

Unit 02 Looks or personality?

TEMAT NATURALNY: CZŁOWIEK

TARGETS FOR THIS UNIT
 COMMUNICATION: describing physical appearance, talking about personality, making comparisons
 LANGUAGE: comparative and superlative adverbs, as ... as ..., too and enough, such and so
 REVISION: comparative and superlative adjectives
 VOCABULARY: physical appearance, personality, adjectives ending in -ed and -ing
 PRONUNCIATION: silent letters

A. INTRO

1 Work in pairs. Choose one of the pictures and describe it to your partner. Your partner must decide which picture you are describing. Then discuss the questions about all the pictures together.

- Which person looks
- younger than the others?
 - more interesting than the others?
 - the most attractive?
 - the happiest?
 - the fittest?

Explain your reasons.



2 What do you notice most when you meet someone for the first time? Their clothes, hair, face, body, or age? Imagine that you are meeting the people in the photos for the first time. What would you like to find out about them? Ask each person one question.

14

B. VOCABULARY

3 Read the descriptions below. Which describe the person's appearance? Which describe the person's personality? Use the wordlist if necessary.

- 1 I think he's kind and generous. He's also very intelligent, he tells interesting stories and he's got a great sense of humour.
- 2 She's one of the most attractive people I've ever met. She's got a pretty face and beautiful blonde hair.
- 3 Some people say he's ugly, but I think he's just plain. In fact, he's very ordinary. He's of medium height, medium build and he's got short, dark hair.
- 4 She's a very sensitive person and has a warm heart. She's generous to her friends, but perhaps she's a little too honest sometimes.

4 Match the questions to the descriptions in activity 3.

- 1 What does he/she look like?
- 2 What is he/she like?

5 Work in pairs. Ask your partner to give you the names of three members of his/her family and three friends. Then ask the questions in activity 4.

C. READING

6 Translate the proverbs into Polish. Explain in your own words what these proverbs mean. Do you agree with them?

Beauty opens locked doors.

You can't judge a book by looking at the cover.

7 Read the web postings in activity 8. How do people answer the question?

**What's more important:
LOOKS OR PERSONALITY?**

8 Work in pairs. Which web postings do you agree and which do you disagree with? Explain your reasons.

Answers Activity 3

- 1 personality
- 2 appearance
- 3 appearance
- 4 personality

Answers Activity 4

- 1 - 2 & 3
- 2 - 1 & 4

Answers Activity 7

- 1 personality
- 2 looks
- 3 looks
- 4 personality
- 5 personality
- 6 personality
- 7 looks

objectives	<ul style="list-style-type: none"> • to talk about physical appearance and personality • to match pictures to descriptions • to compare two people that one knows well 				
target language	active	grammar / structures	vocabulary	pronunciation	language functions
	passive	<ul style="list-style-type: none"> • comparative and superlative adverbs • (not) as ... as ... • questions: <i>What does he / she look like?</i>; <i>What is he / she like?</i> 	<ul style="list-style-type: none"> • physical appearance: <i>clothes, hair, face, body, age, etc</i> • adjectives to describe personality 		<ul style="list-style-type: none"> • describing physical appearance and personality • giving reasons for agreeing / disagreeing with an opinion • making comparisons
materials	<ul style="list-style-type: none"> • photocopies of TRF page 11 • a selection of magazine pictures of celebrities (one photograph per pair of students) 				
ścieżki edukacyjne	<ul style="list-style-type: none"> • edukacja prozdrowotna: pielęgnacja ciała i urody, wpływ wyglądu zewnętrznego na życie człowieka • wychowanie do życia w rodzinie: świadomy wybór partnera 				

LESSON 1

WARM-UP: descriptions

Dictate the following words: *pretty, short, nice, tall, unattractive, straight, wavy, long, medium height, thin, medium build, handsome, plump, curly, beautiful, medium length, average-looking, well-built.*

Students write the words under the correct headings: HAIR, BUILD, HEIGHT, OPINION. Some of the words belong to more than one category.

A. INTRO

1

- Students choose one photograph each. In pairs, they take turns to describe the person in the photograph. When they have finished their description, their partner tries to guess who has been described.
- In the same pairs, students answer the questions about all the people in the photographs and justify their answers.
- Pair each student with a student from another pair to report on the results of their previous discussion.
- Check the answers with the whole class to see if they all agree.

EXTRA ACTIVITY: mistakes

Bring to class a selection of magazine pictures of celebrities and give one photograph to each pair of students. In pairs, students write a description of the person in their picture, making 3 factual mistakes, eg curly instead of straight hair. Pairs exchange their descriptions with another pair and try to spot and correct the 3 mistakes.

2

- In groups of 3–4, students discuss what they pay attention to in someone's appearance when they see this person for the first time.
- Individually, students imagine they are meeting the people in the photographs in activity 1 for the first time and they think of one question to ask of each of the people.
- Encourage students to write down their questions.
- In the same groups as before, students read out their questions and imagine what the people's answers could be.
- Elicit any unusual questions students have written.

B. VOCABULARY

3

- Students read the descriptions and check the wordlist on page 125 for the meaning of any words they do not know.
- Students decide if the statements refer to appearance or personality.
- In pairs, students compare their answers.
- Check the answers with the whole class.
- In pairs, students tell each other if they know any people who fit the descriptions.

4

- Students read the questions. Elicit that question 1 refers to appearance and question 2 refers to personality.
- Students match the questions to the descriptions in activity 3.

5

- In pairs, students tell their partner to name three members of his/her family and three friends, and then ask the questions from activity 4 about these people.

- Pair each student with a student from another pair to report on anything interesting they found out.

EXTRA ACTIVITY: personality traits

Elicit onto the board as many adjectives describing personality as students can name in 3 minutes. Then ask them to rate themselves according to each characteristic from 0 to 3, eg competitive: 0 – not competitive, 1 – mildly competitive, 2 – competitive, 3 – very competitive. In pairs, students show each other their rating and give feedback if they find something surprising.

SURF AND SEARCH!

Refer students to the following website to find out about an exercise called Johari window, which has a list of 55 personality traits to help people define their own personality and see how others perceive them:

http://en.wikipedia.org/wiki/Johari_window.

Students can then make their own interactive Johari window and send a link by e-mail to their classmates to fill in: <http://kevan.org/johari>.



HOMework SUGGESTIONS

1. Workbook, activities 1–2, page 12; activities 6–9, page 13.
2. Choose three characters from your favourite book, film or TV series and write two sentences about each one, describing their appearance and personality.

LESSON 2

WARM-UP: first impressions

Explain that we usually form our opinion about someone within the first 90 seconds of meeting them. Write the following list of people on the board:

- 1 an old man with long hair
- 2 a young woman with nose, eyebrow and lip piercings
- 3 a young man with lots of tattoos
- 4 a 30-year-old woman with dreadlocks
- 5 a 40-year-old man in an expensive suit.

In groups of 4, students imagine they meet the above people for the first time and they discuss their impressions.

C. READING

6

- In groups of 3–4, students translate the proverbs into Polish and then say in their own words in English how they understand them. Elicit the explanations from 2 students.
- Within the same groups, students discuss the proverbs and say if they agree or disagree with them.
- Groups report to the whole class on the results of their discussion.

7

- Students read the question which was asked of a website community.
- Individually, students read the web postings in activity 8 answering the question. They write *looks* or *personality* next to each posting depending on what the author chose.
- Check the answers with the whole class.


8

- In pairs, students discuss which web postings they agree and which they disagree with, justifying their answers.
- Read out the names of the authors of the web postings one by one and get the whole class to vote by raising their hands if they agree with them.

Answers Activity 9

- 1 A warm heart is not as important as a sense of humour.
- 2 Straight hair is not as nice as wavy hair.
- 3 Boys are not usually as kind as girls. / Boys are usually not as kind as girls.
- 4 Being stupid is not as bad as being ugly.
- 5 Tall people are not as attractive as short people.
- 6 An honest friend is not as good as a generous friend.


BLOG THREAD



Looks are not as important as personality, but of course we notice a good-looking person more quickly.



Attractive people do better in life than the rest of us. They find jobs faster, they get partners more easily, and, most importantly (I read somewhere), they live longer. It doesn't matter how intelligent you are if you're ugly!



Most people say personality, but it's not as simple as that. Imagine two girls who have similar personalities, but one is not as pretty as the other ... I know which one I prefer for a girlfriend.



My best friend went out with the most amazing-looking guy, but after a few days she realized he wasn't as interesting as she thought at first. Now she goes out most often with ordinary boys.



Men are not as stupid as some people think. Of course, we like good looks, but they're not as important as a warm heart and a good sense of humour.



In my experience, beautiful people are not as nice as plain people. And when they get older, their looks often go away.



You meet someone who is warm, friendly, generous, sensitive, honest and so on. But if they are ugly, it's a non-starter.

Unit 02

9 Rewrite the sentences below using 'not as ... as ...' Then answer the question.

- 1 A sense of humour is more important than a warm heart.
- 2 Wavy hair is nicer than straight hair.
- 3 Girls are usually kinder than boys.
- 4 Being ugly is worse than being stupid.
- 5 Short people are more attractive than tall people.
- 6 A generous friend is better than an honest friend.

Do you agree with the sentences? If not, change them so that they express your opinion.

10 Put the adverbs in brackets into the comparative or superlative form.

- 1 Can't you do _____ (well) than that?
- 2 Could you speak _____ (slowly), please?
- 3 He ran _____ (fast) of everyone in the race.
- 4 I sometimes wear a skirt or a dress, but _____ (often) I wear jeans.
- 5 We arrived _____ (late) than them.
- 6 Who lives _____ (far) away from school?

11 Work in pairs. Think of two people that you know well. Compare them using comparative or superlative adjectives or adverbs and 'not as ... as ...'

Example:
Jane is not as sociable and friendly as Susan, but she is a much better student and learns more quickly.

Answers Activity 10

- 1 better
- 2 more slowly
- 3 the fastest
- 4 most often
- 5 later
- 6 the furthest

D. LANGUAGE FOCUS 1

(Not) as ... as ...

1 Read the information and then answer the question in 2.

We can make comparisons between two people or things with *not as + adjective + as*

Looks are not as important as personality.

2 Which sentence below has the same meaning as the example sentence in 1?

- 1 *Looks are more important than personality.*
- 2 *Personality is more important than looks.*

Comparative and superlative adverbs

3 Read the information and complete the table with some of the adverbs from the texts in activity 8.

We can make comparatives and superlatives with adverbs as well as adjectives.

*They find jobs **faster**.*
*She goes out **most often** with ordinary boys.*

adverbs	comparative	superlative
easily	_____	most easily
quickly	_____	most quickly
importantly	more importantly	_____

Watch out!

Some adjectives and adverbs have irregular comparative and superlative forms.

	COMPARATIVE	SUPERLATIVE
good (adj)	better	best
well (adv)		
bad (adj)	worse	worst
badly (adv)		
far (adj & adv)	further	furthest

For more information, go to GRAMMAR SUMMARY, page 135.

Answers Language focus 1

- 2 Personality is more important than looks.
- 3 more easily
more quickly
most importantly

D. LANGUAGE FOCUS 1

- Students read the information and the example sentence in point 1.
- In point 2 students choose one sentence which has the same meaning as the sentence in point 1.

EXTRA ACTIVITY: find examples

Students read the web postings in activity 8 again and underline all the examples of not as ... as structure. In pairs, they rephrase the examples, using comparative adjectives, eg He wasn't as interesting as she thought – He was less interesting/more boring than she thought.

- Students read the information in point 3 up to the **Watch out!** box and complete the table with comparative and superlative adverbs from the texts in activity 8.
- Check the answers with the whole class.
- Explain that normally comparative and superlative adverbs are made with *more* and *most*, but a few adverbs have *-er* and *-est* forms, eg *fast* as illustrated by the example in point 3.
- Refer students to the **Watch out!** box and let them look at the most common irregular adverbs in the table. You can add that there is also a form *farther/farthest*, which in British English can be used interchangeably with *further/furthest* to denote distance, but it is less common.
- Refer students to **Grammar summary** on page 135 in case they need extra support with comparative and superlative adverbs.

9

- Students rewrite the sentences, using *(not) as ... as ...* so that the original meaning is retained.
- In pairs, students compare their sentences.
- Check the answers with the whole class.
- Individually, students decide if they agree with the sentences. If not, they change them to express their own opinion.
- In pairs, students discuss all the sentences, saying which ones they agree with and why. If they disagree with some sentences, they should read out the changed version they wrote earlier.

10

- Students put the adverbs in brackets into the comparative or superlative form.
- Explain that some of the adverbs may have the *-er/-est* form and some may be irregular.

- If necessary, students can use **Grammar summary** on page 135 to help them complete the task.
- Let students compare their answers in pairs before checking the task with the whole class.

**TEACHING TIP: discussion activities**

Getting teenagers to speak can be a challenge. The following tips help make students participate in discussions actively:

- Put them in pairs or groups and do not take part in the discussion yourself.
- Avoid asking questions as this puts students in the spotlight.
- Enable students to manage their discussion by assigning different roles, eg one student makes sure everyone presents their opinion, one takes notes, one student is responsible for everyone using English, etc.
- Choose topics which interest your students.
- Feedback on errors should be general or students will be reluctant to speak next time.

11

- In pairs, students choose two people they both know well. These could be people they know personally or celebrities.
- Students compare the chosen people using comparative adjectives and adverbs and *(not) as ... as ...* structure. They can talk about appearance, personality, skills, etc.
- If students talk about their classmates or teachers, remind them to use positive characteristics and not to insult anyone.
- One pair or two present their conversation to the whole class.

ALTERNATIVE OPTION

On the board write names of two celebrities popular amongst your students. Ask the following question: Which of these celebrities makes a better neighbour? Students discuss the question in pairs, justifying their answers with comparative sentences. Continue the game with new celebrity pairs and/or new questions, eg Who is better at fighting? Who is a better travel companion? Who makes a better boss?

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, page 11)

**HOMEWORK SUGGESTIONS**

1. Workbook, activities 3–4, page 12; activity 5, page 13.
2. Write a dialogue using any three sentences from activity 10.

Teacher's notes

Unit 02 Disastrous dates

TEMAT NATURALNY: CZŁOWIEK

A. VOCABULARY

1 Choose the correct adjectives to complete the sentences.

- I always feel *tired/tiring* the morning after a late night.
- I find speaking English quite *embarrassed/embarrassing*.
- I find my brother/sister very *annoyed/annoying* when they take my things without asking me.
- I think that most horror films are really *frightened/frightening*.
- I think that riding a motorbike is very *excited/exciting*.
- I'm not very *interested/interesting* in computer games.
- I'm often *disappointed/disappointing* after I get my exam results.
- In my opinion, football is extremely *bored/boring*.

Watch out!

We use **-ed** adjectives to talk about how we feel. We use **-ing** adjectives to talk about the things or people that make us feel in a particular way.

2 Work in pairs. Are the sentences in activity 1 true for you?

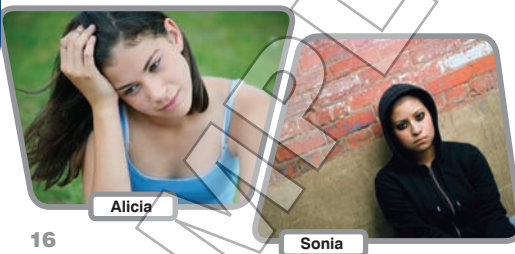
3 Work in pairs.

- Talk about two things that you find: *boring, fascinating, depressing, relaxing*
 - Talk about a time when you felt: *embarrassed, frightened, depressed, relaxed*
- Example:
I find football really boring. Most of my friends hate it too.
A few days ago, I was really embarrassed. My stomach made a very strange noise.

B. LISTENING

4 Listen to two girls talking about a disastrous date. Explain in your own words what the problems were.

5 Listen again and match the sentences to the speakers: (1) Alicia or (2) Sonia.



ALICIA	SONIA

- He ended the date.
- He laughed at her.
- He talked too much.
- He wanted to speak to her after the date.
- She thought he had nice eyes.
- She wasn't very attracted to him.
- The date began well.
- They were going to see a film.

6 In your opinion, who had the worst experience? Explain your reasons. Have you ever had a bad date? What went wrong?

C. LANGUAGE FOCUS 2

Too and not enough

1 Look at the examples and complete the rules.

- I'm not old enough.*
We're too young.
He wasn't tall enough for me.
I wasn't too interested.
- We use 'too' to say that something is more than necessary. We use 'not enough' to say that something is less than necessary.
- We put _____ before an adjective or adverb.
We put _____ after an adjective or adverb.

So and such

2 Look at the examples and complete the rules.

- Don't be so boring!*
We were going so fast.
He was such a kind person.
He was such a baby.
- We use 'so' and 'such' to make adjectives and adverbs stronger.
- We use _____ before an adverb or an adjective without a noun.
We use _____ before an adjective that is followed by a noun.

For more information, go to GRAMMAR SUMMARY, page 135.

Watch out!

We can also use 'enough' with nouns. We put it before the noun.
Do we have enough money?
I don't have enough time.

Answers Activity 1

- tired
- embarrassing
- annoying
- frightening
- exciting
- interested
- disappointed
- boring

Answers Activity 4

Alicia was unhappy with the way that her date rode his motorbike. Sonia didn't like that her date talked about marriage on their first date and the fact that he began to cry.

Answers Activity 5

- (2) Sonia
- (1) Alicia
- (2) Sonia
- (1) Alicia
- (2) Sonia
- (1) Alicia
- (2) Sonia
- (1) Alicia

Answers Language focus 2

- too
- so
- such

objectives	<ul style="list-style-type: none"> to talk about physical appearance and personality to talk about how we feel to talk about the things or people that make us feel in a particular way 	<ul style="list-style-type: none"> to talk about a bad date to listen to two girls talking about a disastrous date 			
target language	active	<ul style="list-style-type: none"> too and (not) enough so and such 	<ul style="list-style-type: none"> adjectives ending in -ed and -ing : <i>tired/tiring, embarrassed/embarrassing, annoyed/annoying, frightened/frightening, excited/exciting, interested/interesting, disappointed/disappointing</i> <i>bored/boring, fascinated/fascinating, relaxed/relaxing, depressed/depressing</i> 	<ul style="list-style-type: none"> silent letters 	<ul style="list-style-type: none"> describing physical appearance and personality expressing feelings giving reasons why people feel in a particular way describing a bad date
	passive	<ul style="list-style-type: none"> present simple/continuous past simple/continuous 	<ul style="list-style-type: none"> phrasal verbs: <i>to ask sb out, to come round, to go on about sth, to slow down</i> <i>to be attracted to sb, first impression</i> 		
materials	<ul style="list-style-type: none"> audio CD1 magazine cut-outs of various people 18+ years old (one picture per pair of students) two handbags or messenger bags, each containing different small objects, eg sunglasses, a bus pass, concert/cinema tickets, shop receipts, a penknife photocopies of TRF page 12 				
ścieżki edukacyjne	<ul style="list-style-type: none"> wychowanie do życia w rodzinie: kształtowanie związków uczuciowych i relacji z rówieśnikami 				

LESSON 1

WARM-UP: dating

Write *Recipe for a perfect date* and *Recipe for a disastrous date* on the board. In groups of 5, students brainstorm what makes a date perfect and what makes it disastrous. Set a time limit of 3 minutes. Elicit groups' ideas onto the board under the correct headings.

A. VOCABULARY

1

- Students read the sentences and choose the correct adjectives to complete them.
- Check the answers with the whole class.
- Ask students to read the sentences again and decide which adjectives we use to talk about how we feel and which to talk about what makes us feel in a particular way: *-ed* adjectives or *-ing* adjectives.
- Students check their answers by reading the **Watch out!** box.
- Check the answers with the whole class.

2

- In pairs, students tell each other whether the sentences in activity 1 are true for them. If they are false, students should change the sentences to make them true for themselves.

3

- In pairs, students tell each other about things (2 for each characteristic) they find: *boring/fascinating/depressing/relaxing*, adding extra information to justify their opinion.
- In the same pairs, students tell each other about situations when they felt *embarrassed/frightened/depressed/relaxed*.
- Pair each student with a student from another pair to report on anything surprising they found out.

B. LISTENING

4 

- Explain that students are going to listen to the girls in the photographs in activity 5 describing their disastrous dates.
- Students predict what happened on these dates.
- Students listen to the recording to check their guesses and try to remember as many details as possible about the real events.
- In pairs, students describe in their own words what happened during the girls' dates.

Tapescript CD1.08

Alicia

My worst ever date was a guy called Robin. We met at a friend's house and, at first, I thought he was really nice. He asked me out and I said yeah OK. I mean, I liked him but I wasn't too interested. For one thing, he wasn't tall enough for me, I like tall guys, but anyway I said yes and the next day he came round to my flat. He had a motorbike and we had tickets for the cinema, but my mum didn't want me to go on his bike, she said it was too dangerous, but I got on the back of the bike anyway and off we went. As soon as we got on the main road, he started going faster and faster, and we went so fast that I was really frightened. I asked him to slow down but he just laughed and said don't be so boring! I got quite annoyed, as well as scared, and I was really pleased when we got to the cinema. He was laughing and I looked at him and I said 'you think you're so clever, don't you' and I just walked away. He tried telephoning me a few times but I didn't answer.

Sonia

I knew a boy once, his name was Thomas, and he was such a kind person and he had such lovely eyes, I really liked looking at his eyes, and I was so excited when he asked me out. He invited me to dinner and at first everything really went well. He was really interesting and he looked at me in such a nice way all the time. But then suddenly something changed. He started talking about marriage, you know saying things like when we get married, we'll do this or we'll do that. I was so surprised that I didn't say anything at all. But he went on and on, and, well, it was embarrassing, really. And then it came, the big question. 'Will you marry me, Sonia?', he said. This was our first date! I didn't know what to say, I mean, I didn't want to hurt his feelings, but I said, Thomas, I'm only seventeen, I'm not old enough to get married, we're both too young, you know, things like that. And you know what? He started crying. Crying and crying and crying. And then he suddenly got up and ran out of the restaurant! I mean, he was such a baby ... My first impression of him was so wrong!

5 

- Students listen to the recording again and match the sentences to the correct speakers by ticking the right boxes.
- Play the recording again and ask students to remember the girls' exact words to justify the answers.
- Check the answers with the whole class, eliciting the girls' actual words.

6

- In groups of 4, students discuss which girl had the worst experience and why.
- Students tell their group members about any bad dates they have had if they do not mind sharing the stories.
- Groups report on the most interesting stories if the students who told them agree to share them with the whole class.



HOMEWORK SUGGESTIONS

1. Workbook, activities 1–2, page 14; activities 7–10, page 15.
2. Make a list of tips for a friend who is going on a first date.

LESSON 2

WARM-UP: teenage problems


In groups of 5–6, students name typical problems that most teenagers have. After 3 minutes elicit groups' ideas onto the board. Students vote for the worst problem by raising their hands.

C. LANGUAGE FOCUS 2

- Students go through the example sentences in point 1 and complete the grammar rules for *too* and *not enough*.
- Check the answers with the whole class.
- Refer students to the **Watch out!** box for *enough* used with nouns.
- Students read the example sentences in point 2 and complete the rules for *so* and *such*.
- Check the answers with the whole class.
- Students translate the example sentences into Polish. Point out that *so* and *such* have the same form in Polish when used in front of adjectives whether they are followed by a noun or not.
- Refer students to **Grammar summary** on page 135 in case they need extra support with *too* and *not enough* or *so* and *such*.

7 Insert 'too' (x3) and 'enough' (x4) in the correct places in the dialogue.

- A:** What do you think? Do you think I look OK?
B: Not really. Those jeans aren't big enough for you. You haven't got room to breathe.
A: You mean I'm fat?
B: No, the size is wrong. Those jeans are definitely small for you.
A: Maybe you're right. But the other ones weren't long enough for me. And they weren't cheap, either. My problem is that my legs are long. And I don't have money to go to the expensive shops.

8 Listen to the recording and check your answers. 

9 Look at the picture of a boy who is going out on a date. Make sentences with 'too' and 'not ... enough' to talk about his appearance. You can use the adjectives in the box to help you.




- big
- casual
- clean
- dirty
- fashionable
- long
- old
- old-fashioned
- short
- small
- smart

Answers Activity 13

The letters *-gh* are either silent or pronounced as /f/.

PRON SPOT

13 How are the words below pronounced? Listen to the recording to check your answers. 

- enough frightened height laugh right thought

14 Underline a silent letter in the words below and listen to the recording to check your answers. 

- calm climb honest knife know listen
often two walk what wrong

15 Can you think of any more words with silent letters? Give examples.

Answers Activity 14


- calm often
climb two
honest walk
knife what
know wrong
listen

Answers Activity 10

- 1 so 5 so
2 so 6 such
3 such 7 so
4 such 8 so

10 Complete the sentences with 'so' or 'such'.

- 1 They are _____ interested in appearances.
- 2 They can be _____ boring when they talk about sport.
- 3 They can have _____ sensitive personalities.
- 4 They have _____ a good sense of humour.
- 5 They seem to get angry _____ quickly.
- 6 They sometimes have _____ a high opinion of themselves.
- 7 They tend to talk _____ long about unimportant things.
- 8 They're often _____ bad at practical things.

11 Work in pairs. Do you think the sentences in activity 10 were said by a man (about women) or by a woman (about men)? Explain your reasons. 


12 Make five sentences about men or women using 'so' and 'such'.

D. SPEAKING

16 Look at the photographs and answer the questions.

- What does he/she look like?
- How old is he/she?
- What sort of clothes does he/she wear?
- Think of five adjectives to describe his/her personality.
- What interests does he/she have?
- Do you think he/she makes a good partner to go on a date with?



17 Compare your ideas with other students in the class. Can you find someone who has similar ideas to yours? 

Suggested Answers Activity 15

- sandwich, castle, grandmother, answer, bomb, hour

Answers Activity 7

- A:** What do you think? Do you think I look OK?
B: Not really. Those jeans aren't big enough for you. You haven't got enough room to breathe.
A: You mean I'm too fat?
B: No, the size is wrong. Those jeans are definitely too small for you.
A: Maybe you're right. But the other ones weren't long enough for me. And they weren't cheap, either. My problem is that my legs are too long. And I don't have enough money to go to the expensive shops.

7

- Explain that *too* and *enough* are missing from the dialogue and students need to insert them to make it logical.
- Students put *too* in three places and *enough* in four places.
- Remind students that *enough* goes before or after the word it refers to, depending on the part of speech.
- Students compare their dialogues in pairs.

8 

- Students listen to the recorded dialogue and check if they completed it correctly.
- Each time students hear *too* or *enough* on the CD, they raise their hands.

Tapescript CD1.09

See *Teacher's Book*, Answers Activity 7, page 34

9

- Point to the picture of the boy and elicit that he is not well-prepared to go on a first date.
- Go through the words in the box and explain any vocabulary students do not understand.
- In pairs, students make sentences with *too* and *not enough* and the words in the box or their own ideas to say what is wrong with the boy's appearance.
- When students have finished, elicit a few sentences about the boy from different students.

EXTRA ACTIVITY: Are they ready?

Cut out from magazines pictures of various people. Give each pair one picture. Write the following on the board: job interview / hip hop concert / romantic dinner / family event. Students decide if their person is ready to go to the above events. They discuss and criticize his / her appearance, using too and not enough.

10

- Students complete the sentences with *so* and *such*.
- Make sure students understand all the sentences and explain words which are unclear.
- Encourage students to underline any nouns immediately following the adjectives after the gaps as this should help them choose the correct word.
- Check the answers with the whole class.

11

- Explain that the sentences in activity 10 express popular generalizations about men or women.
- In pairs, students decide if each sentence was said by a man about women or by a woman about men. They need to explain their reasons and they do not have to agree on the same answer.
- Read out the sentences, pausing after each one for individual students to report on their own and their partner's conclusions to the whole class.

12

- Individually, students write 5 generalizations about the opposite sex, using *so* and *such*.
- In pairs, students exchange and read each other's sentences.
- Individual students report on any amusing or surprising sentences their partner wrote.

PRON SPOT13 

- Students try to pronounce the words in the box quietly.
- Students listen to the recording to check if they pronounced the words correctly.

- Play the recording again, pausing for students to repeat the words.
- Elicit that all the words contain silent letters, i.e. letters which are written but not pronounced.
- Students underline the silent letters in the words.

Tapescript CD1.10

See *Student's Book*, activity 13, page 17

14 

- Students underline a silent letter in each word in the box.
- Students listen to the recording to check their answers.
- Play the recording again, pausing for students to repeat the words.

Tapescript CD1.11

See *Student's Book*, activity 14, page 17

15

- In groups of 3–4, students make a list of any other words with silent letters.
- Allow 3 minutes for this task.
- Write all the groups' words on the board, making sure they are correct.

D. SPEAKING

16

- Students look at the people in the photographs and imagine what they are like.
- Students write in note form the answers to the questions about the people in the photographs.

17

- Ask students to mingle and talk to other students about their answers to the questions.
- If they find a student or a group of students with similar ideas to theirs, they sit or stand next to them.
- Set a time limit of 4 minutes for this activity.
- If there are still people without partners, ask them about their original ideas which no one shared.

EXTRA ACTIVITY: bags

Prepare two handbags or messenger bags, each containing different small objects, eg sunglasses, a bus pass, concert / cinema tickets, shop receipts, a penknife. Pass the bags round the classroom. Students say what conclusions they can draw about the bag owners' lifestyle, appearance and personality on the basis of the objects.

CULTURE-WISE: teen online dating

A popular website among American teenagers is www.eSPIN.com based on the party game of *Spin the Bottle*. Unlike other social networking sites, eSPIN keeps the experience purely virtual as providing any personal information is not allowed. Users create their profiles with the help of quizzes, questions and magnetic poetry. Then they 'spin the bottle' electronically and are matched to someone who they might be interested in.

PHOTOCOPIABLE ACTIVITY

(*Teacher's Resource File*, page 12)

**HOMEWORK SUGGESTIONS**

1. Workbook, activities 3–5, page 14; activity 6, page 15.
2. Write a description of a friend or a relative. Use the questions in activity 16 to help you.

Unit 02

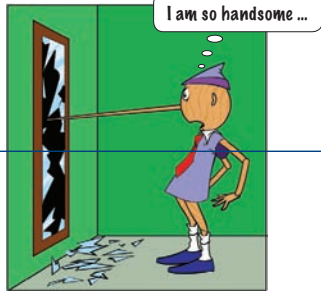
SKILLS BUILDER

TEMAT NATURALNY: CZŁOWIEK

W TYM ROZDZIALE NAUCZYSZ SIĘ, JAK:

- rozwiązywać zadania: rozumienie tekstu czytanego – test wielokrotnego wyboru;
- przeprowadzać rozmowę sterowaną; uzyskiwanie, udzielanie informacji;
- napisać list oficjalny.

- Answers Activity 3**
- 1 look up – picture 2
 - 2 stand straight – picture 2
 - 3 avoid eye contact – picture 1
 - 4 show your palms – picture 2
 - 5 scratch your ears – picture 1
 - 6 look down – picture 1
 - 7 shrug your shoulders – picture 2



A. ABOUT YOU

1 Complete the gaps in the questionnaire with the adverbs of frequency from the box to make the sentences true for you.

always never often sometimes usually rarely

HOW DISHONEST ARE YOU?

- 1 I _____ lie to my friends.
- 2 I _____ tell my parents the truth.
- 3 I _____ tell white lies.
- 4 I _____ tell lies about other people.
- 5 I _____ give false details on the Internet.
- 6 I _____ make up untrue stories about what I have or what I can do.
- 7 I _____ cheat in tests or exams.
- 8 I _____ travel without a ticket.
- 9 I _____ take things which aren't mine.
- 10 I _____ get caught when I behave in a dishonest way.
- 11 I _____ think that honesty is the best policy in life.
- 12 I _____ break promises.

2 Work in pairs. Compare your answers in activity 1.

18

B. READING

3 Check the meaning of these phrases in the wordlist and match each phrase with the correct photograph in activity 4. Which photograph shows a person who may be lying?

- look up stand straight avoid eye contact
show your palms scratch your ears look down
shrug your shoulders

4 Read the first part of the article about lying and complete the gaps to paraphrase the sentences from the text. Make sure their meaning stays the same.

- 1 Someone who is lying will cover their mouth because they don't want you to _____ all they are saying.
- 2 When you lie your hands become _____ because of _____.
- 3 Someone telling the truth will move their body less _____.

Answers Activity 4

- 1 hear
- 2 wet, stress
- 3 often

LIAR, LIAR, PANTS ON FIRE!

How do we know when somebody is lying to us? Well, their body shows us. You can tell a liar by his or her body language. Liars touch, pull or scratch different parts of their faces and bodies when they are talking to you. Someone who is lying will cover their mouth because they don't want you to hear everything they are saying. Lying makes people feel stressed so their hands are often wet – don't be surprised when liars wipe them on their shirts or trousers. Liars look down or look to the left to avoid eye contact. People who tell the truth, on the other hand, often shrug their shoulders and put their palms face up because they want to communicate: 'Look, I'm telling the truth!' They also stand straight and don't move their bodies so much. So, next time you want to lie, don't!



objectives	<ul style="list-style-type: none"> • to give true information about how honest someone is • to read a text about lying • to give advice to people with different problems • to listen to someone's advice 	<ul style="list-style-type: none"> • to explain why certain suggestions are good/bad • to give and get specific information in a conversation • to write a formal letter 		
skills practised	<ul style="list-style-type: none"> • listening for specific information: completing the advice with the missing words/expressions 	<ul style="list-style-type: none"> • talking about how dishonest one is • giving advice to people with problems • getting information/giving information in a guided conversation • explaining why certain suggestions are good/bad 	<ul style="list-style-type: none"> • reading for gist: paraphrasing sentences from the text • dealing with multiple-choice tasks 	<ul style="list-style-type: none"> • writing a formal letter
materials	<ul style="list-style-type: none"> • audio CD1 • photocopies of TRF pages 13–15 			
ścieżki edukacyjne	<ul style="list-style-type: none"> • ścieżka filozoficzna: kształtowanie właściwej postawy moralnej 			

LESSON 1

WARM-UP: What's in the cartoon?

Students look at the cartoon at the top of the page and describe what they can see. Elicit a brief summary of the story of Pinocchio. Ask students to guess, on the basis of the picture, what the topic of the lesson is going to be (*lying*).

A. ABOUT YOU**1**

- Students read the questionnaire about dishonesty, ignoring the gaps.
- Explain any unclear words and expressions. Make sure students understand that a *white lie* is an unimportant, diplomatic lie people tell when they want to be polite.
- Students complete the gaps with the adverbs of frequency in the box to make the sentences true for them.

2

- In pairs, students compare their answers in activity 1.
- Pairs report to the whole class how many of their answers were similar.

EXTRA ACTIVITY: dishonesty

In pairs, students make a list of examples of dishonest behaviour they experience in everyday life, eg My sister often borrows my clothes without asking. Our neighbours hook up to our Internet connection. They grade the behaviour from the most to the least harmful.

B. READING**3**

- Students read the phrases connected with mime and gestures.
- Refer them to the wordlist on page 125 in case they need to check the meaning of some of the phrases.
- Students match each phrase to the correct photograph in activity 4.
- Ask students to guess how the phrases relate to the topic of lying. Elicit that we can tell if someone is lying by observing their body language.
- Ask: *Which person in the photographs is lying?* Students vote for one of the two men by raising their hands.
- Do not reveal the answer yet.

EXTRA ACTIVITY: lie detecting

Students conduct an experiment to see if they are good lie detectors. Each student writes 2 statements, of which 1 or 2 are lies, eg My sister met Bono from U2 at a party in London. I have eaten snake meat. In groups of 3–4, students take turns to tell the true or imaginary story behind their first statement while their group members observe their body language. When they have finished, the other group members decide if the story was true or false. Then students repeat the activity for the second statement.

SURF AND SEARCH!

Students find information on how to read body language by typing *body language* into a search engine or refer them to the following websites:

http://changingminds.org/techniques/body/body_language.htm and <http://www.wikihow.com/Read-Body-Language>.

As a homework activity students can do an illustrated project on the interpretation of 4 body language signs.

4

- Ask students to guess what the title of the article means. Listen to their ideas and explain that it is an expression used especially by children when they think someone is lying.
- Elicit any Polish expressions or proverbs related to lying.
- Students read the first part of the article about lying to check if they guessed correctly in activity 3 which person is lying.
- Students read the gapped sentences, find the corresponding fragments of the article and complete the gaps so that the meaning of the sentences stays the same.
- Make sure students understand that they need to paraphrase the fragments of the text, eg by changing the part of speech of a given word or replacing words with their synonyms.
- Explain that there may be more than one way of filling in some of the gaps, but students should opt for the most obvious choice.
- Let students compare their answers in groups of 3–4.
- Check the answers with the whole class.

Teacher's notes

Answers Activity 5

1 b 2 a

5 Circle the correct option.

- The text comes from _____.
 - a newspaper advertisement
 - a newspaper article
- The text was written _____.
 - to give information
 - to make readers laugh

EXAM INFO

TEST WIELOKROTNEGO WYBORU

Pamiętaj, aby:

- upewnić się, że odpowiedź wybrana przez ciebie to parafraza fragmentu tekstu albo streszczenie fragmentu tekstu;
- nie dać się wprowadzić w błąd słowami użytymi w zdaniu, które są takie same jak te w tekście.

Answers Activity 6

1 b
2 a
3 b

6 Read the rest of the article and choose the correct option under each paragraph.

It's good to spot a lie but it's even better to know why people lie in the first place.

One theory says that there are three types of lies: pro-social, self-image and antisocial ones.

A Pro-social lies are lies people tell to help somebody else, like when they lie for their friend or their parents lie for them at school by saying their son or daughter couldn't do their homework because they were sick. The so-called 'white lies', little lies you tell in order not to hurt someone's feelings, also belong to this category.

- People tell pro-social lies _____.
 - to hurt other people
 - to solve other people's problems
 - to avoid a conversation

B Self-image lies are lies which can make you look better or more interesting in the eyes of other people. Now it is quite common to lie about oneself on the Internet. Children and teenagers lie about their age to get access to some websites. Many people, including adults, invent new identities in cyberspace. Many people also lie in their everyday conversations just to feel better.

- Who tells self-image lies?
 - Both adults and young people.
 - Only young people.
 - Mainly Internet users.

C And finally, antisocial lies are lies we tell to hurt other people on purpose, for example when you tell a friend negative lies about another friend. Politicians use such lies in their election campaigns to damage the images of the other candidates, selfish people lie at work or at school to make other people's lives difficult or miserable.

- Antisocial lies _____.
 - are difficult to invent
 - are always against other people
 - are told by mistake

7 Find the paraphrases of these sentences in the texts in activity 6.

- Pro-social lies are helpful to other people. (paragraph A)
- Other people may think you are better than you really are when you tell self-image lies. (paragraph B)
- Egotistic people lie to cause other people problems. (paragraph C)

8 Work in pairs. Write two sentences about lying. Exchange them with your partner. Paraphrase the sentences.

Example:

I never lie. = I always tell the truth.

YOU & THE TEXT

Do you tell any of the lies described in the texts?
Is lying ever OK?

C. SPEAKING

9 Work in pairs. Give advice to people with these problems.

- I had problems at school so I skipped lessons for about a month. I didn't tell my mum about it and I lied to her every day saying that I was at school. She found out the truth and I've lost her trust.
- My 'friend' lies about me to other friends. She invents things I never said and tells my friends horrible things about me which aren't true. They don't want to meet me any more!
- My friend has really bad taste in clothes. Everybody laughs at her but she can't see it. She has asked me a few times how she looks and I say she looks wonderful even though she doesn't. Now I feel really bad about it and I think she should know the truth.

10 Listen and complete the advice. Explain why you think they are good or bad suggestions. Are they similar to your advice in activity 9?

Problem 1

I think you 1. _____ do everything to get her trust back. First of all, why 2. _____ you buy her a big bunch of flowers out of your pocket money and maybe invent a song to say sorry. Next time you have problems at school, be honest and tell her. If you want to lie again, count to twenty and tell the truth!

Problem 2

3. _____ call or talk to her for about a week – she will be surprised. When she calls you first, 4. _____ organizing a meeting with all your friends so she can say sorry to you in their presence. If she doesn't want to do it, don't talk to her again!

Problem 3

You 5. _____ tell her the truth and apologize for lying to her. Promising not to do it again is also a good 6. _____! Why not take her shopping and help her find something fashionable? Then you can go out for a pizza and forget the whole thing!

Answers Activity 10

- should
- don't
- don't
- suggest
- must
- idea

Answers Activity 7

- "Pro-social lies are lies people tell to help somebody else (...)"
- "Self-image lies are lies which can make you look better or more interesting in the eyes of other people."
- "(...) selfish people lie at work or at school to make other people's lives difficult or miserable."

5

- Student circle the correct answers to complete the sentences about the article in activity 4.
- Check the answers with the whole class.

CULTURE-WISE: body language across cultures

Body language is interpreted differently in different cultures. This relates to lie detection as well, eg when a Japanese woman avoids eye contact she can be doing that out of politeness, not because she is lying or when an Indian person puts his/her palm face up it may be a gesture of apology not an immediate sign of telling the truth.

If you want to find out more about body language in different cultures, visit the following websites:

<http://www.medhunters.com/articles/bodyLanguageAcrossCultures.html>

<http://www.bodylanguageexpert.co.uk/BodyLanguageAcrossCultures.html>

EXAM INFO: multiple-choice tasks

- Go through the **Exam info** box with students. They may expect this kind of task in the reading section of the Matura exam.
- Pay special attention to the following:
 - students should make sure that the answer they chose is a paraphrase or a summary of the relevant fragment of the text
 - students should watch out for words in the answers which are the same as the words in the text as they may be used to mislead them.
- Provide students with the following additional tips:
 - multiple-choice questions may test understanding of the general idea and the particular details of the text as well as the source of the text, the audience it is written for and the author's opinion about the topic of the text
 - questions checking global understanding usually come last
 - when answering questions about details students should identify and analyse the fragments of the text which contain the answers
 - students should watch out for questions with negative forms
 - students should first read each question and try to answer it in their heads before looking at the possible answers
 - only one answer is correct out of the options given
 - students should first eliminate the answers they are convinced are wrong.

6

- Students read the rest of the article and choose the correct answers under each paragraph.
- Encourage students to use the strategies from the **Exam info** box and any additional tips you have provided (see above).
- Students compare their answers in pairs.
- Check the answers with the whole class, eliciting the relevant fragments of the paragraphs that the answers paraphrase or summarize.

7

- Students find and underline the paraphrases of the three sentences in the three paragraphs of the article in activity 6.
- Individual students read out the underlined fragments.
- Discuss the strategies used in the paraphrases, eg word building/ changing a part of speech (*to help* vs *helpful*) or using synonyms (*selfish* vs *egotistic*).

8

- Students write two sentences about lying: these could be general or personal.
- Go through the example before students begin the task.
- In pairs, students exchange the sentences and paraphrase them so that the meaning stays the same.
- Individual students read out the two versions of the sentences to the whole class.
- In groups of 3–4, students discuss the two questions under the heading **You & the text** and report on their discussion to the whole class.

ALTERNATIVE OPTION

Students write two sentences about lying on slips of paper. They exchange the sentences in pairs and paraphrase them on separate slips of paper. Divide the class into two groups. Each group collects and mixes their slips of paper and gives them to the other group to read and find the matching pairs.

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, page 13)



HOMEWORK SUGGESTIONS

1. Workbook, activities 1–4, page 16.
2. Do a mini-project on lying. Cut out magazine pictures of people in social situations and imagine they are telling lies. Make captions with the three types of lies mentioned in the article in activity 6.

LESSON 2

WARM-UP: confessions

Tell students a story you do not mind sharing about a time you told a lie. Ask them to identify what type of lie it was: pro-social, self-image or antisocial. In pairs, students tell each other about the last time they lied and identify the type of lie it was.

C. SPEAKING

9

- Students read about the problems.
- Explain words which are unclear.
- In pairs, students discuss how the people should solve their problems.

10

- Students read the advice about the problems in activity 9 and think how they would fill in the gaps.
- Students listen to the recording and complete the gaps.
- In pairs, students discuss why the suggestions are good or bad and compare them with the advice they came up with in activity 9.
- Ask the students who think their advice was better to share their suggestions with the whole class.

Tapescript CD1.12

See *Student's Book*, activity 10, page 19

Unit 02

EXAM INFO

UZYSKIWANIE, UDZIELANIE INFORMACJI

Pamiętaj, aby:

- zawrzeć w rozmowie informacje z trzech punktów podanych w poleceniu egzaminacyjnym;
- słuchać tego, co mówi egzaminator, i odpowiednio reagować
- nie zawsze musisz odpowiedzieć pełnym zdaniem, ale pamiętaj, że też jesteś odpowiedzialny/odpowiedzialna za podtrzymywanie rozmowy;
- użyć zwrotów charakterystycznych dla danego typu rozmowy, np. udzielając rady: *I think you should ...*, *Why don't you ...?* *You could ...* itd.

11 Work in pairs and role-play the conversation from the exam task.

Na obozie językowym w Irlandii twój kolega/twoja koleżanka ma przygotować multimedialną prezentację dotyczącą ciekawych aspektów kłamstwa. Prosi cię o pomoc. W trakcie rozmowy:

- zapytaj o czas trwania prezentacji;
- zapytaj, o czym kolega już zaplanował powiedzieć;
- poradź mu, jak mógłby uatrakcyjnić prezentację.

(rozmowę rozpoczyna egzaminujący)

D. WRITING

EXAM INFO

LIST OFICJALNY

Jednym z zadań na egzaminie może być napisanie listu czytelnika w odpowiedzi na artykuł zamieszczony w gazecie, czasopiśmie lub na forum internetowym. Należy pamiętać, aby:

- ustosunkować się do wszystkich punktów w zadaniu egzaminacyjnym;
- podać uzasadnienie swoich opinii;
- użyć zwrotów charakterystycznych dla tego typu listów.

12 Read the comment from an Internet forum and choose the purpose it was written for.

The message was written to:

- give information about Internet lies
- express frustration with Internet lies
- show understanding of Internet lies

13 Complete the information in the table. Use it to write your reply to the message in activity 12 according to the exam instructions below the table.

Opinions I agree with and why	
Opinions I disagree with and why	
My additional ideas connected with the topic	
Useful phrases	<ul style="list-style-type: none"> • I am writing to express my opinion on the views presented in the article. • I would like to express my anger / support for the presented views. • I think / I believe / I must say that ... • In my opinion / Personally ... • I agree / disagree with the fact that ... • Moreover / Additionally / What is more ... (= a co więcej, ponadto) • However / On the other hand ... (= z drugiej strony jednak)

W gazecie internetowej przeczytałeś/przeczytałaś opinię, że podawanie fałszywych informacji w internecie jest złe i prowadzi do upowszechnienia kłamstwa. Chcesz wziąć udział w dyskusji na temat kłamstwa. Napisz list, w którym:

- określisz jego cel i opisziesz uczucia, które wywołała w tobie lektura tego artykułu;
- opisziesz, z czym się zgadzasz i dlaczego;
- napiszesz, z czym się nie zgadzasz i dlaczego;
- wyrazisz swoje stanowisko dotyczące kłamania w ogóle i uzasadnisz swoją opinię.

Pamiętaj o zachowaniu odpowiedniej formy i stylu listu. Nie umieszczaj żadnych adresów. Podpisz się jako XYZ. Długość listu powinna wynosić od 120 do 150 słów. Oceniane są: umiejętność pełnego przekazania informacji (4 punkty), forma (2 punkty), poprawność językowa (2 punkty) oraz bogactwo językowe (2 punkty).

OUR SPACE

<p>Greg</p>	<p>I can't accept all this lying that happens on the Internet. My sons spend a lot of time on MySpace and Bebo. Most of the information they give is a lie. When I ask them why they do it, they say that everybody does it and it's OK. I understand that giving personal information over the Internet is not a good idea but lying about your age, appearance and hobbies isn't acceptable to me. I worry that all this lying is going to become part of our everyday life not just the one in cyberspace. Sometimes I wish people were like Pinocchio! At least you'd know when they were lying!!!</p>
<p>Maria</p>	

20

Answers Activity 12

To express frustration with Internet lies.

EXAM INFO: getting/giving information

- 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:
 - the three pieces of information from the exam task must be included in the conversation
 - students should listen to the examiner carefully and respond to his/her words accurately, though not necessarily in full sentences
 - students are responsible for keeping the conversation going, if there is silence, they must break it themselves
 - it is important to use phrases and expressions typical for getting/giving information.
- Provide additional tips on this type of task:
 - students should pay attention to accuracy and avoid making mistakes
 - they can use simple vocabulary and grammar structures to complete the exam task successfully.

**TEACHING TIP: questions**

The oral Matura exam requires students to ask questions, but even advanced students struggle with question formation. There are several ways to create opportunities for regular question practice in class:

- have a question session at the start of each lesson: students interview one of their classmates with 5 questions in a given structure/structures or about a certain topic, eg last holiday
- play the *20 questions* game: a student thinks of a person/place/object and the others ask *Yes/No* questions to find out what it is
- tell students in one sentence about an unusual situation; they need to ask questions for more details.
- write true and false sentences about your life in different structures on the board, eg *I have been to Africa*. Students ask *wh-* questions about the facts in the sentence, eg *When did you go there? What did you see?* If the sentence is true, give true answers, if it is false, make up the answers. After hearing a few answers, students decide if you are lying or telling the truth
- ask a question in the target structure of one student who responds and then asks a different question of another student and so on round the class
- provide students with answers and have them write the questions
- ask students to turn T/F statements about a text into questions and answer them
- ask students to write interview questions to ask of the characters mentioned in a text or of the author of an article in the coursebook

Pay attention to the accuracy of the questions: ask students not to respond to grammatically incorrect questions in games or role-plays and to wait for their partner to correct themselves instead.

11

- Students read the exam task.
- Ask: *Who are the characters in the exam task? What are they talking about?*
- Divide the class into pairs and assign roles of students A and B.
- In pairs, students prepare and role-play the conversation in the task.

- Encourage students to use the strategies for getting/giving information from the **Exam info** box and any additional tips you have provided.
- Ask 2–3 pairs to present their dialogues to the whole class.

D. WRITING**EXAM INFO: writing a formal letter (reader's response)**

- Go through the **Exam info** box with students. They may be asked to write a formal letter as one of the tasks in the Matura exam.
- Pay special attention to the following:
 - students must refer to all the points mentioned in the exam task
 - students need to explain and justify their point of view
 - phrases and expressions typical of this type of letter should be used.
- Provide additional tips on this type of task:
 - students write about a difference of opinion, but they cannot use offensive language
 - the letter should be written in a formal style, i.e. full sentences, no contractions, no colloquial expressions
 - students should divide their letter into paragraphs, each paragraph referring to one topic or idea
 - the letter should contain between 120–150 words.

12

- Students read the comment from an Internet forum and choose the purpose it was written for.
- Elicit what helped students choose the correct answer, eg the tone of the letter, the exclamation marks or particular phrases.
- Ask: *Who wrote this comment?* Elicit that it was a father of probably teenage sons.

13

- Students read the exam instructions.
- Explain that even if in reality students fully agree or disagree with the message in activity 12, for the purpose of the exam task they must think of arguments both for and against some ideas in the message.
- Students complete the table in preparation for the response to the message.
- Make sure they give at least two opinions they agree with, at least two opinions they disagree with and at least two additional ideas connected with the topic.
- Students write their letter as an in-class activity or as homework.
- Encourage students to use the strategies for writing a formal letter from the **Exam info** box and any additional tips you have provided (see above).
- Collect the letters. Mark them and provide feedback.

PHOTOCOPIABLE ACTIVITY

(Teacher's Resource File, pages 14–15)

**HOMEWORK SUGGESTIONS**

1. Workbook, activities 5–10, page 17.
2. Search the topic of *Internet safety* on the Internet. Write a top five Internet safety tips for teenagers.

REVISION PAGE

A. VOCABULARY & GRAMMAR & PRONUNCIATION

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

1 Fill in the gaps with either 'He's ...' or 'He's got ...'. Then mark each sentence P (positive), N (neutral) or NG (negative).

- _____ of medium height.
- _____ a great sense of humour.
- _____ a warm heart.
- _____ kind and generous.
- _____ too sensitive sometimes.
- _____ old-fashioned.
- _____ good looks.

1 2 3

2 Make correct adjectives from the words in the box by adding the correct endings '-ing' or '-ed' to complete the sentences.

boredom fright disappointment embarrassment excitement

- He drove too fast and I felt _____.
- I found the school trip really _____. I didn't want to go home!
- The date was _____ because we learnt we had completely different interests. I'd expected him to be different.
- My mum showed my girlfriend my childhood photos. In one of them I was naked. I felt so _____!
- I found the lesson so _____ that I couldn't stop yawning.

1 2 3

3 Complete the sentences with the correct words from the box. Some of them can be used more than once.

too enough so such as

- I'm _____ young to get married.
- My brother isn't old _____ to drive a car.
- Some of my classmates are _____ annoying!
- I'm _____ tall _____ my best friend.
- My boyfriend is _____ a good-looking guy that all the girls are jealous.
- My mum has _____ a warm heart that everybody likes her.

1 2 3

4 Rewrite the sentences using the prompts.

- I'm too short to be a basketball player. ENOUGH
- My father is so generous that he lends money to everybody! SUCH
- My sister and I are of the same height. AS ... AS
- I'm not rich enough to buy expensive clothes. TOO
- My best friend is such a kind person that everybody likes her. SO
- We aren't the same age. NOT AS ... AS

1 2 3

5 Use the prompts and the comparative forms of the adverbs to write sentences.

- John drives his car at 100 km an hour. SLOWLY
Tom drives _____
- Tom has learnt three foreign languages. EASILY
John has only learnt some French.
Tom learns _____
- Angela visits her hairdresser three times a week. OFTEN
Paula goes to her hairdresser once a week.
Angela _____
- Paula lives 20 miles from her office. FAR
Angela lives 40 miles from her office.
Angela _____

1 2 3

6 Put the adverbs in brackets in their superlative forms. Discuss the questions in pairs.

WHO IN YOUR CLASS ...

- runs _____ (fast)?
- comes late _____ (often)?
- lives _____ (far) from the school?
- speaks English _____ (well)?
- dresses _____ (fashionably)?

1 2 3

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

- laugh – What makes you laugh?
- medium height – Are you of medium height?
- worst – Who in your family cooks the worst?
- old-fashioned – Do you know a really old-fashioned person?
- casual – Do you like wearing casual clothes?

1 2 3

8 Work in pairs. Test each other.

Student A go to page 114
Student B go to page 116

1 2 3

JĘŚLI ZAKREŚLIŁEŚ/ZAKREŚLIŁAŚ 1 LUB 2 PRZY NIEKTÓRYCH ZAGADNIENIACH, POWINIENIEŚ/POWINNAŚ JE POWTÓRZYĆ.

➤ Zeszyt ćwiczeń, Revision, s. 21

JĘŚLI ZAKREŚLIŁEŚ/ZAKREŚLIŁAŚ 3 W WIĘKSZOŚCI ZAGADNIENI, POSZERZ SWOJĄ WIEDZĘ.

➤ Zeszyt ćwiczeń, Extension, s. 21

B. COMMUNICATION & GAMES

Work in groups of three (A, B and C). A says a verb, B and C think of an adverb which begins with the same letter as the verb – the one who is first (B or C) wins the round and gets a point. Take turns to start the game. At the end choose the funniest combination!

Example:

A: eat
B/C: easily

Answers Activity 1

- He's ... (N)
- He's got ... (P)
- He's got ... (P)
- He's ... (P)
- He's ... (NG)
- He's ... (NG)
- He's got ... (P)

Answers Activity 2

- frightened
- exciting
- disappointing
- embarrassed
- boring

Answers Activity 3

- too
- enough
- so
- as ... as
- such
- such

Answers Activity 4

- I'm not tall enough to be a basketball player.
- My father is such a generous person that he lends money to everybody!
- I'm as tall as my sister.
- I'm too poor to buy expensive clothes.
- My best friend is so kind that everybody likes her.
- I'm not as old as you.

Answers Activity 6

- the fastest
- most often
- the furthest
- the best
- the most fashionably

Answers Activity 5

- Tom drives his car more slowly than John.
- Tom learns foreign languages more easily than John.
- Angela visits her hairdresser more often than Paula.
- Angela lives further from her office than Paula.

REVISION PAGE

All the activities 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 don't know how to do it, 2 – I can partially do it, 3 – I can do it very well. If students have marked their performance with 1 or 2 points in some activities, it might be reasonable to revise this part of the material (the *Revision* section in the *Workbook*, p 19). If they have 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 19).

A. VOCABULARY & GRAMMAR & PRONUNCIATION

1

- Students complete the descriptions with *He's ...* or *He's got ...*
- Students mark each sentence P (positive), N (neutral) or NG (negative).
- In pairs, students compare their answers.
- Check the answers with the whole class.
- Elicit which sentences describe appearance and which personality.

2

- Students match the nouns in the box to the correct sentences to summarize each situation.
- Students complete the sentences with *-ing* or *-ed* adjectives they make from the nouns they matched earlier.
- Remind students that in order to choose the correct adjective form they need to decide if the situation describes someone's feeling or something that made them feel a certain way.
- In pairs, students compare their answers.
- Check the answers with the whole class.

3

- Students complete the sentences with the words in the box.
- Explain that they will need to use some words more than once.
- In pairs, students compare their sentences.
- Check the answers with the whole class.

4

- Students rewrite the sentences, using the prompts and making sure the meaning stays the same.
- Remind students that in this type of task they always need to make some changes, eg use a different word with the opposite meaning, remove or add a word, change the part of speech of the word.
- In pairs, students compare their sentences.
- Check the answers with the whole class.

5

- Students put the information from each pair of sentences into one sentence, using the provided adverb in its comparative form.
- In pairs, students compare their sentences.
- Check the answers with the whole class.

6

- Students put the adverbs in brackets in their superlative forms.
- Check the answers with the whole class.
- In pairs, students discuss the questions about their classmates.



7

- 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 CD1.13

See *Student's Book*, activity 7, page 21

8

- Divide the class into pairs and assign roles of students A and B.
- Refer students A to page 114 and students B to page 116 to read the instructions.
- Students find six words from Unit 2 in a given category and test each other on their meaning.

EXTENSION ACTIVITIES

after activity 1

Students think of people they know the sentences could refer to.

after activity 2

Students rewrite the sentences in activity 2 using the other adjective ending so that the meaning of the sentence stays the same, eg He drove too fast and it was frightening for me.

after activity 3

Students think of a place, a book/film or a celebrity they detest. They write their complaints about them, using the words in the box in activity 3.

after activity 5

In pairs, students find differences between their abilities or habits and write sentences about them with the comparative forms of adverbs.

PHOTOCOPIABLE ACTIVITY

(*Teacher's Resource File*, pages 16–17)

B. COMMUNICATION & GAMES

- Divide students into groups of three.
- Explain the rules of the game: student A says a verb and students B and C race to say an adverb beginning with the same letter as the verb. The winner gets a point. Students continue the game, taking turns to say a verb and respond with an adverb. Set a time limit of 3 minutes. The winner is the student with the most points at the end of the game.
- Groups choose the funniest combination of words they came up with and report to the whole class.

EXTRA ACTIVITY: What is he doing?

In groups of 5, students write on separate slips of paper five verbs and five adverbs which can be mimed, eg take a shower; quickly. Groups exchange their slips of paper and without looking place them face down in two piles (verbs vs adverbs). One student picks one word from each pile, reads them to himself/herself and mimes doing the activity in the given way for his/her group members to guess the verb and the adverb. Students take turns to pick the words and mime them.