

new Voices

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klasa

8

Teaching notes

1 Interesting lives

- ▶ Człowiek
- ▶ Życie prywatne

UNIT OBJECTIVES

- **Vocabulary:** to introduce or revise vocabulary in the following topic areas: activities and achievements, personal qualities: opposite adjectives
- **Language Focus:** to revise and practise the present simple and present continuous tenses for present and future events, adverbs of frequency, the present and past simple of *be*
- **Skills:** to read a brochure about a volunteering programme, to read an article about Nobel Peace Prize winners, to listen to a class presentation, to describe a famous person, to greet people and talk about a journey, to write an email describing a person
- **CLIL:** to learn about women's rights
- **Culture:** to learn about Nobel Peace Prize winners
- **Exam:** to write an email, to listen for specific information, to listen for gist, to define the situational context of a message; task types: multiple matching (dobieranie), multiple choice (wybór wielokrotny)

Student's Book page 8



AIM

To meet and practise using words and phrases for describing activities and achievements, in preparation for the reading text.



EXTRA warmer

Write these anagrams on the board for students to solve: FARDFIC, LEBSTAF, HURNDEGIB. Elicit what the words have in common and what word is missing. (Cardiff, Belfast and Edinburgh – they are three of the capitals in the UK, the missing word is London.)



GUESS Ask students to read the quiz questions. Give them about two minutes to think about and discuss their ideas in pairs. Elicit answers from the class. Ask: *Do you know any other sportsmen/sportswomen who have won Olympic medals? Do you know any Polish sportsmen/sportswomen who have won Olympic medals? What is your favourite sport?*

Answer key

1 b 2 a

Cultural note

1 Swimmer Michael Phelps was born in Baltimore, Maryland, in 1985. He is the most decorated Olympian of all time, with a total of 22 medals. In the 2008 Beijing Games, he won eight gold medals, breaking the record for the most first-place finishes at any single Olympic Games. Besides winning so many Olympic medals, in May 2015, he was still the holder of three world records in swimming.



RECYCLE Set a time limit of four minutes. Ask students to write the names of famous people who do (or did) the jobs in the box. Tell them to think of at least one per job. Compare answers as a class.

Answer key

Example answers:

footballer – Gareth Bale
scientist – Stephen Hawking
inventor – Tim Berners-Lee
explorer – Ed Stafford
athlete – Usain Bolt
actor/actress – Tom Cruise

Vocabulary 1

Activities and achievements

- 1 Students read the verbs and the achievements. Check their understanding. Ask students to complete the phrases with the verbs from the box. Check as a class.

Answer key

1 win	3 learn	5 win	7 invent	9 go
2 score	4 get	6 get	8 make	10 do

- 2 **1.01** Play the recording for students to listen and check their answers. Play the recording again and ask students to listen and repeat the achievements.



1.01 Audioscript Exercise 2, p8


1 win a race	6 get a certificate
2 score a goal	7 invent a new gadget
3 learn new skills	8 make a scientific discovery
4 get a distinction	9 go on an expedition
5 win a prize	10 do voluntary work


- 3 Ask students to look at the illustrations and identify which achievements are being shown in the pictures. Then they write sentences using the phrases from exercise 1, and referring to the example sentence. Ask them to compare their answers with a partner and then check as a class.


Answer key

- 1 She's winning a prize.
- 2 She's doing voluntary work.
- 3 He's winning a race.
- 4 She's making a scientific discovery.
- 5 He's scoring a goal.
- 6 They're going on an expedition.
- 7 He's inventing a new gadget.
- 8 She's getting a certificate.
- 9 He's learning a new skill.
- 10 He's getting a distinction.

Pronunciation: sentence stress

- 4a  **1.02** Tell students to listen to the recording and repeat the sentences, being sure to stress the underlined syllables. Check pronunciation and repeat if necessary.


 **1.02** **Audioscript Exercise 4a**
See Student's Book p8, Exercise 4a

- 4b  **1.03** Tell students to copy the sentences and underline the syllables that they expect to be stressed. Play the recording for students to listen to and check their answers. Play the recording again, if necessary. Check as a class.

 **1.03** **Audioscript Exercise 4b**
See Student's Book p8.

Answer key

- 1 He's scoring a goal.
- 2 They're helping my brother.
- 3 He's winning the race.

- 5  **USEFUL PHRASES** Ask students to look at the two columns and to make correct phrases. Then ask them to write the phrases in their notebooks. Get them to compare their answers with a partner and then check answers as a class.


Answer key

- 1 d 2 c 3 b 4 a

- 6 Give students a minute to read through the text. Then, they complete it with the correct words from exercises 1 and 5. Ask them to compare their answers with a partner and then check answers as a class.

Answer key

- | | | |
|----------|-----------|--------|
| 1 invent | 4 do | 7 feel |
| 2 make | 5 win | |
| 3 go | 6 achieve | |

- 7  **Your voice** Ask students to look at the statements and give them a moment to decide if they agree with them. Then, they work in pairs telling each other what they think. Ask a few students to give their opinions or to report their partner's opinions to the whole class. As a follow-up task, you can ask students to write two chosen opinions in their notebooks.

Homework → Workbook p6

Vocabulary plus p116

If you want to provide students with some additional vocabulary practice, go to Student's Book p116.

Vocabulary plus Answer key, p116

Exercise 1

winner – zwycięzca
tournament – turniej
trophy – puchar
medal – medal
jackpot – najwyższa wygrana
runner-up – zawodnik, który zajął drugie miejsce
champion – mistrz
championship – mistrzostwa
crowd – tłum
spectator – widz wydarzenia sportowego

Exercise 2

in the picture: winner, trophy, runner-up, champion, crowd, spectator



EXTRA homework

Ask students to search the dictionaries and find three nouns which collocate with verbs: *do*, *make*, *go* and *get*.

Student's Book page 9



AIM

To read and answer questions about the vInspired volunteering programme reviewing the present simple and present continuous in context.


Reading

vInspired: inspiring voluntary work



EXTRA warmer

Ask students to work in pairs and test one another on the phrases they learnt from the Vocabulary 1 section. One student has his/her book closed, while the other asks him/her to complete a phrase, e.g. *to _____ a race, to _____ a distinction*. Then they swap roles.

- 1  **1.04** Students look at the text and the photos. Ask them to work in pairs to discuss what the text might be about and what they can see in the photos. Discuss answers as a class. Explain that for this kind of task, each paragraph in the text develops a new idea and the matching paragraph heading has to reflect this idea. Then students read the text and choose the best heading for each paragraph. Ask them to compare their answers with

a partner. Then they listen to the recording of the text and check their answers. Check answers as a class.

1.04 Audioscript Exercise 1

See Student's Book p9.

Answer key

1 C 2 D 3 A 4 E 5 B

- 2 Students read the text again and choose the best summary. Check answers as a class.

Answer key

b

- 3 **Words in context** Ask students to find the seven words/phrases in the text and to use the context to help them match the words/phrases with their correct definitions. Check answers as a class. Additionally, you can ask students to translate the words/phrases into Polish.

Answer key

1 d 2 a 3 g 4 c 5 e 6 b 7 f



EXTRA follow-up

Ask students to write their own sentences with the words/phrases from exercise 3. The sentences have to be about them or young people in Poland, e.g. *My teacher can log my marks in our school app.*

- 4 Ask students to cover the text and read the questions. Check meaning. Ask if they can answer any of the questions from memory (this can be done individually or as a class). Then tell them to read the text again and find or check their answers. Ask them to answer the question using complete sentences. Allow them to compare answers with a partner, if you wish, then check as a class.


Answer key

- 1 Between 14 and 25.
- 2 10, 50 and/or 100.
- 3 He helps at a Scout group.
- 4 Through school or a youth group.
- 5 It puts you out of your comfort zone, looks great on your CV, might help you get into university, and makes you feel proud of yourself.



EXTRA follow-up

Ask fast finishers to write two or three more questions about the text, to ask the class after checking the answers to exercise 4.

- 5  **Your voice** Tell students to imagine that they are currently doing the vInspired programme at their school and to think of an activity for each section. Ask them to work in groups of four and to write down their ideas. Compare their ideas as a class.

- 6 Put students in pairs. Tell them to take turns asking and answering questions about the activities they thought of for each section in exercise 5. Draw their attention to the example and, if necessary, ask a volunteer to demonstrate by asking another student the example question and eliciting an answer. Alternatively, this can be done as a class survey. Students ask as many classmates as possible and note their answers, then tell you which choices are the most popular.



EXTRA follow-up

Ask fast finishers to write their partner's (or the class's) answers to exercise 6, e.g. *Adam's reading books to children on Skype* etc.

CLIL: History



Across the curriculum: History

If you want to develop this topic further, then go to CLIL Unit 1 on www.staffroom.pl, with worksheets in the Teacher's Resource File on www.staffroom.pl.

Homework → **Vocabulary extension Unit 1 – Reading** on www.staffroom.pl



EXTRA homework

Ask students to search the Internet for current information about the vInspired programme, e.g. projects, new volunteers, latest awards etc.

Student's Book page 10



AIM

To review the present simple and present continuous tenses, and the position of adverbs of frequency in sentences; to study the use of the present simple and present continuous tenses for future events.

Language Focus 1

Present simple and present continuous



EXTRA warmer

On the board write down the names of a few jobs from the RECYCLE section (*explorer, actor, footballer, scientist* etc). Ask students to work in pairs and ask each other what these people do in their jobs. Elicit a question and a model answer. Then check answers as a class.

- 1 Tell students that they are going to revise the present simple and present continuous tenses. Ask them to read the example sentences and complete them with the correct verb forms. Check answers as a class. Then ask students to decide which tense is for 'actions happening now' (present continuous) and which is for 'habits and routines' (present simple).

Answer key

- | | |
|--------------|----------------------|
| 1 do | 1 Present continuous |
| 2 'm working | 2 Present simple |

- 2 Tell students to copy and complete the table by putting the time expressions in the correct column. Ask students if they know any more expressions to add to the columns (e.g. other adverbs of frequency like *this week* etc). Elicit ideas and write them on the board for students to copy.

Answer key

present simple: nowadays, hardly ever, twice a week, every Saturday
 present continuous: at the moment, today, now, at present

- 3 Tell students to read the sentences and rewrite them using adverbs of frequency or time expressions. Monitor and help as needed. Compare sentences as a class.

Answer key

Students' own answers

Fast finishers → Workbook p7, Exercises 1–2

**EXTRA follow-up**

Ask students to work in pairs and tell them to take turns asking and answering *How often* questions to the sentences in exercise 3, e.g. *How often do you feel proud of yourself?*

Present simple and present continuous for future events

- 4 Tell students that they are going to study some other uses of the present simple and present continuous tenses. Ask them to read the example sentences and to complete them with the correct verb forms. Check answers as a class. Then ask students to decide which tense is used for future arrangements (present continuous) and which for fixed events that are part of a schedule (present simple).

Answer key

- | | |
|-----------------|----------|
| 1 'm stewarding | 4 future |
| 2 starts | 5 fixed |
| 3 finishes | |

- 5 Ask students to complete the sentences using the correct form of the verbs in brackets. Tell them to look at the time expressions as clues. Ask students to compare their answers in pairs and then check answers as a class.

Answer key

- | | | |
|--------------|-----------------|-------------------|
| 1 a arrives | 2 a isn't going | 3 a do you finish |
| b 'm helping | b doesn't start | b Are you going |

- 6 Tell students to look at the picture. Ask them about what is happening there. Elicit answers from the students with them using the present continuous tense. Then put students in pairs getting them to choose the correct verb forms to complete the conversation. Monitor and help out if necessary. Check answers as a class.

Answer key

- | | |
|-----------------|------------------|
| 1 are you doing | 7 does it finish |
| 2 'm waiting | 8 're staying |
| 3 are you going | 9 's raining |
| 4 Do you want | 10 'm getting |
| 5 'm going | 11 are you doing |
| 6 always help | |

**EXTRA follow-up**

Ask students to work in pairs and practise the dialogue in exercise 6.

- 7 Ask students to order the words correctly to make questions and to write them down in their notebooks. Check answers as a class. Then ask students to write down their answers to the questions.

Answer key

- 1 What do you usually do after school?
- 2 Are you taking on any new challenges this year?
- 3 What are you doing this weekend?
- 4 Are you reading anything interesting at the moment?
- 5 What time does your local shop open tomorrow?

- 8 **Your voice** Put students in pairs to take turns asking and answering the questions in exercise 7.

Homework → Workbook p7

Grammar exercises Unit 1
 on www.staffroom.pl

**EXTRA homework**

Ask students to work in pairs and prepare a dialogue similar to the one from exercise 6. They can change the details (e.g. Do you want to go to the cinema, I'm waiting for the tram), but they can't change the general idea. Ask them to prepare themselves for acting out the dialogue.

**AIM**

To listen to a presentation about the vInspired programme. To meet and practise using antonyms describing personal qualities.

Listening**EXTRA warmer**

If you have asked students to do the extra homework, ask volunteers or choose students to act out the dialogues they have prepared.

- 1 Ask students to look at the information about Katie and John. Elicit what voluntary work they are doing and what each of the jobs might involve, e.g. *She chooses songs for a radio programme.*

Answer key

Katie – volunteer DJ for a hospital radio
John – voluntary work as a lifeguard

- 2 **1.05** Tell students to read the information on the forms again. Ask them to guess what words go on the forms. Write ideas on the board. Play the recording for students to listen and complete the forms.

1.05 **Audioscript Exercises 2&3, p11**

Teacher Morning everybody! Today Katie and John are here to tell us what they're doing for their vInspired certificates ...

Katie Yeah, hello everyone. I think you know about the vInspired National Awards already ... so I'm just gonna tell you what I'm doing for my 50-hour certificate ... For the next four weeks, on Mondays, I'm doing some voluntary work at my local hospital. Actually, I'm the DJ on the hospital radio station! It's great fun 'cause I really love music. Every second Saturday, I'm doing a kind of cookery course. Well, I mean I'm learning to cook on a course prepared by some senior ladies from our neighbourhood. They share their great traditional Indian food recipes that we can make at home. Finally, me and three friends are preparing a walking trip to the Loch Ness area for the ladies who are teaching us how to cook. We're going on the trip at the end of September, so I hope it doesn't rain! Anyway, that's what I'm doing for my 50-hour certificate. Now John's going to tell you about his 100 hours of voluntary work.

John Hi! Well, as Katie said, I'm doing my 100-hour certificate now. First of all, I'm working as a lifeguard at my local swimming pool. I usually help on Saturday mornings, when they have children's sessions. I'm also learning whitewater canoeing with the Explorer Scouts members. There's a river near where I live and we always go there. We're also starting an expedition next weekend, so we're getting ready at the moment. We're going to go on our bikes, so we're carrying all our gear with us! The expeditions are always great fun. I think that's the best bit of what I'm doing! But it's all really good – it's a great way of doing new stuff and getting to meet people, so I hope you feel 'vInspired' and good luck if you decide to go for it!

Teacher Well, thanks a lot, Katie and John. It was great hearing about all the interesting things you're doing. Now, has anyone got any questions? ...

Answer key

- | | |
|---------------------------|------------|
| 1 50 | 6 canoeing |
| 2 traditional Indian food | 7 bicycle |
| 3 the Loch Ness area | 8 Saturday |
| 4 September | 9 Sunday |
| 5 100 | |

- 3 **1.05** **TEST TRAINER** Ask students to read the sentences, and check their meaning. Then play the recording again for students to listen and choose the correct answers. Check answers as a class.

Answer key

- 1 F 2 F 3 T 4 T 5 F

Vocabulary 2**Personal qualities: opposite adjectives****EXTRA lead-in**

Write down the positive adjectives from exercise 4 on the board. Put students in pairs and tell them to try to explain what these adjectives mean in English, e.g. *hard-working – a person who works a lot*. Check definitions as a class.

- 4 Students match the adjectives with their opposites, using dictionaries if necessary.
- 5 **1.06** Play the recording for students to listen, check and repeat.

1.06 **Answer key Exercise 4, p11 and Audioscript Exercise 5, p11**

- | | |
|---------------------|----------------------|
| generous – mean | easygoing – stressed |
| confident – shy | sociable – quiet |
| hard-working – lazy | brave – cowardly |
| caring – selfish | |

- 6 Students read the sentences and complete them with the adjectives from exercise 4. Check their answers as a class.


Answer key

- | | | |
|------------|------------|-------------|
| 1 generous | 3 sociable | 5 confident |
| 2 selfish | 4 cowardly | |

- 7 Ask students to work in pairs. They look at the people in the pictures and choose the best adjectives from exercise 4 to describe them. Compare ideas as a class.

Answer key

- | | |
|--------------------------|-------------------|
| 1 hard-working, stressed | 4 mean |
| 2 shy, quiet, cowardly | 5 caring |
| 3 sociable, confident | 6 lazy, easygoing |

- 8  **Your voice** Students complete the sentences with suitable adjectives from exercise 4 and then compare with a partner.

Answer key


Students' own answers


Homework → Workbook p8



EXTRA homework

Ask students to write down definitions for six adjectives using present simple, e.g. *A sociable person likes meeting new people.*

- 2  **1.07** Ask students to read and listen to the text again to check their answers. Then check answers as a class.

 **1.07 Audioscript Exercise 2**
See Student's Book p12.

Answer key 1&2

1 2014 2 1979 3 1983 4 1993

- 3 **Words in context** Ask students to find the seven words/phrases in the text and to use the context to help them match the words/phrases with their definitions. Check answers as a class. Additionally, you can ask students to translate the words/phrases into Polish. Ask them to compare their answers with a partner. Check answers as a class.

Answer key

1 e 2 g 3 f 4 b 5 a 6 d 7 c

- 4 Ask students to read the questions, and check their meaning. Then tell students to read the text again and find the answers. Check as a class.

Answer key

1 Nelson Mandela, Lech Wałęsa
2 Lech Wałęsa, Mother Theresa
3 Malala, Mother Theresa
4 Malala, Nelson Mandela

Student's Book page 12



AIM

To read and listen to a text about Nobel Peace Prize winners reviewing past simple, *was/were* and *there was/there were* in context. To answer questions about the text and to talk about whether it's good to be interested in world politics or not.

Culture Today

The Nobel Peace Prize winners



EXTRA warmer

If you chose to do extra homework, ask each student to read out one definition of an adjective (e.g. *This person likes meeting new people*) while the other students guess what each adjective is.

- 1 Ask students if they have heard of the Nobel Prizes and if so, what they know about them, e.g. how many are awarded each year. Then ask if they can name any Nobel Prize winners. Tell students to read the information about the Nobel Prize at the top of the page. Elicit who can get the Prizes, how many there are, who created them, and what else this person created. Then students read the text and complete the gaps using the dates from the box. Students compare their answers in pairs.


Cultural note

Alfred Nobel invented dynamite and gelignite but decided to leave 94% of his total wealth in his will to fund the prizes, after reading an article about himself that called him 'The Father of Death'. Initially there were five prizes, but the sixth, economics, was added in 1969. The prizes are awarded every year on 10th December in Stockholm, Sweden, except the Nobel Prize for Peace, which is awarded on the same day, but in Oslo, Norway. The anniversary of Alfred Nobel's death is on 10th December.



EXTRA follow-up

Ask fast finishers to write which of the four people deserved the Nobel Prize most (with a sentence explaining why they think so).

- 5  **Your voice** Ask students to read the questions and check their meaning. They then work in groups of 3–4, taking turns asking and answering the questions, giving as many details as possible. Monitor the activity. After 3–4 minutes discuss answers as a class.

...the BIG DEBATE: Should Peace Studies be an obligatory subject at secondary school?

If you want to develop the topic of peace further and have a class debate, then go to Culture Today Unit 1 on www.staffroom.pl, with worksheets in the Teacher's Resource File on www.staffroom.pl.

Homework → Vocabulary extension Unit 1 – Culture on www.staffroom.pl



EXTRA homework

Ask students to find out about a Nobel Prize winner and write a simple text. Ask girls to find out about a female winner and boys to find out about a male winner. Encourage them to illustrate their work with a photo. Use the texts to make a wall display.

**AIM**

To review and practise present and past forms of *be*. To review the grammar from unit 1 with a Use of English exam task; task type: multiple choice (wybór wielokrotny).

Language Focus 2**be: present and past forms****EXTRA warmer**

Tell students that they are going to revise the vocabulary from the Culture section. Ask them to close their books. Dictate the definitions of words and phrases from exercise 3 p12 and ask students to write these words and phrases down in their notebooks. The student who finishes first shouts out 'Bingo'. If his/her answers are correct, you give him/her extra points.

- 1 Ask students to read the examples and then complete the table with the missing sentences. Write the answers on the board.

Answer key

- 1 Malala isn't a brave and confident activist.
- 2 Is Malala a brave and confident activist?
- 3 There aren't six Nobel Prizes every year.
- 4 He wasn't the President of South Africa.
- 5 Was he the President of South Africa?
- 6 There wasn't more than one winner of the Nobel Prize.
- 7 Was there more than one winner of the Nobel Prize?
- 8 There were some trade unions under Communism.
- 9 Were there any trade unions under Communism?

- 2 Tell students to fill in the gaps with the correct form of the verb *be*, working individually. Then get them to pay particular attention to the form and the subject of the verb in the questions. Check answers as a class.

Answer key

- 1 Was 2 Are 3 Is 4 Was 5 Were

- 3 Tell students to match the questions from exercise 2 with the correct short answers. Then get them to check their answers, working in pairs. One student reads a question and the other one gives the answer. Check answers as a class.

Answer key

- 1 c 2 e 3 a 4 d 5 b

- LOOK** Ask students to read the information in the LOOK box. Tell them to choose the correct alternatives. Check answers as a class. Make sure that they notice the verb forms that the words *police* and *everybody* take and how that differs in comparison with Polish.

Answer key

- | | |
|------------------|------------|
| 1 has to | 3 plural |
| 2 the first noun | 4 singular |

- 4 Tell students to choose the correct verb forms. Students work individually, then compare their answers in pairs. Check answers as a class.

Answer key

- | | | |
|----------------|-------|-------|
| 1 weren't, was | 4 Is | 7 Are |
| 2 it's | 5 was | |
| 3 are | 6 are | |

Speaking

- 5 Ask students to read the sentences quickly and to decide if they are true or false about their own family. Then put students in pairs to take turns talking about their own family and asking about their friend's family. Demonstrate how the task should be done by talking about your family with one of the students.

Unit Grammar Check

- 6 **USE OF ENGLISH** Ask students if they know the people from the photos. Then students work individually to fill in the gaps. Check answers as a class.

Answer key

- 1 c 2 b 3 c 4 a 5 a 6 c 7 a

Cultural note

- 1 Lauryn Hill – an American singer, record producer and songwriter. She was a member of The Fugees with whom she recorded her biggest hit – a cover version of the famous song *Killing Me Softly*. Her most famous solo album was *The Miseducation of Lauryn Hill*.
- 2 Freddie Prinze Jr. – an American actor who starred in *I Know What You Did Last Summer* (1997), *I Still Know What You Did Last Summer* (1998), *She's All That* (1999), *Scooby-Doo* (2002), and *Scooby-Doo 2: Monsters Unleashed* (2004).

Homework → Workbook p9

Grammar exercises Unit 1
on www.staffroom.pl

**EXTRA homework**

Ask students to prepare the following information about their favourite actor/actress: *Where was he/she born? How old is he/she? What's his/her best film?*

**AIM**

To practise exam skills: to write an email describing a person. To practise the use of *like*, *including* and *such as*.

**Writing****An email – describing a person****EXTRA warmer**

Ask students to work in pairs and talk about their favourite actors and actresses: what films they have appeared in, what else they are famous for, and why students like them.

- 1 Ask students if they know the person in the photo (Shailene Woodley) and who she is (an American actress). Ask them to read the email below and answer the questions. Check answers as a class.

Answer key

- 1 Shailene Woodley.
- 2 Because she's a good actress and she helps different charities.
- 3 She's making two new films.

- 2 Ask students to work in pairs and read the email again. Tell them to copy the expressions for beginning and ending an email, short forms, and examples of present simple and present continuous. Check answers as a class.

Answer key

- 1 Hi Ella, Thanks for your last email; Kisses, Grace
- 2 she's; didn't; we're; don't
- 3 I think; I adore; She's; I like; she helps; we meet; The film starts
- 4 She's making; We're meeting

- LOOK** Ask students to read the information in the LOOK box. Tell them to translate the sentences into Polish. Check answers as a class.

Answer key

such as – taki/taka/takie jak
like – taki/taka/takie jak
including – w tym, włączając w to

- 3 Ask students to read the sentences and complete them with their own ideas. Then put students in pairs to compare their sentences. Compare answers as a class.

Answer key

Students' own answers

**EXTRA follow-up**

Ask fast finishers to add two more similar sentences of their own using *like*, *including* or *such as*.

- 4 Ask students if they know the person in the photo (Colin Firth) and who he is (a British actor). Tell them to read the information about Colin Firth. Then ask them to work in pairs taking turns asking and answering questions. Check answers as a class.

Answer key

- 1 Because he is a film and stage actor.
- 2 In 1960 in Grayshott, England.
- 3 At Drama Centre London.
- 4 With Renée Zellweger, Pierce Brosnan, Geoffrey Rush, Samuel L. Jackson.
- 5 To Ethiopia and Italy.
- 6 He's making new films.

Writing Plan

- 1 Tell students that they are going to write an email describing their favourite actor/actress. Ask them to read the exam task. Explain that to complete the task, they have to complete all the three points.
 - 2 Ask students to plan the email they are going to write. Tell them to use the model from exercise 1 and the questions from exercise 4 to help them.
 - 3 Students write the first draft of their email, including answers to all the questions. When they have written their emails, ask them to look at the checklist and use the points to proofread their texts and improve the content. Explain that they should pay special attention to the use of the correct tenses. They should also use at least two different ways of introducing examples and an informal style.
- TIP** Go through the TIP box with students. Explain that when they write an informal email (e.g. to a friend), they should use an informal style (e.g. short sentences or phrases, short forms, informal expressions for beginning and ending their emails etc).

Homework → Workbook p10**EXTRA homework**

Ask students to choose another actor/actress they admire and write a second email describing this person, following the steps from the Writing Plan.

**AIM**

To listen to a recording of a boy being met at the airport, before practising a similar dialogue with a partner.

Language in Action**Meeting people****EXTRA warmer**

To review vocabulary, choose words from this unit and play hangman.

- 1 Ask students to look at the signs and symbols. Elicit what they have in common (you see them all at an airport). Then ask them to match the words with the pictures. Check answers as a class.

Answer key

1 h 2 d 3 a 4 c 5 b 6 f 7 g 8 e

- 2 **1.08** Ask students to cover the dialogue. Tell them to read the questions. Check the meaning of any new vocabulary with students (e.g. *set off*). Play the recording for the students to listen to and answer the questions. Tell them to compare their answers with a partner and check answers as a class.

1.08 Audioscript Exercises 2&4, p15

Chris Hello, Luis. It's great to see you again!
Luis Hi Chris. Thanks for coming to meet me.
Chris That's OK. How was your journey?
Luis Oh, it was fine. I don't mind flying!
Chris What time did you set off?
Luis We left Barajas at about three o'clock.
Chris Shall we go? Mum and Dad are waiting in the car.
Luis OK, I'm looking forward to meeting them!
Chris Let me take your bag.
Luis Oh, thanks – it's a bit heavy!
Chris Wow, what have you got in here?
Luis Lots of presents!

Answer key

- 1 Luis doesn't mind flying.
- 2 At about three o'clock.
- 3 They are (waiting) in the car.
- 4 Because he has a lot of presents there.

- 3 Ask students to work in pairs and look at the dialogue where the words are in the wrong order. Ask students to put them in the correct order. Check answers as a class.

Answer key

- | | |
|--------------------------|---------------------------------------|
| 1 great to see you again | 4 did you set off |
| 2 coming to meet me | 5 I'm looking forward to meeting them |
| 3 How was your journey? | 6 me take your bag |

- 4 **1.08** Play the recording again for the students to check their answers. Check as a class to make sure students have the correct answers. Ask students to work in pairs and practise the dialogue. Emphasise that the intonation in exclamations is generally exaggerated. Encourage students to be as theatrical as possible, using the intonation they heard in the recording.
- 5 Ask students to translate the expressions into English, using the words in bold. Explain that they should not translate the expressions word by word, but should look for expressions which have an identical or similar meaning. Tell them to compare their answers with a partner. Finally check answers as a class.

Answer key

- 1 How was your journey?
- 2 I'm looking forward to meeting them.
- 3 What time did you set off?
- 4 It's great to see you again!
- 5 Thanks for coming to meet me.
- 6 Let me take your bag.

- 6 Ask students to work in pairs. Tell them to imagine that one of them is meeting his/her friend at Heathrow airport in London. Tell them to complete the dialogue with their names, and other missing words and expressions.

Answer key

- | | |
|-------------------------|------------------------------------|
| <i>Example answers:</i> | 7 did you set off |
| 1 (name) | 8 (place) |
| 2 to see you again | 9 (family members) |
| 3 (name) | 10 looking forward to meeting them |
| 4 coming to meet me | 11 me take your bag |
| 5 was your journey | 12 Lots of presents and clothes! |
| 6 hate | |

- 7 Ask students to work in pairs and practise the dialogue. Then students change roles and practise the dialogue again. Remind them to use the right intonation. Ask pairs to act the dialogue out for the class.
- 8 **1.09** Tell students to read the sentences and the possible answers. Then play the recording for students to choose the correct answers. Play twice if necessary. Check answers as a class.

1.09 Audioscript Exercise 8, p15

Chris Luis, this is my mum, Carol, and my dad, Steve.
Mum Hello Luis, it's lovely to meet you!
Luis Great to meet you, too.
Dad Hi Luis, how was your journey?
Luis Oh, it was fine. No problem.
Dad What time did you leave home?
Luis Er ... about twelve o'clock. My mum took me to the airport.
Mum Right, shall we get these things in the car? We can't park here for long!
Dad Here, let me take that one. Let's put it in the boot.
 Whoa! This is heavy – is it full of Spanish food?!

Luis Hmm. Just a bit ...

Mum OK, let's go then. It's about half an hour to our house, Luis. If the traffic isn't too bad ...

Chris Are you hungry, Luis? Do you want some crisps?

Luis Oh, thanks ...

Answer key

1 b 2 c 3 b

- 9 Students work in pairs. Refer them to the instructions for student A and student B on p121 and p122. They then follow the instructions and work on the dialogues for 4–5 minutes. Monitor the activity. Ask selected pairs to act out their dialogues for the rest of the class.

Homework → Workbook p11



EXTRA homework

Ask students to work in pairs. Tell them to write down one of the dialogues from exercise 9 and prepare to act it out, using the right intonation, gestures and body language.

- 2 Tell students to complete the sentences. Ask them to decide which parts of the sentences helped them make the right decisions. Let students compare their answers in pairs. Check answers as a class.

Answer key

1 A on Monday

B now

2 A just like last year

B every year

3 A is

B was

- 3 1.10 Explain that students are going to listen to a dialogue. Before the listening task, ask them which words and expressions from exercises 1 and 2 they might expect to hear in this recording. Tell them that in this task, there are two extra answers. Play the recording. Students listen and complete the task. Check answers as a class.

1.10 Audioscript Exercise 3, p16

James Hi, Bart! Have you heard the news? I'm going on an expedition next week.

Bart Hi, James! Didn't you go on an expedition to a desert in Africa last year?

James There was a plan to go there, but our guide got ill and we had to stay at home.

Bart So, are you going to Africa this time, too?

James Nope, not this time. We're going to Asia after my dad gets his final certificate from his university. He's worked really hard, so this holiday is a reward for him. We're going to spend a week in the jungle!

Bart Are you afraid?

James No, not at all! I'm not a cowardly person! Anyway, how about your plans?

Bart We're going to watch my favourite bass guitarist play live in Tuscany. The plane leaves tomorrow morning and the concert starts on the same day at eight. I'm really excited!

James It seems like we're going to have a lot of fun!

Answer key

1 B 2 C

Student's Book page 16



AIM

To practise exam skills: listening. Subskills practised: listening for specific information, selecting information. Task type: multiple matching (dobieranie).

Test Practice – poziom podstawowy

Rozumienie ze słuchu



EXTRA warmer

Tell students to describe what is happening in the photos in exercise 1. Ask them to say what features of character are necessary for doing these activities well. Use the students' ideas to make a spidergram on the board.

- 1 Tell students to read the sentences and to choose the correct answers. Make sure they understand that they have to choose two words in each sentence. Ask them to explain why they believe these are the right personal traits. Let them compare their answers in pairs and then check answers as a class.

Answer key

1 brave, confident

2 caring, sociable

3 confident, hard-working

Zadanie testujące

- 1.11 Tell students that they are going to listen to a recording twice. Refer them to the TIP box. Explain that before they listen to the recording, they should read the questions carefully and try to predict what grammatical and lexical items may be used in the recording. Make sure the students understand that they need to choose the correct answer (A–E) for each question (1–4), and that there is one extra answer option which they do not need to use. Play the recording twice. Students listen and complete the exam task. Check answers as a class.

1.11 Audioscript Zadanie testujące, p16

Eddie Hi, Vanessa.

Vanessa Hello, Eddie. How are you?

Eddie Fine, I guess. I'm getting ready for the new school year.

Vanessa Just like all of us. You know, it seems that everyone is thinking about the new things they want to do this term. Like my brother, Ron - he's in the school football team, but he started jogging a few months ago and wants to take part in a half marathon in March. He says he's going to come first, and I think he's so hard-working that he'll make it.

Eddie I see what you're talking about. My older sister, Jasmine, says that she's too stressed at work and so next year she's going to do something crazy. She's signed up for helicopter classes and she's going to become a pilot! Anyway, how about you, Vanessa?

Vanessa Well, I'm quite busy with my present hobbies, so I don't need to find anything new. I'm concentrating on school because I'm taking my final school tests in May and I'd like to do well, so I'm going to spend a lot of time preparing for all my exams. What are your plans, Eddie?

Eddie Luckily, my exams are next year! As you know, I love electronic gadgets and spend a lot of time alone making my own mobile apps. But I thought it might be a good idea to stop being selfish and to think about others, so I'm joining a charity which helps poor kids in my area. I'm going to be their computer class teacher!

Answer key

1 C 2 E 3 D 4 A

- 4 Get students to work in pairs talking about their plans for this school year. Monitor the activity. Ask a few students to report back on their partners' plans to the rest of the class.



EXTRA activity

Encourage students who finish the speaking task early to write sentences about their plans for the school year in their notebooks.

Homework → Workbook pp78-79,
1 Egzamin Ósmoklasisty

Student's Book page 17



AIM

To practise exam skills: listening. Subskills practised: listening for specific information, listening for gist, defining the situational context of a message. Task type: multiple choice (wybór wielokrotny).

Test Practice – poziom rozszerzony

Rozumienie ze słuchu

- 1 1.12 Tell students that they are going to listen to Matt talking about his favourite actress. Tell them to read the questions below and elicit their meaning. Check if students know Anna Paquin and the series *True Blood*. Ask if they know what the Golden Globe Award is. Play the recording. Students listen and choose the correct answers. Let them then compare their answers in pairs and then check as a class.

1.12 Audioscript Exercises 1&2, p17

Anna Paquin is an actress famous for her role of Sookie Stackhouse in the series *True Blood*. However, she achieved her first success when she was only 11 years old, when she won a Best Supporting Actress Oscar for *The Piano*. She also played in *X-Men*. In 2009, she won a Golden Globe Award for her performance in the series *True Blood*.

Answer key

1 B 2 B

- 2 1.12 Ask students to listen to Matt again. Tell them to focus on the words which mean the same as the highlighted phrases. Play the recording. Students listen and complete the task. Check answers as a class.

Answer key

1 when she was only 11 years old 2 won

- 3 Students read the sentences from exercise 4. Check that they understand the meaning of the sentences. Ask them to decide what the sentences are about. Check answers as a class.

Answer key

A 3 B 1 C 2

- 4 1.13 Explain that students are going to listen to a conversation between two people talking about artists. Explain that for each question they should choose the correct answer. Play the recording. Let students compare their answers in pairs and then check as a class.

1.13 Audioscript Exercises 4&5, p17

Harry Chloe, let's get some popcorn before the lights go out ... By the way, who're you going to talk about for the school project? You know, 'The person I admire'?

Chloe Oh, that one. It's easy. Bono.

Harry Bono? You mean the singer of U2? Isn't he like really old?

Chloe Come on, he's not old, he was born in 1960, like my uncle Jim.

Harry But why do you like him so much? For his music with U2? He sings OK, but what's so special about him?

Chloe He is a great singer and I love his voice, but did you know he was nominated for a Nobel Peace Prize?

Harry You must be joking! A Nobel Peace Prize? Really? What for?


Chloe Well that's because he tries to improve the lives of people in Africa. He talks to people who have money, to presidents and kings, and tries to persuade them to help and provide aid. He isn't just some silly celebrity.

Harry Well, OK, if you say so. But no one our age knows that, do they? Justin Bieber and Lady Gaga ... they're huge and popular, but Bono?

Chloe Oh, come on. You're like all the others. It's just girlfriends and scandals and shows. They don't even know how to sing. Now, Bono is a real artist ... When we get home, I'll show you ...

Answer key


1 B 2 B 3 C

- 5  **1.13** Ask students to listen to the dialogue again and to write down all the key words which helped them to find the correct answers. Students then compare their answers with a partner. Finally, check answers as a class.

Answer key

- 1 he tries to improve the lives of people in Africa; [he] tries to persuade them to help and provide aid. He isn't just some silly celebrity.
- 2 'The person I admire': He is a great singer and I love his voice; He isn't just some silly celebrity.
- 3 let's get some popcorn before the lights go out; When we get home, I'll ...

Zadanie testujące

-  **1.14** Explain that students are going to listen to two recordings twice: one is a conversation, and the other a short monologue. Refer students to the TIP box. Explain that before listening to a recording, students should read the questions carefully. Ask them to decide whether the answer will require listening for specific information, listening for gist or defining the situational context. Tell students that they need to choose the correct answer (A–C) for each question (1–6). Tell them that the first three questions (1–3) refer to the first recording, while questions 4–6 refer to the second one. Play the recording twice. Students listen and complete the exam task. Check answers as a class.

1.14 Audioscript Zadanie testujące, p17

1

Trev Welcome back to Teenage Voice, our phone-in programme. For those who have just joined us, our subject today is role models for young people. We've got Sophie, our first caller after the break, on the line. So, tell us, Sophie, what role models do your friends have nowadays? Are they still footballers and fashion models?

Sophie Well, yes, some of them admire celebrities. I mean, some people my age think success is all about money and fame. But for others, it's different. They have other goals. My friend Jack, for example, does voluntary work. He helps elderly people who have no families to rely on.

Trev Tell us, Sophie, is it important for you to have goals in life? How far into the future do you look?

Sophie Well, I'd like to finish school, of course, and then maybe go to college. I don't know where yet, but I'm pretty sure I'd like to work in a lab, and become a scientist like Marie Curie. Yeah, that would be my personal goal, I guess.

Trev Some people say that the young generation today is bored and not interested in school.

Sophie Well, yes, school is boring sometimes, but I like learning something that is interesting, like chemistry, for example. But I also like to learn things from the Internet, not just schoolbooks.

Trev Thank you very much, Sophie, and now it's time to move on to our next caller ...

2

Hi! My name is Kevin and I'm 15. Well, the person I admire is the Argentinean footballer, Lionel Messi. He's 28 years old and he's a really successful player. He plays for FC Barcelona, and many people think he is one of the best footballers in the world. He started playing football when he was a young boy. He moved to Europe in 2000 because Barcelona offered to pay for the treatment of a hormone disease that he had. He's won three Champions League titles with his team, with the most recent being in 2011, when his club beat Manchester United in London. Messi scored one of the goals. He was really brilliant!

I like him not only for being such a good player, but also for the fact that he tries to make a difference. He loves football, but he also wants to help children. He is an ambassador for UNICEF and has his own foundation which helps sick children in Argentina, paying for their medicines, transport, and care.

Answer key

1 B 2 B 3 C 4 B 5 A 6 C

- 6 Ask students to work in pairs talking about a person they admire, especially his/her achievements. Monitor the activity. Discuss the students' ideas as a class.

Homework → **Workbook pp78-79,**
1 Egzamin Ósmoklasisty

Student's Book page 18

GENERAL GUIDELINES ON HOW TO WORK WITH THE SELF CHECK SECTION

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



AIM

To review the language in unit 1 and earlier by completing simple language exercises. To allow students to self-assess their progress and reflect on their own learning.

Self Check



EXTRA warmer

Prepare a short quiz for students, e.g. with three statements, asking them to decide if they are true or false. Example:

- *The vInspired programme can be completed until you are 30.* (false – until you are 25)
- *The opposite of sociable is easygoing.* (false – it is shy)
- *Six Nobel prizes are given out every year.* (correct)

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

Activities and achievements

- 1 Ask students to choose the correct verb in each expression. Set a time limit of 2 minutes. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

Answer key

1 learn 2 win 3 get 4 do 5 get

Personal qualities: opposite adjectives

- 2 Ask students to complete the missing words in the table. Set a time limit of 2 minutes. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

Answer key

1 mean	4 quiet
2 brave	5 easygoing
3 hard-working	

Language in Action

- 3 Tell students to read the dialogue and to put the crossed out words in the correct places. Set a time limit of 2 minutes. Ask students to count their correct answers (1 point for each correct answer).

Answer key

1 set 2 for 3 forward 4 Let

Present simple and present continuous

- 4 Tell students to write complete sentences using the present simple or present continuous, as appropriate. Remind them to look for time expressions as clues. Give students 3 minutes. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

Answer key

1 It doesn't rain every day.
2 She's speaking English at the moment.
3 Maggie and Josh are going on an expedition next year.
4 The plane departs at 5.30 am.

- 5 Students complete the questions using the prompts and the correct tenses. Then ask them to write the questions. Give students 4–5 minutes to finish the task. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

Answer key

1 Is your mum working today?
2 How often do you play football?
3 Are your classmates writing now?
4 When do you usually do your homework?

be: present and past forms

- 6 Ask students to look at the example, then correct the five sentences. After two minutes check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

Answer key

1 My grandparents weren't politicians. They were teachers.
2 They aren't lazy. They are hard-working.
3 My first teacher wasn't English. He/She was Polish.
4 Mother Theresa wasn't a scientist. She was a nun.
5 Malala Yousafzay isn't from India. She is from Pakistan.

there is/are, there was/were

- 7 Tell students to compare sentences about their present and their primary school using *there is/there are* and *there was/there were* in the affirmative or negative forms, depending on their ticks and crosses. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

Answer key

1 there were	4 there aren't
2 there wasn't	5 there are
3 there is	

Cumulative grammar

- 8 This cumulative grammar exercise is more demanding and complex than the remaining ones in the Self Check section. Encourage all students to do it and pay special attention to explaining all their doubts after the activity.

Ask students if they know the singer Mika. Tell them to read the text. Elicit if they have learned anything new about him. Then ask students to choose the correct words, working individually and then comparing their answers in pairs. Give students a time limit of 4–5 minutes. Check answers as a class. Ask students to count their correct answers (1 point for each correct answer).

Answer key

- | | |
|----------------|-------------|
| 1 often listen | 5 there was |
| 2 'm | 6 wasn't |
| 3 was | 7 was |
| 4 live | 8 is going |

Homework → Workbook pp12–13

Project**High Achievers**

- 1 Students are going to prepare a project – a presentation about a famous person who has achieved success. Ask them to think of a successful person in terms of his/her area of expertise, according to the prompts provided in the Student's Book.
- 2 Students are going to find information about their chosen people. Remind them that they should collect the information in English. Students are going to make a Power Point presentation or a poster for their project. Encourage them to make their presentations more attractive with photos/pictures, parts of songs, videos or interviews, as appropriate. Remind them that it is important to include the sources where their information comes from, as they should not present this information as their own. Ask students to work on their projects and to bring them to the next class. Students may also be encouraged to prepare a short quiz (up to five questions) for their classmates, based on the information from their project.
- 3 Students present their projects to the class during the next lesson and follow this up with their quiz questions. Allow the rest of the class to provide feedback on the projects.