

# 2

## A healthy goal

### VOCABULARY competing and achieving success in sports • body parts, injuries, and illnesses

#### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• competing and achieving success in sports</li> <li>• body parts, injuries, and illnesses</li> <li>• sports-related idioms</li> <li>• collocations with illnesses</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• three short texts about careers in sport</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• monologues:               <ul style="list-style-type: none"> <li>– four speakers talking about how sport affects your body</li> </ul> </li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• pairwork:               <ul style="list-style-type: none"> <li>– talking about sport, success, and fame</li> <li>– discussing sports-related quotes</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Sport, Zdrowie; Rozumienie ze sluchu ( <i>Prawda / Falsz</i> )

#### Competing and achieving success in sports

##### IF YOU WANT A LEAD-IN ...

alphabet race

##### > before exercise 1 page 16

Divide the class into pairs. Tell students to make a list of sports or physical activities for every letter of the alphabet (except q and u). Set a time limit of three minutes for students to do this. Give regular updates, e.g. *'Only two minutes to go!'*. When time is up, ask the pair with the most sports to read out their list to the class. If the answers are correct, they win the game. You may encourage students to discuss what they think qualifies as a sport and why.

You may also want to ask students to look at the unit title (*A healthy goal*) and say what they think the unit is going to be about (*sports and fitness*).

##### Key (possible answers)

athletics, basketball, cycling, dance, equestrian sports, football, golf, horse-riding, ice-skating, jogging, kayaking, long jump, martial arts, Nordic walking, orienteering, pool, rowing, skating, tennis, volleyball, windsurfing, x-treme sports, yachting, zip-lining

##### EXTRA ACTIVITY

discussion

##### > after exercise 2 page 16

Dictate or write these questions on the board for students to discuss in pairs. Explain that they may use ideas from the texts in exercise 2.

- 1 *What are the keys to being successful at sports?*
- 2 *What can stop you from being successful?*
- 3 *What may have motivated Tonya Harding to participate in the incident?*

Elicit some answers from the class. Ask students about any other scandals in sports history, e.g. Oscar Pistorius, Tiger Woods.

##### Key (possible answers)

- 1 Natural talent and strength of character; an ability to cope with extreme physical demands; manage expectations and maintain balance and perspective between sport and the rest of one's life; respect for the sport, other participants, coaches, officials, and oneself.
- 2 Getting into trouble with the law (doping, financial mismanagement, cheating, etc); suffering injuries; peaking too early; character flaws.
- 3 The text suggests that Tonya Harding was affected by an economically deprived childhood and was jealous of her rival's privileged upbringing.

##### EXTRA ACTIVITY

peer teaching

##### > after exercise 3 page 16

In pairs, ask students to take it in turns 'testing' each other on the words in Exercise 3. One student randomly picks and reads one of the definitions and their partner has to guess the word being defined. If the student cannot give the correct answer, they swap roles. Those who finish quickly can come up with their own definitions for the words in the exercise or write definitions for other words in the texts in exercise 2. Students continue this activity until they can correctly match all words and their definitions.

##### EXTRA SUPPORT

weaker classes

##### > before exercise 5 page 16

Give each student a copy of the worksheet below (*worksheet activities page 109*). Students match the idioms with their meanings. Check answers as a class. Tell students to use the phrases to complete the sentences in Exercise 5.

*hit below the belt   make the cut   go the extra mile  
change tack   jump the gun   right out of the gate  
feel like the underdog   drop the ball  
the ball's in your court   stay ahead of the game*

- 1 *remain more successful than the people you are competing with in an activity*
- 2 *make a mistake*
- 3 *make an additional effort*
- 4 *feel underestimated or unlikely to succeed*
- 5 *from the very beginning*
- 6 *change the approach one uses*
- 7 *attack in an unfair way*
- 8 *avoid elimination*
- 9 *act before the appropriate or ideal time*
- 10 *it is your responsibility*

##### Key

- |                          |                             |
|--------------------------|-----------------------------|
| 1 stay ahead of the game | 6 change tack               |
| 2 drop the ball          | 7 hit below the belt        |
| 3 go the extra mile      | 8 make the cut              |
| 4 feel like an underdog  | 9 jump the gun              |
| 5 right out of the gate  | 10 the ball's in your court |

## EXTENSION ACTIVITY

## mini-debate

## &gt; after exercise 5 page 16

Explain that students are going to take part in a 'moving' debate. Divide students into groups of eight. Ask students in each group to form a ring – four students stand in an inner ring facing the other four students who are in an outer ring. Give each student on the inner ring one of the debate topics below:

- *It is important for sports stars to have a clean image.*
- *Children shouldn't be allowed to train professionally.*
- *All cheats deserve lifetime bans.*
- *Sports stars earn too much money.*

Explain that inner ring students must agree with the statement while the outer ring students must disagree. Give students one minute to debate the statement with their partners. Outer ring students then change partners by moving to the next person along the circle while the inside circle stays in the same place. Finally, swap the outer and inner rings and repeat the activity. Elicit the most interesting or unusual opinions which were mentioned during the debate.

## HOMEWORK

## writing about achievements

Tell students to write a few sentences about their own achievements or the achievements of people they know. Encourage them to use some of the vocabulary and idiomatic expressions from the lesson. Explain that the idioms are often used to describe different kinds of achievement or experiences outside the domain of sport.

## Body parts, injuries, and illnesses

## EXTRA ACTIVITY

## true, false, and no information

## &gt; after exercise 3 page 17

Divide the class into four groups (group A, B, C, and D). Tell students to go to transcript 1.09 on page 131. Assign one monologue to each group. Tell students to find the key words and phrases in the transcript that helped them choose the right answers. Then regroup students with at least one representative from group A, B, C, and D so that students can share the information about all four transcripts.

Check the answers as a class. Point out that students should avoid listening for individual words or phrases that match the key words in the statements as this may lead them to choose the wrong answer.

You may also ask some general comprehension questions about the text to help students with exercise 6, e.g. *What was Speaker 1 determined to do? What prevented her? How did Speaker's 2 mother first react when she started the classes? What happened? What did someone say to change Speaker's 3 mind? How did this affect them? What was the problem with food and exercise for Speaker 4? How did she feel? How did she change?*

## Key

- 1 F *But by the time I was eight, I'd really been bitten by the ballet bug, and now – at nineteen – I'm determined that I'm going to be a soloist in a good company.*
- 2 T *I started experiencing an intense pain in my left shin.*
- 3 NI The speaker says that his mum *was starting to feel a bit stiff and out of shape generally*, but he doesn't specifically say whether she had done much exercise before or not.

4 T *The teacher has promised that he'll give her a talking-to about listening to her body and not overdoing things.*

5 F *I slid across the wet pitch and came to a violent stop by knocking my skull against a metal fence post.*

6 NI The speaker does talk about brain injuries but he doesn't say they are common amongst athletes; *the cranium is pretty strong, the brain can take a real beating from being moved around inside it ... traumatic brain injuries – or TBIs – are often cumulative, getting worse with every hit.*

7 T *I became obsessed with the way my body looked ... I was spending every spare minute at the gym, eating next to nothing, and I still wasn't satisfied.*

8 NI The speaker does not say she wants to become a professional model; *I may not look like a model, but I'm happy with my appearance!*

## EXTENSION ACTIVITY

## vocabulary practice

## &gt; after exercise 5 page 17

Give each student a copy of the worksheet (**worksheet activities page 109**) below. Alternatively, you may ask students to draw an athlete in the centre of a blank page in their notebooks.



In pairs, ask students to label the picture with the correct body parts. Also, tell them to find words and phrases from the lesson and the listening transcript which match the following categories: *causes of sports injuries, symptoms, effects, treatment, prevention*. Set a time limit of 5–8 minutes for students to do this. Invite students to come up and write their answers on the board.

## Key (possible answers)

**Body parts:** ankle, knee, shin, arch, shoulder, (upper) arm, spine, thighs, lower back, ribs, brain, head, abdomen, waist, calves, wrists, elbow, ulna

**Causes:** pushing oneself, overdoing things, impact, exercise, addiction

**Symptoms:** feeling out of shape, nauseous / nausea, eyes out of focus, concussion, feeling disorientated / disorientation, excruciating / agonising pain, feel dizzy / dizziness; gaining weight, being obese / obesity, losing weight

**Effects:** sprain, break, shin splints, fracture, stiffness, cramps, muscle spasms, heart attack, injury, memory loss, personality changes, repetitive strain injury

**Treatment:** massage, ice, surgery, diet

**Prevention:** strengthening one's muscles, stretching

**EXTRA ACTIVITY** talking about causes and symptoms

## &gt; after exercise 5 page 17

Give each pair a copy of the worksheet with the jumbled questions below (**worksheet activities page 109**). Alternatively, write the jumbled questions on the board. Ask students to put the words in the correct order. Check students' answers and ask them to take turns asking and answering the questions. Elicit answers from students around the class.

- 1 *we / experience / do / When / dizziness?*
- 2 *do / can / avoid / you / to / muscles / stiff / ? / What*
- 3 *fracture / What / symptoms / the / of / a / are?*
- 4 *from / you / Have / a / sprain / ever / suffered?*
- 5 *a / do / do / catch / you / you / What / when / cold?*
- 6 *you / Do / get / easily / headaches / ?*

**Key**

- 1 When do we experience dizziness? *When your brain does not get enough blood flow. Dizziness is related to the sense of balance and equilibrium; some people experience dizziness when travelling in a vehicle (suffer from motion sickness).*
- 2 What can you do to avoid stiff muscles? *Warm up with slow, gentle stretching; drink lots of water; eat protein-rich food.*

- 3 What are the symptoms of a fracture? *Swelling or bruising over the bone; pain; loss of function; nausea.*
- 4 Have you ever suffered from a sprain? *Students' own answers.*
- 5 What do you do when you catch a cold? *Students' own answers; e.g., stay hydrated, rest, take medication for stuffiness.*
- 6 Do you get headaches easily? *Students' own answers.*

**EXTRA ACTIVITY****roleplay**

## &gt; at the end of the lesson

Ask students to imagine they have an injury and think about its cause and effects. Then tell students to work in pairs and take turn giving advice to each other.

**HOMEWORK**

Ask students to write a short composition in which they explain how the quotes in Exercise 9 can be used to talk about learning English. Students can read out their compositions to each other at the start of the next class.

**READING AND VOCABULARY** reading for gist and detail • distinguishing fact and opinion**WHAT IS THE LESSON ABOUT?**

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• doing sports: risks and benefits</li> <li>• dependent prepositions with adjectives, nouns, and verbs; idioms</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• an article on the pros and cons of participating in sports</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• describing a memorable experience with a sport</li> </ul>
<b>Matura topics and tasks</b>	Sport, Zdrowie; Rozumienie tekstu pisanego ( <i>Dobieranie, Wielokrotny wybór</i> )

**IF YOU WANT A LEAD-IN ...****brainstorming**

## &gt; before exercise 1 page 18

Ask students to name the sports in the photos on page 18 (*rock-climbing, rowing, aerobics, American football*). Put students into pairs and tell them to think of a word that relates to aspects of the sports in the pictures for every letter of the alphabet. Explain that they can think of character traits or skills. Set a time limit of three minutes for students to complete the task. In a less confident class, write the first three letters of each of the words in the key on the board to help students. When the time is up, ask students to count how many words they have in their lists. Ask the pair with the most words to read their list aloud. If they are correct, the group wins the game. Elicit which sport students would like to take up and encourage them to give detailed reasons for their preferences.

**Key (possible answers)**

aggression, bravery, competitiveness, determination, energy, friendship, goal-oriented, high-risk, intensive, joy, knowledge, leadership, motivation, nature-lover, obsession, persistence, qualified, rival, self-confidence, team spirit, unusual, valiant, whiz, x-treme, youthful, zany

**EXTRA ACTIVITY****weaker classes**

## &gt; after exercise 3 page 19

Ask students to look at the text and find the key phrases which helped them decide on their answers.

**Key**

- 1 c  
*there are two sides to every coin ... on the flip side ... Extreme arguments even portray*
- 2 d  
*Team spirit knits communities together ... It also brings cohesiveness and a sense of purpose to groups ... Neighbours support school teams and college towns root for their college teams*
- 3 b  
*... unrelenting pressure on winning*
- 4 b  
*... ability which can be carried into the workplace and the tussles of everyday life*
- 5 c  
*It has been demonstrated that students who are good at sports, are better equipped for success in school and in their working and family lives.*

**EXTENSION ACTIVITY****class debate**

Tell students they are going to participate in a debate about sports. Write the following question on the board: *Is all sport good for you?*

Divide the class into two teams and flip a coin to see which team gets to choose their 'side' in the debate. The other team has to take the opposing view.

Ask students to study the text again and note down key points to help them prepare their arguments. Set a time limit of five minutes for them to do this.

Write a summary of the debate format below on the board. Explain that students will follow these stages during the debate:

Teacher introduces the debate and presents the topic of the debate.

- 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, students raise their hands to vote for or against the statement. Elicit whether anybody has changed their opinion on the topic as a result of the debate.

**Key (possible arguments)****Pros**

- Improves motivation and school involvement and subpar social skills
- Team spirit knits communities together around a common goal
- Physical exercise benefits both old and young
- Sport rewards teamwork and cooperation
- Athletes learn how to follow rules and work towards common goals
- Skills learned while playing sports can be applied in other areas of life
- Athlete learns time management skills
- Students learn how to cope with internal and external pressure
- Improves concentration and long-term focus
- Encourages taking responsibility for one's own actions
- Improves problem-solving capabilities

**Cons**

- Sports training can distract from the real purpose of school
- Grades drop, but students are passed on because they are an important player on the school's sports team
- Some sports can lead to a lifetime of aggression and out-of-control competitiveness

- Can lead to dangerous confrontations on a social and political level, an 'us versus them' attitude
- Unrelenting pressure to succeed can lead to serious injuries, stress, poor marks at school, abuse of illegal substances
- Dependence on exercise to feel positive: obsession leads to neglecting friends, giving up other activities
- Can lead to blind adherence to a leader with an oppressive winner-takes-all attitude

**EXTRA ACTIVITY****prepositions****> after exercise 9 page 19**

Write these categories on the board:

- 1 VERB + DEPENDENT PREPOSITIONS
- 2 ADJECTIVES + DEPENDENT PREPOSITIONS
- 3 NOUN + DEPENDENT PREPOSITIONS
- 4 PHRASAL VERBS
- 5 ADVERBS
- 6 ADJECTIVES
- 7 IDIOMS

Elicit a phrase from exercise 7 and 8 for each category as an example. Tell students to work in pairs or small groups and match phrases from exercises 7 and 8 with the categories on the board. Check students' answers as a class.

**Key**

- 1 VERB + DEPENDENT PREPOSITIONS  
play in a cooperative way, obsess over / with, look like, adhere to, come to, focus on
- 2 ADJECTIVES + DEPENDENT PREPOSITIONS  
beneficial for, good for, obsessed with, entitled to, great at, to be mad at, to be the best at
- 3 NOUN + DEPENDENT PREPOSITIONS  
to be a whiz at something, to be on the lookout for
- 4 PHRASAL VERBS  
hone in on, look to, look at, look for / up
- 5 ADVERB  
by nature, on a regular basis, on occasion
- 6 ADJECTIVE  
out of the question
- 7 IDIOMS  
to be in the cards, once in a blue moon

**HOMEWORK****describe a sport**

Ask students to describe a sport of their choice and the type of character one needs to play this sport well. In pairs, at the start of the next class, students could read out their texts without mentioning the name of the sport for their partner to guess.

## GRAMMAR future forms • modifying comparatives and superlatives

### WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	<ul style="list-style-type: none"> <li>future forms (present simple, present continuous, future simple, <i>going to</i>, future continuous, future perfect, future perfect continuous)</li> <li>other ways of expressing the future: <i>be due to</i>, <i>be on the point of</i>, <i>be on the verge of</i>, <i>be about to</i>, <i>be determined to</i>, <i>be soon to</i></li> <li>modifying comparatives and superlatives</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>monologues:               <ul style="list-style-type: none"> <li>– three speakers talking about their plans for the near future</li> </ul> </li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>an article on common misconceptions about exercise and fitness</li> </ul>
<b>Matura topics and tasks</b>	Sport, Zdrowie; Znajomość środków językowych (Układanie fragmentów zdań, Transformacje zdań)

### Future forms

#### IF YOU WANT A LEAD-IN ...

tense review

#### > before exercise 1 page 20

Write the following on the board:

*My sporting intentions for the rest of the year.*

*My fitness level at the end of the year.*

*My predictions about sports in the future.*

Elicit some example sentences from the class about each point, e.g.

*I'm going to buy an electric bicycle this year. / I'll have joined a gym and become really fit. / I think China will have the world's best rugby team.*

Have students talk for a minute about each topic and make sure they are clear about the difference between predictions (a forecast, what someone thinks might or will happen in the future) and intentions (plans). Invite students to share their ideas with the class.

#### EXTENSION ACTIVITY

reproducing a short text

#### > after exercise 1 page 20

Write the word prompts below on the board or give each student a copy of the worksheet (**worksheet activities page 109**). In groups of three, ask students to use the prompts in order to reconstruct one of the monologues in exercise 1 without referring to the transcript. Then ask students to compare their versions with the transcript and repeat the activity. Tell them to try and approximate the original version and sound as natural and convincing as possible.

#### Speaker 1

*eating badly / holiday / fried food  
change my ways / get home  
salads / fresh fruit / no more desserts or cake*

#### Speaker 2

*summer holiday three years running  
kids rebelling / health suffering  
cycling tours France Italy  
online / options / decision*

*15th August / booked flights*

#### Speaker 3

*final exams next week / exhausted  
revising non-stop 2 months  
exams over / 8 hours sleep / gym 5 days a week / renew  
gym membership  
weekend away / Norfolk coast / exams finish*

#### EXTRA ACTIVITY

speaking: change your plan

#### > after exercise 4 page 20

Divide students into small groups. One student in each group thinks of a plan he/she has and makes a sentence, e.g. *I'm going to travel to Australia this summer*. The other students have to think of a reason why that plan is impossible, e.g. *You won't get a visa*. The first person then has to say how they will change their plans, e.g. *Really? In that case, I'll travel around Europe instead*. The other students then have to think of a reason why that new plan is impossible. The activity continues until students run out of ideas. It is then another student's turn to tell the group about his/her plans.

#### HOMEWORK

Ask students to write sentences about people they know, using the future forms listed in the table in exercise 2, e.g. *Marek will have played football for ten years in 2020 / I'm going to Madrid in the summer* etc. Elicit sentences from different students around the class at the start of the next lesson.

### Modifying comparatives and superlatives

#### EXTRA SUPPORT

reading comprehension

#### > after exercise 2 page 21

Write the following jumbled questions on the board. Ask students to put the words of the questions in the correct order. Check the answers as a class. Tell students to find the answers to the questions in the article in exercise 2. As a class, elicit the answers and ask students if they know of any other health myths, e.g. eating carrots improves your eyesight, chocolate gives you spots, an apple a day keeps the doctor away, etc.

- form / is / Why / walking / such / exercise / an / effective? / of*
- than / is / physical / What / hard / indicator / better / of / a / sweating / work / ?*
- exercising / What / an / in / is / to / a / studio / alternative / fitness / ?*
- you / than / When / sports / might / be / drinks / for / better / water / ?*

#### Key (possible answers)

- Why is walking such an effective form of exercise? It's easier on the joints than running and can help with many physical problems.*
- What is a better indicator of hard physical work than sweating? Your heart rate.*
- What is an alternative to exercising in a fitness studio? Exercising in your sitting room.*
- When might sports drinks be better for you than water? If you exercise for longer than an hour.*

#### EXTRA ACTIVITY

modifying comparatives and superlatives

#### > after exercise 3 page 21

Write these prompts on the board or give each pair of students a copy of the worksheet (**worksheet activities page 110**).

- Ferrari (\$200,000); Formula 1 car (\$9.4 million); Skoda (\$9,000)*

- 2 Female basketball players Margo Dydek (2.18 m tall); Lindsay Corine Taylor (2.03 m)
- 3 Cheetah (61 mph); Usain Bolt (30 mph); Peregrine falcon (200mph)
- 4 Vienna (average temperature = 11°C); Venice (13°C)
- 5 Casino Royale (148 mins); Pirates of the Caribbean (140 mins); Godfather Part II (178 minutes)
- 6 Mount Everest (8,848m); K2 (8,611m)

In pairs, ask students to make as many sentences as they can from the prompts using the comparatives and superlatives with modifiers from the table in exercise 3. Circulate and monitor, taking notes of any mistakes you hear. In a feedback session, write the errors on the board and give students the opportunity to correct the mistakes in pairs or small groups. Anonymous error correction is a gentle way to deal with language mistakes and involves the whole class.

#### Key (possible answers)

- 1 A Formula 1 car is infinitely costlier than a Skoda. / A Skoda is nothing like as fast as a Formula 1 car. / A Ferrari is way more expensive than a Skoda.
- 2 Margo Dydek (2.18 m tall) is quite a bit taller than Lindsay Corine Taylor / Lindsay Corine Taylor is noticeably shorter than Margo Dydek.
- 3 Usain Bolt is noticeably slower than a cheetah. / A Peregrine falcon is by far the fastest animal in the world. / A cheetah is nothing like as fast as a Peregrine falcon.
- 4 Vienna is slightly cooler on average than Venice. / On average, Venice is not as cool as Vienna.
- 5 Godfather Part II is undoubtedly longer than Casino Royale. / One of the possibly longest films I've seen is Godfather Part II. / Casino Royale is far shorter than Godfather Part II.
- 6 Mount Everest is slightly higher than K2. / K2 is nearly as tall as Mount Everest.

#### EXTRA ACTIVITY double comparatives

##### > after exercise 5 page 21

Give each pair of students a copy of the worksheet with the two activities below (**worksheet activities page 110**). Alternatively, you may write the sentences on the board. Ask students to match the parts of the sentences in A and then to make sentences from the prompts using a double comparative. Check their answers as a class.

#### A

1 The more she practises,	a the more money she earns.
2 The more hours she works,	b the fitter she feels.
3 The faster she runs,	c the better she'll get at playing the guitar.
4 The harder she studies,	d the happier she becomes.
5 The more time she spends with him,	e the better she's going to do on the test.

#### B

- 1 people / come / party, food / we / need
- 2 difficult / test, we / study
- 3 high-tech / car, expensive / model
- 4 long / play, bored / audience
- 5 money / spend, money / save

#### Key

The more she practises,	the better she'll get at playing the guitar.
The more hours she works,	the more money she earns.
The faster she runs,	the fitter she feels.
The harder she studies,	the better she's going to do on the test.
The more time she spends with him,	the happier she becomes.

- 1 The more people come to the party, the more food we will need!
- 2 The more difficult the test, the more we should study.
- 3 The more high-tech the car, the more expensive the model will be.
- 4 The longer the play lasts, the more bored the audience becomes.
- 5 The more money you spend, the less money you save.

#### EXTRA ACTIVITY

**word perfect**

##### > after exercise 6 page 21

Check the answers to the sentence transformation activity in exercise 6. Divide the class into pairs. Ask students to take turns doing the exercise in reverse order, reading out the transformed sentence for their partner to give the original sentence.

#### EXTENSION ACTIVITY

**find someone who**

##### > after exercise 7 page 21

Give students a copy of the worksheet with the questionnaire below (**worksheet activities page 110**). Ask students to think of two or three more questions and write them at the bottom of the questionnaire. Elicit some questions and appropriate responses as an example, e.g. *Have you taken up a new sport recently? Do you work out at the gym?* Ask students to walk around the class and take turns asking and answering the questions in order to find someone who can honestly say 'yes'. When they do, they may ask additional questions to gather more information, e.g. (1) *What kinds of sports do you do regularly?* Remind them that they have to ask each question to a different student in the class. When the activity is finished, ask students to give brief feedback on a couple of things they found out about their classmates.

Find someone who	Name
1 ... plays sports on a regular basis.	
2 ... has taken up a new sport recently.	
3 ... works out at the gym at least three times a week.	
4 ... has won a medal in a sports competition.	
5 ... eats out at least twice a week.	
6 ... does yoga.	
7 ... has had a sprained ankle.	

8 ... knows how to play chess.	
9 ... is good at dancing.	
10 ... has gone rock-climbing.	
_____	
_____	
_____	

## HOMEWORK

## comparing people

Ask students to write eight sentences to compare their friends, family, and famous people. Remind them to use the comparative structures with modifiers in the table in exercise 3.

## LISTENING AND VOCABULARY listening for detail • healthy habits

## WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• healthy habits</li> <li>• idioms and collocations</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• dialogue: <ul style="list-style-type: none"> <li>– a radio interview about the effect of sleep on health</li> </ul> </li> <li>• monologue: <ul style="list-style-type: none"> <li>– a video blog on the speaker's sleep habits</li> </ul> </li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• pairwork <ul style="list-style-type: none"> <li>– discussing your own sleep habits</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Zdrowie; Rozumienie ze sluchu ( <i>Wielokrotny wybór</i> )

## EXTRA ACTIVITY

## key sentences

## &gt; after exercise 4 page 22

Ask students to look at transcript 1.11 on page 132 and find the key phrases in the texts which helped them find the answers to exercise 4. Check answers by asking different students around the class.

## Key

1 b

*She has published several popular books and articles about the effects of conscious lifestyle choices, and the unconscious influences on those choices, as they relate to stress, chronic illnesses, and other health issues.*

2 d

*... the health issues we have later in life are really set in stone during our formative years*

3 a

*... sleep is one of the cornerstones of good health*

4 b

*Teens are naturally programmed to both stay up and wake up later, yet we ask them to start school at eight, and where's the sense in that?*

5 c

*Your mind and memory work much, much better after a good night's sleep.*

## EXTRA ACTIVITY

## comprehension questions

## &gt; after exercise 4 page 22

Give each pair a copy of the worksheet with the extra comprehension questions about the text in exercise 4 (**worksheet activities page 111**). Alternatively, read the questions aloud or dictate them for the students to write

down in their notebooks. Check the answers and ask students if they were surprised by the information in the radio interview.

- 1 *What can happen if you don't sleep as much as you should?*
- 2 *What can happen if you are chronically short of sleep?*
- 3 *How is obesity connected to a lack of sleep?*
- 4 *What happened to the students who were getting by on 2–3 hours of sleep?*
- 5 *What other negative effects can a serious lack of sleep have?*

## Key

- 1 It can make you lethargic.
- 2 It can lead to contagious diseases, mood problems, poor concentration, low/reduced energy levels, obesity.
- 3 Your metabolism stops working properly and you gain weight.
- 4 They couldn't remember appointments or assignments, common words, and basically stopped functioning properly.
- 5 People can get depressed and lose their temper more easily.

## EXTRA ACTIVITY

## phrases from the recording

## &gt; after exercise 5 page 22

Give each student a copy of the worksheet (**worksheet activities page 111**) with the activity below or write the definitions (a–i) on the board. Ask students to match the phrases from exercise 5 with the definitions. If students have a copy of transcript 1.11 from page 132, ask them to underline the phrases in the text. Check their answers as a class. You may also ask students to make their own sentences to illustrate the meaning of the phrases.

- |                                |                                |
|--------------------------------|--------------------------------|
| 1 <i>set in stone</i>          | 6 <i>get by on</i>             |
| 2 <i>go short of something</i> | 7 <i>there's the rub</i>       |
| 3 <i>formative years</i>       | 8 <i>contagious diseases</i>   |
| 4 <i>go haywire</i>            | 9 <i>pass something off as</i> |
- a *to stop working correctly*
  - b *illnesses that spread easily through everyday contact*
  - c *firmly established and very difficult to change*
  - d *to have just enough of something to do what you need to do*
  - e *a problem, or a difficult situation*
  - f *make people believe that a person or thing is someone/something else*

- g** period that strongly influences the development of someone's character and beliefs  
**h** very clear difference  
**i** to have less than you need

**Key**

1 c	4 a	7 e
2 i	5 h	8 b
3 g	6 d	9 f

**CULTURAL NOTE**

The saying 'There's the rub' comes from the famous 'To be or not to be' soliloquy in one of Shakespeare's most well-known plays, *Hamlet*:

*To die — to sleep.*

*To sleep — perchance to dream: ay, there's the rub!*

*For in that sleep of death what dreams may come*

By rub, Hamlet means a difficulty, obstacle, or objection — in this case to his committing suicide. The origin is the ancient game of bowls (lawn bowling). A rub is some fault in the surface of the green that stops a bowl or diverts it from its intended direction. It became a broader term for an impediment.

**EXTRA SUPPORT****key sentences**


---

**> after exercise 7 page 22**

Ask students to look at transcript 1.12 on page 132 and find the key phrases in the texts which helped them decide on the answers in exercise 7. Check their answers by asking different students around the class.

**Key**

- 1 ... this is my weekly video blog.
- 2 I know I normally talk about music, fashion (but) this week and am going to talk about sleep.
- 3 ... my average is about five and a half hours.
- 4 ... I am sick and tired of feeling so lethargic all the time.
- 5 I've even nodded off in a couple of my classes recently, and you can just imagine how humiliating that is ...
- 6 and I'm sticking to it, but only on weekdays ... I've decided that half past eleven is a reasonable lights out time ... I normally get up at 6:30 ...
- 7 More energy, clearer skin, a better chance of controlling your weight, and improved memory and concentration.

**EXTENDED ACTIVITY****debate**


---

**> after activity 9 page 22**

Ask students to work in pairs and debate the statement: *School should start later for teenagers?* Ask pairs to flip a coin to see which student can choose their 'side' in the argument. The other student has to take the opposing view. Elicit some phrases for agreeing / disagreeing / giving opinions and write them on the board for students to refer to. Give students 2–3 minutes to note down their arguments. Set a two-minute time limit for the debate. Circulate, noting down good use of language and errors to go over as a class at the end of the activity.

**HOMEWORK**

Ask students to prepare a video blog about their sleeping habits similar to the one in Exercise 7. Have students read out / play their blogs to each other in pairs or small groups at the start of the next lesson. Encourage students to give each other advice on how they can improve their sleeping habits.

## SPEAKING a stimulus-based discussion • expressing preference • giving arguments • comparing • showing cause and effect

### WHAT IS THE LESSON ABOUT?

<b>Speaking</b>	• a stimulus-based discussion
<b>Functional language</b>	• photo description • expressing preference, giving arguments, comparing • showing cause and effect
<b>Matura topics and tasks</b>	Zdrowie; Mówienie ( <i>Rozmowa na podstawie materiału stymulującego</i> )

### BACKGROUND NOTES

PISA conducted a survey of 540,000 students in 72 participating countries and economies that had also completed the main OECD PISA 2015 test on science, mathematics and reading. Their findings were published the same year. Some of main conclusions are outlined below:

- Many students are very anxious about schoolwork, homework and tests and pinpointed this as their most serious problem.
- Teachers and the school community play a big role in creating the conditions for students' well-being, helping students to feel valued and develop a sense of control over their future and the resilience they need to be successful in life.
- Physically active students are less likely than those who do not participate in any kind of physical activity outside of school to skip school, feel like an outsider at school, feel very anxious about schoolwork, or be frequently bullied. The survey reveals that bullying is a major issue in schools.
- Parents can make a big difference: students who spend time talking with their parents and taking part in everyday activities with them are ahead in their learning.
- On average, across OECD countries, students spend more than two hours online after school during a typical weekday, and more than three hours online per day during a typical weekend, a 30% rise in the last three years.
- Social media has a negative impact on teenagers' satisfaction with themselves – girls are especially affected.

### EXTRA ACTIVITY

weaker classes

#### > before exercise 3 page 23

Ask students to write five or six sentences about the images in exercise 3 using phrases from the Phrase Bank. Set a time limit of three minutes for students to write their sentences. In pairs or small groups, ask students to read their sentences aloud so that their partner(s) can guess which photo they are referring to.

### EXTRA SUPPORT

phrase bank gap-fill

#### > before exercise 4 page 23

In a less confident class, write these words and phrases on the board or dictate them to students:

*way for how to from  
another about to be a direct result of*

Ask students to complete the phrases in the Phrase Bank with the words on the board. Explain that there is one extra word they do not need. Check their answers as a class.

### EXTRA ACTIVITY

cause and effect

#### > after exercise 4 page 23

Draw this table on the board for students to copy into their notebooks.

Cause	Effect

Ask students to write logical sentences using the phrases from the Phrase Bank in exercise 4 under the appropriate headings. Explain that students should replace *It* and *The situation...* with concrete examples. Refer students to the stress factors and advice given in exercise 1 to help them with ideas. Elicit example sentences from students around the class. You may also ask students to come up and write their sentences in the correct column on the board. Drill the pronunciation of each sentence as a class. You could also highlight the difference between *affect* / *effect* (an easy acronym is RAVEN – Remember *Affect* Verb *Effect* Noun) and the meaning of the expression '*to bite off more than you can chew*' (to try to do something that is too difficult for you).

### Key (possible answers)

Cause	Effect
<i>Depression may stem / result / arise from the fact that some teenagers have unrealistic expectations.</i>	What has led to / has given rise to / has engendered these high levels of stress is the way teenagers live their lives nowadays.
<i>Stress may be a natural consequence / a knock-on effect / a direct result of bullying.</i>	<i>Technology has a significant bearing / a profound influence / a major impact on how people feel and see themselves.</i>
<i>Doubtless, anxiety has been brought about / caused / triggered by poor school results.</i>	<i>Messages on social media could affect / influence / impact the way people perceive the importance of self-esteem.</i>
<i>Another strong motive / underlying reason / feasible justification for high stress levels could easily be over-scheduling activities.</i>	
<i>Peer or parental pressure is what may prompt / push / motivate students.</i>	

### HOMEWORK

Tell students to choose a few phrases from each of the Phrase Banks in the lesson which they think will be useful while speaking in English. Ask students to write short answers to the questions in exercise 5 using the phrases they have chosen. Remind students to justify their answers and give examples based on their own experience.

## WRITING opinion and for and against essays

### WHAT IS THE LESSON ABOUT?

<b>Writing</b>	<ul style="list-style-type: none"> <li>opinion and for and against essays</li> </ul>
<b>Functional language</b>	<ul style="list-style-type: none"> <li>introducing an opinion, idea, or topic</li> <li>introducing additional points or more information</li> <li>introducing contrasting points or information</li> </ul>
<b>Matura topics and tasks</b>	Sport; Wypowiedź pisemna ( <i>Rozprawka wyrażająca opinie, Rozprawka za i przeciw</i> )

### IF YOU WANT A LEAD-IN just a minute

As a class, brainstorm useful vocabulary for describing the photos on page 24. In a less confident class, write the elicited words/phrases on the board for students to refer to during this speaking activity. Divide students into groups of three and tell them to talk for one minute about one of the photos without repeating themselves or pausing. The other students in the group time the activity and check if students do not repeat themselves or pause for too long. This activity is designed to help students demonstrate a wide range of vocabulary and get used to speaking under pressure, which they are expected to do during exams.

### EXTRA ACTIVITY for and against and opinion essays

#### > after exercise 2 page 24

Write the table below on the board for students to copy into their notebooks. Tell students to work in pairs or small groups and complete the table using the information from exercise 2.

	Opinion essay	For and against essay	Both
<i>Introduction</i>			
<i>Main paragraphs</i>			
<i>Conclusion</i>			

Write these three extra sentences on the board for students to place in the correct column:

- In the conclusion of the essay you can use the following expressions: In conclusion, On balance, To conclude, To summarise ...*
- Each paragraph should start with a topic sentence which summarises the topic of the paragraph.*
- The arguments should be presented in a balanced way.*

Elicit information about the introduction from the class to model this activity. Set a time limit of 3–4 minutes for students to complete the task before checking answers as a class.

You may also elicit some elements of formal style typical of academic writing (no contractions, no phrasal verbs, no colloquial words, no emotional language).

### Key

	Opinion essay	For and against essay	Both
Introduction	The introduction to an opinion essay should include the writer's opinion on the topic.	The introduction to an opinion essay should introduce the topic.	Both for and against essays and opinion essays should include a restatement of the topic in the introduction.
Main paragraphs	In an opinion essay, you can use opposing opinions to clarify your own. The arguments should be justified with examples that illustrate your ideas.	The main paragraphs of a for and against essay should be of similar length. The arguments should be presented in a balanced way.	Each paragraph should start with a topic sentence which summarises the topic of the paragraph.
Conclusion	The conclusion of an opinion essay should summarise your opinion and reasons behind it.	The conclusion of a for/against essay can mention, but not focus on, your own opinion.	Useful expressions to use in the conclusion include: <i>In conclusion, On balance, To conclude, To summarise</i>

### EXTRA SUPPORT linking words and phrases

#### > before exercise 7 page 25

Give students a copy of the worksheet (worksheet activities page 111) with the phrases from the example essays below. Ask students to work in pairs or small groups and match the phrases with the correct categories in exercise 7. Elicit answers as a class (see Answer Key).

*There are definitely two schools of thought.*

*The question remains ... It is also true that ...*

*Firstly, ... From the competitors' side/spectators' standpoint, ... I believe that ... Moreover, ... Alternatively, ... I am of the belief that ... However, ... On the one hand / On the other hand, ... In addition, ... One point is that ... There are strong arguments to support the opposing point of view. It seems to me that ... Others say that ... In contrast, ... It can be argued that ... Furthermore, ... In my view, ... It seems that ...*

*In conclusion, ... There are several points in favour of ... The same can be said of ...*

## EXTENSION ACTIVITY

peer marking

## &gt; after exercise 9 page 25

Write these four assessment criteria on the board. Explain that these are typically used for marking writing tasks in exams.

- *Content / task achievement (answering the question)*
- *Communicative achievement (successfully communicating ideas at the right level of formality)*
- *Organisation (overall organisation and linking sentences and paragraphs together)*
- *Language (level and accuracy of grammar and vocabulary)*

Students work in pairs. Tell them to swap their essays and mark them using the assessment criteria. Explain that they can give a mark from 1 to 5 for each criteria. Ask students to give the essay back to their partner and exchange feedback on how they can improve their essays.

## HOMEWORK

Give each student a copy of the worksheet with the definitions below (**worksheet activities page 111**). Alternatively, dictate the definitions to the students or write

them on the board. Ask students to match the definitions with the correct words in the essays in exercise 6.

- 1 *the process of trying to achieve something*
- 2 *to do something extreme or unpleasant in order to solve a problem*
- 3 *to fail to do something that you should do*
- 4 *to be the best possible example of a something*
- 5 *being too proud of your abilities or too interested in your appearance*
- 6 *a strong wish to have more money, things, or power than you need*
- 7 *great praise or admiration, especially for someone who is famous*
- 8 *useful, beneficial*
- 9 *in a way that is likely to cause problems*

## Key

1 pursuit	4 embody	7 adulation
2 resort to	5 vanity	8 worthwhile
3 neglect	6 greed	9 unwisely

## ENGLISH IN USE

## WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	<ul style="list-style-type: none"> <li>• future time clauses</li> <li>• <i>will</i> to express a warning or sound polite</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• a text about digital detox</li> </ul>
<b>Matura topics and tasks</b>	Zdrowie; Znajomość środków językowych ( <i>Test luk, Transformacje zdań, Tłumaczenie fragmentów zdań</i> )

## EXTRA SUPPORT

weaker classes

## &gt; before exercise 3 page 26

Tell students to read the text and ask them a couple of general comprehension questions, e.g. *Who were digital detox initiatives mainly designed for?* (overworked and technology-dependent adults); *What were Natalie's symptoms?* (she was having problems with schoolwork and constantly coming down with colds).

Then write these jumbled answers to the gap fill exercises on the board: *come, whose, enough, that, for, point, in, had, would, far*. Ask students to complete the gaps with the correct words. Explain that there are two extra answers that they do not need. Check answers by asking different students around the class (see Answer Key). Ask them if they are surprised by the statistics given in exercise 2 and elicit how many hours students spend on their phone per day.

## EXTRA ACTIVITY

digital addiction quiz

## &gt; after exercise 3 page 26

Ask students if they think they have nomophobia or FOMO. Give each pair of students a copy of the worksheet (**worksheet activities page 112**) with the jumbled questions from a digital addiction quiz. Ask students to put the words in the questions in the correct order. Check the answers as a class. In pairs, students use the quiz questions to interview each other. Make it clear that students should note down their partner's answers, not their own. Explain

that students get one point for each 'yes' answer. When they have asked all the questions, have them add up the points. Then, choose a student to read the key aloud and for their classmates to check how technology-dependent they are.

Do you ...

- 1 *phone / phantom / receive / calls?*
- 2 *lose / playing / of / or / time / a / game / track / you're / when / on / phone / your / ?*
- 3 *real / virtual / than / ones / time / spend / friends / more / with?*
- 4 *pocket / in / vibrations / your / imagine / ?*
- 5 *every / twenty minutes / your / check / phone?*
- 6 *make / on / wait / every / for / post / 'likes' / you?*
- 7 *time / to / for / without / short / a / be / phone / feel / your / reluctant / even / ?*
- 8 *phone / your / your / with / sleep / bed / by?*
- 9 *your / eat / meals / your / phone / with / next / table / to / you / on / the / ?*
- 10 *once / a / take / at / selfie / day / least / a / ?*
- 11 *for / play / hours / games / than / 30 / more / a / video / week / ?*
- 12 *answer / phone / the / up / wake / in / the / of / to / night / your / middle / ?*

## Scores

- 0–2: *You are either 90 years old, or you lie compulsively!*  
 3–5: *You probably play a lot of sports and have a lot of other interests.*  
 6–8: *You're on the way to becoming an addict!*  
 9–12: *You need to go to a digital detox camp NOW!*

## Key

Do you ...

- 1 receive phantom phone calls?
- 2 lose track of time when you're on your phone or playing a game?
- 3 spend more time with virtual friends than real ones?
- 4 imagine vibrations in your pocket?

- 5 check your phone every twenty minutes?
- 6 wait for 'likes' on every post you make?
- 7 feel reluctant to be without your phone even for a short time?
- 8 sleep with your phone by your bed?
- 9 eat your meals with your phone next to you on the table?
- 10 take a selfie at least once a day?
- 11 play video games for more than 30 hours a week?
- 12 wake up in the middle of the night to answer your phone?

#### BACKGROUND NOTE

Getting adolescents off screens is already big business in China. Some teenagers spend up to 17 hours online and won't even stop for toilet breaks. Places like Beijing's Daxing Internet Addiction Treatment Centre are run more like military boot camps than retreats. Teenagers are woken up at 5am and there is a focus on discipline, obedience, and silence, even solitary confinement. Western digital detox camps tend to focus on offering a range of activities to replace digital addiction such as cookery, photography, painting, music, yoga, adventure activities, sports, and old-fashioned games like cards and chess.

#### EXTRA ACTIVITY future tenses and time expressions

> after *Watch out!* page 26

Give each student a copy of the worksheet with the sentences below (*worksheet activities page 112*). Ask them to choose the correct option in each sentence. Elicit answers from different students around the class. Finally, ask students to write their own sentences using the expressions *the minute*, *till*, *on condition* and *as long as*.

- 1 *If / When / Unless I die, I'm going to leave all my money to charity.*
- 2 *My feet hurt! As soon as / If / Providing I get home, I'm going to take off my shoes!*
- 3 *You won't get better provided / unless / on condition you start eating healthy food.*
- 4 *If you will / would / could insist on playing video games till midnight, you'll fail your exams.*
- 5 *If you will / are going to / would wait a moment, madam, I'll bring you another chair.*
- 6 *Once / Provided / On condition I've got my exam marks, I'll apply to university.*
- 7 *I'm going to drink a big glass of water the moment / till / will I get home.*

#### Key

- 1 When (we use 'when' when the condition will definitely happen)
- 2 as soon as (we use 'as soon as' to emphasise immediacy)
- 3 unless (we use 'unless' in place of 'if not')
- 4 will (to express a warning)
- 5 will (to sound polite)
- 6 Once (the condition will definitely happen)
- 7 the moment (we could also say 'the minute', 'the second' 'as soon as' here)

#### HOMEWORK

Ask students to write a leaflet for a two-day digital detox camp. Ask them to suggest a timetable of activities adolescents would do at the camp. At the start of the next class, students can compare their activities in small groups and vote on the best digital detox camp.

## REVIEW 2

EXTRA ACTIVITY **phrasal verb and idiom revision**

## &gt; before exercise 2 page 26

Play Tic-Tac-Toe to recycle phrasal verbs and idioms that appear in unit 2.

- 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.

change tack	go the extra mile	come down with
set your sights on	make the cut	set in stone
go haywire	feel like an underdog	handle pressure

- Write a phrasal verb or idiom in each square in a random order, e.g. *change tack*, *go the extra mile*, *come down with*, *set your sights on*, *make the cut*, *set in stone*, *go haywire*, *feel like an underdog*, *handle pressure*
- Flip a coin to see which team starts the game. To win a point, a team must think of a grammatically correct sentence with the phrasal verb in the square they choose, e.g. *I'm not prepared to go the extra mile.*
- The game continues until one team has three noughts or crosses in a row.

EXTRA ACTIVITY **word formation**

## &gt; after exercise 4 page 26

Copy the table onto the board for students to complete with the correct form of words from exercises 3 & 4. Ask students to mark where the main stress lies in each word. Check the answers and practise the pronunciation of the words as a class.

noun	verb	adjective
		<i>formative</i>
	<i>repeat</i>	
	<i>pollute</i>	
		<i>entitled</i>
<i>competition</i>		

## Key

noun	verb	adjective
formation / form	form	formative
repetition	repeat	repeating / repetitive
pollution	pollute	polluted
entitlement	entitle	entitled / entitling
competition	compete	competitive / competing

## EXTRA ACTIVITY

**first to five**

Play the game **First to Five** to revise vocabulary from the unit. Divide students into pairs or small groups. Think of different word categories related to the topics in the unit, e.g., *sports injuries*, *idioms to talk about sports*. Students have 1 minute to think of five words for each category. When they have finished, they shout out 'first to five'. Check their answers. If they are correct, they get a point. The pair or group with the most points wins the game.

## Key

## Suggested categories:

competitive sports, symptoms of digital addiction, body parts, injuries and illnesses, future forms, modifiers, linking phrases ...

## HOMEWORK

**web research task**

Ask students to research information about teaching sports in school in order to prepare to debate the topic: *Should PE be compulsory in schools?* Ask them to write a short report on their findings with arguments for and against compulsory PE classes.

## web research key words

- compulsory PE
- sports in schools