

1

Fun and games

VOCABULARY socialising

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> socialising
Listening	<ul style="list-style-type: none"> monologues: <ul style="list-style-type: none"> six voicemail messages
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> a role-play: organising an 18th birthday party
Matura topics and tasks	Życie rodzinne i towarzyskie; Rozumienie ze słuchu (<i>Dobieranie</i>)

EXTRA ACTIVITY

vocabulary test

> after exercise 4 page 4

Students work in pairs and test each other on the phrases in exercise 3 (listed below). One student calls out the verb, while the other completes the phrase. Then students exchange roles: one student calls out the noun phrase to elicit the correct verb.

send out invitations
throw a big do
make a night of it
book a venue
set it up as an event
put together a guest list
organise a get-together

EXTRA SUPPORT

weaker classes

> after exercise 5 page 4

Divide the class into groups of three (group A, B and C) if possible. Tell students to go to transcript 1.01 on page 157. Assign one voicemail message (1–3) to each group. Tell students to study the transcript and underline where the answer to a specific question in the listening task can be found. Then, regroup two students in each group so that students can share the information about all three transcripts.

Key

1b

I'm afraid he may have worked out what the plan is.

1d

Anyhow, I'd love to come, and my sister would too, so you can plan on us turning up around 7:30.

2c

The thing is, I'm helping my mum out in her shop, and we're working all sorts of hours ...

2f

I'll do everything I can to be there.

3a

I've been putting together a family history, so I'm in touch with quite a few members of the extended family.

3e

I think it's amazing that you're willing to throw a big do like this.

EXTRA ACTIVITY

phrases and definitions

> after exercise 6 page 4

Give each pair of students a copy of the worksheet with the sentences below (**worksheet activities page 108**). Alternatively, you may write the following sentences on the board. Explain that students should match the statements with the phrases from exercise 6. Ask: *How would you describe someone who often says: 'I don't like being with people, I prefer my own company?'* Check the answers as a class.

- I don't like being with people, I prefer my own company.*
- I am always the person everyone wants to talk to at parties.*
- I love dancing and singing and making the party fun.*
- I am easy to talk to.*
- I don't mind if people play jokes on me, I don't mind looking silly.*
- I'm often in a bad mood, I complain and I never want to do anything.*
- I'm sociable, I like meeting people.*
- I tell jokes and make people laugh.*

Key

- a loner
- the centre of attention
- the life of the party
- approachable
- a good sport
- a wet blanket
- gregarious
- a scream

HOMEWORK

writing an invitation

Tell students to design and write their ideal 18th birthday party invitation, which could be based on the role-play in exercise 7. Tell students to include the following information:

- when and where the party is taking place*
- what fun attractions you have prepared*
- what you want your guests to bring with them*

In class, students present their invitations and vote on which is the best one.

LISTENING AND VOCABULARY listening for gist and detail • holidays and celebrations

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> holidays and celebrations
Listening	<ul style="list-style-type: none"> monologues: <ul style="list-style-type: none"> four texts about people celebrating different occasions someone talking about the history of the greetings card
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> discussing questions about greetings cards, family customs and the ideal school-leaving party
Matura topics and tasks	Życie rodzinne i towarzyskie; Rozumienie ze słuchu (<i>Dobieranie</i>)

EXTRA SUPPORT

weaker classes

> before exercise 3 page 5

Write the following sentence openings on the board, which include the words from exercise 3. Go through the phrases and check the meanings. Ask students to complete the sentences with their own ideas. Elicit a few answers from the class.

I am ashamed of ...
I regret ...

I am proud of ...
I am surprised at ...

EXTRA ACTIVITY

synonyms

> after exercise 5 page 5

Tell students to keep their books closed. Copy the following jumbled list of words/phrases from exercise 5 on the board. Explain that students have one minute to memorise them all. Then rub off the words/phrases. Tell students to work in pairs and write down, in any order, as many of the sixteen words/phrases as they can remember in their notebooks. The winners are the first pair to finish the list correctly. Finally, check the answers as a class. Now ask students to put the words/phrases in pairs so that there are eight pairs of synonyms.

packed relatives mistaken booking occasion
outstanding reception thrilled reservation
crowded family members event wrong
extremely pleased amazing formal party

Key

packed – crowded
relatives – family members
mistaken – wrong
booking – reservation
occasion – event
outstanding – amazing
reception – formal party
extremely pleased – thrilled

EXTRA ACTIVITY

greetings cards quiz

> before exercise 7 page 5

Put students into small groups and explain that they will do a quiz about the history of greetings cards. Read out the questions in the quiz below. Alternatively, you may copy and distribute copies of the worksheet with the quiz (**worksheet activities page 108**). You may want to ask students to hold up pieces of paper with a, b or c after each question to show their answers.

- Valentine's day cards were first sent and received in Europe in the*
a mid-1500s. **b** mid-1400s. **c** mid-1800s.
- New Year's greetings cards were produced in 1400 in*
a Asia. **b** North Africa. **c** Europe.
- The first printed Christmas card appeared in 1843 in*
a London. **b** Glasgow. **c** Dublin.
- The first known Valentine's day card was given in*
a 1415. **b** 1453. **c** 1498.

If you have time, give each pair of students a copy of the worksheet with the following text to check their answers to the quiz (**worksheet activities page 108**). Alternatively, check the answers as a class.
The Germans printed New Year's greetings cards from woodcuts as early as 1400, and handmade paper Valentines were exchanged in Europe in the early to mid-1400s. The first known printed Christmas card appeared in London in 1843, when Sir Henry Cole hired artist John Calcott Horsley to design a holiday card that he could send to his friends and acquaintances. The first known Valentine's day card can be traced back to 1415.

Key

1b **2c** **3a** **4a**

EXTRA SUPPORT

weaker classes

> exercise 7 page 5

In a weaker class, you may choose to do an alternative listening task. Write the following answers to exercise 7 on the board for students to match with the correct sentence (1–7). Alternatively, give each student a copy of the worksheet with the task (**worksheet activities page 108**). Explain that there are three extra answers. Then ask students to listen and check their ideas. Check the answers as a class.

- | | |
|----------------------------|------------------------------|
| a specific occasion | f Boston, USA 1856 |
| b short poem | g postage stamp |
| c a few decades | h Birmingham, UK 1867 |
| d many centuries | i 1400s |
| e new technology | |

Key

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

MATURA SPEAKING TASK rozmowa na podstawie ilustracji

> at the end of the lesson

Students work in pairs and take turns to describe the two photos on page 5 and answer the questions below.

EXAM TASK Examiner's questions:

- How do you think the people are feeling?*
- Do you enjoy family celebrations? Why?/ Why not?*
- Tell us about the last time you celebrated a special occasion.*

HOMEWORK

Tell students to look for any greetings cards they have at home and translate the messages inside them into English. Encourage them to use the phrases from exercise 2 page 5.

GRAMMAR tense contrast: present perfect simple, present perfect continuous, past simple • speculating about the present and past: *may / might / could / can't / must*

WHAT IS THE LESSON ABOUT?

Grammar	<ul style="list-style-type: none"> tense contrast: present perfect simple, present perfect continuous, past simple speculating about the present and past: <i>may / might / could / can't / must</i>
Reading	<ul style="list-style-type: none"> a dialogue: <ul style="list-style-type: none"> talking about plans to celebrate New Year's Eve speculating about a friend
Matura topics and tasks	Życie rodzinne i towarzyskie; Znajomość środków językowych (Tłumaczenie zdań)

Tense contrast: present perfect simple, present perfect continuous, past simple

IF YOU WANT A LEAD-IN ... (2–3 minutes)

Revise the form of present perfect simple/continuous by asking students to complete the patterns below. Elicit some answers from the class.

- **present perfect:** *have/has* + _____
- **present perfect continuous:** *have/has* + _____ + _____

Key

present perfect: past participle/3rd form

present perfect continuous: *been* + *-ing* form

EXTRA ACTIVITY time expressions

> before or after exercise 5 page 6

Tell students their left hand represents a perfect tense and their right hand represents the past simple. Read out the time expressions in exercise 5. Students raise their left or right hand according to the verb tense which is used with a given expression.

Then write these sentences on the board for students to choose the correct answer. Alternatively, give each student a copy of the worksheet with the sentences (**worksheet activities page 108**).

- 1 *We've been studying for these exams **since / for** Christmas.*
- 2 *I haven't finished my homework, **already / so far** I've only done three exercises.*
- 3 **A** *How long / When did you move to Italy?*
B *Three months ago.*
- 4 *I spent three months in Paris **already / in 2001**, it was beautiful.*
- 5 *She's only **just / lately** had her baby, it's a boy!*

Key

left hand: *lately, so far, ever/never, just, for the past two months, this week, how long, already, since November*

right hand: *when, last night, yesterday, in 2000*

- 1 since
- 2 so far
- 3 When
- 4 in 2001
- 5 just

EXTRA ACTIVITY

writing in a past tense

> after exercise 9 page 6

When students have finished exercise 9, tell them to choose one of the topics from the exercise and write a few sentences about it. Explain that they **MUST** use:

- at least one example of the present perfect continuous
 - at least one example of the present perfect simple
 - two examples of the past simple
 - some of the time expressions from exercise 5
- Monitor, helping with language and ideas as necessary. Elicit some answers from the class.

Example paragraph (*when you started doing something you are still doing*):

In England, you can start driving when you are 17, so on my 17th birthday I drove a car for the first time. I have loved cars for the past 20 years. Recently I took up racing and I've been learning how to drive really fast. In fact, this week I've spent about 30 hours behind the wheel. Lately I've been driving everywhere and I love it!

HOMEWORK

matura writing task – wpis na blogu

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

EXAM TASK Napisz wpis na blogu na temat projektu szkolnego, nad którym pracujesz:

- opisz cel projektu (*who it is for, why it was set up*);
- wyjaśnij, nad czym ostatnio pracujesz i co udało Ci się już zrobić;
- napisz, co zamierzasz zrobić po zakończeniu projektu;
- poproś czytelników bloga o pomoc w pracy nad projektem i napisz, czego oczekujesz.

I've been working on a really exciting school project ...

Speculating about the present and past: *may / might / could / can't / must*

IF YOU WANT A LEAD-IN ...

 (4–5 minutes)

Write the following modal verbs and adverbs along with the three headings on the board. Ask students to match the words and phrases with the correct heading.

*definitely may might can't possibly can't
could must definitely not*

- 100% sure it's true
- 50% true
- 100% sure it's not true

Now elicit the names of some famous people and write them on the board. Ask students: *What do you think Lady Gaga/Chris Hemsworth is doing now?* Students speculate, using the modal verbs on the board.

EXTRA ACTIVITY

the search for a missing person

> after exercise 5 page 7

Put a few objects you have in the classroom, or in your desk, into a plastic bag or a box (e.g. scissors, pen, telephone number, mobile phone, some written work from a student, a comb, a USB drive, a notebook, a pair of glasses, etc.).

Describe the following imaginary situation to students: the police are hunting for a missing person and this bag/box includes his/her personal belongings. Explain that students

should speculate about what might have happened to the person and what kind of person they are by looking at the objects in the bag/box. Pass the bag/box around the class. Students take an object, make their sentence and put the object back and take another until they have speculated about all of the objects, e.g.

- a coloured pencil – *He/She might have been an artist.*
- a phone number on a piece of paper – *He/She must have phoned his friend before he disappeared.*
- a USB drive – *He/She could have stolen a secret file from his work.*

READING AND VOCABULARY reading for gist and detail • distinguishing fact and opinion • games and fun activities

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> • games and fun activities • verb collocations
Reading	<ul style="list-style-type: none"> • two texts about escape room games
Speaking	<ul style="list-style-type: none"> • pairwork: <ul style="list-style-type: none"> – a discussion about different forms of entertainment – presentation of a short video clip
Matura topics and tasks	<p>Życie rodzinne i towarzyskie; Rozumienie pisanych tekstów (<i>Wybór wielokrotny</i>); Znajomość środków językowych (<i>Tłumaczenie fragmentów zdań</i>)</p>

EXTRA ACTIVITY voting on the most/least

› after exercise 1 page 8 popular childhood game

Ask students to work individually and put the list of games from exercise 1 in their order of preference. Have a class vote on the most/least popular game.

EXTRA ACTIVITY reading comprehension extension

› after exercise 4 page 9

Students work in pairs and invent their own true/false questions about the texts in exercise 3. Ask students to read out their questions to the class. The group then votes true or false by giving a 'thumbs up' for true and a 'thumbs down' for false.

EXTRA CHALLENGE class game

› after exercise 6 page 9

Tell students to keep their books closed. Write the following jumbled-up sentences from Text 2 on the board for students to put in the correct order. Alternatively, give each pair of students a copy of the worksheet with the sentences (**worksheet activities page 109**). The first pair, or group, of students to do the task correctly and find all the sentences in the text wins. As a follow-up, you may want to ask students to prepare their own jumbled sentence that is based on the reading texts and test another pair.

- 1 room / solitary / games / are / Escape / activities / leisure / not / .
- 2 master / our / , / the / game / the / arrival / to / explained / On / rules / us / .
- 3 figured / , / by / working / , / the / Eventually / we / together / out / location / secret / .
- 4 A / would / caught / later / we / have / second / and / been / .
- 5 a / night / , / / / exciting / a / very / had / Without / doubt / out / !

HOMEWORK

Tell students to choose one of the situations in exercise 7 and write a few sentences to speculate about what happened. Explain that they should use as many different modal verbs as possible.

Key

- 1 Escape room games are not solitary leisure activities.
- 2 On our arrival, the game master explained the rules to us.
- 3 Eventually, by working together, we figured out the secret location.
- 4 A second later and we would have been caught.
- 5 Without a doubt, I had a very exciting night out!

EXTRA ACTIVITY vocabulary game

Divide students into groups of three. Give each group a pile of cards (**worksheet activities page 109**) and tell them to keep the cards face down. Students take it in turns to take one card from the top of the pile and either mime (M), draw (P) or define (D) the phrase for the others to guess. The first person to correctly guess the phrase is given the card to keep. Play continues in a clockwise direction until all the cards are used up. The winner is the student who has the most cards once the game is finished.

- 1 do a puzzle (M)
- 2 be stuck indoors (D)
- 3 have a go (M)
- 4 leisure activity (M)
- 5 reach a goal (D)
- 6 mess about with your friends (P)
- 7 big on something (D)
- 8 take part in an activity (D)
- 9 solve a puzzle (M)
- 10 hang out (D)

EXTRA ACTIVITY gap fill

› after exercise 7 page 9

Write these sentences on the board and ask students to complete the sentences with expressions from exercises 6 and 7. Alternatively, give each student a copy of the worksheet with the sentences (**worksheet activities page 110**).

- 1 When I was little, I didn't use to enjoy _____, I wanted to go out and play in the street.
- 2 My dad isn't very good at swimming, but he always _____.
- 3 Where I live is not very good for _____. We have to go to the youth club in the next town.
- 4* If you need to _____, it's often easier to find a solution by working together with a group of friends.
- 5* At the weekend, we usually don't _____ at the park, we go to the cinema.

Key

- 1 being stuck indoors
- 2 has a go
- 3 leisure activities
- 4* solve a puzzle
- 5* hang out

HOMEWORK

Students choose one of the games in exercise 1 and prepare a short presentation to explain the rules of the game. Tell the group to answer the questions below.

- *How many people play the game?*
- *Where is it played?*
- *How long does it take?*
- *What are the rules?*

SPEAKING speculating about the picture • answering three questions**WHAT IS THE LESSON ABOUT?**

Speaking	<ul style="list-style-type: none"> • speculating about a picture • answering three questions
Functional language	<ul style="list-style-type: none"> • speculating about a picture • phrases with <i>seem</i>
Listening	<ul style="list-style-type: none"> • a monologue: <ul style="list-style-type: none"> – someone describing a photograph – a student answering three questions about a picture
Matura topics and tasks	Życie rodzinne i towarzyskie; Mówienie (Rozmowa na podstawie ilustracji)

IF YOU WANT A LEAD-IN ...

🕒 (2–3 minutes)

Write these sentences on the board for students to complete so that they are true for them.

- 1 *I am extremely ... because ...*
- 2 *I get very when ...*
- 3 *My family is quite ... when ...*
- 4 *My best friend is really ... because ...*

EXTRA ACTIVITY

speaking practice

> after exercise 3 page 10

Tell students to work in pairs. Give each pair a card with one of the situations below (**worksheet activities page 110**). Students come to the front of the class and mime their situation for the class to speculate on what is happening. Encourage students to use modals of speculation when making their suggestions.

- 1 *a friend has a party and doesn't invite you*
- 2 *your parents punish you for something you didn't do*
- 3 *you see someone steal a handbag in a restaurant*
- 4 *you and your friends are having an argument about where to go on Saturday night*
- 5 *you are walking your dog when it sees a cat and runs off, chasing the cat*
- 6 *you are trying to study, but your brother/sister is listening to some really loud music*
- 7 *you feel sick, but you have an important exam at school on the same day*

EXTRA SUPPORT

weaker classes

> after exercise 7 page 10

Give each pair of students a copy of the worksheet with the sentences below (**worksheet activities page 110**). Alternatively, you may write the sentences on the board. Students work in pairs and translate the sentences into Polish. Elicit answers from the class.

- 1 *I don't seem to get very upset in situations like this.*
- 2 *It seems to me that Monica and Steven do not get on very well.*
- 3 *He was guilty of stealing the computer. Or that's how it seemed.*
- 4 *It doesn't seem like a big deal to me.*
- 5 *Unemployment in Britain is a real problem, seemingly.*

Key (suggested answers)

- 1 Zazwyczaj w podobnych sytuacjach tak bardzo się nie denerwuję.
- 2 Wydaje mi się, że między Monicą a Stevenem nie układa się najlepiej.
- 3 Był winny kradzieży komputera, tak przynajmniej się wydawało.
- 4 Sądzę, że to nie jest wielka sprawa.
- 5 Wygląda na to, że / Na pierwszy rzut oka bezrobocie w Wielkiej Brytanii jest prawdziwym problemem.

HOMEWORK

Tell students to choose a photo they have at home and write a short description of it that uses the language from the lesson. Students bring the photo to class and read out their description.

WRITING a letter to the editor

WHAT IS THE LESSON ABOUT?

Writing	• a letter to the editor
Functional language	• formal and informal expressions in a letter
Reading	• a formal letter to the editor about creative hobbies
Matura topics and tasks	Życie rodzinne i towarzyskie; Wypowiedź pisemna (<i>List do redakcji</i>)

IF YOU WANT A LEAD-IN ... (2–3 minutes)

Write the following list of hobbies on the board: *pottery, painting, baking, running, photography, gardening, blogging, crafting, adult colouring, podcasting*. Ask students: *How creative do you think these hobbies are?* Discuss with the students.

EXTRA SUPPORT weaker classes

> after exercises 5 and 6 page 11

Write these sentences on the board. Tell students to decide whether they use an appropriate register for a formal letter. If not, ask students to improve them.

- 1 *I'm writing because I really want to reply to the article in your magazine.*
- 2 *I think lots of children get on with their parents.*
- 3 *Nevertheless, it is commonly believed that children and parents cannot be friends.*
- 4 *I would like to emphasise how important this point is.*
- 5 *People often say free time is important.*

Key

- 1 I am writing in response to the article in your magazine.
- 2 It appears to me that many children have a good relationship with their parents.
- 3 Correct
- 4 Correct
- 5 It is commonly believed that free time is important.

EXTRA ACTIVITY

gap fill

> after exercise 3 page 11

Tell students to keep their books closed. Write the following sentence from the composition in exercise 2 on the board for students to complete with the correct words. *It goes without saying that having a hobby like this _____ for more than one reason.*

Then encourage students to choose another sentence from the letter and prepare a gap fill to test their partner.

Key

is beneficial

EXTRA ACTIVITY

speed writing

> after exercise 6 page 11

Tell students to choose either one of the hobbies from the list in the lead-in or their own hobby. They have three minutes to write as much as they can about the hobby. Time the activity carefully. Students read their speed paragraphs out to each other in groups of three. Circulate and monitor, noting down common errors for a feedback session to be held at the end of the activity.

HOMEWORK

Tell students to find examples of letters to the editor online and bring them to class or share the link. Tell them to look for and underline examples of the language from exercise 3 page 11.

Useful sources:

<http://www.telegraph.co.uk/opinion/letters/>
<http://www.theguardian.com/tone/letters>

ENGLISH IN USE verb patterns

WHAT IS THE LESSON ABOUT?

Grammar	<ul style="list-style-type: none"> verb patterns verb patterns after verbs of perception: <i>see, watch, hear, overhear, listen</i>
Reading	<ul style="list-style-type: none"> a text about the importance of boredom
Speaking	<ul style="list-style-type: none"> a role-play about giving advice
Matura topics and tasks	Życie rodzinne i towarzyskie; Znajomość środków językowych (Układanie fragmentów zdań, Tłumaczenie fragmentów zdań)

EXTRA ACTIVITY

verb patterns

> after exercise 4 page 12

In pairs, students take turns to test each other on the verb patterns. One student calls out a verb from exercise 3 or 4 (e.g. *persuade*) while the other responds by giving the correct verb pattern (*someone to do something*). Then students exchange roles and continue the activity.

EXTRA ACTIVITY

patterns after verbs of perception

> after exercise 8 page 12

Write the verbs from the exercise (*see, watch, hear, overhear, listen*) on the board. You may also add other verbs of perception: *notice, observe, touch, feel, taste, smell*. If necessary, write the following explanation for students to copy:

The infinitive is used after verbs of perception when we want to say that we hear or see the whole of an action or event. The -ing form is used to suggest that we hear an action or event in progress.

Give each pair of students a copy of the worksheet with the sentences below (**worksheet activities page 110**). Students complete the sentences with the correct form of the verbs in brackets.

- I watched Agnieszka Radwańska ____ (*play*) Serena Williams in the women's singles final at Wimbledon.
- She listened to the birds ____ (*sing*) when she got up this morning.
- During breakfast, they observed a dog ____ (*run*) down the road.
- Did you hear the baby ____ (*cry*) last night? It never stopped!
- We noticed her car ____ (*stop*) at the bank, she parked and then went into the bank.
- My mum made a cake and I could smell it ____ (*bake*) in the oven – lovely!
- The doctor listened to his patient ____ (*explain*) what was wrong.
- Did the police overhear the thief ____ (*confess*) to the robbery? Yes, they did because they arrested him afterwards.

Key

1 play	3 running	5 stop	7 explaining
2 singing	4 crying	6 baking	8 confess

HOMEWORK

Draw the following grid on the board and fill it with the short phrases. Alternatively, give each student a copy of the worksheet with the grid (**worksheet activities page 111**). Ask each group to choose five verbs from the grid and write some sentences about learning English using the correct verb pattern. Students present their ideas during the next lesson.

In our English classes ...

we enjoy ...	we seem ...	we can't avoid ...	we help ...
our teacher allows ...	we ask ...	we want ...	we practise ...
we prefer ...	we can't stand ...	our teacher makes some of us ...	we tend ...

Example sentences:

- In our English classes our teacher allows us to choose our homework sometimes.*
- In our English classes we can't stand learning lists of verbs.*
- In our English classes we help each other study vocabulary.*

ENGLISH IN USE practice

WHAT IS THE LESSON ABOUT?

Grammar	• verb patterns after: <i>forget, remember, try, stop, regret, mean, go on</i>
Reading	• a text about the International festival of Comics and Games
Speaking	• a discussion about comics and games
Matura topics and tasks	Życie rodzinne i towarzyskie; Znajomość środków językowych (Test luk sterowanych, Transformacje zdań, Tłumaczenie fragmentów zdań)

CULTURE NOTE

The International Festival of Comics and Games used to be called the All-Polish Convention of Comic Creators until they changed the name in 1991. It also hosts the largest comic

market dedicated to work produced by children and young people, with Manga and Star Wars areas. During the festival, the public

IF YOU WANT A LEAD-IN ...

⌚ (2–3 minutes)

> before exercise 1 page 13

Ask students *What can you see and do at the International Festival of Comics and Games?*

Key (possible answers):

meet famous international artists and ask them questions, watch short animated films, see what's new in comics, share ideas, take part in games ...

EXTRA ACTIVITY

translation

> after exercise 2 page 13

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 111**). Alternatively, you may dictate the sentences. Tell students to translate the sentences into English using the verbs from the Watch out! tip.

- 1 *Zapomniałem kupić siostrze prezent na urodziny.*
- 2 *Mark żałuje, że nie uczył się do egzaminów.*
- 3 *Następnie nauczyciel przeszedł do wyjaśniania gramatyki na lekcji.*
- 4 *Spróbuj się zabawić na imprezie dziś wieczorem!*
- 5 *Zatrzymaliśmy się, żeby napić się kawy po drodze do domu.*
- 6 *Sue pamięta, że jadła dużo słodyczy, kiedy była dzieckiem.*
- 7 *Oni nie mieli zamiaru krzyknąć na niego.*

Key

- 1 I forgot to buy my sister a birthday present.
- 2 Mark regrets not studying for his exams.
- 3 The teacher went on to explain the grammar in the lesson.
- 4 Try to have fun at the party tonight!
- 5 We stopped to have some coffee on the way home.
- 6 Sue remembers eating lots of sweets when she was a child.
- 7 They didn't mean to shout at him.

EXTRA ACTIVITY

Polish/English sentence swap

> after exercise 3 page 13

Tell students to work in pairs. One student chooses a sentence from exercise 2 and translates it into Polish, while the other chooses a sentence from exercise 3 and translates it into Polish. Then students swap their sentences and translate them back into English and correct their translations. Students then choose different sentences and the game continues.

HOMEWORK

Students design a new comic superhero. Explain that they may look for ideas online if they wish to. They should include a drawing of the superhero. *Opis i rysunek bohatera komiksowego.*

description with the information below:

- name (e.g. *SuperSally*)
- physical description (*She's extra tall with very long arms and legs which she can use as a rope.*)
- superpower(s) (*She is magnetic, she can read minds but only the minds of really evil people.*)
- motto (*Good always wins!*)

REVIEW 1

EXTRA ACTIVITY

vocabulary revision quiz

Divide students into groups of three. Give each group a copy of the worksheet with the following sentences (**worksheet activities page 111**). Students complete the sentences with the words and phrases from unit 1. Set a time limit for students to do the activity. The first group to complete the task correctly are the winners.

- 1 My teacher is a _____, I can go to her to talk about any problems and I know she will listen.
- 2 My uncle is organising a big family g _____ next week.
- 3 My sister is having a baby, so next week we're giving her a b _____ s _____ with lots of presents.
- 4 If you want to eat at that restaurant, you'll have to make a b _____ first.
- 5 One of the games I played as a child was d _____. It's like chess but the black and white pieces look different.
- 6 I'm really glad those hats were just a f _____ and we don't have to wear them any more!
- 7 This Saturday we're going to have a q _____ n _____ i _____ and watch TV.
- 8 She was t _____ upset at the news, it was very sad.
- 9 When I was younger, I didn't g _____ o _____ w _____ my brother at all. We were always arguing.
- 10 If you want to go out tonight, you'll have to p _____ your parents to let you go.

Key

- | | |
|----------------|------------------|
| 1 approachable | 6 fad |
| 2 get-together | 7 quiet night in |
| 3 baby shower | 8 terribly |
| 4 booking | 9 get on with |
| 5 draughts | 10 persuade |

EXTRA CHALLENGE

dictogloss

> before exercise 8 page 14

Use the letter in exercise 8 as a dictogloss. Explain to the students that you are going to read out a letter twice to them, but you are not going to dictate it. Students should listen, take notes, and memorise as much as possible. Read the letter from exercise 8 at normal speed and give the students some time before rereading it. Students work in pairs to construct the text from memory, sharing notes and information. Set a time limit of 5–6 minutes. Then tell students to compare their letters with the original in exercise 8.

EXTRA PRACTICE

translation

Dictate the following sentences, which are taken from grammar exercises on page 14, to the students. Alternatively, give each student a copy of the worksheet with the sentences (**worksheet activities page 111**). Students translate the sentences into Polish. Elicit some answers from the class.

- 1 I have just booked a venue for a do I'm organising for my birthday.
- 2 We sent out the invitations this morning.
- 3 You don't want to be stuck indoors on such a beautiful day, do you?
- 4 Julia is a scream.
- 5 People have been holding celebrations to greet the coming of spring for thousands of years.
- 6 Nothing would make me take part in an escape room game.

Key (suggested answers)

- 1 Zarezerwowałam miejsce na imprezę urodzinową.
- 2 Dziś rano wysłaliśmy zaproszenia.
- 3 Naprawdę chcesz zostać w domu w taki piękny dzień?
- 4 Julia jest przezabawna.
- 5 Ludzie od tysięcy lat organizują uroczystości z okazji nadejścia wiosny.
- 6 Za nic nie wzięłabym udziału w grze escape room.

HOMEWORK

web research task

Students find answers to the questions below:

- 1 What is the world's biggest comic book convention?
- 2 Where and when was the first comic book convention held?

web research key words:

- Number 1 geek convention
- Comic-con USA

Key

- 1 Comiket in Tokyo, Japan: it is held twice a year and was first held in 1975. People attending have to wait up to five hours to get in and they usually dress up as their favourite character.
- 2 San Diego, USA, 1970: it was originally just for science fiction and comic books but now TV shows like *Big Bang Theory* are included, meaning many more genres are involved. In 2010 there were more than 130,000 attendees.

FOLLOW-UP ACTIVITY

Discuss the following questions with students: *Would you like to go to a similar comic book convention? Why (not)? What would you like to see? Why?*