

1

The image makers

VOCABULARY appearance

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> • appearance • verb collocations
Speaking	<ul style="list-style-type: none"> • pairwork: <ul style="list-style-type: none"> – describing personal appearance – discussing English proverbs
Matura topics and tasks	Człowiek

EXTRA ACTIVITY describing appearance

> exercise 4 page 4

To revise vocabulary, dictate some sentences describing personal appearance similar to the ones below. Tell students to write down only those sentences which are true for them.

- 1 *I have long curly hair and I wear braces.*
- 2 *I've got freckles and wavy hair.*
- 3 *I have a high forehead and straight black hair.*
- 4 *I am short-haired and tanned.*
- 5 *I'm tallish and slim.*
- 6 *I think I am very good-looking.*
- 7 *I have a tattoo.*
- 8 *I'm quite muscular and well-built.*
- 9 *I sometimes wear my hair in a ponytail.*
- 10 *I've got dimples when I smile.*

EXTRA CHALLENGE verb collocations

> Challenge section, unit 1, exercise 1 page 108

Ask students to work in pairs or small groups and make a list of nouns that go with the following verbs taken from exercise 1: *to colour*, *to change*, *to flatten*, *to paint*, *to cut*.

Key (suggested answers)

to colour: your hair, a picture, your judgement (= influence)
to change: a hairstyle, hair colour, your looks, your habits, jobs, your mind
to flatten: the dough, your stomach, houses (= destroy), the land
to paint: a picture, the ceiling, children's faces, a portrait
to cut: your hair, your finger, the cake, the string, the lawn, the grass

EXTRA SUPPORT weaker classes

> Challenge section, unit 1, exercise 1 page 108

To help students memorise the phrases in exercise 1, ask volunteers to mime the following expressions and ask the class to guess the phrase: *paint your nails*, *dye your hair*, *straighten your hair*, *wear contact lenses*, *grow a moustache*, *put on your make-up*, *shave off your beard*. As a follow-up, give each student/each pair of students a copy of the worksheet with the sentences below to translate into English (worksheet activities page 97).

Alternatively, you may dictate the sentences or write them on the board.

- 1 *Moja mama zawsze maluje paznokcie na czerwono.*
- 2 *Mary nie lubi swoich kręconych włosów i prostuje je codziennie rano.*
- 3 *Nie rozumiem, dlaczego mężczyźni zapuszczają wąsy.*
- 4 *Jenny potrzebuje (take) pół godziny, żeby się umalować.*
- 5 *Peter zgolił brodę i teraz wygląda o wiele lepiej.*

Key

- 1 My mother always paints her nails red.
- 2 Mary doesn't like her curly hair and straightens it every morning.
- 3 I don't understand why men grow a moustache/ moustaches.
- 4 It takes Jenny half an hour to put on her make-up.
- 5 Peter has shaven off his beard and now he looks much better.

EXTRA CHALLENGE English sayings

> exercise 7 page 4

Write the following jumbled sayings on the board and ask students to put them in the right order.

- 1 *man / the / do / make / not / clothes*
- 2 *mirror / old / an / friend / the / is / best*

Discuss the meanings of the sayings with the class. Ask students if they know the Polish equivalents: *Nie szata zdobi człowieka* and *Nie ten przyjaciel co cię chwali, lecz ten co ci prawdę powie*. Ask students if they agree with the sayings or not and find out why.

Key

- 1 *Clothes do not make the man* – You cannot judge a person solely by their clothes.
- 2 *The best mirror is an old friend* – An old friend will be honest enough to tell you about how you really look.

HOMEWORK

Students find an interesting picture of a famous person on the Internet and write a description of them. During the next lesson, students present the picture to the class and read out their descriptions.

LISTENING AND VOCABULARY listening for detail • clothes and fashion

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> • clothes and fashion • collocations
Listening	<ul style="list-style-type: none"> • a radio phone-in programme • a dialogue: <ul style="list-style-type: none"> – two friends talking about fashion magazines
Speaking	<ul style="list-style-type: none"> • pairwork: <ul style="list-style-type: none"> – expressing opinions about clothes and fashion
Matura topics and tasks	Człowiek, Zakupy i usługi; Rozumienie ze słuchu (<i>Dobieranie, Uzupełnianie luk</i>)

EXTRA ACTIVITY

vocabulary: clothes

> exercise 2 page 5

Students work in groups of four or five. Tell each group to make a ball out of crumpled paper. Tell a student to toss the ball to someone in the group. Whoever catches the ball has to name an item of clothing, e.g. *trousers*. They then throw it to another student, who has to call out a different item of clothing, e.g. *sweater*. If a student can't think of a word or repeats a word that has already been mentioned, he/she is out. The game continues until there is one person left. This person is the winner.

EXTRA SUPPORT

predicting the answers

> exercise 9 page 5

Before students listen to the recording, go through the sentences together, asking what kinds of words/phrases should be used to complete each gap. Elicit the appropriate question words, e.g. 1. *Judy says that slim models – do what?* 4. *Airbrushing is a technique used by – who?* Then ask students to work in pairs and predict the answers. Encourage them to come up with more than one idea for each sentence, if possible. Do not provide any word limits at this point, allow students to work creatively. After a few minutes elicit ideas from the pairs and discuss their accuracy. Finally, time permitting, you may tell students how many words exactly they should write in each gap and ask them to revise their answers.

EXTRA SUPPORT

weaker classes

> Challenge section, unit 1, exercise 3 page 108

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 97**). Ask students to translate the Polish parts of the sentences into English using the expressions from exercise 11.

- 1 *Stop asking me so many questions. Just use your (zdrowy rozsądek) _____.*
- 2 *Do celebrities really (wysyłają błędne sygnały) _____ to young people that in order to be successful you only need to be beautiful?*
- 3 *Can you (odróżniasz) _____ between a British and an American accent?*
- 4 *Who has (największy wpływ na) _____ you?*

Key

- | | |
|--------------------------|----------------------------|
| 1 common sense | 3 tell the difference |
| 2 send the wrong message | 4 the biggest influence on |

HOMEWORK

Students design the cover of a magazine for teenagers. Tell them to find appropriate pictures or use their own photos. The cover should also include a catchy magazine title as well as some headlines.

GRAMMAR present simple and present continuous • verb + -ing form / infinitive

WHAT IS THE LESSON ABOUT?

Grammar	<ul style="list-style-type: none"> present simple and present continuous verb + -ing form/infinitive
Reading	<ul style="list-style-type: none"> a dialogue: <ul style="list-style-type: none"> – two students talking about advertising – online comments about clothes
Matura topics and tasks	Życie prywatne, Zakupy i usługi

Present simple and present continuous

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

Draw a person on the board and introduce him/her briefly to the class, e.g. *This is Mrs Smith. She is a doctor. At the moment she is on holiday in Italy.* Divide the board into two parts with headings: *usually* and *this week*. Write the prompts below under each heading.

usually	this week
<ul style="list-style-type: none"> work in a hospital sleep 5 hours a day get up at 6 a.m. not eat well have no time for sport 	<ul style="list-style-type: none"> on holiday in Italy rest a lot sleep 9 hours a day eat delicious food go/restaurants swim/the sea

Start the activity by saying Mrs Smith works in hospital. This week she is on her holiday in Italy. Encourage students to use the prompts to make sentences both about Mrs Smith's routine activities and her holiday activities. Make a note of any errors you hear. When students have finished, write the errors on the board without saying who made them. Students can correct the mistakes as a class.

EXTRA SUPPORT weaker classes

> Challenge section, unit 1, exercise 1 page 108

Before students start completing the gaps, ask them which verbs in brackets in sentences 1–4 (a, b) describe states and which refer to actions.

Key			
1 a state	2 a action	3 a state	4 a state
b action	b state	b action	b action

EXTRA CHALLENGE stative and dynamic verbs

> Challenge section, unit 1, exercise 1 page 108

If it is a stronger class, you may want to question students about other verbs that have both stative and dynamic meanings, e.g. *hear, taste, appear, be, weigh*. Give each pair/group of students a copy of the worksheet with the sentences below (worksheet activities page 97). Alternatively, you may write the sentences on the board. Students work in pairs or groups of three and work out what the two meanings of each verb are. As a follow-up, you may ask them to write their own sentences using some of the verbs from the task.

- a I can't hear you.

b The judge is hearing the evidence right now.
- a This soup tastes delicious!

b Why are you tasting my soup?

- a What he's just said appears to be true.

b Peter is appearing in Macbeth on Saturday.
- a He is such a good person.

b You're being silly again!
- a The baby weighs three kilos.

b The shop assistant is weighing the bananas.

Key

- | | |
|----------------------|----------------------------------|
| 1 a use your ears | 4 a it's a fact |
| b is listening to | b you're behaving in a silly way |
| 2 a has a good taste | 5 a its weight is three kilos |
| b testing, eating | b measuring their weight |
| 3 a seems | |
| b playing | |

HOMEWORK

Give each student a copy of the worksheet with the sentences below (worksheet activities page 97). Students translate the Polish parts of the sentences into English.

- a (Czekam) _____ for Tom. He should be here in five minutes.

b When I go to see my doctor, I usually (czekam) _____ for ten minutes or so for her to finish seeing the patient before me.
- a (Co myślisz) _____ of the new film starring Leonardo DiCaprio?

b He looks so sad. (Czy on ciągle myśli) _____ about his bad marks?
- a Why (wąchasz) _____ the meat? Is it off?

b This cake (pachnie) _____ delicious, Can I try it?
- a (Rozumiem) _____, I have no more questions.

b (Czy widzisz się) _____ Peter tomorrow?

Key

- | | |
|------------------------|----------------------|
| 1 a I'm waiting | 3 a are you smelling |
| b wait | b smells |
| 2 a What do you think | 4 a I see |
| b Is he still thinking | b Are you seeing |

Verb + -ing form / infinitive

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

Write the following gapped sentences on the board and brainstorm different ways to complete them.

- I _____ to change my hairstyle.
 - I _____ wearing jeans.
- Elicit how the two sentences differ grammatically.

Key (possible answers)

- want/don't want, would like/wouldn't like, have/don't have, need/don't need, etc.
 - like/dislike, love, hate, can't stand, enjoy, etc.
- The two sentences differ because in sentence 1 the missing verb is followed by *to* + infinitive and in the second sentence it is followed by a verb + -ing.

EXTRA SUPPORT

weaker classes

> Challenge section, unit 1, exercise 3 page 108

After students have done exercise 3, give each pair of students a copy of the worksheet with the sentences below (worksheet activities page 98). Alternatively, you may write the sentences on the board. Tell students to work in pairs and complete the sentences with their own ideas. If necessary, pair stronger students with weaker students.

- 1 I can't remember ____ (v + -ing).
- 2 I always remember to ____ (infinitive).
- 3 I often forget to ____ (infinitive).
- 4 I'll never forget ____ (v + -ing).
- 5 On my way to school I often stop to ____ (infinitive).
- 6 Why don't you stop ____ (v + -ing)?

Key (suggested answers)

- 1 I can't remember meeting this woman.
- 2 I always remember to lock the front door at home.
- 3 I often forget to clean my room.
- 4 I'll never forget going on a school trip to London.
- 5 On my way to school I often stop to buy a sandwich.
- 6 Why don't you stop complaining all the time?

EXTRA ACTIVITY

verb + -ing form / infinitive

> at the end of the lesson

Divide the class into groups of four students and give each group a set of cards (worksheet activities page 98) with verbs that are followed by either a verb + -ing form, an infinitive or both forms.

- verbs followed by -ing: *miss, fancy, enjoy, dislike*
- verbs followed by an infinitive: *promise, afford, warn, ask, persuade, want, invite, hope*
- verbs followed by both forms: *forget, remember, stop*

Tell students to keep the slips face down in the middle of the table. Students take turns to draw a slip and make sentences using the correct verb pattern, e.g. *I really enjoy sailing*. The student keeps the slip when his/her sentence is correct or puts it at the bottom of the pile if they have made a mistake. The student with most slips is the winner. Circulate and monitor, helping where necessary. At the end of the activity have a feedback session with the class.

HOMEWORK

Give each student a copy of the worksheet with the sentences below (worksheet activities page 98). Students complete the sentences with their own ideas. Alternatively, you may dictate the sentences or write them on the board.

- 1 My mum always advises me ...
- 2 Do you fancy ...?
- 3 I'm afraid I can't afford ...
- 4 I don't mind ...
- 5 I really can't stand ...

WHAT IS THE LESSON ABOUT?

Reading	<ul style="list-style-type: none"> an article about the textile industry in developing countries
Vocabulary	<ul style="list-style-type: none"> ethical issues gradable and non-gradable adjectives
Writing	<ul style="list-style-type: none"> a forum entry
Matura topics and tasks	Człowiek, Praca; Rozumienie pisanych tekstów (<i>Dobieranie, Pytania otwarte</i>)

CULTURE NOTE
sweatshops

> exercise 2 page 8

A **sweatshop** is a workplace characterised by extremely low pay, very long hours, and unhealthy or dangerous working conditions. Often, sweatshops restrict workers' rights, e.g. they limit toilet breaks or conversations between workers. Sometimes even violence is used against sweatshop workers. The first sweatshops were created in colonial Ecuador but the term was coined in England between 1830 and 1850, during a time when men, women and children sweated in jobs in horrible conditions. Nowadays most sweatshops exist in the developing countries of South and Central America as well as in Asia.

IF YOU WANT A LEAD-IN ...

⌚ (3–5 minutes)

Tell students to keep their books closed. Ask students the questions in the first paragraph of the text in exercise 2 to raise awareness of the subject of the lesson.

EXTRA SUPPORT

weaker classes

> exercise 4 page 9

If necessary, pair stronger and weaker students to work together on the reading challenge task. Make sure students understand the questions. Assign one question to each pair of students. Students find the answer to their question in the text and then read the fragments which helped them choose the answer to the class.

EXTRA SUPPORT

weaker classes

> exercise 5 page 9

Before students write their answers to the questions, provide them with key words and expressions which they have to use in the sentences. Write the key words on the board:

- rooms, toilets, breaks
- back, eyes
- horrified, workers' lives
- people in Norway, working conditions
- action, companies

Alternatively, you can give students the following sentence beginnings which they have to complete, working in pairs:

- The conditions were difficult because ...
- The hard work may affect ...
- They were horrified and devastated to see ...
- They decided to tell people in Norway about ...
- It took action against ...

EXTRA SUPPORT

weaker classes

> Challenge section, unit 1, exercise 4 page 108

Role-play the following dialogue with a student.

A Are you very hungry?

B Yes, I'm absolutely/really starving.

Continue asking similar questions using the adjectives in exercise 9. Finally, encourage students to role-play short dialogues in pairs.

HOMEWORK

Ask students to look at the picture of women on page 8. Then give each student a copy of the worksheet with the task below (**worksheet activities page 98**).

TEST IT! Examiner's questions:

- How do you think the women are feeling?
- Do you like physical work? Why?/Why not?
- Tell us about the last time you went shopping for clothes.

