

1

Who we know

VOCABULARY character • feelings and emotions • ethical problems • family and social life

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> • people – qualities of character • feelings and emotions • commonly confused words • ethical problems
Listening	<ul style="list-style-type: none"> • monologues: <ul style="list-style-type: none"> – three young people talking about relationships – four speakers talking about DNA testing
Speaking	<ul style="list-style-type: none"> • pairwork: <ul style="list-style-type: none"> – talking about people you know – discussing DNA testing
Matura topics and tasks	Człowiek, Życie rodzinne i towarzyskie; Rozumienie tekstu pisanego (<i>Dobieranie</i>), Rozumienie ze słuchu (<i>Dobieranie</i>)

Character, feelings and emotions

EXTRA ACTIVITY pronunciation / character adjectives

> after exercise 4 page 4

Ask students to work in pairs. Tell them to note the number of syllables and main stress for each adjective or phrase in exercise 4. Model and drill the new words as a class, exaggerating the stressed syllables and pointing out the weak forms. Explain that syllable sounds become unstressed in connected speech and are often pronounced as the schwa sound /ə/. Finally, ask students to think of someone from their lives who they would describe using each adjective or phrase. Tell students to write the name of the person next to each adjective. Encourage students to give reasons that justify their opinions.

Key

- 1 off-putting / ɒf 'pʊtɪŋ / (3 syllables)
- 2 quick-witted / ˌkwɪk 'wɪtɪd / (3 syllables)
- 3 stuck-up / ˌstʌk 'ʌp / (2 syllables)
- 4 affable / 'æfəbl / (3 syllables)
- 5 high-spirited / ˌhaɪ 'spɪrɪtɪd / (4 syllables)
- 6 irascible / ɪ'ræsəb(ə)l / (4 syllables)
- 7 out of touch / aʊtəv'tʌtʃ / (3 syllables)

EXTRA SUPPORT weaker classes

> before exercise 5 page 4

Give each pair of students a copy of the worksheet with the definitions below (**worksheet activities page 107**). Alternatively, you may write the definitions on the board. Ask students to match the definitions with the highlighted phrases in the posts in exercise 2. Check the answers as a class.

- 1 to not fit in, to feel uncomfortable in a situation
- 2 to be quite impressed
- 3 to be shocked or surprised, especially by something that someone says or does to you

4 to interfere in a situation, in a way that is annoying

5 not good enough

6 to stop being shy and begin to confidently show your real character and feelings

Key

- 1 to feel out of place
- 2 to be blown away
- 3 to be taken aback
- 4 to meddle in someone's private business
- 5 to not be up to the mark
- 6 to come out of your shell

EXTRA ACTIVITY key words and phrases

> after exercise 7 page 4

Divide the class into three groups (group A, B, C). Tell students to go to transcript 1.01 on page 130. Assign one monologue to each group. Tell students to study the transcript and find the key words and phrases which helped them decide on their answers in exercises 6 and 7. Then regroup students with at least one representative from group A, B, and C, so that students can share what they learned from each of the three transcripts.

Key

Exercise 6

- 1b the older people in my life are really easy to get on with ... they're all pretty open-minded and willing to listen to my point of view.
- 2c ... I admit her manner is a bit off-putting at first, but if you get to know her, you find she's extremely open-hearted ...
- 3a Just watching her and how she copes with so many challenges has helped me feel more self-confident. When I get discouraged, I think about how well she copes and tell myself I can do it as well.

Exercise 7

- 1 I guess I should count myself lucky because the older people in my life are really easy to get on with.
- 2 ... as soon as she realised I was interested in writing, she sort of took me under her wing.
- 3 I'm blown away by how up-to-date and open-minded she is ... how she copes with so many challenges. She sometimes seems pretty absent-minded and distracted because ... she has so much on her plate.

EXTRA ACTIVITY mind map

> after exercise 10 page 5

Ask students to make a mind map around the phrase *character traits*. Tell them to write the *character traits* in a circle in the centre of a blank page, draw lines out of the circle and write one of these subcategories at the end of each line: *negative adjectives, positive adjectives, neutral adjectives, types of people, related expressions*. Students work in pairs and list as many words and phrases from the

lesson as they can for each category. Explain that they may use different coloured pens and illustrations if they want to. In a less confident class, elicit some examples for each category together as a class. Set a time limit of five minutes for students to complete the activity.

Then ask students to compare their mind maps with other pairs. You may also distribute copies of the answer key below (**worksheet activities page 107**). Finally, ask students to choose one positive character trait they would personally like to focus on developing and to give reasons to defend their choice.

Mind mapping has proven to be a useful technique to help memorizing and learning new vocabulary as well as encourage creative thinking.

Key

Qualities of character

Positive:

adaptable, affable, affectionate, amazing, amusing, cheerful, clever, confident, fantastic, friendly, fun-loving, good-looking, high-spirited, lucky, open-hearted, open-minded, quick-witted, self-confident, self-reliant, well-behaved

Negative:

angry, bad-tempered, critical, deceptive, disinterested, impatient, intimidating, irascible, lazy, off-putting, pushy, repellent, stuck up, timid, unattractive, uninterested

Neutral: fair-haired, reserved, outspoken

Types of people: devotee, genius, mate, peer, stranger

Related expressions:

out of touch, to have an air of superiority, to be easy to get on with, to be easy to talk to, to be uncomfortable/unwelcome, to cope with challenges, to feel a special bond, to feel out of place, to fit in, to keep someone in stitches, social skills, to keep up with current events, to look down on people

HOMEWORK

writing an article

Tell students to find information on the Internet on how to make a positive first impression and write a short paragraph about it. Tell them to include answers to the following questions:

- *Are first impressions generally right or wrong?*
- *How can you come across positively when you first meet someone?*

Ethical problems; family and social life – family

EXTRA ACTIVITY

true/false

> after exercise 2 page 5

Tell students to go to transcript 1.02 on page 130 and check their answers to exercise 2. Then ask students to work in pairs and write at least two true/false questions of their own for other students to answer.

EXTENSION ACTIVITY

class debate

Tell students they are going to participate in a debate about DNA testing. Write the following question on the board: *Should consumer access to personal DNA tests be limited?* Divide the class into two teams and flip a coin to see which team will be able to choose their 'side' in the argument. The other team has to take the opposing view. Remind students that they must be respectful of each other's views at all times. Ask students to prepare their arguments for or against the issue, first in pairs and then as

a team. Monitor, helping with language and ideas as necessary. Write a summary of the debate format below on the board. Explain that students will follow these stages during the debate. Introduce the debate and present the topic.

- 1 'For' team – turn 1 (1 minute)
- 2 'Against' team – turn 1 (1 minute)
- 3 'For' team – turn 2 (1 minute)
- 4 'Against' team – turn 2 (1 minute)
- 5 'For' team – turn 3 (1 minute)
- 6 'Against' team – turn 3 (1 minute)
- 7 'For' team – final remarks, closing arguments (1 minute)
- 8 'Against' team – final remarks, closing arguments (1 minute)

At the end, the whole class votes for or against the statement.

Key (possible arguments)

Pros

- *DNA testing could help increase personal awareness and results can help in the prevention of diseases*
- *Spending money up front on a precision diagnostic test could save money in the long run on expensive treatments, while at the same time increasing the quality of life for patients*
- *Making progress in medical science could only be beneficial*

Cons

- *Bad results could have a negative impact on an individual's physical and psychological health*
- *There are privacy concerns in the collection of DNA information. An individual's private profile could be misused by insurance companies and even governments*
- *There are doubts about the accuracy and reliability of DNA testing kits and there may be errors in the procedures in unregulated laboratories*

EXTRA ACTIVITY

phrasal verbs

> after exercise 8 page 5

Give each student a copy of the worksheet with the questions below (**worksheet activities page 107**). Alternatively, you may write the questions on the board. Give students a few minutes to note down their answers. Students work in pairs and take turns to ask and answer the questions. Monitor the discussion, taking note of any language errors, but try not to interrupt. When the discussion comes to a close, elicit some answers to the questions from the class. On the board, write examples of errors as well as good language you heard while monitoring. Elicit the correct forms from the students.

- 1 *Have you come round to the idea of being an organ donor? Why? / Why not?*
- 2 *What new developments in DNA testing do you think will come along in the future?*
- 3 *Would you come forward for DNA testing to find who your ideal partner is?*
- 4 *Have you come down with flu this year? What did you do to recover?*
- 5 *Do you think that your favourite sports team is going to come up empty this year? Why? / Why not?*
- 6 *What is the most original idea you have come up with in this school year?*
- 7 *How often do you come together with your whole family?*
- 8 *Has someone ever come down on you for being too outspoken? If so, how did you respond?*

CULTURE NOTE

Today, DNA identity testing is widely used in the field of forensics and paternity identification. The first DNA testing method was invented in 1984 by Sir Alec Jeffreys, a British geneticist. Jeffrey used X-ray film to analyse the differences between the DNA of several individuals.

HOMEWORK

Ask students to write a paragraph to express their opinion on DNA testing. Tell students to answer the question: *Should consumer access to personal DNA tests be limited?* Tell students to follow these steps: **Define the issue – State your case – Conclude (restate your argument)**. In pairs, students can read out their arguments to each other at the start of the next class.

READING AND VOCABULARY reading for gist and detail • friendships and social life • virtual and real friends crossover

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> friendships and social life expressions with the word 'bone'
Listening	<ul style="list-style-type: none"> monologues: <ul style="list-style-type: none"> six speakers talking about some of the issues of mobile phone use
Reading	<ul style="list-style-type: none"> an article about digital connectedness
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> discussing typical areas of conflict with parents
Matura topics and tasks	Życie rodzinne i towarzyskie; Rozumienie pisanych tekstów (<i>Dobieranie</i>)

EXTRA SUPPORT

weaker classes

> before exercise 7 page 7

Give each pair of students a copy of the worksheet with the answers to exercise 7 listed in a jumbled order (**worksheet activities page 107**). Alternatively, dictate the words or write them on the board. Ask them to complete the gaps in the text with words from this list.

*habit sympathise worse threat compare research
favour inform interfere disagreed support*

EXTRA ACTIVITY

learning new vocabulary

> after exercise 12 page 7

Have students individually write 1–2 sentences of their own to illustrate the meaning of the expressions from Exercise 12. Then put students into pairs to read out their sentences without saying the expression (they could substitute the phrase with a 'beep' sound) for their partner to guess, e.g. *I know there's going to be an argument between my friends this evening. I can 'beep'.* (*feel it in my bones*). Remind students that it's always a good idea to write a personalised example sentence as it helps us remember the word in context.

EXTRA ACTIVITY

ranking the top five teenage conflicts

> before exercise 13 page 7

As a class, brainstorm the typical causes of conflicts between parents and teenagers. Write students' suggestions on the board and group them into the following areas:

- Use of digital devices
- Household chores
- Taking care of family property
- Breaking rules
- Spending time with family
- Arguments with brothers and sisters
- Bad language and behaviour

In groups, tell students to decide what they think are the top five causes of conflicts between parents and teenagers. Elicit answers from each group and ask students to justify their answers.

HOMEWORK

giving advice

Give each student a copy of the worksheet with the situations below (**worksheet activities page 108**). Alternatively, write the situations on the board for students to copy into their notebooks.

Give advice to someone who...

*... *is addicted to their phone.*

*... *is experiencing cyber-bullying.*

*... *has lots of virtual friends, but not many real ones.*

*... *is tired because they are on their mobile phone till late at night.*

*... *is going to meet someone they met online.*

Students write some pieces of advice for homework and compare their answers in small groups at the beginning of the next class. Encourage students to use words and phrases from the lesson.

GRAMMAR perfect and continuous aspect • narrative tenses and structures: past simple, past continuous, past perfect continuous • future in the past: *would/was to, was going/planning/hoping to*

WHAT IS THE LESSON ABOUT?

Grammar	<ul style="list-style-type: none"> perfect and continuous aspect: <ul style="list-style-type: none"> narrative tenses and structures: past simple, past perfect, past continuous, past perfect continuous future in the past: <i>would/was to, was going/planning/hoping to</i>
Reading	<ul style="list-style-type: none"> two short descriptive texts about deceptive appearances a true story about fighter pilots in World War II
Matura topics and tasks	Życie rodzinne i towarzyskie; Znajomość środków językowych (Tłumaczenie zdań)

Perfect and continuous aspect

IF YOU WANT A LEAD-IN ...

tense review

Write the names of the tenses and grammar patterns listed below on the board (the list includes all the tenses that are revised in the two grammar lessons in unit 1). Ask students to work in pairs and write one affirmative example sentence of their own for each of the tenses. Nominate students to read out their sentences in open class and write them on the board. Ask the class to decide if the sentences are correct. You may also elicit all the negative forms and question forms as a revision and/or focus students' attention on contracted forms, e.g. *had'/d*.

Continuous aspect:

- present continuous:** *am / is / are + base form + ing*
- past continuous:** *was / were + base form + ing*
- future continuous:** *will be + base form + ing*

Perfect aspect:

- present perfect:** *have / has + past participle*
- past perfect:** *had + past participle*
- future perfect:** *will have + past participle*

Perfect continuous aspect:

- present perfect continuous:** *have / has + been + base form + ing*
- past perfect continuous:** *had + been + base form + ing*
- future perfect continuous:** *will have + been + base form + ing*

EXTRA SUPPORT

perfect and continuous aspect

> after exercise 4 page 8

Revise the meaning of these future tenses: a) future continuous to talk about actions in progress at a point in the future, b) future perfect continuous to talk about actions happening up to a point in the future, and c) future perfect simple to talk about actions completed sometime between now and a point in the future. Elicit some time expressions which are often used with these tenses, e.g. *by Friday, this time tomorrow*. Point out that the future continuous is often used as a way of expressing plans or making polite requests, e.g. *I'll be sending the documents by post tomorrow; Will you be using the car today?* Dictate the sentence beginnings below and ask students to complete them, using a different tense in each sentence. Elicit some examples from the class. Encourage

students to reflect on how these meanings are expressed in their own language.

At 8 o'clock tomorrow, ...
By next summer, ...
By 2040, ...
On the 10th of this month, ...

Key (suggested answers)

At 8 o'clock tomorrow, I'll be studying maths.
By next summer, I'll have been studying English for fourteen years.
By 2040, I'll have become a millionaire!
On the 10th of this month, I'll have been married for twenty years.

HOMEWORK

Dictate the sentences below for students to translate into English. At the start of the next class, students can compare their translations before you check them as a class.

- Nie dzwoń dziś po 21. Będę wtedy oglądała mój ulubiony program telewizyjny.*
- O tej porze w przyszłym tygodniu będziemy siedzieć na plaży. Nie mogą się doczekać!*
- Za pięć lat ukończę uniwersytet i będę mógł zarabiać pieniądze.*
- Uważam, że astronauta wylądują na Marsie przed rokiem 2020.*
- Pod koniec miesiąca minie pięć lat odkąd mieszkam w tym mieście.*
- O 10 minie 11 godzin, od kiedy ona śpi.*

Key (suggested answers)

- I don't ring after 9 o'clock tonight. I'll be watching my favourite TV show.*
- This time next week, we'll be sitting on the beach. I can't wait!*
- In five years' time, I'll have finished university and I'll be able to earn money.*
- I think astronauts will have landed on Mars by the year 2020.*
- By the end of the month, I'll have been living in this town for five years.*
- At 10 o'clock, she'll have been sleeping for 11 hours.*

Narrative tenses and structures: past simple, past continuous, past perfect, past perfect continuous, future in the past: *would/was to, was going/planning/hoping to*

IF YOU WANT A LEAD-IN ... grammar tennis (tense review)

Write the infinitive form of some irregular verbs on the board e.g. *break, drink, hide, rise, sing, shake, shrink, swim, take, forget, spring, wake, fly*.

Divide the class into two teams: A and B. Ask a volunteer from Team A to 'serve' one of the past tenses listed in the heading of the lesson on page 9. They should also specify a subject of the sentence and say if the sentence has to be negative, affirmative, a question, or a negative question, e.g. *past perfect – they – negative question*. Team B must

write a correct sentence on the board using one of the verbs from the list to win a point, e.g. *Had they flown before?* It is now Team B's turn to 'serve' a tense. The first team to get five points is the winner.

EXTRA ACTIVITY tracking someone down

> before exercise 1 page 9

Write the following keywords on the board to help students think about ways to track down someone they have lost touch with. Ask students to discuss the topic in pairs and write a couple of example sentences using the key words. Encourage students to discuss their ideas as a class.

<i>personal information</i>	<i>search engine</i>
<i>last location</i>	<i>family members</i>
<i>social media</i>	<i>mutual friends</i>
<i>networking sites</i>	<i>alumni records</i>
<i>public appeal</i>	<i>public records</i>

EXTRA SUPPORT alternative endings

> before exercise 3 page 9

This activity is meant to help students think of alternative endings for the story in exercise 3. Ask the comprehension questions about key facts in the story below or write them on the board. Check answers as a class and elicit what could be the consequences of disobeying orders during World War II (disloyalty was punishable by death and traitors were often summarily executed). Then ask students to do Exercise 3 and elicit how events could have been different at each stage.

- 1 *Why did Stigler let Brown go?*
- 2 *Where did Brown land eventually?*
- 3 *Where did Stigler go to live?*

Key

- 1 Stigler took mercy on Brown because he was defenceless. (Stigler could have shot Brown's plane down, but he would not have been able to live with himself for having broken the code of honour.)
- 2 Brown landed back in Britain. (He could have landed in Germany.)
- 3 Stigler went to live in Canada. (If Stigler had stayed in Germany he would never have learned how to speak English and they would not have become such good friends.)

EXTENSION ACTIVITY consequences

> after exercise 4 page 9

Explain to students that they are going to write a story. Divide the class into groups of three. Ask students to start the activity by writing a sentence to describe a person. They should also give the person a name, say what he/she looks like, and describe his/her character. Tell them to fold the paper forward so the sentence cannot be seen and pass the paper to their right. Ask students to continue to develop the story about what happened in this person's life using the tense mentioned in 1 in Exercise 4 (past simple). Students then fold the paper again and pass it to their right. Ask students to write a sentence with the tense in 2 in Exercise 4 (past continuous). Continue the activity in this way. Finally, ask students to open their stories and read them out to the class.

HOMEWORK friendship

Tell students to write a letter to someone they had lost touch with and managed to track down. It can be real or imagined. Include the following information:

- how you managed to track them down
- how you came to know this person and why you want to make contact again
- what you would like to happen now

In the next class, students swap their letters and write a reply.

LISTENING AND VOCABULARY listening for gist and detail • friends

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> words and expressions to talk about friendships word formation
Listening	<ul style="list-style-type: none"> monologues: <ul style="list-style-type: none"> – five speakers talking about friendship and family demands – four speakers talking about losing and making friends
Speaking	<ul style="list-style-type: none"> discuss a relationship issue between celebrities and suggest ways to resolve it
Matura topics and tasks	Życie rodzinne i towarzyskie; Rozumienie ze słuchu (<i>Dobieranie</i>)

EXTRA SUPPORT

key sentences

> after exercise 3 page 10

Ask students to look at the transcript 1.05 on pages 130–131 and find the key phrases in the texts which helped them match the topics with the speakers in exercise 2. Ask students if predicting information before listening to the recording helped them with the matching task in exercise 2. Remind them that this is a strategy which may be useful in exams, and can help them identify relevant points and reject irrelevant information.

You may also want to point out how speakers 4 and 5 use the present continuous with *always* (also possible *forever*, *constantly*) to emphasise a continuing series of repeated actions and express annoyance, e.g. *Harry and Sally are always arguing!* *You're constantly complaining about your best friend!* Elicit example sentences of this structure as a class.

Key

- d Actually, I started getting really freaked out when I realised ...
- a ... but she had no time for all *my* concerns
- e ... boys and girls have different kinds of friendships
- f ... they're always asking me to take him along ...
- b I was always trying to be one of the so-called 'cool' kids.

EXTRA ACTIVITY

comprehension questions

> after exercise 3 page 10

In pairs, ask students to write at least two comprehension questions based on the listening text. Then put students into pairs to ask and answer each other's questions. Finally, write the discussion questions below on the board or dictate them to the students. Ask a few students to share their ideas with the class. You may also want to start a class discussion on what makes a good relationship (e.g. *mutual understanding and concern, sacrifice, listening to each other...*).

- 1 Are you worried about a friend's behaviour on social media? What are they doing?
- 2 Have you ever been taken unfair advantage of by a friend? When? How?
- 3 What do you think the main difference is between male and female friendships?
- 4 Do you have to deal with family demands? What are they?
- 5 What is the basis for a good friendship?

EXTRA ACTIVITY

vocabulary from the recording

> after exercise 8 page 10

Dictate these definitions to students or write them on the board:

- a weak, unoriginal, or silly
- b to maintain contact
- c to feel pain
- d continue from where you stopped doing something
- e close friends
- f not really very close

Ask students to go to the transcript 1.07 on page 131 and match the definitions with words and phrases in the listening text. Check answers as a class. You may want to remind students that while doing this type of listening task they have to find the answers from clues rather than from exact words used in the options. For example, option D in exercise 8 uses the word 'distance' and speaker 2 uses the phrase 'quite a distance', so it's probably not the correct answer.

Key

- a lame
- b keep up a connection
- c to be crushed by something / to be devastated by something
- d pick up where we left off
- e chums
- f quite a distance

HOMEWORK

Ask students to research and write about a well-known issue in a celebrity's relationship(s). At the start of the next class, ask students to read out their texts in pairs without saying the name of the celebrities for their partner to guess who they are describing.

SPEAKING discussing your strengths and weaknesses • expressing importance

WHAT IS THE LESSON ABOUT?

Speaking	<ul style="list-style-type: none"> • doing an interview • giving a presentation
Functional language	<ul style="list-style-type: none"> • discussing your strengths and weaknesses • expressing / showing importance
Matura topics and tasks	<p>Życie rodzinne i towarzyskie; Mówienie (Rozmowa na podstawie materiału stymulującego)</p>

BACKGROUND NOTE

emotional intelligence

The theory of Emotional Intelligence (EI) was developed in the 1970s and 80s but became widely known through Daniel Goleman's (1995) bestselling book *Emotional intelligence: Why it can matter more than IQ*. The theory explains that there might be other ways of being intelligent rather than those emphasized by standard IQ tests. The author suggests that it is possible to develop these abilities, and that EI could be a key factor in predicting success in your professional and private life. The key concepts of EI are self-awareness, self-regulation, motivation, and empathy. Social Intelligence centres on people's interpersonal awareness and social facility, their ability or skill to deal with social relationships effectively, co-operate and collaborate with others, and create and participate in healthy, positive, and caring social interactions. Many companies ask interview questions that are designed to measure a candidate's emotional and social intelligence, which is the ability to perceive, control, and evaluate emotions.

EXTRA SUPPORT

defining people skills

> before exercise 2 page 11

Write the words and phrases below on the board or dictate them to students. Alternatively, give each pair a copy of the worksheet (worksheet activities page 108).

tolerant be aware of how others see you
facial expressions be a shoulder to cry on have time for someone's concerns
get on well with most people
cope with change/posture understand what people are really saying
take an interest in others' feelings
open-minded self-awareness

Ask students to match them with the emotional and social skills listed in exercise 2. Check answers and ask students to think of more adjectives or phrases for each of the people skills. Encourage students to use the expressions to make questions with the language in Phrase Bank 1, Exercise 2, e.g. *Do you come across as a tolerant person? Do you tend to be aware how others see you?*

Key

Concern for others: take an interest in others' feelings, have time for someone's concerns

Knowing how you come across: be aware of how others see you, self-awareness

Ability to read body language: facial expressions, posture

Effective listening skills: to be a shoulder to cry on, understand what people are really saying

Adaptability in social situations: get on well with most people, coping with change

Non-judgemental attitude: tolerant, open-minded

EXTRA SUPPORT

presentation plan

> after exercise 6 page 11

Put students into pairs or groups of 3 or 4. Elicit the structure of a presentation in exercise 5 (see the presentation plan below). Ask students how many minutes they think they should spend on each part. Tell students to discuss how they are going to fairly divide up the work on the presentation between them. Circulate, helping students to organise the task together.

- Introduction – what is a toxic person? (2 minutes)
- Types of toxic people (4–5 minutes)
- Ways of dealing with people of low social intelligence (2 minutes)
- Ways of helping them overcome their problems (2 minutes)
- Conclusion (2–3 minutes)
- Questions (2 minutes)

EXTENSION ACTIVITY

evaluating a presentation

> before students give their presentations

Give each student a copy of the presentation checklist below (worksheet activities page 108). Explain that students are going to assess each other's presentation using the checklist. Go through the assessment criteria and rating system with the class. Divide students into small groups to give their presentations. After the presentations, tell students to give feedback to each other. Before they do this, ask students to review their presentation checklist and comment on two or three things, e.g. the best part of the presentation (the introduction, the body, the conclusion?), what their classmate is good at (attitude, techniques, organisation, content, language?), or what aspects you think he/she could improve next time. Setting a peer assessment task helps keep students engaged in each other's presentations.

Presentations: Toxic People

Students presenting:

Please rate each of the following criteria on a scale of 1 to 5: (needs improvement) 1 2 3 4 5 (good)

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1 | <i>The presenters spoke clearly.</i> | 1 | 2 | 3 | 4 | 5 |
| 2 | <i>The presenters faced the audience.</i> | 1 | 2 | 3 | 4 | 5 |
| 3 | <i>The presenters made eye contact with me.</i> | 1 | 2 | 3 | 4 | 5 |
| 4 | <i>The introduction caught my attention.</i> | 1 | 2 | 3 | 4 | 5 |
| 5 | <i>The main ideas were easy to follow.</i> | 1 | 2 | 3 | 4 | 5 |
| 6 | <i>The presenter provided some good examples to illustrate their main points.</i> | 1 | 2 | 3 | 4 | 5 |
| 7 | <i>There were no grammatical errors in the presentation.</i> | 1 | 2 | 3 | 4 | 5 |
| 8 | <i>The presenters used a wide range of vocabulary.</i> | 1 | 2 | 3 | 4 | 5 |
| 9 | <i>The slides were visually attractive and well prepared.</i> | 1 | 2 | 3 | 4 | 5 |
| 10 | <i>The conclusion wrapped up the speech.</i> | 1 | 2 | 3 | 4 | 5 |
| 11 | <i>The presenters were easy to understand.</i> | 1 | 2 | 3 | 4 | 5 |
| 12 | <i>I found this presentation interesting.</i> | 1 | 2 | 3 | 4 | 5 |

HOMEWORK

Tell students to choose one of the pieces of information in exercise 3 and write a paragraph about why social and emotional intelligence is important in this situation using at least two phrases from Phrase Bank 2.

ENGLISH IN USE

WHAT IS THE LESSON ABOUT?

Grammar	• stative and dynamic verbs
Reading	• a blog entry
Speaking	• describing people with a particular character trait
Matura topics and tasks	Życie rodzinne i towarzyskie; Znajomość środków językowych (Test luk, Dobieranie, Tłumaczenie zdań, Transformacje zdań, Układanie fragmentów zdań)

IF YOU WANT A LEAD-IN... ranking personality traits

Write these personality traits or characteristics on the board in a random order. Ask students which traits most draw them (*attracts*) to people and which ones put them off (*repels*). Tell students to work in pairs and discuss what attracts them to people most (remind them there are no right or wrong answers). Elicit some answers from the class and encourage students to say how important outward appearance is to them.

<i>Authenticity</i>	<i>Intelligence or skill</i>
<i>Confidence</i>	<i>Arrogance</i>
<i>Moodiness</i>	<i>Sense of humour</i>
<i>Good looks</i>	<i>Laziness</i>
<i>Shared interests</i>	

EXTRA SUPPORT pre-reading task

> before exercise 2 page 12

Write these headings on the board:

My friend's new dating app

Mind matters more in love

Bistro romance

Set a one-minute time limit and ask students to skim-read the blog excerpt and choose the best heading. Ask different students around the class some comprehension questions, e.g. *Who was having a fascinating conversation?* (two young women); *What were they talking about?* (a new dating app called *The Sapio*); *How does the app use match partners?* (*by measuring people's intelligence*). Ask students what they think about the app and how they think it works.

BACKGROUND NOTE

'Sapio' is a recently released dating app founded by Americans Kristin Tynski and Kelsey Libert. It matches intellectuals with people who have the same intelligence level and personality. Sapio has a survey with 300 open-ended questions called Question Explorer with categories like "Hopes and Dreams," "Hypotheticals," and "Inside My Head." After a person completes the questionnaire, Sapio can find them matches based on similar interests, intellect, and personality types.

EXTRA SUPPORT dynamic and stative verbs

> after exercise 4 page 12

Write the following five categories for stative verbs on the board:

- *Verbs of feeling and emotion*
- *Verbs of opinion, perception, and mental states*
- *Verbs of the senses*
- *Verbs of possession*
- *Verbs of states and qualities*

Ask students to match the verbs from exercise 4 with the correct categories. Write a list of some additional verbs on the board for students to match: *expect, see (understand), depend, appear, mean, smell, consider, taste, think, appeal, weigh, measure*. Remind them that most stative verbs can't be used in the continuous tense, e.g.

~~I am needing a new phone.~~ *I need a new phone.*

~~Who is this bag belonging to?~~ *Who does this bag belong to?*

~~They are seeming tired.~~ *They seem tired.*

However, some stative verbs may be used in the continuous form if they refer to a temporary action or an action in progress at a certain moment, rather than a permanent attitude.

I'm having second thoughts about what to study at university.

I'm thinking about going out tonight.

You're looking great in those jeans.

There are also state verbs which may be used in the continuous form, but with a different meaning (see *Watch Out!* box).

Key

<i>Verbs of feeling and emotion</i>	<i>appreciate, desire, dislike, envy, fear, hate, love, mind, matter, prefer, wish, want, trust, appeal</i>
<i>Verbs of opinion, perception, and mental states</i>	<i>believe, appear, doubt, know, realise, suppose, understand, seem, recognise, resemble, suit, expect, see, depend, appear, mean, consider, think</i>
<i>Verbs of the senses</i>	<i>hear, sound, smell, taste</i>
<i>Verbs of possession</i>	<i>belong, own, owe, contain, possess</i>
<i>Verbs of states and qualities</i>	<i>consist, contain, include, involve, fit, cost, weigh, measure</i>

CULTURE NOTE

When McDonald's launched its global advertising campaign in 2003 with the slogan *I'm lovin' it!*, the use of the continuous form was shocking to some British ears. Nowadays, however, the slogan has become familiar to a global audience through persistent marketing. This phrase is also now commonplace in colloquial British English, and many other continuous forms have increased in frequency too, e.g. *I'm liking your jacket / You're smelling good! / I'm thinking flowers, music, and lights for my party* (here *thinking* means to visualise a future event).

HOMEWORK

Ask students to write five questions for a personality quiz to find out what sort of person someone is. At the beginning of the next class, ask students to take turns asking and answering each other's questions in small groups or as a class.

EXTRA SUPPORT

phrasal verb and idiom

> before exercises 8 & 9 page 13

Play Tic-Tac-Toe to recycle phrasal verbs and idioms that appear in this lesson.

- Divide the class into two teams: X's and O's. Draw two tic-tac-toe grids on the board – one grid for reference and one for recording students' noughts and crosses.

split up	to be taken aback	come up with
break off	take advantage of someone	come out of one's shell
get on someone's nerves	be out of touch	feel out of place

- Write a phrasal verb or idiom in each square in a random order: *split up, to be taken aback, come up with, break off, take advantage of someone, come out of one's shell, get on someone's nerves, be out of touch, feel out of place*
- Flip a coin to see which team starts the game. To win a point, each team must think of a grammatically correct sentence with the phrasal verb in the square they choose, e.g. *My younger sister is really getting on my nerves.*
- The game continues until one team has three crosses or noughts in a row.

EXTENSION ACTIVITY

word perfect

> after exercise 8 page 13

Check the answers to the sentence transformation activity in exercise 8. Divide the class into pairs. Ask students to take turns doing the exercise in reverse order, reading out the transformed sentence for the other student to give the original sentence.

EXTRA SUPPORT

idioms with the word bone

> before exercise 10 page 13

Write the idioms on the board in a jumbled order.

Students work in pairs and put the words in the correct order. Check answers and elicit the meaning of each idiom before asking students to complete exercise 10.

- a *somebody / pick / a / with / bone / to*
- b *bone / to / the / cut / to*
- c *about / to / no / something / make / bones*
- d *contention / to / a / bone / be / of*
- e *up / bone / to / something / on*
- f *idle / bone / be / to*

Key

- a to pick a bone with somebody
- b to cut to the bone
- c to make no bones about something
- d to be a bone of contention
- e to bone up on something
- f to be bone idle

HOMEWORK

Dictate the definitions below to students or write them on the board. Ask students to find words or phrases on page 13 which match the definitions. Check the answers at the beginning of the next class.

- a *able to think of good ideas or good answers quickly*
- b *arrogant, conceited*
- c *the way someone acts*
- d *embarrassed*
- e *make a particular impression*
- f *disappoint someone*
- g *difficult*

Key

- a quick-witted
- b stuck-up
- c behaviour
- d ashamed
- e come across
- f let someone down
- g demanding

WRITING a narrative • sequence and flow

WHAT IS THE LESSON ABOUT?

Writing	• a narrative
Functional language	• time expressions for cohesion and coherence in a narrative
Reading	• a story about friendship
Matura topics and tasks	Życie rodzinne i towarzyskie; Wypowiedź pisemna (<i>Opowiadanie</i>)

EXTRA ACTIVITY

retelling a story

> after exercise 5 page 14

Elicit the key events of the story in exercises 2 and 5 and write them on the board in note form, e.g.
military family – 7 different schools – 5 countries
Hawaii – one of his classmates – Kellen – opposites attract
Italy – moved again
attend the same university
travel the world together – India – disagreement
15 years silence
get an email address – school reunion
get together and catch up
phone call – live in the same city – meeting
 Then ask students to close their books. In pairs, ask students to take it in turns to retell the story from memory. Explain that they can earn some extra points by using as many time expressions from the Phrase Bank as they can. The aim of the activity is to get students to focus on the cohesive links in a story.

EXTENSION ACTIVITY

using direct speech

> before exercise 6 page 14

Point out to students that direct speech is often used in a narrative to tell the reader what someone has said. It makes the story more engaging and dramatic. Write these sentences on the board and ask students to add the missing punctuation marks.

- 1 *He's coming later Lucy said*
- 2 *He whispered I'll call you*
- 3 *Watch out shouted my sister*

As a follow-up, copy and distribute handouts which describe the punctuation rules related to direct speech (**worksheet activities page 108**). Tell students to choose the correct answers in pairs before checking them as a class.

- A *The words that are actually spoken should be enclosed in inverted commas: In British English, the usual style is to use **single** / **double** inverted commas, but it is not wrong to use **double** / **single** ones.*
- B *Every time a new speaker says something, you **shouldn't** / **should** start a new paragraph.*
- C *When there's no exclamation mark or question mark at the end of a quotation, a **comma** (,) / **full stop** (.) is used before the closing speech mark.*

- D *If direct speech comes after the information about who is speaking, you **should** / **shouldn't** use a comma to introduce what the person is saying before the first inverted comma.*
- E *In narratives, especially novels and short stories, when the reporting clause comes second, we **often** / **never** invert the subject (s) and reporting verb (v).*

Key

- 1 'He's coming later,' Lucy said.
- 2 He whispered, 'I'll call you.'
- 3 'Watch out!' shouted my sister.

A single; double

B should

C comma

D should

E often

EXTRA SUPPORT

what makes a good story?

> before exercise 7 page 14

Brainstorm key elements for successful short stories as a class. Tell students to think of contents as well as language, e.g. *an interesting setting, good character description, a conflict or unexpected circumstances, a broad range of vocabulary, a variety of tenses, a surprising conclusion*. As a class, ask students to quickly read the text in Exercise 7 and say why it is lacking some elements of good writing. Remind students that they can use other reporting verbs apart from *say*, such as *exclaim, suggest, reply, warn, shout, whisper, inform*. Point out that the way people speak in stories tells the reader a lot about the characters and their actions. Punctuation can be used to indicate the tone of voice and volume, e.g. *I am not going and that's final!*

Key (possible answers)

limited variety of adjectives (*nice*)
 no adverbs to describe why, when, where, how, and to what extent
 limited variety of verbs
 no direct speech
 no interesting expressions or phrases
 no details about the 'hook' of the story (the argument over money)

HOMEWORK

Ask students to think of the most common reasons for arguments between friends, e.g. *misunderstandings, money, too much attachment, jealousy, gossip, taking advantage of someone*. At the start of the next lesson, students could compare their reasons with the class. Encourage students to suggest ways that they can avoid these conflicts.

REVIEW 1

EXTRA ACTIVITY word formation

Copy the table onto the board and ask students to complete it with the correct word form under each heading. Check the answers as a class.

noun	verb	adjective
	–	<i>confident</i>
	<i>ignore</i>	
<i>courage</i>		
	<i>explore</i>	
	<i>recognise</i>	
		<i>irritating</i>

Key

noun	verb	adjective
confidence	–	confident
ignorance	ignore	ignorant
courage	–	courageous
exploration	explore	exploratory
recognition	recognise	recognisable
irritation	irritate	irritating

EXTRA ACTIVITY A–Z personality race

Divide the class into pairs. Ask students to think of a personality adjective for each letter of the English alphabet. Set a time limit for students to do the activity. Explain that the pair with the most correct adjectives wins the game. Give regular time updates, e.g. *Only one minute to go; Thirty seconds left*. Stop the activity and ask students to total up the number of adjectives in their list. Ask the pair with the most adjectives to read out their list. Elicit alternative adjectives from other students as you go.

Key (possible answers)

aggressive, brave, confident, dismissive, enthusiastic, fun, generous, hard-working, irascible, jealous, kind, likeable, motivated, nice, outspoken, pushy, quick-witted, reserved, serious, timid, understanding, versatile, warm-hearted, xenophobic, young-at-heart, zany

EXTRA ACTIVITY hot seat (a vocabulary game)

Divide the class into two teams. Ask a volunteer from team A to sit with his/her back to the board. Choose 5–6 words or phrases from the unit 1 wordlist on pages 113–114. Write the words on the board one by one. Team A has one minute to define the words for the volunteer student to guess. They can describe, mime, or draw the words, but they mustn't say them. The team gets one point for each correct answer. After one minute, it is the other team's turn to define words and phrases from the unit. The team with most points wins.

HOMEWORK web research task – short report

Ask students to go online and research websites which offer personality tests. Ask them to write a short report on two or three different sites. Encourage them to think critically about the sites. They may consider the questions below:

- How do they work?
- What type of tests are available?
- Do you have to pay to do a test?
- Who made the personality tests? (Check the site's "About Us" section.)
- Who is the target audience?
- Is the site credible?

web research key words:

- personality test
- type of person