

# 1

# What a character!

## VOCABULARY personality

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	personality adjectives
<b>Listening</b>	monologues: two students talking about their personality
<b>Speaking</b>	pairwork: <ul style="list-style-type: none"> <li>talking about your (or your best friend's) character</li> <li>discussing the importance of first impressions</li> </ul>
<b>Matura topics and tasks</b>	Człowiek

### IF YOU WANT A LEAD-IN ... (3–4 minutes)

Ask students to keep their books closed. Write the following on the board:

- 1 *A mother/father should be ...*
- 2 *My best friend is ...*
- 3 *An ideal boyfriend/girlfriend is ...*
- 4 *A good teacher/nurse should be ...*

In pairs or groups of three, students think of personality adjectives to describe these people and complete the sentences. After two minutes, stop them and write their suggestions on the board. Explain that they are going to learn more words to describe personality during this lesson.

### EXTRA ACTIVITY

writing a dialogue

#### > Challenge section, unit 1, exercise 1 page 108

Ask students to read the statements in exercise 9 again. Students work in pairs and write a short dialogue which includes the sentence they have chosen. After 3–4 minutes, selected pairs present their dialogues to the class.

### EXTRA ACTIVITY

discussion

#### > exercise 10 page 4

Write the following proverbs on the board:

- 1 *If you want to know a person's character, look at the friends he keeps.*
- 2 *A man shows his character by what he laughs at.*
- 3 *Ugliness with a good character is better than beauty.*

If necessary, help with any new vocabulary. Ask students to choose a proverb they agree with and think of reasons to support their opinion. After 2–3 minutes elicit ideas from the class.

### HOMEWORK

Students write a short (4–5 sentences) description of their own personality. Encourage them to use the phrases from exercise 10.

## LISTENING AND VOCABULARY listening for detail • emotions • personality

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	adjectives to describe emotions
<b>Listening</b>	monologue: a film director talking about the characters in his TV series, dialogues: fragment of script from a TV series
<b>Reading</b>	advertisement for an audition to take part in a TV series
<b>Speaking</b>	pairwork: role-playing a dialogue using the prompts given
<b>Matura topics and tasks</b>	Człowiek, Kultura; Rozumienie ze słuchu ( <i>Uzupełnianie zdań, Odpowiedź na pytania</i> ); Mówienie ( <i>Rozmowa z odgrywaniem roli</i> )

### CULTURE NOTE

popular TV series

#### > exercise 1 page 5

• **The Big Bang Theory** is a popular American sitcom, which was first broadcast in 2007. The show tells the story of two roommates, Leonard Hofstadter (Johnny Galecki) and Sheldon Cooper (Jim Parsons). They are brilliant physicists who have problems in their relationships with women.

• **Pretty Little Liars** is a TV series based on the book of the same title written by Sarah Shepard. It tells the story of a group of friends: Alison (Sasha Pieterse), Spencer (Troian Bellisario), Hanna (Ashley Benson), Aria (Lucy Hale) and Emily (Shay Mitchell). When Alison disappears, the other girls begin to receive letters threatening to reveal their secrets. The letters are signed with just a capital A. After Alison's body is found, it becomes clear that whoever is the mysterious 'A', it can't have been Alison.

• **Stranger Things** is a science fiction/horror series starring Winona Ryder. The plot is set in the 1980s, in a small town in Indiana. When a 12-year-old Will Byers is abducted by a mysterious creature, his mother and a local police officer begin an investigation aiming to rescue the boy. The investigation reveals that supernatural powers are affecting the lives of people in Hawkins.

## EXTRA ACTIVITY

Ask students if they know which of the three series have a Polish title (*Pretty Little Liars – Słodkie Kłamstewka*, *Big Bang Theory – Teoria Wielkiego Podrywu*). If students are interested in the topic, ask them about other TV series or shows they like watching, e.g. *Sherlock*, *Dark*, or *Insatiable*.

## EXTRA SUPPORT

weaker classes

### > Challenge section, unit 1, exercise 2 page 108

Tell students to work in groups of three (rather than individually) to match the sentences with the explanations. Try pairing stronger students with weaker ones in one group. If possible, provide dictionaries (one per one/two groups).

## GRAMMAR

### WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	present simple and present continuous, verb + <i>-ing</i> form/infinitive
<b>Reading</b>	a dialogue: two friends talking about penfriends, a blog about somebody's job and lifestyle
<b>Matura topics and tasks</b>	Życie prywatne, Praca; Znajomość środków językowych ( <i>Transformacje zdań</i> )

## Present simple and present continuous

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

🕒 (3–4 minutes)

Tell students that this month you are going to change your life to make it a bit healthier. Write some present simple sentences on the board about the unhealthy things you usually do, e.g. *I drink a lot of cola. I usually have dinner very late*, etc. Say: *I usually have dinner very late, but this month I'm eating dinner at 5 p.m.* Ask students to make similar sentences, speculating about the changes in your life. Tell them which ones are correct. Do not highlight any errors at this stage. Inform students that they will learn more about present tenses during the lesson.

## EXTRA ACTIVITY

questions in the present simple

### > after exercise 7 or 8 page 6

Give each pair of students a copy of the worksheet with the phrases below (**worksheet activities page 70**). Alternatively, you may write them on the board.

#### How often do you ...

- have tea for breakfast
- go to the cinema
- go on a date
- help in the kitchen
- travel by train
- read magazines
- text your friends
- change your Facebook status
- go for a walk
- cycle to school

In pairs, students ask and answer questions using the phrases on the board.

## HOMEWORK

Students use the information from exercise 10 to write 5–6 true sentences about what they do or don't do at weekends.

## HOMEWORK

Students write a short description (5–6 sentences) of a character from their favourite TV series using at least three words or phrases from the lesson.

## Verb + *-ing* form / infinitive

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

🕒 (3–4 minutes)

Ask students the following questions.

- Do you like playing computer games?
- Would you like to play Warcraft with me tonight?

Tell students that you are going to read out some phrases, e.g. *watch a film tonight, try a very hot dish, speaking English, watching comedies, fly to London, eating healthy food*. Ask students to write them down under the two headings below.

Do you like ...?	Would you like to ...?
------------------	------------------------

Tell students to ask and answer questions in pairs, using the phrases, e.g.

- A Do you like speaking English?  
B Yes, I do. I love it.

## EXTRA ACTIVITY

interview with a film star

### > after exercise 5 page 7

Students work in groups of three and think of some questions similar to the ones in exercise 5 which they would like to ask a favourite film or music star. Encourage them to use the verbs from this lesson. Monitor, helping out with grammar and vocabulary as necessary. After 2–3 minutes ask students to suggest possible answers to the questions. Finally, ask students from different groups to role-play the interview with a star to the rest of the class. Make a note of any grammar mistakes in order to discuss them at the end of the activity.

## HOMEWORK

Students write their answers to the questions from exercise 7, using full sentences.

## READING AND VOCABULARY reading for detail • hobbies and interests

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	names of hobbies and free-time activities, collocations connected with hobbies and interests
<b>Reading</b>	quiz about hobbies and personality
<b>Speaking</b>	pairwork: asking and answering questions about hobbies and free-time activities
<b>Matura topics and tasks</b>	Życie prywatne; Rozumienie pisanych tekstów ( <i>Dobieranie</i> ); Wypowiedź pisemna ( <i>List prywatny</i> )

### EXTRA ACTIVITY

**zines/e-zines**

#### > exercise 2 page 9

Ask students if they have heard about a hobby called *zine writing*. If not, read out the following three definitions to students and ask them to choose the one they think is the correct one.

- 1 *texting your friends using symbols, not words, e.g.:*  
😊, 😊, 😊
- 2 *creating a magazine (a paper or online one) about something that interests you, e.g. a music band, your favourite TV series*
- 3 *decorating your car with quotes from books*

### Key

2

Finally, ask students if they have ever read any zines/e-zines or if they would like to write one.

### EXTRA SUPPORT

**weaker classes**

#### > exercise 5 page 9

Instead of asking students to find the sentences in the reading text, write them on the board and ask students to do a simpler matching task. If necessary, ask students to translate the target phrases into Polish.

- Mixing with others is your true hobby.*
- You take up different hobbies all the time.*
- You accept changes without any problems.*
- You aren't a partygoer.*
- You are goal-oriented.*

### Key

**a2 b1 c5 d4 e3**

\* Sentences a–e above match with sentences 1–5 in exercise 5 in the Student's Book.

### EXTRA ACTIVITY

**discussion**

#### > after exercise 5 page 9

Students read the target sentences from descriptions A–D (answers to exercise 5) a second time. They decide if the sentences are true for them and then discuss their answers in pairs. Encourage students to ask follow-up questions to help their partner expand on their answer. With a weaker class, give each pair of students a copy of the worksheet with ideas for extra questions (*worksheet activities page 70*).

- 1 **You take up different hobbies all the time.**  
*What is your latest hobby?*  
*How many hobbies have you got?*
- 2 **Mixing with others is your true hobby.**  
*What kind of people do you like meeting?*  
*How can you spend time alone?*
- 3 **You are goal-oriented.**  
*What are your goals for this school year?*  
*What are your goals for this week?*
- 4 **You aren't a partygoer.**  
*What kind of parties do you like?*  
*Why don't you like parties?*
- 5 **You accept changes without any problems.**  
*Would you like to change anything in your life?*  
*Do you like change?*

### HOMEWORK

Ask students to choose a few collocations from exercise 8 and write sentences which illustrate their meaning.

## SPEAKING meeting people

### WHAT IS THE LESSON ABOUT?

<b>Speaking</b>	role-play: meeting people in social situations
<b>Language functions</b>	introducing yourself, talking about your interests and opinions, reacting to what people say,
<b>Listening</b>	dialogue: • two people introducing themselves to one another and talking about their interests • two people talking at a party
<b>Matura topics and tasks</b>	Życie prywatne; Mówienie ( <i>Rozmowa z odgrywaniem roli</i> ); Znajomość środków językowych ( <i>Wybór wielokrotnie</i> )

### EXTRA ACTIVITY

**partner swap**

#### > exercise 7 page 10

Students role-play each of the three dialogues with a different partner, walking around the class. With a stronger class, ask students to ignore the Polish prompts in the dialogues and think of their own ways to react to what has been said.

### MATURA SPEAKING TASK

**opis ilustracji**

#### > exercise 1 page 10

In pairs, students take turns to describe the picture at the top of the page and answer the following questions (*worksheet activities page 70*).

### TEST IT! Examiner's questions:

- 1 *Where do you think are the people in the picture?*
- 2 *What do you prefer: going to clubs or to private parties?*
- 3 *What is your favourite way to spend time with your friends?*

Point out that students should say who is in the picture, where they are, and what they are doing. At the end of the activity, choose a few stronger students to perform the whole task to the rest of the class.

## HOMEWORK

Students write a short dialogue based on the task in exercise 9. Encourage them to use the vocabulary from the Phrase Bank.

**Alternative idea:** students work in pairs and record the dialogue at home (using their smartphones or computers) and bring them as audio/video files to the next class. You may also ask them to send the audio file to your email address.

## WRITING a personal profile

### WHAT IS THE LESSON ABOUT?

<b>Writing</b>	a personal profile on a social networking site
<b>Vocabulary</b>	giving personal information, adverbs modifying adjectives
<b>Reading</b>	a personal profile from a website
<b>Speaking</b>	pairwork: discussion about a social networking site
<b>Matura topics and tasks</b>	Człowiek, Życie prywatne; Wypowiedź pisemna ( <i>Profil na portalu internetowym</i> )

### BACKGROUND NOTE

### popular online services

> exercise 1 page 11

PenPal Schools is a site which enables students around the world to connect and exchange ideas on different subjects, which include Protecting the Planet, Facts, Opinions and Fake News, A World of Music, Robotics, and many others. Apart from PenPal Schools, students may mention a number of other popular services and applications, in their answer to question 1, e.g.

- **Instagram** – a free online service for editing and sharing photos as well as an online social networking site. Instagram users can upload photos (and apply a range of digital filters to make them look more attractive) as well as short videos, which are later either made available to a group of friends or to anyone else that may be interested. The images are often hashtagged, i.e. a # character is added in front of a word or unspaced phrase. Hashtagging enables the grouping of similar images and makes the search for related images easier. The users can 'like' other people's photos and follow their profiles.

- **Twitter** – a free online microblogging service which allows users to send very short messages (140-character long), called tweets, via a personal computer or a smartphone. A user types a tweet and sends it to Twitter's server. The message is then distributed to a list of other users (called followers) who have signed up to receive the sender's tweets. Tweets may be on any subject, ranging from jokes to news to dinner plans. Many famous people have their Twitter profiles and comment live on the events they participate in.

- **Pinterest** – a popular website and application for storing images found on the Internet. The ideas which subscribers collect on Pinterest are called pins. Pins can be saved and organized thematically on pinboards. Users can also upload their own graphic images and videos. Similarly to other networking sites, registered users can follow other people and pin their ideas on to thematic boards. An interesting feature of Pinterest is searching pins with images, not only with words. Popular themes on Pinterest include cooking and recipes, DIY and life hacks, arts and crafts and interior design.

### HOMEWORK

Write the following on the board:

- 1 new / am / I / quite / love / people / confident / meeting / and /
- 2 she / is / Martha / so / often / a bit shy / stays / at home / .
- 3 funny / cat / My / he plays / toys / when / terribly / his / with / is / .

Ask students to put the words in the correct order to make sentences.

### Key

- 1 I am quite confident and love meeting new people.
- 2 Martha is a bit shy, so she often stays at home.
- 3 My cat is terribly funny when he plays with his toys.

## ENGLISH IN USE

## WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	asking questions about hobbies, preferences, appearance and personality
<b>Reading</b>	short texts on people's colour preferences
<b>Speaking</b>	pairwork: talking about favourite or trendy colours
<b>Matura topics and tasks</b>	Człowiek, Znajomość środków językowych (Tłumaczenie fragmentów zdań, Test luk sterowanych, Transformacje zdań)

## EXTRA SUPPORT

weaker classes

## &gt; exercise 6 page 12

Write the first item on the board and complete it with the whole class. Ask the students to read the first sentence and explain that they need to complete the second sentence, using the word given. Elicit the phrase which means the same as 'start a course' (*take up*). Ask what structure follows 'I'm thinking about ...' (-ing form). You may

provide students with two options: *take up / taking up*. Finally, elicit the correct sentence from the students and ask if they have any questions about the activity. Students continue the exercise individually or in pairs.

## HOMEWORK

matura writing task – wpis na blogu

Students write a blog entry for the following task. Give each student a copy of the worksheet with the task below (**worksheet activities page 70**). Alternatively, you may write it on the board or dictate it to students.

**TEST IT!** Zredaguj wpis (100–150 słów) do zamieszczenia na blogu na temat mody i najnowszych trendów.

- Opisz, jakie kolory lubisz w swoim otoczeniu i dlaczego.
- Wyjaśnij, jakie zestawienia kolorów lubisz w ubiorze.
- Napisz, jakie stroje i kolory są obecnie modne.
- Zachęć czytelników do wyrażenia swoich opinii na temat najnowszych trendów w modzie.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

## STEP BY STEP listening

## WHAT IS THE LESSON ABOUT?

<b>Listening</b>	monologues and dialogues
<b>Matura topics and tasks</b>	Człowiek, Życie prywatne, Kultura; Rozumienie ze słuchu (Uzupełnianie zdań)

## MATURA

**Rozumienie ze słuchu: uzupełnianie zdań**

Zadanie polegające na uzupełnianiu luk w pojedynczych zdaniach lub tekście ciągłym, będących podsumowaniem wysłuchanego tekstu.

**Typ tekstu:** dialog lub monolog (ok. 200 słów)

**Testowane umiejętności:** wyszukiwanie informacji szczegółowych

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

Write on the board: *I'm good at ... I'd like to be better at ...* Talk about yourself first. Tell students about one skill that you have and one skill that you would like to be better at. Then encourage students to talk about themselves. Ask students to work in groups to guess their classmates' skills (4–5 students). After 3–4 minutes elicit from selected students what they have found out about the people in their groups.

## EXTRA ACTIVITY

finding equivalents

## &gt; after exercise 5 page 13

(working with a transcript)

Write the following sentences on the board:

- 1 *Aren't they crucial skills?*
- 2 *What are you responsible for in your job?*
- 3 *When it comes to adults, the situation is different in each family.*

Refer students to the transcript of the recording on page 130. Individually, students find sentences (or their fragments) in the text of the recording which have a synonymous meaning to the sentences in the handout. After 2–3 minutes check the answers as a class. Discuss the vocabulary used in the new sentences, concentrating on how the same meanings can be expressed in different ways.

## Key

- 1 These are important competencies, aren't they?
- 2 What exactly does your job involve?
- 3 As for adults, the situation varies from family to family, ...

## HOMEWORK

Ask students to write a short text (between 5 and 7 sentences) about:

- their strengths,
- one thing they would like to achieve in the nearest future,
- what qualities they think they should have and how they could develop them.

Encourage students to use the language from exercises 6 and 8.

## REVIEW 1

### EXTRA ACTIVITY

#### personality adjectives

#### > before exercise 1 page 14

Ask students to keep their books closed. Students work in pairs and write down all the personality adjectives they can remember. To make this activity more challenging, you can: a) set a time limit of 1–2 minutes and see which pair has got the most words or b) set a word limit, e.g. 15 words and see which pair reaches the limit first. Check the answers as a class and write students' suggestions on the board to revise the spelling of the words.

### EXTRA ACTIVITY

#### dictation

Dictate the following sentences to the students.

- 1 *I like sharing my passion for music with a bunch of friends.*
- 2 *My brother is a fan of yoga and jogging and a very keen reader.*
- 3 *Tomorrow I have an audition for the role of an unsociable computer geek.*
- 4 *Sarah is a computer enthusiast. She spends a lot of time on different social networking sites.*

First, read the sentences at a natural speed, then read them a bit more slowly, and finally at a natural speed once again. Make sure the students don't look at each other's texts while writing. Finally, ask students to work in pairs and check each other's sentences for any spelling mistakes. Check the answers as a class. Inform students that they can look at the wordlist on page 15.

### HOMEWORK

#### web research task – zodiac signs

Students find/research answers to questions below.

- 1 *What are typical qualities of your zodiac sign?*
- 2 *What famous people (actors, sports stars, musicians) were born under the same zodiac sign as yours?*

#### Web research keywords:

- zodiac signs qualities; your zodiac sign (e.g. Libra) personality features
- zodiac signs of famous people.

### FOLLOW-UP ACTIVITY

In pairs, students discuss which personality features that are typical for their sign they think they do/do not possess. Then, they write short descriptions (2–3 sentences) of their zodiac signs, e.g. *I'm a Libra. I'm sociable and kind, but I don't like making decisions and I'm not very careful.*

# 2

# A good sport

## VOCABULARY sports

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	names of sports collocations with <i>play, go, do</i>
<b>Listening</b>	monologues: four people talking about different sports
<b>Speaking</b>	pairwork: • talking about sport • describing a sport • discussing the sports children do at school
<b>Matura topics and tasks</b>	Sport

### IF YOU WANT A LEAD-IN ... (4–5 minutes)

Students work in pairs and write down their ideas for each of the columns below:

Sports that are popular in Poland	Reasons for doing sports

After 2–3 minutes, stop them and put their suggestions on the board. Finally, ask students if they do any sports.

#### Key (suggested answers)

Sports that are popular in Poland: football, volleyball, handball, ski jumping, skiing, cycling, jogging  
Reasons for doing sports: to keep fit, to be healthy, to have fun, to impress others, to spend time with friends/family

### EXTRA ACTIVITY error correction

#### > after exercise 6 page 16

Tell students that you are going to read out some sentences, one of which is correct, while the others contain errors. Students need to decide if the sentences are correct or not and correct them if they contain an error. Ask students to raise their hands if they think they know the answer.

- 1 *Doing golf is popular in Britain.*
- 2 *I often play surfing.*
- 3 *He always goes karate in the evening.*
- 4 *Why don't we go table tennis?*
- 5 *Last week I went swimming with my brother.*
- 6 *Our sports team goes basketball every Wednesday.*

#### Key

- |           |           |
|-----------|-----------|
| 1 playing | 4 play    |
| 2 go      | 5 correct |
| 3 does    | 6 plays   |

### EXTRA ACTIVITY

sports quiz

#### > at the end of the lesson

Ask students to keep their books closed. Divide the class into groups of three or four. Explain that they are going to answer some vocabulary questions about this lesson. Give each group a copy of the worksheet with the statements below (**worksheet activities page 71**). Alternatively, you may dictate or write the statements on the board.

- 1 *Name three sports with the word ball in them.*
- 2 *Name three sports beginning with b.*
- 3 *Name three sports ending in -ing.*
- 4 *Name four outdoor winter sports.*

Set a time limit of one minute to write down each answer. When the time is up, ask them to swap their paper with another team and go through the answers with the whole class.

#### Key (suggested answers)

- 1 football, handball, volleyball
- 2 boxing, basketball, badminton
- 3 cycling, sailing, wrestling
- 4 canoeist, cyclist
- 5 ice hockey, skiing, skating, ski jumping

### HOMEWORK

Students write 5–6 sentences about a sport which they think is good for people who are their own age. Tell them to include arguments to support their opinions. Encourage students to use some of the ideas from exercise 9.

## LISTENING AND VOCABULARY listening for gist and detail • extreme and dangerous sports • professional sports

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	names of extreme sports, words and phrases connected with doing sports professionally
<b>Listening</b>	a TV phone-in: people discussing sports, dialogue: two people talking about dangerous sports
<b>Speaking</b>	pairwork: <ul style="list-style-type: none"> <li>• discussing films about sport</li> <li>• talking about extreme sports</li> </ul>
<b>Matura topics and tasks</b>	Sport; Rozumienie ze słuchu ( <i>Dobieranie</i> )

### BACKGROUND NOTE

#### > exercise 2 page 17

• **Free running (parkour)** is an extreme sport that takes place in an urban environment. To take part you have to get from point A to point B, running around or jumping over all the different obstacles that are in the way as quickly as possible. It was invented by Sébastien Foucan in 2003 as an offshoot of another discipline, parkour, which is in many ways similar to free running (e.g. they share many techniques). Those who treat them as two separate sports claim that free running is more competitive than parkour and includes elements of other sports such as acrobatics and gymnastics.

### EXTRA ACTIVITY

sentence writing

#### > Challenge section, unit 2, exercise 2 page 108

Draw students' attention to the verb phrases which appeared in the text (answers to ex. 8). Write them on the board:

- 1 *take up*
- 2 *take risks*
- 3 *go climbing*
- 4 *check your equipment*
- 5 *break your leg*
- 6 *bang your head*
- 7 *put your own life in danger*
- 8 *make a decision*

Ask students to choose four phrases and write sentences which illustrate their meaning. After 3–4 minutes, students swap their sentences with a partner and check them for any mistakes. Finally, elicit sentences that include the different phrases, noting any major errors.

### HOMEWORK

Students write 2–3 sentences to present arguments for or against doing one of the extreme sports mentioned in the lesson.

## GRAMMAR used to and past simple • past continuous and past simple

### WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	<i>used to</i> and past simple, past continuous and past simple
<b>Reading</b>	a text about the rules of tennis, a dialogue
<b>Matura topics and tasks</b>	Sport

### Used to and past simple

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

Write the following sentence on the board:

*When I was a child, I used to cycle to school.*

Ask students to write one sentence about something they used to do when they were children. The sentence does not have to be true. Ask a few students to share their sentences with the class. Students decide if the sentences are true or false. Finally, ask the class to guess if your sentence is true.

### EXTRA SUPPORT

weaker classes

#### > exercise 9 page 18

Ask students to do the exercise in pairs, rather than individually. Point out that the verbs in brackets may describe a single action (past simple) or repeated actions (*used to*).

### HOMEWORK

Students choose three questions from ex. 10 and write their answers (3–4 sentences). Tell them to include more details, e.g. *Five years ago I lived in England. I went there with my family because my dad had got a job there. I liked London a lot, it's a fantastic city. My English was much better when I came back to Poland.*

### Past continuous and past simple

### EXTRA ACTIVITY

#### > Challenge section, unit 2, exercise 1 page 109

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 71**). Alternatively, you may write the sentences on the board.

- 1 *When we came into the classroom, the teacher \_\_\_\_\_ (write) the subject on the board. (She has already started.)*



- 2 Lucy \_\_\_\_\_ (leave) the room when she saw me. (I don't think she likes me very much.)  
 3 When I came back home with the shopping, mum \_\_\_\_\_ (cook) dinner. (It wasn't ready.)

Students read the sentences and complete them using either the past simple or the past continuous, depending on the situation described. After 2–3 minutes check the answers with the class and explain any doubts students may have about the usage of the two tenses.

### Key

1 was writing 2 left 3 was cooking

### EXTRA ACTIVITY *What did you do yesterday evening?*

> after exercise 7 page 19

Give each student a copy of the worksheet with the phrases below (worksheet activities page 71). Alternatively, you may write the phrases on the board.

#### Past continuous

- walk in the park
- chat with a friend online
- dance in a club
- play computer games
- play board games
- write your blog
- prepare for school
- watch a film/your favourite TV series

#### Past simple

- take a shower
- go for a walk
- meet your friends
- watch a film/your favourite TV series
- have an argument with your parents/brother/sister
- go to a skate park
- go shopping

Go through the phrases with the students to make sure they understand them. Ask students to think about the previous evening. Write the two questions on the board.

- 1 What were you doing at ... o'clock?
- 2 What did you do next?

Encourage a student to ask you the questions about your evening to model the answers, e.g.

A *What were you doing at 6 p.m.?*

B *I was walking in the park.*

A *What did you do when you came back home?*

B *I took a shower.*

Then role-play similar dialogues with other students. Tell them to use the ideas from the board (or their own ideas).

### HOMEWORK

Students write a short story (4–5 sentences) about a situation in the past, using the past continuous and the past simple. Encourage them to use their imagination to make it interesting, e.g. *I was taking a shower at 8.30 when the phone rang. I ran out of the shower to pick it up. Suddenly, ...*

The class may then vote on which is the most interesting story.

## READING AND VOCABULARY *reading for detail, gist and intention • sports equipment and sports events*

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	names for sports equipment, collocations connected with sports
<b>Reading</b>	three texts connected with sports (an advertisement, article, letter)
<b>Speaking</b>	pairwork: interviewing a sports person
<b>Matura topics and tasks</b>	Sport, Nauka i technika; Rozumienie pisanych tekstów ( <i>Wybór wielokrotny, Dobieranie</i> )

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

Ask students: *What sports do you do? What is your favourite sport?* Tell students to think about a sport and write down the clothes and equipment they need to do the activity. Allow 1–2 minutes for this, then elicit ideas and write them on the board. Explain to students that they will learn the names for more sports equipment during this lesson.

### EXTRA SUPPORT *weaker classes*

> exercise 5 page 21

With a weaker class, you may want to tell students that there is no answer in the texts to question a. Copy the remaining questions onto the board, and underline the following fragments:

- talk about something which helps more than one group of people?*
- say it is possible to try out something?*
- suggest that he/she is surprised by something?*

Explain that they should pay attention to the underlined fragments while reading. Allow 4 minutes for students to read the texts again and answer the questions in pairs. Finally, elicit the answers and provide feedback.

### Key

The underlined fragments refer to the following information in the texts:

- more than one group of people*: those who compete in sporting events and the referees;
- try out something*: playing a game of tennis and using old-time balls;
- surprised by something*: the fact that Van Doren left school at the age of 14.

### HOMEWORK

Students write a blog entry about a famous sports star. Tell them to include information about:

- sporting events the sports star took part/has taken part in;
- their greatest sporting success;
- records they broke/have broken and prizes they won/have won.

## SPEAKING talking about a past event

### WHAT IS THE LESSON ABOUT?

<b>Speaking</b>	role-play: talking about a past event
<b>Vocabulary</b>	talking and asking about past events, describing feelings and emotions, reacting to what people say
<b>Listening</b>	dialogue: two people talking about their weekend, monologue: a teenager talking about a sports camp he went to the previous year
<b>Matura topics and tasks</b>	Sport, Życie prywatne; Mówienie ( <i>Rozmowa z odgrywaniem ról</i> ), Znajomość środków językowych ( <i>Tłumaczenie</i> )

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

🕒 (1–2 minutes)

Write these two sentences on the board.

- *My weekend was fantastic!*
- *My weekend was a nightmare!*

Ask students which sentence is nearer the truth for them. Invite students to talk about their weekends in class.

### EXTRA SUPPORT

weaker classes

#### > exercise 6 page 22

When you play the audio for the first time, stop it a few times. Then get the students to listen to the audio again while reading the script on page 131, so that they can see what they understood/didn't understand. Explain any new words or phrases and allow students to compare their answers in pairs.

### HOMEWORK

matura writing task – an email

Students write an email for the following task. Give each student a copy of the worksheet with the task below (**worksheet activities page 71**). Alternatively, you may dictate the task to students or write it on the board.

**TEST IT!** Napisz e-mail do kolegi/koleżanki w USA (100–150 słów), w którym opisujesz swój ostatni weekend. W e-mailu:

- napisz, gdzie spędziłeś/spędziłaś weekend i w czym towarzystwie,
- opisz jedno ciekawe lub zabawne wydarzenie, które miało miejsce podczas tego weekendu,
- opisz, jak się czułeś/czułaś podczas weekendu,
- zapytaj kolegę/koleżankę o jego/jej weekend i zaproponuj wspólny wyjazd na weekend w przyszłości.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

## WRITING an email

### WHAT IS THE LESSON ABOUT?

<b>Writing</b>	an email about a sporting event: <ul style="list-style-type: none"> <li>• using adjectives</li> <li>• developing the points in the task</li> </ul>
<b>Vocabulary</b>	adjectives to describe sporting events
<b>Matura topics and tasks</b>	Sport; Wypowiedź pisemna ( <i>E-mail</i> )

### CULTURE NOTE

sporting events

#### > exercise 1 page 23

• **The Wimbledon Championships** are the annual tennis championships held in London in June and July. They are a part of the 'Grand Slam' series of events. The remaining three events are the US Open, the Australian Open and the French Open. Wimbledon is the only one of the four which is played on real grass. The first Wimbledon tournaments were held in 1877, but women weren't allowed to take part in it until 1884. The greatest Wimbledon stars include Björn Borg, Roger Federer, Martina Navratilova, and Serena and Venus Williams. The winners of 2018 Championships were Novak Djoković (Serbia) and Angelique Kerber (Germany).

• **The Champions League** is a prestigious annual football competition organised by UEFA (the Union of European Football Associations), first held in 1992. Thirty-two teams take part in the group stage of the competition; twenty-two qualify in advance and ten qualify in play-offs. The number of teams playing in the Champions League from any one country depends on the country's ranking position, but access to the group phase is always granted to the national champions and the previous year's Champions League winners. The winning

team plays in the UEFA Super Cup and the FIFA Club World Cup, two other popular football championships. The most successful team of the Champions League is Real Madrid, which has won 13 times so far.

• **The Tour de France** is the most important and prestigious bicycle race in the world. It is held in July every year in France. It was first organised in 1903. The race lasts three weeks. The route changes every year (it sometimes includes routes through neighbouring countries), but it always covers around 3,500 km, features stages in the Alps and the Pyrenees, and finishes on the Champs-Élysées in Paris. The race usually comprises between 20 and 22 teams with 8 riders in each. Riders can not only be leaders of the general classification, but they can also win special contests organised during the race, such as the points classification, the mountain classification or the young rider classification.

• **The Super Bowl** is the professional American football championships game of the National Football League (NFL), held every year in the USA. It is usually organised in January or February and officially ends the season which began the previous year. The first game was organised in 1967 and was played in Los Angeles. The most successful team is the Pittsburgh Steelers, who have won 6 titles in the history of the Super Bowl. Each year the game is held in a different city. The day when it is held is considered an unofficial public holiday in America.

**Extra idea:** Have a short discussion about sports events in Poland. Ask students the following questions:

- 1 Do you know any sports events which are held in Poland?
- 2 Do you watch any of them? Which is the most famous?

Students are likely to mention the following events: Tour de Pologne (cycling), Ekstraklasa (football), etc.

**EXTRA SUPPORT**

weaker classes

> **exercise 5 page 23**

Ask students to read the email and the prompts. Brainstorm ideas and vocabulary to help students complete the email and write the suggestions on the board, e.g.

1 *the local sports centre, park, great stars, teenage players*

Then ask students to do the exercise in pairs or individually.

**HOMEWORK**

With a weaker class, ask students to write three sentences, using the adjectives they have learned during the lesson. With a stronger class, tell them to find three more adjectives describing sporting events or the atmosphere of such events in a dictionary and make sentences which illustrate their meaning.

**ENGLISH IN USE****WHAT IS THE LESSON ABOUT?**

<b>Reading</b>	a text about a sports star
<b>Speaking</b>	pairwork: asking and answering questions about sports and a healthy lifestyle
<b>Matura topics and tasks</b>	Sport; Znajomość środków językowych (Minidialogi, Uzupełnianie zdań, Uzupełnianie luk otwartych)

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

🕒 (4–5 minutes)

Elicit the names of some famous Polish sportspeople, e.g. Justyna Kowalczyk, Marcin Gortat, Agnieszka Radwańska, Robert Lewandowski. Then write these question words on the board:

- 1 *When ...?*
- 2 *Why ...?*
- 3 *What ...?*

Ask students to work in pairs and write three questions that they would like to ask a famous sportsperson, using past tenses. After 3 minutes, elicit some questions from different pairs. Discuss the possible answers and encourage students to conduct a search on the Internet at home to find the answers.

**EXTRA SUPPORT**

weaker classes

> **exercise 6 page 24**

To help students complete the open cloze task (*test luk otwartych*), ask them to work in pairs and identify the parts of speech/types of words that are missing in each gap. After 2–3 minutes, elicit some suggestions from the students and explain if they are correct or not. Then ask students to read the text again and complete it with the missing words. You may also want to provide the first letter of each missing word if students experience difficulties.

**HOMEWORK**

Students choose one incorrect answer (a, b, c) from exercise 2 and use it in a short dialogue, e.g.

- A *You know I got on the wrong train while I was going on my holiday.*  
 B *You must be joking! I don't believe it!*

## STEP BY STEP English in use

## WHAT IS THE LESSON ABOUT?

English in use	choosing appropriate reactions to what is being said
Matura topics and tasks	Sport; Znajomość środków językowych (Dobieranie, Wybór wielokrotny)



## MATURA

**Znajomość środków językowych:** zadania polegające na dobraniu bądź wybraniu właściwej reakcji do usłyszonej wypowiedzi

**Ocena i punktacja:** zdający otrzymuje jeden punkt za każdą poprawnie wybraną odpowiedź

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

(4–5 minutes)

Write the following points on the board:

- 1 a sport I like watching
- 2 a sport I'd like to try
- 3 a sport I'll never want to do

Ask students to individually think of one sport in each category. Then, put students in groups of 3–4. In their groups, students tell each other the three names of sports of their choice but they do not say which category they belong to. The other students in the group guess the category. After about 3 minutes ask students to report on what they have learned about the people in their groups. Then ask students if there was anything surprising about their classmates' answers. You may also ask extra questions, e.g.: *What is exciting about watching ski jumping? Why don't you want to try inline skating?*

## EXTRA ACTIVITY

What's the situation?

## &gt; after exercise 7 page 25

Concentrate on the incorrect options from exercise 7: 1a, 2a and 3c. Write them on the board: *You should be sorry for that! What would you like to get? Have you got any time off?* In pairs, students think of a situation/situations in which they could hear these reactions. After 2–3 minutes elicit ideas from the class. As a follow up, you may ask students to work in pairs or groups of 3 and write short dialogues (3–4 lines) containing one of the three options from the board.

## Key (possible situations)

- 1a When somebody does something unpleasant/ is unkind to you.
- 2a When you are asking the person whose birthday is coming soon what they would be happy to get.
- 3c When you want to find out about somebody's free time (e.g. to make an appointment).

## HOMEWORK

Students write one more correct response to each of the five situations in exercise 9.

## Key (possible answers)

- 1 I'm glad I could help.
- 2 I totally disagree!
- 3 That's a great idea.
- 4 Good. We will have something to talk about!
- 5 Actually, it's a little too loud for me.

## REVIEW 2

## EXTRA ACTIVITY

## definitions

> after exercise 2 page 26 or as a lead-in to the lesson

Read out the two definitions below and ask students to guess the words being defined.

- 1 *What do you call a sport in which two people hit each other while wearing special gloves? (boxing)*
- 2 *What do you call the special shoes usually worn while doing sports? (trainers)*

Ask students to choose two words connected with a sport from the wordlist on page 27 and write a short definition for each. Monitor, helping with any vocabulary as necessary. You may also provide students with these expressions, which are useful when defining.

*It is a kind of sport you play ...; It is something you use for ...; It is something you need when ...; You use it to ...; This is what we do when ...; This means that ...*

Then, ask students to swap their notebooks, read each other's definitions and guess the words.

## EXTRA ACTIVITY

## disappearing text (past continuous)

> after exercise 3 page 26

Write the sentence below on the board (make the text big – use the whole board).

*Yesterday evening I was reading an article about the Olympic Games while my sister was packing her bags for her sports camp.*

Ask students to look at the sentence for thirty seconds and try to memorise it. Then explain that you are going to erase the text word by word and students are going to suggest which words to erase. Tell them to raise their hand, say the word out loud and make a correct sentence with it (*yesterday – Yesterday I took my dog for a walk.*). Continue until you erase the whole text. The students' final task is to recreate the sentence from memory.

## HOMEWORK

## web research task

Students find/research answers to the questions below.

- 1 *What are the five biggest sporting events in the world?*
- 2 *What interesting events (not only sporting events) can you take part in during this year in Poland?*

## Web research keywords:

- biggest sporting events, world,
- upcoming sports events, Poland,
- sporting events Poland 2018, 2019.

## Key (suggested answers)

- 1 The Olympic Games, Football World Cup, Super Bowl (USA), The NBA Finals (USA), The Le Mans 24 Hours (France)