

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 + <i>-ing</i> 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.

SPEAKING describing a picture

WHAT IS THE LESSON ABOUT?

Speaking	• describing a picture
Functional language	• describing a photo
Listening	• students describing a picture and answering questions
Matura topics and tasks	Człowiek, Kultura; Mówienie (<i>Rozmowa na podstawie ilustracji</i>)

CULTURE NOTE

selfie

> exercise 2 page 10

A **selfie** is a self-portrait, usually taken with a smartphone held in the hand, and often shared on social networking services, e.g. Facebook or Instagram. The term 'selfie' had gained great popularity by the end of 2012 and in 2013 Oxford Dictionaries announced that 'selfie' was the Word of the Year. However, the first self-portraits had been taken long before the word 'selfie' was invented. The first recorded selfie was taken in 1839 by Robert Cornelius – an American pioneer in photography. The first recorded teenage selfie belonged to the 13-year-old Russian Grand Duchess Anastasia Nikolaevna and was taken in 1914.

EXTRA ACTIVITY

useful phrases

> before exercise 6 page 10

To help students memorise and use the useful phrases from the lesson, you may ask them to choose four or five target expressions they have learnt and write them on slips of paper or in their notebook, e.g.

- 1 *I believe the photo was taken ...*
- 2 *In the foreground/background I can see ...*
- 3 *Judging from ...*
- 4 *She looks like ...*
- 5 *She looks as if ...*

Students do exercise 6 in pairs. One student describes the picture and the other ticks off the phrases from the list.

HOMEWORK

Tell students to prepare a description of the funniest selfie they have ever taken. Remind students to use the expressions from the Phrase Bank as well as from exercise 4. Tell students to bring their selfies to the next lesson so that they can present the photo and describe it to the class.

WRITING a private letter

WHAT IS THE LESSON ABOUT?

Writing	• a private letter
Functional language	• describing people • asking for permission and giving permission
Vocabulary	• the order of adjectives in a sentence
Matura topics and tasks	Człowiek, Życie prywatne; Wypowiedź pisemna (<i>List prywatny</i>)

EXTRA ACTIVITY

Phrase Bank

Write the phrases from the Phrase Bank up on the board. Tell students to repeat the phrases as a group a couple of times. Then rub off a small part of the first phrase. Students have to say the whole phrase again. Gradually rub off more parts of the text so that students have to repeat a complete phrase from memory.

EXTRA CHALLENGE

useful phrases

In pairs, students think of expressions with a similar meaning to the phrases below.

- 1 *How are you?*
- 2 *I hope you're fine.*
- 3 *I'm sorry I haven't been in touch recently.*
- 4 *Take care.*
- 5 *Love.*

Key (suggested answers)

- 1 How are things? / What's up?
- 2 Hope you're well. / Hope you and your family are doing well.

- 3 *I'm sorry I haven't written for so long. / Sorry I haven't written for ages. / I know it's been ages since you last heard from me, but ...*
- 4 *All the best. / Best wishes.*
- 5 *Lots of love. / Yours, / Kisses and hugs.*

EXTRA ACTIVITY

the order of adjectives

> exercise 5 page 11

Divide the class into small groups. Give each group a set of cards with various adjectives and the nouns they describe (**worksheet activities page 99**).

- 1 *delicious small round red apple*
- 2 *ugly big old second-hand car*
- 3 *elegant blue Italian silk tie*
- 4 *friendly large young brown dog*
- 5 *delicious huge round vegetarian pizza*
- 6 *lovely little old wooden cottage*

Set a time limit for students to arrange the cards in the correct order. The first group to complete the task correctly are the winners. Check the answers as a class.

HOMEWORK

Students write five sentences about one of their possessions (e.g. a watch, a pen, a bag, a pair of shoes, etc.) using at least four different adjectives in the correct order, e.g. *I've got a cheap small old plastic watch*. Tell students to choose small objects so that they can bring them to the next lesson.

ENGLISH IN USE

WHAT IS THE LESSON ABOUT?

Reading	<ul style="list-style-type: none"> a text about the influence of a hairstyle on people's character
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> talking about first impressions describing the types of women/men the students find the prettiest/most handsome
Matura topics and tasks	Człowiek; Znajomość środków językowych (Test luk sterowanych, Dobieranie, Układanie fragmentów zdań, Tłumaczenie fragmentów zdań)

EXTRA ACTIVITY

make/let + person + verb

> exercise 2 page 12

Divide the class into two groups. Ask one group to write about what their parents make them do, e.g. *My parents make me clean my room twice a week*, while students in the other group write about the things their parents let them do, e.g. *My parents let me watch TV at the weekend*. Get students from both teams to work in pairs and tell each other what their parents let or make them do. Elicit some ideas.

EXTRA ACTIVITY

idioms

> before exercise 3 page 12

Write the following sentence on the board: *I'm sorry, I feel really terrible today. This has been a real bad hair day.* Explain the meaning of the idiom: a) a day when your hair looks untidy and you do not feel attractive; b) a difficult day when nothing seems to go well for you. Ask students: *Do you ever have a bad hair day? What do you do if you have one?* Students first answer the question in pairs and then as a class.

EXTRA SUPPORT

weaker classes

> exercise 4 page 12

Tell students to read sentences 1–6 and decide whether they describe more permanent or temporary situations. Tell students to underline the adverbs of frequency and time expressions. Elicit some answers from the class and ask about the tense which should be used in each sentence (present simple or present continuous).

Key

- today – temporary (present continuous); usually – permanent (present simple)
- today – temporary (Present simple: the verb 'fancy' describes a state, not an action. *Do you fancy?* = *Would you like?* / *Do you feel like?*)
- permanent (present simple)
- at the moment – temporary (present continuous)
- permanent (present simple) *when I go ...*
- permanent (present simple)

EXTRA SUPPORT

dictation

> exercise 5 page 12

Play the recording and ask students to write down the questions they hear. If necessary, play the recording several times. Then ask students to compare their answers in pairs. Finally, check as a class, paying attention to correctness and meaning. Before students choose the correct answers to the questions, you may ask them to provide their own responses to the questions.

EXTRA SUPPORT

weaker classes

> exercise 6 page 12

To help students translate the parts of sentences into English, write the expressions below on the board for students to use.

- smell
- tell the difference
- see boyfriend
- ever meet someone
- forget to pack

Alternatively, give students a copy of the worksheet with the two possible answers to choose from (worksheet activities page 99).

- do you smell / are you smelling
- I can't tell the difference / I'm not telling the difference
- I see my boyfriend / I am seeing my boyfriend
- ever meet him / ever meeting him
- are looking absolutely gorgeous / look absolutely gorgeous
- I forgot to pack / I forgot packing

HOMEWORK

Ask students to write 2–3 sentences with parts of the sentence placed in brackets and written in Polish for their partner to translate. Encourage them to use the language from the unit, e.g.

Can you imagine (pofarbowanie włosów na różowo) ____ ?

STEP BY STEP reading

WHAT IS THE LESSON ABOUT?

Reading	• a text about the history of make-up
Matura topics and tasks	Życie prywatne; Rozumienie pisanych tekstów (Dobieranie)

MATURA

Dobieranie / uzupełnianie luk: uczniowie dopasowują podane zdania do luk w tekście. Dwa zdania są podane dodatkowo i nie pasują do żadnej luki.

Testowane umiejętności: rozpoznawanie związków pomiędzy częściami tekstu.

Key

• Group 1 (lines 1–7)

Line 1: *that* = history

Line 3 (gap 1): *it* = make-up

Line 6: *they* = the Egyptians

• Group 2 (lines 8–14)

Line 8 (gap 2): *both* = men and women

Line 10: *them* = lips

Line 11: *they* = the rich people

Line 11: *it* = reunion

• Group 3 (lines 15–21)

Line 15: *this ancient society* = the Egyptians

Line 19: *since then* = since the ancient times

Line 21: *those* = people (in general, referring to 'we' in the text)

EXTRA ACTIVITY

> exercise 2 page 13

After students have done exercise 2, tell them to write alternative sentences (1–5) which the sentences a–e from the exercise refer to. Remind students about the words, phrases and ideas which show that the sentences are connected (e.g. *However*, *that mistake*).

Key (example answers)

- Last week I read an article about the history of make-up.
- I'm allergic to metal jewellery.
- Some years ago I wore a long dress to my friend's birthday party and that was too elegant.
- I usually listen to classical music.
- I was fifteen when I got this book.

EXTRA ACTIVITY

reference words

> after exercise 4 page 13

Divide the class into three groups. Give each group a copy of the worksheet below (worksheet activities page 99). Explain that each group will look at a different fragment of the text in exercise 4 (the text consists of twenty-one lines). The task is to find out what the words below refer to. The first group to complete the task correctly are the winners.

Group 1 (lines 1–7)	Group 2 (lines 8–14)	Group 3 (lines 15–21)
Line 1: <i>that</i> Line 3 (gap 1): <i>it</i> Line 6: <i>they</i>	Line 8 (gap 2): <i>both</i> Line 10: <i>them</i> Line 11: <i>they</i>	Line 15: <i>this ancient society</i> Line 19: <i>since then</i> Line 21: <i>those</i>

REVIEW 1

IF YOU WANT A LEAD-IN ...

 (5–8 minutes)

Draw the BINGO grid below on the board for students to copy.

Choose thirteen words from the Wordlist on page 15 that you want students to revise and write the words on the board. Students choose nine words and write them in the grid. Read out the Polish equivalents of the words in a random order (but keep track of the order!). If students think the Polish word matches the English word on their card, they cross it out. The first student to cross out all his/her words shouts *BINGO!* Check that he/she has crossed out the words correctly.

EXTRA ACTIVITY

draw and guess

Ask a student to choose a word or an expression from the Wordlist on page 15 and draw a picture that illustrates it on the board for other students to guess. The student who guesses the word correctly does the same. Alternatively, you may pick the words/expressions you want students to revise, e.g. *wear braces, have your lip pierced, book an appointment, beauty treatment, straighten your hair*, etc.

EXTRA ACTIVITY

categories

> at the end of the lesson

Give each pair of students a copy of the worksheet containing around 30 words from the previous lessons and the categories they belong to (**worksheet activities page 100**).

- appearance:** *tubby, slim, bald, handsome, tanned*
- clothes:** *suit, tights, outfit, jumper, dress*
- non-gradable adjectives:** *gorgeous, delighted, starving, fascinating, terrified*
- verbs followed by verb + -ing:** *fancy, enjoy, dislike, suggest, imagine*
- verbs followed by to + infinitive:** *want, agree, refuse, ask, afford*

Students work in groups and match the words with the categories. You may also set a time limit to increase the challenge and make the activity more enjoyable. In a stronger class, you may encourage students to think of their own categories and words from the unit which correspond to them.

HOMEWORK

web research task

Students search the Internet to find the answer to one of the questions below.

- What are the four major fashion capitals of the world?
- Where do the names 'jeans' and 'denim' come from?
- Where does the name 'bikini' come from?

Web research key words:

- major fashion capitals
- the origin of the name 'jeans' / 'denim'
- the origin of the name 'bikini'

Key (suggested answers)

- The four major fashion capitals of the world are New York, London, Milan, and Paris. Each city holds fashion shows twice a year, in February and September.
- The fabric called *jean* was named after sailors from Genoa in Italy, because they wore clothes made from it. The word 'denim' probably came from the name of a French material, *serge de Nimes*: 'serge' (a kind of material) from 'Nimes' (a town in France).
- The bikini was named after the Bikini Atoll, where the US military was testing atom bombs after World War 2. Its creator, Louis Réard, hoped the suit would create a shock wave similar to the one created by a nuclear explosion.

FOLLOW-UP ACTIVITY

Discuss the questions below as a class:

- What kind of fashion/style do you like?
- Why do you think jeans are so popular?
- What other items of clothing, which are popular nowadays, were considered shocking in the past?

2

Work and play

VOCABULARY jobs and typical activities

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> • jobs and typical activities • work adjectives • noun suffixes
Listening	<ul style="list-style-type: none"> • monologues: <ul style="list-style-type: none"> – four people talking about why they like their work
Speaking	<ul style="list-style-type: none"> • pairwork: <ul style="list-style-type: none"> – talking about ideal jobs – describing different jobs – discussing an English proverb
Matura topics and tasks	Praca

EXTRA ACTIVITY

describing jobs

> exercise 5 page 16

Students work in pairs. Focus their attention on the words and phrases in exercise 5: *stressful, badly paid, involve responsibility, have good promotion opportunities, involve dealing with clients, involve working outside*. Tell students to put the jobs from exercises 3 and 4 in order from the worst paid to the best paid, the least to the most stressful, or from those which involve working outside the most to those which involve working outside the least. Encourage students to justify their answers.

EXTRA SUPPORT

weaker classes

> Challenge section, unit 2, exercise 1 page 109

Tell students to check the meaning of the adjectives in bold in the Wordlist on page 27 before they do the task. As a follow-up activity, students work in pairs. One student reads out sentences 1–7 and the other has to tell the missing adjectives without opening the book. Then the students swap roles and do the activity again.

EXTRA ACTIVITY

> Challenge section, unit 2, exercise 1 page 109

Students give their own examples of jobs that can be described by the adjectives in bold in exercise 1, e.g.

- lucrative – *lawyer*
- repetitive – *checkout assistant*
- skilled – *driver*
- manual – *shoemaker*
- challenging – *doctor*
- rewarding – *teacher*

EXTRA CHALLENGE

sayings about work

> exercise 9 page 16

Write the first part of the following sayings about work on the board. Elicit some ideas from students about how to complete them.

- 1 *Choose a job you love, and you will never ...*
- 2 *I like work: it fascinates me. I can ...*
- 3 *I always arrive late at the office, but I make up for it by ...*
- 4 *I hate how Monday is so far away from Friday, and Friday ...*

Then write on the board the last part of the sayings for students to compare with their own ideas. Ask: *Which saying do you like best? Why?*

Key

- 1 have to work a day in your life.
- 2 sit and watch it for hours.
- 3 leaving early.
- 4 is so close to Monday.

HOMEWORK

Write the names of the following jobs on the board: *personal shopper, live mannequin, professional bridesmaid, fortune cookie writer, white hat hacker, Google tricycle mapper*. Students choose one of the jobs and write a definition for it in English. Tell students to use internet sources to help them define the words.

Key (suggested answers)

Personal shopper shops for people who don't have the time or the energy to do their own shopping or simply do not enjoy doing it. They shop for everything from clothing and shoes to more personal items.

Live mannequin is someone who is trained to be a mannequin in a store. They can interact with customers and change poses unlike a conventional mannequin.

Professional bridesmaid helps the bride shop for a dress, plans a hen night, or simply chats on the phone about what's on the to-do-list.

Fortune cookie writer writes sentences that people find in fortune cookies i.e. cookies with a piece of paper inside, on which there is an aphorism or a vague prophecy.

White hat hacker legally helps companies or governments find security holes in their computer systems.

Google tricycle mapper rides a human-powered trike attached to a generator and a pole of nine cameras in order to capture difficult-to-reach areas of the world for Google Street View.

LISTENING AND VOCABULARY listening for intention and detail • workplaces

WHAT IS THE LESSON ABOUT?

Vocabulary	<ul style="list-style-type: none"> workplaces words easily confused
Listening	<ul style="list-style-type: none"> monologues and dialogues: <ul style="list-style-type: none"> six texts about different work environments a dialogue: <ul style="list-style-type: none"> a radio interview with a company director
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> describing pictures discussing different workplaces
Matura topics and tasks	Praca; Rozumienie ze słuchu (<i>Wybór wielokrotny, Uzupełnianie luk, Pytania otwarte</i>)

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

Write the names of the jobs from the previous lesson on slips of paper. Give one slip to a student and ask him/her to draw three objects that are necessary for the job on the board. Other students must guess the job.

Examples:

- accountant:** calculator, computer, figures
- surgeon:** scalpel, surgical mask, rubber gloves
- soldier:** uniform, rifle, helmet
- beautician:** mascara, eye shadow, brush
- nanny:** baby, stroller, dummy
- journalist:** camera, microphone

EXTRA ACTIVITY discussion

> exercise 1 page 17

Ask students: *What other things create a good workplace?* Elicit from students some extra ideas to answer the question in exercise 1, e.g. *good communication, a good boss, opportunities for professional development, good salary.*

MATURA SPEAKING TASK rozmowa na podstawie

> exercise 2 page 17 materiału stymulującego

Ask students to look at the three pictures on page 17. Give each student a copy of the worksheet with the task below (*worksheet activities page 101*). Alternatively, you may dictate or write it on the board. Students take turns to do the task and answer the two questions.

TEST IT! Dostałeś/Dostałaś możliwość odbycia praktyk zawodowych w jednej z trzech firm przedstawionych na zdjęciach na stronie 17.

- Wybierz tę firmę, która najbardziej Ci odpowiada, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe możliwości.

Examiner's questions:

- Would you like to have a corporate job or would you rather be self-employed?*
- How should the government help people who have lost their jobs?*

EXTRA SUPPORT

weaker classes

> Challenge section, unit 2, exercise 3 page 109

Before students start doing exercise 6, elicit the Polish equivalents of the words in italics from the class. Alternatively, you may give students a copy of the worksheet with the definitions of the words below (*worksheet activities page 101*) and ask them to match each word with the correct definition.

- the money that you receive for doing your job*
- an activity that involves physical or mental effort*
- to make someone leave their job, sometimes as a punishment*
- work that you do regularly to earn money*
- someone who works in the same organisation or department as you*
- a job or profession that someone works in for a long time*
- to terminate someone's employment, especially temporarily, because there is not enough work for them*
- a fixed amount of money that you earn each month or year from your job*
- the people who work for a particular company, organisation or institution*
- a regular amount of money that you earn for working (usually received weekly)*
- a job which requires special skills and qualifications in order to be done properly*
- to inform your boss that you are leaving a job permanently*

Key

- | | |
|-----------------|--------------------|
| 1 pay | 7 lay somebody off |
| 2 work | 8 salary |
| 3 fire somebody | 9 staff |
| 4 job | 10 wages |
| 5 colleague | 11 profession |
| 6 career | 12 resign |

EXTRA SUPPORT

working with a transcript

> exercise 8 page 17

Before students formulate the sentences, get them to work in pairs and answer the questions orally. Then ask them to look at the transcript at page 136, read it and underline the fragments which contain the answers to the questions. Then, again working in pairs, students write the sentences. After 3–4 minutes elicit answers from the pairs and provide feedback, paying attention not only to the meaning, but also to grammatical accuracy of the sentences.

HOMEWORK

Students choose five words from exercise 3 (Challenge section, page 109) and make their own sentences containing them.

GRAMMAR past simple and present perfect • present perfect continuous

WHAT IS THE LESSON ABOUT?

Grammar	<ul style="list-style-type: none"> • past simple • present perfect
Reading/Listening	<ul style="list-style-type: none"> • a blog entry about vlogging • a dialogue: <ul style="list-style-type: none"> – two people talking about a new job
Matura topics and tasks	Człowiek, Życie prywatne

Past simple and present perfect

IF YOU WANT A LEAD-IN ...

 (5–7 minutes)

In pairs, students role-play mini-dialogues using the present perfect to describe experiences and the past simple to give details about a specific event in the past. Give each pair of students a copy of the worksheet with the prompts below (worksheet activities page 101). Role-play one dialogue as a model.

- A** *Have you ever earned some money?*
B *Yes, I helped my uncle on his farm last summer.*

- 1** **A** *you / ever be / Greece?*
B *Yes / I be there in ...; I visit / stay / eat*
- 2** **A** *you / ever eat octopus?*
B *Yes, I eat it ... ago. I like it / it be delicious; I not like it / it be awful, etc.*
- 3** **A** *You / ever spend a night / hospital?*
B *Yes. It be ... ago; I be in hospital because ...*
- 4** **A** *you / ever work?*
B *Yes, I work in ...; The work be easy / hard.*
- 5** **A** *you / ever meet someone famous?*
B *Yes, last ... I meet ...; He/she look ...*
- 6** **A** *you / ever travel / plane?*
B *Yes, ... ago I fly to ...; It be great / boring / scary, etc.*

EXTRA SUPPORT

weaker classes

> exercise 5 page 18

In sentences 1–6 students find the words, e.g. adverbs of frequency, question words, dates, etc. which could help them choose the correct tense in each sentence.

Key

- 1** *for ten years* – present perfect
2 *when* – past simple
3 *yet* – present perfect
4 *in 2015* – past simple
5 *(1883–1971)* – past simple
6 *in the last few years* – present perfect

EXTRA ACTIVITY

finished and unfinished time

> Challenge section, unit 2, exercise 1 page 109

For further practice in the use of the past simple and the present perfect to discuss finished and unfinished time, you may use the task below. Write the sentences on the board and discuss the questions in brackets with the class.

- 1** *I have eaten two sandwiches this morning.*
 (What time is it now? Is it still the morning?)

- 2** *How many times did you call her in the afternoon?*
 (What time is it now? Is it still the afternoon?)
- 3** *What did you do at school today?*
 (Is the school now over for the day?)
- 4** *Have you been to the shops today?*
 (Are the shops still open?)

Key

- 1** any time before 12.00 o'clock
2 any time after 18.00 o'clock
3 probably yes (all the lessons have finished)
4 yes, it's probably still possible to go shopping

HOMEWORK

Students write three sentences in the present perfect and three in the past simple, using the expressions in exercise 4.

Present perfect continuous

EXTRA ACTIVITY

present perfect continuous

> exercise 4 page 19

Give each pair of students a copy of the worksheet with the sentences below (worksheet activities page 101). Alternatively, you may write the sentences on the board or dictate them to students.

- 1** *My hands are sticky.*
2 *I'm wet.*
3 *My room is a mess.*
4 *I feel hot.*
5 *It smells nice in my kitchen.*
6 *My back hurts.*
7 *My feet are sore.*

Elicit sentences in the present perfect continuous to describe a recent activity that has resulted in the situations in sentences 1–7.

Key (suggested answers)

- 1** *I've been making a cake / using glue / eating honey, etc.*
2 *I've been taking a shower / swimming / walking in the rain, etc.*
3 *I've been looking for my keys / playing with my dog / moving furniture around, etc.*
4 *I've been sunbathing / running / sitting near the fireplace, etc.*
5 *I've been baking a chocolate cake / roasting chicken / cooking dinner, etc.*
6 *I've been carrying heavy things / exercising / sleeping on the floor, etc.*
7 *I've been hiking for many hours / wearing uncomfortable shoes / running a marathon, etc.*

EXTRA CHALLENGE

error correction

> exercise 8 page 19

In pairs, students write three correct and three incorrect sentences using the present perfect simple and the present perfect continuous. They swap their sentences with another pair. In pairs students decide which sentences are correct and correct the mistakes in the other sentences. Check the answers as a class.

HOMEWORK

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 75**). Students translate the Polish parts of the sentences into English. Alternatively, you may write the sentences on the board.

- 1 *The children are dirty because (bawili się na dworze) _____ all day.*
- 2 *(Jesteśmy przyjaciółmi) _____ since we were 5 years old.*
- 3 *I'm sorry for the mess. (Gotowałam) _____ all morning.*
- 4 *I'm afraid (właśnie zepsułam) _____ your iPad.*
- 5 *(Ona siedzi tutaj) _____ for an hour and she's really cold.*

Key

- 1 they have been playing outside
- 2 We've been friends
- 3 I've been cooking
- 4 I've just broken
- 5 She's been sitting here

READING AND VOCABULARY reading for gist and detail • careers advising • word formation (noun and adjective suffixes)

WHAT IS THE LESSON ABOUT?

Vocabulary	• careers advising
Reading	• an interview with a careers adviser
Speaking	• pairwork: – discussing the choice of a future career
Matura topics and tasks	Praca; Rozumienie pisanych tekstów (Dobieranie, Uzupełnianie streszczenia)

EXTRA ACTIVITY vocabulary from the text

> before exercise 3 page 20

Before students read the text, you may pre-teach the words and phrases below to help students understand the text.

- **standardised exams** – a standardised exam requires all those sitting the exam to answer the same questions in the same way. It makes it possible to compare the results of individual students or groups of students.
- **income** – money that someone receives from working or from investing money
- **leadership skills** – a set of skills which allow a person to be a successful leader
- **reliability** – the quality of being a reliable person, i.e. someone who you can trust to behave well, work hard, or do whatever is expected of them
- **unique talents** – very special and unusual talents
- **average** – somewhere around a usual or ordinary level or standard
- **be suitable for something** – right for a particular purpose, person, or situation

To help students understand the words, you may also ask the following questions:

Can you give an example of a standardised exam?

What unique talents do you have?

Do you know a person with good leadership skills?

What does he/she do?

What kind of work are you suitable for? What makes you think so?

EXTRA SUPPORT weaker classes

> exercise 5 page 20

Inform students that statements 1, 2, 4, 6 and 7 are false. Students read the text to find the fragments which contain the answers and explain why the sentences are true or false.

Key

- 1 **F** (Secondly, school doesn't really help because it is about standardised exams which mainly test their academic knowledge.)
- 2 **F** (And finally, because of parents who want their teenage children to follow a career which guarantees a good income.)
- 3 **T** (Sir Ken Robinson, a British author and educationalist, who thinks that schools should focus on developing students' unique talents and passions rather than just teaching them academic subjects.)
- 4 **F** (His parents suggested that he should study computer graphics but he wasn't too keen on the idea.)
- 5 **T** ('Can you study that?', he asked in amazement.)
- 6 **F** (This type of work practice is called shadowing and is unpaid.)
- 7 **F** (In the interview, the careers adviser is explaining how to plan a future career.)

EXTRA ACTIVITY vocabulary equivalents

> before exercise 6 page 21

Write on the board the following phrases from the reading text in exercise 3:

- 1 careers advisor
- 2 academic knowledge
- 3 good income
- 4 fast-changing job market
- 5 leadership skills
- 6 realise one's potential
- 7 terrific imagination
- 8 cartoon characters.

Ask students to work in pairs and translate the phrases into Polish.

Alternative 1

To make translation easier/faster, provide the following fragments of phrases (on the board or in the handout):

- 1 _____ zawodowy,
- 2 wiedza _____,
- 3 dobry _____,
- 4 _____ rynek _____,
- 5 zdolności _____,
- 6 wykorzystać _____,
- 7 _____ wyobraźnia,
- 8 _____ z kreskówek.

Alternative 2

Provide students with the Polish equivalents of the phrases (1. *doradca zawodowy*, 2. *wiedza akademicka*, 3. *dobry dochód*, 4. *szybko zmieniający się rynek pracy*, 5. *zdolności przywódcze*, 6. *wykorzystać swój potencjał*, 7. *niezamównita wyobraźnia*, 8. *postaci z kreskówki*). Ask students to work in pairs and translate the phrases into English. Then, ask students to read the text quickly only to find these phrases. Finally, compare students' translations with the original phrases from the text and provide feedback.

EXTRA ACTIVITY**find the fragments**› **after exercise 6 page 21**

Prepare handouts with the following sentences:

Po pierwsze, nastolatki często nie wiedzą, z czego chcieliby się utrzymywać.

Jeśli nie rozwiążą dobrze tych testów, czują się niepewnie, jeśli chodzi o przyszłą pracę zawodową.

Jego rodzice zasugerowali, że powinien studiować grafikę komputerową, ale jemu nie podobał się zbytnio ten pomysł.

Zapytałem go, czy rozważyłby pracę w charakterze rysownika komiksów.

Ask students to work individually and find the fragments in the text which are direct translations of the sentences in the handout. To promote further work on both vocabulary range and accuracy, ask students first to translate the sentences into English, then find the relevant fragments, and finally to compare their versions with the text.

EXTRA ACTIVITY**word formation**› **Challenge section, unit 2, exercise 4 page 109**

Before students do exercise 4, write the words below on the board. Ask students to come up to the board and underline the suffixes. Elicit which words are nouns and which are adjectives.

*manager**educator**concentration**hopeful**fearless**friendship**disappointed**aggressive**payment**fascinating**bilingual**available*

With a stronger class, you may ask students to work in groups and write as many words with the suffixes listed in the exercise as they can. Set a time limit of about 3–4 minutes. Check the answers as a class.

Key (suggested answers)*-or/-er*: inventor, teacher*-tion*: invention, creation*-ful*: useful, helpful*-less*: hopeless, useless*-ship*: friendship, leadership*-ed*: excited, interested*-ive*: competitive, positive*-ment*: entertainment*-ing*: boring, interesting*-al*: facial, manual*-able*: capable, incredible**HOMEWORK**

Tell students to imagine that they go to a school which focuses on developing students' unique talents and passions rather than just teaching academic subjects. Students write 2–3 sentences to describe an unusual subject they would like to have in their timetable and explain why they'd like to learn it, e.g. *I'd like to learn scuba-diving at school. It is an amazing sport which is also good for your health ...*

SPEAKING a job interview

WHAT IS THE LESSON ABOUT?

Speaking	• a job interview
Functional language	• talking about strengths and weaknesses • talking about your experience
Listening	• a job interview • a student calling an employer
Matura topics and tasks	Praca; Znajomość środków językowych (Tłumaczenie zdań) Mówienie (Rozmowa z odgrywaniem roli)

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

Tell students to imagine that they've applied for their dream job. Ask students what they would tell the employer to show that they are the right person for the job. Encourage students to use the vocabulary and expressions from the previous lessons.

EXTRA CHALLENGE strengths and weaknesses

> exercise 6 page 22

Ask students the question: *What is your greatest weakness?* Elicit some ideas from the class. Then explain that job candidates are often advised to present themselves in the best possible light. To answer the question about weaknesses, they should try to turn a negative quality into a positive one, e.g. someone who can't meet deadlines may say, 'I am a perfectionist, I sometimes care too much about the quality of my work'. Give each pair of students a copy of the worksheet with the table below and ask the students to match the positive expressions with their more negative equivalents (**worksheet activities page 102**). Alternatively, you may write the adjectives on the board.

negative	positive
<i>stubborn</i>	<i>self-confident</i>
<i>irresponsible</i>	<i>realistic</i>
<i>negative</i>	<i>creative</i>
<i>arrogant</i>	<i>responsible</i>
<i>disorganised</i>	<i>dedicated</i>
<i>boring</i>	<i>adventurous</i>

Students work in pairs and make sentences, using the adjectives to describe a weakness in a positive way.

Key (suggested answers)

stubborn – dedicated

I'm a really dedicated person and when I have a brilliant idea I try to make others understand it.

irresponsible – adventurous

I'm rather adventurous and I always look for unusual solutions.

negative – realistic

I'm realistic and I usually don't support the ideas I don't believe in.

arrogant – self-confident

I'm self-confident and I often say what I think even though some people may not like it.

disorganised – creative

I'm a very creative person and when I am working I often don't pay attention to unimportant details.

boring – responsible

I'm a responsible person and I do not like wasting my time on silly things.

EXTRA SUPPORT

weaker classes

> exercise 9 page 22

Write the expressions listed below on the board: *bring documents, to organise games and activities for children, to be responsible for something, to be paid weekly/monthly, to have duties, to have a lot of experience, to be a little impatient, to start work, to be a good team player, hours a week*. Students match the expressions with the Polish sentences 1–8 to help them do the task.

Key

- 1 to have a lot of experience
- 2 to be a little impatient
- 3 to be responsible for something
- 4 to organise games and activities for children
- 5 paid weekly/monthly
- 6 bring documents
- 7 hours a week
- 8 to have duties

HOMEWORK

matura writing task – wiadomość e-mail

Students write an email for the following task. Give each student a copy of the worksheet with the task (**worksheet activities page 102**). Alternatively, you may write it on the board or dictate it to students.

TEST IT! Niedawno brałeś/brałaś udział w rozmowie o pracę (ogłoszenie z ćwiczenia 2). Napisz wiadomość e-mail (100–150 wyrazów) do kolegi z Anglii i:

- zrelacjonuj przebieg rozmowy,
- opisz wrażenie jakie zrobił na tobie właściciel klubu, z którym rozmawiałeś/rozmawiałaś,
- przedstaw plusy i minusy tej pracy,
- napisz, co zamierzasz zrobić jeśli nie dostaniesz tej pracy.

WRITING a job application

WHAT IS THE LESSON ABOUT?

Writing	• a job application
Functional language	<ul style="list-style-type: none"> • starting and ending a letter of application • talking about your personality, skills and experience • ordering your points
Reading	• a job application
Matura topics and tasks	Praca; Wypowiedź pisemna (<i>List formalny</i>)

EXTRA SUPPORT

weaker classes

> exercise 3 page 23

Write the headings describing the purpose of the four paragraphs on the board.

- enclosed documents
- experience and qualifications
- the aim of the letter
- what makes the writer a suitable candidate

Students match the headings with the paragraphs in the letter.

Key

Paragraph 1: the aim of the letter

Paragraph 2: experience and qualifications

Paragraph 3: what makes the writer a suitable candidate

Paragraph 4: enclosed documents

EXTRA SUPPORT

weaker classes

> exercise 5 page 23

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 102**). Students rewrite the underlined parts of the sentences in a more formal way using the nouns given.

- I want to ask for the job of a waiter at your restaurant. **APPLY**
- I am interested in football, tennis and orienteering. **INTERESTS**
- I know quite a lot about fashion. **DEAL**
- I can come to a job interview any time. **AVAILABLE**
- I think I'm the right person for the job. **CANDIDATE**
- To finish off, I'm hard-working and just love working with other people. **CONSIDER**
- I can't wait to hear from you. **FORWARD**
- And one more thing, I'm just great at organising things. **ADDITION**

EXTRA ACTIVITY

describing talents and experience

> exercise 7 page 23

Draw two columns on the board with the headings: *professional experience* and *talents*. Elicit some phrases for each of the headings from the class. If you have a weaker class, read out the sample phrases below for students to decide which category they belong to.

professional experience

- *I have worked as a stand host before.*
- *I was responsible for organising a book fair at my school.*
- *I had a summer job in a local library.*
- *I helped my uncle in his bookshop during the summer, etc.*

talents

- *I communicate well with people of all ages.*
- *I am patient and polite.*
- *I am quite creative and I write my own stories.*
- *I know how to get on well with people, etc.*

HOMEWORK

Students translate the Polish parts of the sentences below into English. Give each student a copy of the worksheet with the sentences (**worksheet activities page 102**). Alternatively, you may dictate the sentences or write them on the board.

- (Uważam się) _____ reliable and loyal.*
- (Załączam swój życiorys) _____ and copies of my certificates.*
- (Proszę się ze mną skontaktować) _____ if you need more information.*
- (Piszę w odpowiedzi) _____ to the job advertisement I found on your website.*
- (Co więcej) _____ I am an excellent team player.*

Key

- I consider myself
- I enclose my CV
- Please do not hesitate to contact me
- I am writing in response
- In addition, / Moreover, / What is more, / Furthermore,

ENGLISH IN USE

WHAT IS THE LESSON ABOUT?

Reading	<ul style="list-style-type: none"> a text about an unusual career
Speaking	<ul style="list-style-type: none"> pairwork: <ul style="list-style-type: none"> talking about summer jobs and volunteer work
Matura topics and tasks	Praca, Życie prywatne; Znajomość środków językowych (<i>Transformacje zdań, Tłumaczenie fragmentów zdań</i>)

IF YOU WANT A LEAD-IN ...

🕒 (2 minutes)

Write the sentences below on the board for students to complete with their own ideas.

- *My interests include ...*
- *I know a great deal/a lot about ...*
- *I believe that my ... and ... make me a suitable candidate for the position of ...*

EXTRA SUPPORT

weaker classes

› exercise 1 page 24

If students find exercise 1 difficult, you may write the gapped sentences below on the board instead for students to complete:

- I am ____ at swimming.
I am a good ____.*
- I never ____ in maths tests.
I always ____ maths tests.*
- My uncle has a ____ job.
My uncle earns a good ____.*

EXTRA SUPPORT

weaker classes

› exercise 2 page 24

Encourage students to translate the underlined words and expressions into Polish before they look at the options (a–c) in the task.

EXTRA SUPPORT

weaker classes

› exercise 4 page 24

Tell students to write numbers 1–20 to correspond to each line of the text. Students read out each line of the text and decide if it is correct or if there are some mistakes. If students are unsure about the answers, you may give each student a copy of the handout with the clues below (*worksheet activities page 103*).

- *line 1: Do a career?*
- *line 2: Is the word 'work' countable? Can we say 'an unusual work'?*
- *line 4: Is it correct to say: 'to be unsatisfying' with your career?*
- *line 5: Do people 'get fired' when the company is closed down?*
- *line 7: What tense do we use after 'since' in this sentence?*
- *line 8: Can you use the adjective 'rewarded' to describe a job?*
- *line 10: What does 'employee' mean? What do we call someone who employs workers?*
- *line 11: Is Dan still writing the blog? What tense should we use?*

HOMEWORK

Students find an advertisement of a summer job on the Internet. Tell them to copy the advert or print it and bring it to the next class. Students present their job advert to the class and say whether they would like to do the job or not and why.

STEP BY STEP listening

WHAT IS THE LESSON ABOUT?

Listening	six recordings (dialogues and monologues) on unrelated topics
Matura topics and tasks	Praca; Rozumienie ze słuchu (<i>Wybór wielokrotny</i>)

MATURA

Rozumienie ze słuchu: wybór wielokrotny

Uczeń słucha dwukrotnie kilku nagrań i wybiera jedną z trzech podanych możliwości wypowiedzi. W zadaniu do każdego tekstu odnosi się jedno pytanie.

Typy wypowiedzi: monologi lub dialogi, każdy dotyczący innej tematyki

Testowane umiejętności: określanie głównej myśli tekstu, określanie kontekstu wypowiedzi, znajdowanie w tekście określonych informacji, określanie intencji nadawcy/autora tekstu

EXTRA ACTIVITY

linguistic clues

> exercise 1 page 25

Before students read the audioscript, ask them to read the three options and express each of them in different words. Do the first example as a class (e.g. *She has no work experience – She has never worked before.*) Ask students to work in pairs on the remaining two options. Alternatively, give students some word clues which have to be used in the sentences, e.g. for sentence 2 – written (*She hasn't written a CV before.*), and for sentence 3 – idea (*She has no idea what to say in her job interview.*)

EXTRA IDEA

first listening

> exercise 3 page 25

Ask students to keep their books closed. Before you play the first recording, ask students: Who's speaking? What's the topic of the recording? (a man and a woman talking about a difficult/stressful situation at work). Encourage students to write down any key words or phrases. Then tell students to answer the same questions about each piece in the exam task. Finally, play the whole recording again and ask students to choose an answer. Allow students to compare their answers in pairs before checking them as a class.

Key

- 2 a text about career opportunities/getting a new job (a job where your potential is used to the full, join our firm, spread your wings)
- 3 a conversation about extending the lunch break (eat their meal, extra fifteen minutes, eat your lunch)
- 4 a comment on the benefits of getting a summer job (gaining some experience, getting noticed, get good reference)
- 5 radio programme about the influence of companies on the society (social responsibility, charity projects, green policies, supporting social initiatives)
- 6 a teacher's comment about learning and students' future careers (schools grades, average marks, became successful, study hard)

HOMEWORK

Students write a short paragraph (up to 6 sentences) describing their dream job. They read out their texts during the next class and discuss the jobs as a class.