the person speaking</li> <li>• have/has got</li> </ul>	<ul style="list-style-type: none"> <li>• talking about skills and abilities</li> <li>• talking about interests and preferences</li> <li>• champion, wheelchair, guide dog, dive, win, make someone sick</li> </ul>	<ul style="list-style-type: none"> <li>• matching headings to the right paragraphs of the text</li> </ul>	<ul style="list-style-type: none"> <li>• writing a questionnaire</li> </ul>
<b>materials</b>	<ul style="list-style-type: none"> <li>• audio CD 1</li> <li>• photocopies of TRF pages 6-8</li> <li>• 5-6 newspaper/magazine photos of quite characteristic teenagers, showing their hobbies, preferences, etc (optional)</li> </ul>			
<b>ścieżki edukacyjne</b>	<ul style="list-style-type: none"> <li>• edukacja czytelnicza i medialna: natura i rola mediów we współczesnej cywilizacji</li> </ul>			

Teacher's notes for the material in the **Skills builder** section follow the division into two 45-minute units. You may, however, wish to complete the material during three 45-minute units (one unit for each skill practised in the section). If you should follow this pattern, please note that the lessons may be complemented with both **Extra activities** presented in this book and photocopiable activities from the **Matura Masters Teacher's Resource File**.

## LESSON 1

### WARM-UP: vocabulary revision – *can, good at, have got, like*

Write the following words and phrases on the board: *can't, good at, have got, and like*. Check that students remember their meaning and usage. Point to one verb/phrase at a time and randomly assign a student to make a true sentence with the chosen word. Repeat with several other students.

### A. ABOUT YOU

#### 1

- Students read the sentences in the four boxes. Make sure that the meaning is clear.
- Students put a tick (✓) next to the sentences which are true for them and a cross (X) next to the false ones.
- Students look at the sentences marked with a cross and make them true for themselves.
- Students do not read out their sentences!

#### 2

- In pairs, students talk about sentences in activity 1.
- Students guess which sentences from activity 1 are true or false for their partners and mark them appropriately with a tick (✓) or a cross (X).
- Refer students to the model dialogue in activity 2.
- Monitor the activity.
- Students report briefly on what they have guessed or found out about their partners.

### B. LISTENING & SPEAKING

#### 3

- Students look at the two photographs of teenagers and read the questions below.
- In pairs, students answer the questions saying what they think is true about the teenagers in the pictures.
- Finally, some pairs share their opinions with the whole class.

### EXAM INFO: matching ideas to the texts

- Go through the **Exam info** box with the students. They may expect this kind of task in the listening section of the Matura exam.
- Pay special attention to the following:
  - all the sentences given in the exam task should be read very carefully
  - it is useful to underline all the key words and phrases in the sentences as they will probably be referred to in the listening texts
  - different language may be used to express the same ideas in the listening texts and in the sentences.

#### 4

- Students tick the names of the appropriate speakers in the box. Remind students to read all the sentences carefully before they listen. Refer students to the underlined key words and phrases.
- Play the recording once.
- Since students are still learning to deal with exam-type tasks, they may compare their answers in pairs before sharing them with the whole class.
- Students check their answers while listening again and reading the tapescript.

#### Tapescript CD1.13

##### Karen

Hello, my name's Karen and I'm from England. I'm 18 years old and I live with my parents. What do I like? Well, I'm into computers – I love the Internet especially but I can only use it for 2 hours a day – my dad you know ... I haven't got many friends and I like being on my own. When I can't concentrate on my studies I go to the local park. I've got a bike so I can ride all afternoon. What can I do well? So, I'm good at writing stories and I can paint well like a real artist really (*laughs*) but I can't play any music – not too bad, eh?

##### Adam

Hi, I'm Adam and I'm from Canada. I'm 17 years old and I live with my mum. What do I like? Well, I haven't got too many interests but I love sports and music. I can download music from the Internet but I can't do many other things on the computer maybe because I can only use it for a short time every day ... Yes, I love sports and I'm very good at swimming and I can ski like a champion! I can make friends easily and I've got a lot of good friends. We have all got mobile phones so we can text each other all the time – I'm really into texting!

### Teacher's notes

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5 Use the words to make sentences. Check the tapescript to see how Karen and Adam express the same ideas.

- 1 can for ride a long time bike a
- 2 can I write stories good
- 3 it's for me easy make friends to
- 4 texting love I

6 Work in pairs. Talk about how similar or different you are from Karen and Adam.

Example: I'm into computers like Karen.  
I can't use the Internet for a long time like Adam.

C. READING

DOBIERANIE

EXAM INFO

Jednym z zadań na egzaminie może być przeczytanie tekstu i dopasowanie do poszczególnych akapitów tego tekstu poprawnych nagłówków. Pamiętaj, że:

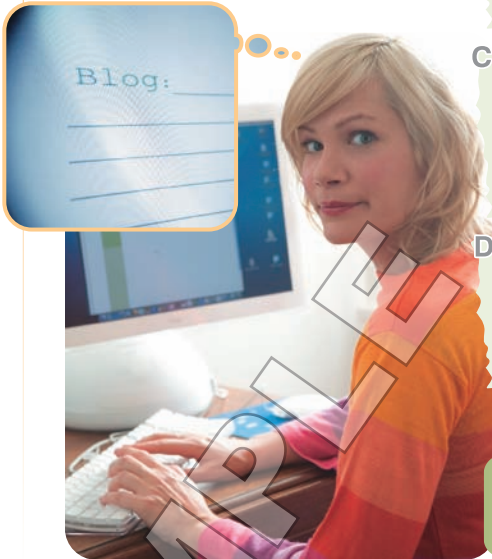
- nagłówki mogą pojawić się w postaci pytań, krótkich zdań bądź równoważników zdań,
- jeden bądź dwa nagłówki nie będą pasowały do żadnego akapitu,
- nie musisz zrozumieć wszystkich słów w tekście, aby wykonać to ćwiczenie.

7 Read the text about writing blogs. Choose the best title for the whole text.

- a) A Quick Guide to Blogs
- b) Learn How to Blog

Answers Activity 7

- a A Quick Guide to Blogs



8 Match the headings to the paragraphs. There are two extra headings.

- 1 Why are they popular?
- 2 Who is a typical blogger?
- 3 Where can people make history?
- 4 What are they about?
- 5 WHAT ARE THEY?
- 6 Have you got a blog?

Answers Activity 8

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

A. A blog is like an online diary. It usually has got a title and a text but more and more blogs have got photographs and links to other blogs. One Internet service, Technorati, says there are over 52 million blogs on the web.

B. People can write blogs about anything. Some people write about family holidays, new things they have got, TV shows, politics or simply about their lives. A lot of famous people have got their own blogs too and their blogs are very popular.

C. Blogs are easy to use – if you can use a computer, you can write a blog! People can communicate and talk about many things. They can show pictures or videos of their lives. Both young and older people can have blogs so they are really popular these days.

D. In Britain people can write about their daily lives for the so-called 'Britain's biggest blog'. Bloggers can describe their life for future generations and their stories can be either short, up to 100 words, or longer, up to 650 words. It's a fascinating idea – like writing a history book!

YOU & THE TEXT

- 1 Are you a blogger? Is blogging popular among your friends?
- 2 Is blogging a good idea?
- 3 Whose blogs (eg famous people's) would you like to read?

Answers Activity 5

- 1 I can ride a bike for a long time.  
Karen: 'I've got a bike so I can also ride for hours.'
- 2 I can write good stories.  
Karen: 'I'm good at writing stories.'
- 3 It's easy for me to make friends.  
Adam: 'I can make friends easily.'
- 4 I love texting.  
Adam: 'I'm really into texting.'

## 5

- Students put the sets of jumbled words in the correct order to make sentences.
- Refer students to the tapescript on page 144 to find the exact phrases that Karen and Adam use to express the ideas above. Students underline the fragments.
- Write the expressions from the tapescript on the board for students to copy.

## 6

- In pairs, for a few minutes students discuss how similar or different they are from Karen and Adam. Who do they identify themselves more with? Why?
- Several students express their opinions in front of the whole class.

## EXTRA ACTIVITY: Teenagers – just like us!

- For this activity you need 5-6 photos of teenagers cut out from newspapers or magazines. Stick the photos on the board (use magnets or Blu-Tack).
- In groups of four, students discuss three pictures of their choice and answer questions 1-3 from activity 3, page 14.
- Students work individually and write short notes about the teenager they have chosen, the teenager they consider similar to them. Encourage students to write why they think they are similar, what interests or hobbies they might share, etc.
- Finally, individual students read out their notes. Other students may give feedback in terms of correctness and content.



## HOMEWORK SUGGESTIONS

1. Workbook, activities 1-2, page 10.
2. Students use the sentences from activity 1, page 14 to find out about one of their friends outside the classroom or a member of their family. They may ask questions in Polish, but report on what they have found out in English in their notebooks.

## LESSON 2

## WARM-UP: What do you know about blogging?

Introduce the idea of a *blog* and organize a short brainstorming session. Draw a simple mind map on the board:



Ask students to draw a similar mind map in their notebooks. In pairs, students add their associations with blogs/ blogging. Finally, complete the mind map on the board with students' ideas.

## CULTURE-WISE: How was the word 'blog' created?

The word *blog* is a portmanteau word combining *web* and *log*, thus giving the popular meaning of an internet diary. A lot of blogging vocabulary actually consists of portmanteau words, eg:

- **flog** – a combination of *fake* and *blog*, which means that the blog in question is actually written by some ghost-writer
- **celeblog** – a combination of *celebrity* and *blog*, a blog written by a famous person
- **moblog** – a combination of *mobile* and *blog*, a blog with posts sent in mainly by mobile phones (for example using text messages)

(the list of blogging terms and their definitions is available at [http://en.wikipedia.org/wiki/List\\_of\\_blogging\\_terms](http://en.wikipedia.org/wiki/List_of_blogging_terms))

Check if students are familiar with the meaning of the portmanteau words above. If you really want to challenge your students, use the link above to select more blogging words for students to deal with!

## C. READING

## EXAM INFO: matching headings to paragraphs

- Go through the **Exam info** box with the students. They may expect this kind of task in the reading section of the Matura exam.
- Pay special attention to the following:
  - headings may take the form of questions, short sentences and elliptical sentences
  - one or two headings do not match any of the paragraphs and should not be used

– it is important that students do not give up if they do not understand every word, explain that they may be required to read for general understanding of the paragraphs only.

## 7

- Encourage students to use the strategies from the **Exam info** box while reading the text on blogging.
- Students take 2-3 minutes to read the text for the first time and choose the best title.
- Next, they justify their choices.

## 8

- Students read the text again, this time matching the headings with the paragraphs.
- First, check the understanding of the headings. Pre-teach the phrase *make history*, as in the example: *You can say that you make history when you do something very important, something that many people will remember for a long time or even forever.* Ask students to give you the Polish equivalent of the phrase, and in case of problems, refer them to the wordlist on page 125.
- Students read the text and match the headings with the paragraphs. There are two extra headings they don't need to use.
- Students may compare their answers in pairs, but only after they have done the matching individually.
- Finally, check the answers with the whole class.
- Use the questions under the text as a springboard for a short class discussion about blogs.
- You may ask additional questions, for example: *Do you sometimes read any interesting blogs? Can you remember the links?*

## PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, page 6)



## SURF AND SEARCH!

1. Students find examples of interesting English-language blogs valuable for teenagers (presenting new facts about the world, human relationships, politics, etc).
2. Students may create their own class blog in English to exchange opinions, leave posts, upload photos, etc. This would entail introducing some teacher control over both the language and the content present in the blog.

## Unit 01

## D. WRITING

## ANKIETA

## EXAM INFO

Jednym z zadań na egzaminie może być napisanie ankiety lub odpowiedzenie na pytania w ankiecie. Pamiętaj, aby:

- dokładnie przeczytać, na czym polega zadanie: na stworzeniu własnej ankiety czy uzupełnieniu ankiety,
- zawrzeć w ankiecie poprawnie skonstruowane pytania lub odpowiedzi napisane pełnymi zdaniami,
- zawrzeć w zadaniu informacje z czterech punktów podanych w poleceniu egzaminacyjnym – liczy się twoja komunikatywność!

## 9 Read the newspaper advertisement.

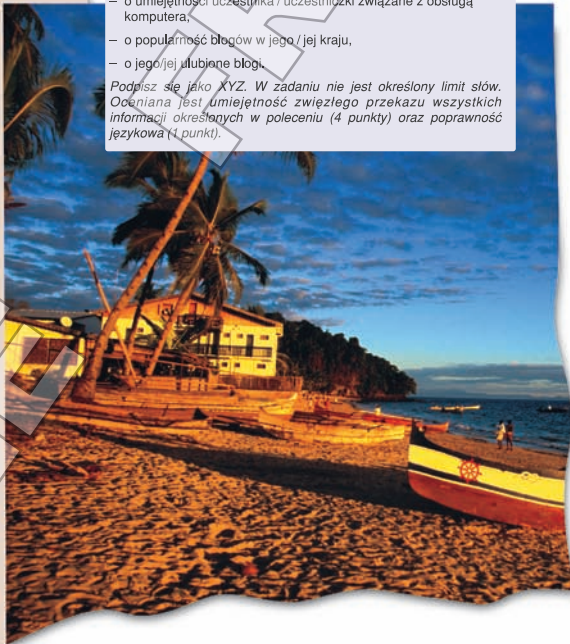
# SHOW US WHAT YOU CAN DO

We're looking for young people who have got special talents! Come to our festival and show us what you can do really well - teach others and learn from others!

The main prize for the most talented person -  
**a trip to Madagascar**  
to learn survival skills!

Join us at the  
Sports Centre, Mon October 15<sup>th</sup>

Register online  
[www.showuswhatyoucando.com](http://www.showuswhatyoucando.com)



## Answers Activity 10

- 1 How **old** are you?
- 2 Where are you **from**?
- 3 What can you do really **well**?
- 4 What skills can you **teach** other people?
- 5 What are you not so good **at**?

## 10 Complete the questionnaire with the words from the box. Listen and check.

old    teach    from    well    at

## Please complete this questionnaire

- 1 How \_\_\_\_\_ are you?
- 2 Where are you \_\_\_\_\_?
- 3 What can you do really \_\_\_\_\_?
- 4 What skills can you \_\_\_\_\_ other people?
- 5 What are you not so good \_\_\_\_\_?

## 11 Work in groups of three. Answer the questions in activity 10.

## 12 Read the exam instructions. Write your own questionnaire.

Jesteś na kursie językowym w Londynie. Organizatorzy konkursu na najlepszy blog poprosi cię o przygotowanie ankiety, aby dowiedzieć się jak najwięcej o uczestnikach konkursu. Przygotuj ankietę, w której zapytasz:

- o wiek uczestnika / uczestniczki,
- o umiejętności uczestnika / uczestniczki związane z obsługą komputera,
- o popularność blogów w jego / jej kraju,
- o jego/jej ulubione blogi.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów. Ocenią na jest umiejętność zwięzłego przekazu wszystkich informacji określonych w poleceniu (4 punkty) oraz poprawność językową (1 punkt).



## D. WRITING

### EXAM INFO: questionnaire

- Go through the **Exam info** box with students. They may expect this kind of task in the oral Matura exam.
- Pay special attention to the following:
  - students may be asked either to write their own questionnaire or to answer questions in a questionnaire, therefore they should read the exam task instructions very carefully
  - a questionnaire should contain well-formed questions or answers written in full sentences
  - students should refer to all 4 points mentioned in the exam task
  - during the oral exam the examiners will pay special attention to whether the students are able to communicate the message.

## 9

- Pre-teach/revise the following words and phrases: *(main) prize, survival.*
- Students read the leaflet advertising a festival for young talented people and find the following information: *What is the main prize to win at the festival? How can you apply?*
- Ask students if they would like to take part in a festival like this and what kind of skills they would like to demonstrate there.

## 10

- Students look at the questions in the questionnaire for teenagers who want to participate in the festival.
- Students choose the right words from the box to complete each question.
- Students listen to the completed questions in order to check the answers.

### Tapescript CD1.14

- 1 How old are you?
- 2 Where are you from?
- 3 What can you do really well?
- 4 What skills can you teach other people?
- 5 What are you not so good at?

### EXTRA ACTIVITY: online questionnaires

*In groups of 3-4, students think of other questions they would like in the questionnaire.*

*You may give students a hint to think of questions in the following categories: personal details, motivation – why a candidate wants to come to the festival, details of the skill he/she wants to present, etc.*

*Students write down detailed instructions for candidates how to answer the questionnaire, eg click (on ...), tick (what is true for you), send (your questionnaire ...), etc.*

*This activity may serve as a useful preparation for the task in activity 12, where students are asked to write a questionnaire for which they will be given marks.*

## 11

- In groups of 3, students answer the questionnaire from activity 10. Students may talk about skills they have or they would like to have.

## 12

- Students read the exam task. Make sure they understand the task by asking the following questions: *Who are you going to write the questionnaire for? What information are you going to give in the questionnaire?*
- Point out that it is crucial that students express their ideas in a clear, concise manner. Refer students to the fact that they can get a maximum of 4 points for content and manner of presentation and 1 point for language.
- After about 15 minutes collect the questionnaires, mark them and write feedback for students.

### PHOTOCOPIABLE ACTIVITY

*(Teacher's Resource File, pages 7-8)*



### HOMEWORK SUGGESTIONS

1. Workbook, activity 3, page 10; activities 5-6, page 11.
2. You want to take part in the competition presented in activity 12. Answer the questionnaire for the organizers to decide whether to accept your application.

### Teacher's notes

REVISION PAGE

Unit 01

TEMAT MATURALNY: CZŁOWIEK

A. VOCABULARY & GRAMMAR & PRONUNCIATION

WYKONAJ ĆWICZENIA I OCEN SWOJĄ WIEDZĘ. ZAKREŚL 1 (JESZCZE NIE CAŁKIEM UMIEM), 2 (DOBRCZE UMIEM), 3 (DOSKONAŁE UMIEM).

1 Write correct words for these definitions. The first letters are given.

- You can use it to take photographs. (c)
- It's big and you can listen to music on it. (m s)
- It's a musical instrument. (g)
- It's a phone that you can carry with you. (m p)
- You can have them on your walls. (p)
- You can keep these animals at home. (p)

1 2 3

2 Complete the sentences with possessive adjectives.

Example: I'm Caroline. *My* name is Caroline.

- He's interested in music. \_\_\_\_\_ hobby is music.
- Barbara is from Spain. \_\_\_\_\_ nationality is Spanish.
- Are you Thomas? Is \_\_\_\_\_ name Thomas?
- We are interested in basketball. \_\_\_\_\_ favourite activity is basketball.
- Sven and Anika are from Norway. \_\_\_\_\_ nationality is Norwegian.

1 2 3

3 Write what these people can do well.

Example: a photographer - A photographer can take good photos.

- an artist
- a musician
- a journalist
- a sportsperson
- a polyglot

1 2 3

4 Complete each sentence with the correct forms of 'be', 'can' or 'have got'.

- I \_\_\_\_\_ 16 years old. I \_\_\_\_\_ swim well but I \_\_\_\_\_ very good at team sports.
- My brother \_\_\_\_\_ 18 years old. He \_\_\_\_\_ play musical instruments but he \_\_\_\_\_ take really good photos.
- All my friends \_\_\_\_\_ MP3 players and some of them \_\_\_\_\_ their own laptops. I \_\_\_\_\_ a computer in my room but I \_\_\_\_\_ a music system.
- My grandmother \_\_\_\_\_ 85. She \_\_\_\_\_ a mobile phone and she \_\_\_\_\_ text people and send e-mails. She \_\_\_\_\_ very good at it!

1 2 3

5 Complete the questions, then answer the questions using short forms.

- The Rolling Stones / be / from Britain? \_\_\_\_\_
- Mick Jagger / can / sing well? \_\_\_\_\_
- She / have got / a nice voice? \_\_\_\_\_
- You / be / good at painting? \_\_\_\_\_
- You / have got / a computer in your room? \_\_\_\_\_
- Your friend / can / ski well? \_\_\_\_\_

1 2 3

Answers Activity 5

Suggested answers:

- Are the Rolling Stones from Britain? Yes, they are.
- Can Mick Jagger sing well? Yes, he can.
- Has she got a nice voice? No, she hasn't.
- Are you good at painting? No, I'm not
- Have you got a computer in your room? Yes, I have.
- Can your friend ski well? No, he can't.

Answers Activity 1

- camera
- music system
- guitar
- mobile phone
- posters
- pets

Answers Activity 2

- |        |         |
|--------|---------|
| 1 His  | 4 Our   |
| 2 Her  | 5 Their |
| 3 your |         |

Answers Activity 4

- am, can, 'm not
- is, can't, can
- have got, have got, have got, haven't got
- is, has got, can, is

Answers Activity 3

Suggested answers:

- An artist can make good art.
- A musician can play music very well.
- A journalist can write professional articles.
- A sportsperson can break sports records.
- A polyglot can speak a lot of languages.

6 Listen and repeat. Work in pairs. Ask and answer the questions.

- mobile phone – Have you got a mobile phone?
- digital camera – Can you use a digital camera?
- guitar – Can you play the guitar?
- tall – Are your parents tall?
- curly hair – Has our teacher got curly hair?

1 2 3

7 Work in pairs. Test each other.

Student A

Choose 5 nouns from Unit 1 and translate them into Polish. Give the Polish words to your partner and ask him / her for the English equivalents.

Example: What is 'aparat cyfrowy' in English?

Student B

Choose 5 verbs from Unit 1 and translate them into Polish. Give the Polish words to your partner and ask him / her for the English equivalents.

Example: What is 'malować' in English?

1 2 3

JESLI ZAKREŚLIŁEŚ / ZAKREŚLIŁAŚ 1 LUB 2 PRZY NIKTÓRYCH ZAGADNIENIACH, POWINIENES / POWINNAŚ JE POWTÓRZYĆ.

♦ Zeszyt ćwiczeń, Revision, s. 13

JESLI ZAKREŚLIŁEŚ / ZAKREŚLIŁAŚ 3 W WIEKSZOŚCI ZAGADNIENI, POSZERZ SWOJĄ WIEDZĘ.

♦ Zeszyt ćwiczeń, Extension, s. 13

B. COMMUNICATION & GAMES

1 Write questions with the verbs 'be', 'can' and 'have got' which you think your partner will answer negatively. Don't write questions about names / age / appearance.

- Three questions with the verb 'be'  
Example: Are you a fan of ABBA?
- Three questions with the verb 'can'  
Example: Can you sing well?
- Three questions with the verb 'have got'  
Example: Have you got a pet snake?

2 Work in pairs and ask each other the questions. Give true answers.

3 Listen to the words and write them down. Make questions as quickly as you can.

Answers Activity 3

- Where are you from?
- Who is your favourite actor?
- Have you got a mobile phone?
- What are you good at?
- Can you speak any foreign languages?

## REVISION PAGE

All the exercises in this section can be used for self-assessment. Students can check to what degree they have learnt the material and decide whether they need to work more on the language in this unit. Students can assess their knowledge on a 3-point scale: 1 – I still don't know it / I don't know how to do it, 2 – I know it / I know how to do it, 3 – I know it very well / I can do it without any problems. If students marked their performance with 1 or 2 points in some exercises, it might be reasonable to revise this part of material (the *Revision* section in the *Workbook*, p. 13). If they marked their work with 3 points – they might want to keep on working to improve their language skills (the *Extension* section in the *Workbook*, p. 13).

### A. VOCABULARY & GRAMMAR & PRONUNCIATION

1

- Students read the definitions and guess the words they describe.
- Point out that the first letter of each word is given.
- Check the answers with the whole class.

2

- Students complete the sentences with possessive adjectives.
- In pairs, students check their answers.
- Check the answers with the whole class.

3

- Students read the names of professions and write what the people can do well.
- In pairs, students compare their ideas.
- Check the ideas with the whole class.

4

- Students complete the sentences with the right forms of the verbs *be*, *can* and *have got*.
- In pairs, students check their answers.
- Check the answers with the whole class.

5

- Students complete the questions.
- Students write short answers for the questions.
- In pairs, students check their answers.
- Check the answers with the class.

6 

- Students listen to the recorded words and questions and repeat them.
- In pairs, students ask and answer the questions.
- Individual students report to the class.

**Tapescript CD1.15**

See *Student's Book*, page 17

7

- Divide the class into pairs and assign roles of students A and B.
- Students A choose 5 nouns and students B choose 5 verbs from Unit 1. They translate the words into Polish. Then they give the Polish words to their partners who provide the English equivalents. Several pairs report on the words they have selected and translated.

### EXTENSION ACTIVITIES

#### after activity 3

Students think of a job they would like to do in the future. Allow 5 minutes for students to write a short characteristic of a person doing the job. Ask students to write descriptions longer than one sentence to practise different structures (eg apart from writing about their abilities, students might write about the equipment they have got, their character, what they are very good at, etc).

#### after activity 6

Students write short notes on their partner on the basis of the answers to the questions in activity 6.

#### after activity 7

Students choose two nouns and two verbs from activity 7 and write sentences with the chosen words. If you are working with a stronger group, you might ask students to work in pairs and write a short story using 5-6 words they have selected in activity 7.

### PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, pages 10-11)

### B. COMMUNICATION & GAMES

1

- The aim of this communicative activity is to practise the verbs *be*, *can* and *have got*.
- Students make 3 questions with each of the three verbs (9 sentences altogether). Students write questions to which they think their partner will give a negative answer.
- It is important that students do not ask questions about the name, age or appearance as they will probably already know the answers!

2

- In pairs, students ask and answer the questions from activity 1.
- Several students present their partners' answers to the whole class.

#### EXTRA ACTIVITY

Students listen carefully to what is being said in the reporting stage of activity 2. Next, everyone writes full sentences about the students presented in the report.

Students write down what they remember (the time limit will depend on how many students were asked to report and how much information was given).

Make it a competition – the person with the biggest number of correct and true sentences gets a reward (a plus, a point, or any other reward you have previously agreed upon with your students).

3 

- Students listen to the sets of words.
- Students use all the words to form questions. They are not supposed to change anything in the form of the words; they only put the words in the correct order.
- Stop the CD after each question is formed and ask individual students to give answers.
- If students make mistakes in the form of either the questions or the answers, do not correct them yourself, but ask other students for peer-correction.

#### Tapescript CD1.16

1 you / from / are / where  
 2 your / who / is / actor / favourite  
 3 you / mobile / have got / a phone  
 4 what / you / at / good / are  
 5 you / speak / can / any / languages / foreign