

# 1

# Fun and games

## VOCABULARY socialising

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	• socialising
<b>Listening</b>	• monologues: – three voicemail messages
<b>Speaking</b>	• pairwork: – a role-play: organising an 18 <sup>th</sup> birthday party
<b>Matura topics and tasks</b>	Życie prywatne; Rozumienie ze słuchu (Dobieranie)

### EXTRA ACTIVITY vocabulary test

#### > after exercise 4 page 4

Students work in pairs and test each other on the phrases in exercises 3 and 4 (listed below). One student calls out the verb, while the other completes the phrase. Then students exchange roles: one student calls out the noun phrase to elicit the correct verb from the other.

*send out invitations*  
*throw a big do*  
*make a night of it*  
*book a venue*  
*set it up as an event*  
*put together a guest list*  
*organise a get-together*

### EXTRA SUPPORT weaker classes

#### > after exercise 5 page 4

Divide the class into groups of three (group A, B and C) if possible. Tell students to go to transcript 1.01 on page 136. Assign one voicemail message (1–3) to each group. Tell students to study the transcript and underline where the answer to a specific question in the listening task can be found. Then, regroup two students in each group so that students can share the information about all three transcripts.

#### Key

1 b  
*I'm afraid he may have worked out what the plan is.*  
1 d  
*Anyhow, I'd love to come, and my sister would too, so you can plan on us turning up around 7.30.*  
2 c  
*The thing is, I'm helping my mum out in her shop, and we're working all sorts of hours ...*  
2 f  
*I'll do everything I can to be there.*  
3 a  
*I've been putting together a family history, so I'm in touch with quite a few members of the extended family.*  
3 e  
*I think it's amazing that you're willing to throw a big do like this.*

### EXTRA ACTIVITY phrases and definitions

#### > Challenge section, unit 1, exercise 1 page 112

Give each pair of students a copy of the worksheet with the sentences below (worksheet activities page 93). Alternatively, you may write the following sentences on the board. Explain that students should match the statements with the phrases from exercise 1. Ask: *How would you describe someone who often says: 'I don't like being with people, I prefer my own company?'* Check the answers as a class.

- I don't like being with people, I prefer my own company.*
- I am always the person everyone wants to talk to at parties.*
- I love dancing and singing and making the party fun.*
- I am easy to talk to. My friends like talking to me.*
- I don't mind if people play jokes on me, I don't mind looking silly.*
- I'm often in a bad mood, I complain a lot, and I never want to do anything.*
- I'm sociable, I like meeting people.*
- I tell jokes and make people laugh.*

#### Key

- a loner
- the centre of attention
- the life of the party
- approachable
- a good sport
- a wet blanket
- gregarious
- a scream

### MATURA SPEAKING TASK rozmowa na podstawie ilustracji

Tell students to take turns to describe two different pictures on page 4 and answer the questions below.

#### TEST IT! Examiner's questions:

- Why do you think the people in the photograph are smiling?*
- Do you find spending time with your family enjoyable? Why?/ Why not?*
- Describe the last time you met your distant relative.*

### HOMEWORK writing an invitation

Tell students to design and write their 18<sup>th</sup> birthday party invitation, which could be based on the role-play in exercise 6. Tell students to include the following information:

- when and where the party is taking place;*
- what fun attractions you have prepared;*
- what you want your guests to bring with them.*

In class, students present their invitations and vote on which is the best one.

## LISTENING AND VOCABULARY listening for gist and detail • holidays and celebrations

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>holidays and celebrations</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>monologues:               <ul style="list-style-type: none"> <li>four texts about people celebrating different occasions</li> <li>someone talking about the history of greetings card</li> </ul> </li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>pairwork:               <ul style="list-style-type: none"> <li>discussing questions about greetings cards and celebrations in Poland</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Życie prywatne; Rozumienie ze sluchu (Dobieranie, Pytania otwarte, Uzupełnianie luk)

### EXTRA SUPPORT

weaker classes

#### > before exercise 3 page 5

Write the following sentence openings on the board, which include the words from exercise 3. Go through the phrases and check the meanings. Ask students to complete the sentences with their own ideas. Elicit a few answers from the class.

*I am ashamed of ...*  
*I regret ...*  
*I am proud of ...*  
*I am surprised at ...*

### EXTRA ACTIVITY

synonyms

#### > after exercise 5 page 5

Tell students to keep their books closed. Copy the following jumbled list of words/phrases from exercise 5 on the board. Explain that students have one minute to memorise them all. Then rub off the words/phrases. Tell students to work in pairs and write down in their notebooks, in any order, as many of the fourteen words/phrases as they can remember. The winners are the first pair to finish the list correctly. Finally, check the answers as a class. Now ask students to put the words/phrases in pairs so that there are seven pairs of synonyms.

*packed relatives mistaken booking*  
*outstanding reception thrilled reservation*  
*crowded family members wrong*  
*extremely pleased amazing formal party*

#### Key

packed – crowded  
 relatives – family members  
 mistaken – wrong  
 booking – reservation  
 outstanding – amazing  
 reception – formal party  
 extremely pleased – thrilled

### EXTRA ACTIVITY

greetings cards quiz

#### > before exercise 6 page 5

Put students into small groups and explain that they will do a quiz about the history of greetings cards. Read out the questions in the quiz below. Alternatively, you may distribute copies of the worksheet with the quiz (worksheets activities page 93). You may want to ask students to hold up pieces of paper with a, b or c after each question to show their answers.

- Valentine's Day cards were first sent and received in Europe in the  
 a mid-1500s.      b mid-1400s.      c mid-1800s.
- New Year's greetings cards were produced in 1400 in  
 a Asia.      b North Africa.      c Europe.
- The first printed Christmas card appeared in 1843 in  
 a London.      b Glasgow.      c Dublin.
- The first known Valentine's Day card was given in  
 a 1415.      b 1453.      c 1498.

If you have time, give each pair of students a copy of the worksheet with the following text to check their answers to the quiz. Alternatively, check the answers as a class.

*The Germans printed New Year's greetings cards from woodcuts as early as 1400, and handmade paper valentines were exchanged in Europe in the early to mid-1400s. The first known printed Christmas card appeared in London in 1843, when Sir Henry Cole hired artist John Calcott Horsley to design a holiday card that he could send to his friends and acquaintances. The first known Valentine's Day card can be traced back to 1415.*

#### Key

1 b    2 c    3 a    4 a

### EXTRA SUPPORT

weaker classes

#### > exercise 7 page 5

In a weaker class, you may choose to do an alternative listening task. Write the following answers to exercise 7 on the board for students to match with the correct sentence (1–4). Alternatively, give each student a copy of the worksheet with the task (worksheets activities page 93). Explain that there are three extra answers. Then ask students to listen and check their ideas. Check the answers as a class.

- famous pictures/paintings
- (new) technology
- the 1400s / the 15<sup>th</sup> century
- postage stamp was introduced
- short poems about nature
- early 1600s
- specific occasions

#### Key

1 c    2 d    3 a    4 b

### MATURA SPEAKING TASK rozmowa na podstawie ilustracji

#### > at the end of the lesson

Students work in pairs and take turns to describe the two photos on page 5 and answer the questions below.

#### TEST IT! Examiner's questions:

- How do you think the people are feeling?
- Do you enjoy family celebrations? Why? / Why not?
- Tell us about the last time you celebrated a special occasion.

### HOMEWORK

Tell students to look for any greetings cards they have at home and translate the messages inside them into English. Encourage them to use the phrases from exercise 2 page 5.

## GRAMMAR tense contrast: present perfect simple, present perfect continuous, past simple

• speculating about the present and past: *may / might / could / can't / must*

### WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	<ul style="list-style-type: none"> <li>tense contrast: present perfect simple, present perfect continuous, past simple</li> <li>speculating about the present and past: <i>may / might / could / can't / must</i></li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>a dialogue: <ul style="list-style-type: none"> <li>talking about plans to celebrate New Year's Eve</li> <li>speculating about a friend</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	<p>Życie prywatne; Znajomość środków językowych (Układanie fragmentów zdań, Tłumaczenie fragmentów zdań)</p>

### Tense contrast: present perfect simple, present perfect continuous, past simple

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

Revise the form of present perfect simple and continuous by asking students to complete the patterns below. Elicit some answers from the class.

- present perfect:** *have/has + \_\_\_\_*
- present perfect continuous:** *have/has + \_\_\_\_ + \_\_\_\_*

#### Key

**present perfect:** past participle/3rd form  
**present perfect continuous:** *been + -ing* form

#### EXTRA ACTIVITY time expressions

##### > before or after exercise 5 page 6

Tell students their left hand represents a perfect tense and their right hand represents the past simple. Read out the time expressions in exercise 5. Students raise their left or right hand according to the verb tense which is used with a given expression.

#### Key

**left hand:** lately, so far, ever/never, just, for the past two months, this week, how long, already, since November  
**right hand:** when, last night, yesterday, in 2019

#### EXTRA SUPPORT weaker classes

##### > after exercise 5 page 6

Write these sentences on the board for students to choose the correct answer. Alternatively, give each student a copy of the worksheet with the sentences (worksheet activities page 93).

- We've been studying for these exams **since** / **for** Christmas.*
- I haven't finished my homework – **already** / **so far** I've only done three exercises.*
- A **How long** / **When** did you move to Italy?  
B *Three months ago.**
- I spent three months in Paris **already** / **in 2020** because the borders were closed due to coronavirus and I couldn't go back home.*
- She's only **just** / **lately** had her baby, it's a boy!*

#### Key

1 since    2 so far    3 When    4 in 2020    5 just

#### EXTRA ACTIVITY

writing in a past tense

##### > after exercise 9 page 6

When students have finished exercise 9, tell them to choose one of the topics from the exercise and write a paragraph (80–100 words) about it. Explain that they **MUST** use:

- at least one example of the present perfect continuous;
  - at least one example of the present perfect simple;
  - two examples of the past simple;
  - some of the time expressions from exercise 5.
- Monitor, helping with language and ideas as necessary. Elicit some answers from the class.

#### Example paragraph (*something you've been trying to learn for some time*):

I have loved racing cars for the past 20 years. In England, you can start driving when you are 17, so on my 17<sup>th</sup> birthday I drove a car for the first time. Recently, I decided to take up racing, and I've been learning how to drive really fast. In fact, this month I've spent about 30 hours behind the wheel, and I think I'm finally getting it! Lately, I've been trying to race with my friends from the club and I love it!

#### HOMEWORK matura writing task – wpis na blogu

Students write a blog entry for the following task. Write the task on the board or dictate it to students.

#### TEST IT! Napisz wpis na blogu na temat projektu szkolnego, nad którym pracujesz, i

- opisz cel projektu (*who it is for, why it was set up*);
- wyjaśnij, nad czym ostatnio pracujesz i co udało Ci się już zrobić;
- napisz, co zamierzasz zrobić po zakończeniu projektu;
- poproś czytelników bloga o pomoc w pracy nad projektem i napisz, czego oczekujesz.

*I've been working on a really exciting school project ...*

#### Speculating about the present and past: *may / might / could / can't / must*

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

Write the following modal verbs and adverbs along with the three headings on the board. Ask students to match the words and phrases with the correct heading.

*definitely    may    might    can't    possibly  
could    must    definitely not*

- 100% sure it's true
- 50% true
- 100% sure it's not true

#### Key

**100% sure it's true:** definitely, must  
**50% true:** may, might, possibly, could  
**100% sure it's not true:** can't, definitely not

Now elicit the names of some famous people and write them on the board. Ask students: *What do you think Lady Gaga / Chris Hemsworth is doing now?* Students speculate using the modal verbs on the board. (*She/He must be singing / eating breakfast now*).

**EXTRA ACTIVITY** the search for a missing person

## &gt; after exercise 6 page 7

Put a few objects you have in the classroom, or in your desk, into a plastic bag or a box (e.g. a coloured pencil, a phone number on a piece of paper, a USB drive, a lipstick, a pen, scissors, a mobile phone, some written work from a student, a notebook, a pair of glasses, etc.).

Describe the following imaginary situation to students: the police are hunting for a missing person and this bag/box includes his/her personal belongings. Explain that students should speculate about what might have happened to the person and what kind of person they are by looking at the objects in the bag/box. Pass the bag/box around the class. Students take an object, make their sentence and put

the object back and take another until they have speculated about all of the objects, e.g.

- a coloured pencil – *He/She might have been an artist.*
- a phone number on a piece of paper – *He/She must have phoned his friend before he/she disappeared.*
- a USB drive – *He/She could have stolen a secret file from his/her work.*

**HOMEWORK**

Tell students to choose one of the situations in exercise 7 and write a paragraph (100–120 words) to speculate about what happened. Explain that they should use as many different modal verbs as possible.

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

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• games and fun activities</li> <li>• verb collocations</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>• two texts about escape room games</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>• pairwork:           <ul style="list-style-type: none"> <li>– a discussion about different forms of entertainment</li> <li>– presentation of a short video clip</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	<p>Życie prywatne; Rozumienie pisanych tekstów (<i>Wybór wielokrotny, Uzupelnianie streszczenia</i>)</p>

**CULTURE NOTE****Games**

**Ludo** is a strategy board game for two to four players. There are four bases on the Ludo board, which are typically bright yellow, green, red, and blue. Each player chooses one colour and takes four tokens in the chosen colour. The first colored space outside of each base is the start position for the tokens. The players race their tokens from start to finish according to the rolls of a die. The goal of the game is to get all your tokens inside the home space, which is located in the middle of the board.

**RPG (role-playing games)** is a game in which players take up the roles of fictional characters in an imaginary setting. The characters should have distinct personalities the players can connect with. One person is chosen as a game master of the game. The game master is responsible for challenging the players and creating difficult situations for their characters. Some examples of RPG games are Dungeons&Dragons, Warhammer Fantasy Role-play, Call of Cthulhu and Cyberpunk.

**Scrabble** is a word board game in which two to four players score points by forming words on the board. The words are formed from tiles, each bearing a single letter. The words must read left to right in rows or downward in columns (like in a crossword) and be included in a standard dictionary.

**EXTRA ACTIVITY** voting on the most/least

## &gt; after exercise 1 page 8 popular childhood game

Ask students to work individually and put the list of games from exercise 1 in their order of preference. Have a class vote on the most/least popular game.

**EXTRA SUPPORT**

weaker classes

## &gt; exercise 4 page 9

Give each student a copy of a handout (**worksheet activities page 93**) with answer options to choose from while completing the summary. Allow students to choose the correct options in pairs. After 4–5 minutes, check the answers as a class and provide feedback if necessary.

- 1 *artykuł w gazecie / wpis na blogu*
- 2 *zaciekawienie, jak i zdenerwowanie / radość, jak i ekscytację*
- 3 *nie przepadała / przepadała*
- 4 *grupie jej nie odpowiada / grupie nie jest taka zła*
- 5 *muszą rozwiązywać zagadki / muszą wykonywać ćwiczenia fizyczne*
- 6 *grami wideo / kawiarniami*

**Key**

- 1 wpis na blogu
- 2 zaciekawienie, jak i zdenerwowanie
- 3 nie przepadała
- 4 grupie nie jest taka zła
- 5 muszą rozwiązywać zagadki
- 6 grami wideo

**EXTRA ACTIVITY** reading comprehension extension

## &gt; after exercise 4 page 9

Students work in pairs and invent 3–4 true/false questions about the texts in exercise 3. Ask students to read out their questions to the class. The group then votes true or false by giving a 'thumbs up' for true and a 'thumbs down' for false.

**EXTRA CHALLENGE**

class game

## &gt; after exercise 5 page 9

Tell students to keep their books closed. Write the following jumbled-up sentences from Text 1 on the board for students to put in the correct order. Alternatively, give each pair of students a copy of the worksheet with the sentences (**worksheet activities page 94**). The first pair or group of students to do the task correctly and find all the sentences in the text wins. As a follow-up, you may want to ask students to prepare their own jumbled sentence and test others.

- 1 room / solitary / games / are / Escape / activities / leisure / not / .
- 2 master / our / , / the / game / the / arrival / to / explained / On / rules / us / .
- 3 figured / , / by / working / , / the / Eventually / we / together / out / location / secret / .
- 4 One / would / caught / more / we / have / second / and / been / .
- 5 a / night / , / / exciting / a / very / had / Without / doubt / out / !

**Key**

- 1 Escape room games are not solitary leisure activities.
- 2 On our arrival, the game master explained the rules to us.
- 3 Eventually, by working together, we figured out the secret location.
- 4 One more second and we would have been caught.
- 5 Without a doubt, I had a very exciting night out!

**EXTRA ACTIVITY**

gap fill

## › after exercise 7 page 9

Write these sentences on the board and ask students to complete the sentences with expressions from exercises 6 and 7. Alternatively, give each student a copy of the worksheet (worksheet activities page 95) with the sentences.

- 1 *When I was little, I didn't use to enjoy \_\_\_\_\_, I wanted to go out and play in the street.*
- 2 *My dad isn't very good at swimming, but he always \_\_\_\_\_.*
- 3 *Where I live is not very good for \_\_\_\_\_ activities. We have to go to the youth club in the next town.*
- 4 *If you need to \_\_\_\_\_ in, it's often good to switch off your phone and read a book or listen to some music.*
- 5 *I love my friends from the science club, we often \_\_\_\_\_.*

**Key**

- |                       |                      |
|-----------------------|----------------------|
| 1 being stuck indoors | 4 have a quiet night |
| 2 has a go            | 5 have a laugh       |
| 3 leisure             |                      |

**EXTRA ACTIVITY**

vocabulary game

## › Challenge section, unit 1, exercises 2 and 3 page 112

Divide students into groups of three. Give each group a pile of cards (worksheet activities page 94) and tell them to keep the cards face down. Students take it in turns to take one card from the top of the pile and either mime (M), draw (P) or define (D) the phrase for the others to guess. The first person to correctly guess the phrase is given the card to keep. Play continues in a clockwise direction until all the cards are used up. The winner is the student who has the most cards once the game is finished.

- 1 *do a puzzle (M)*
- 2 *attract crowds of people (P)*
- 3 *pursue a goal (M)*
- 4 *leisure activity (M)*
- 5 *reach a goal (D)*
- 6 *mess about with your friends (P)*
- 7 *stimulating activity (D)*
- 8 *take part in an activity (D)*
- 9 *solve a puzzle (M)*
- 10 *hang out (D)*

**HOMEWORK**

Students choose one of the games in exercise 1 and prepare a short presentation to explain the rules of the game. Tell the group to answer the questions below.

- *How many people play the game?*
- *Where is it played?*
- *How long does it take?*
- *What are the rules?*

## SPEAKING speculating about the picture • answering the three questions

### WHAT IS THE LESSON ABOUT?

<b>Speaking</b>	<ul style="list-style-type: none"> <li>speculating about the picture</li> <li>answering the three questions</li> </ul>
<b>Functional language</b>	<ul style="list-style-type: none"> <li>speculating about a picture</li> <li>phrases with <i>seem</i></li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>a monologue:               <ul style="list-style-type: none"> <li>someone describing a photograph</li> <li>a student answering three questions about a picture</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Życie prywatne; Mówienie (Rozmowa na podstawie ilustracji)

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

 (2–3 minutes)

Write these sentences on the board for students to complete so that they are true for them.

- I am extremely ... because ...*
- I get very .... when ...*
- My family is quite ... when ...*
- My best friend is a bit ... because ...*

### EXTRA ACTIVITY

speaking practice

#### > after exercise 3 page 10

Tell students to work in pairs. Give each pair a card with one of the situations below (**worksheet activities page 95**). Students come to the front of the class and mime their situation for the class to speculate on what is happening. Encourage students to use modals of speculation when making their suggestions.

- A friend has a party and doesn't invite you.*
- Your parents punish you for something you didn't do.*
- You see someone steal a handbag in a restaurant.*
- You and your friends are having an argument.*
- You are walking your dog when it sees a cat and runs off, chasing the cat.*
- You are trying to study, but your brother/sister is listening to some really loud music.*

### EXTRA SUPPORT

weaker classes

#### > after exercise 7 page 10

Give each pair of students a copy of the worksheet (**worksheet activities page 95**) with the sentences below. Alternatively, you may write the sentences on the board. Students work in pairs and translate the sentences into Polish. Elicit answers from the class.

- I don't seem to get very upset in situations like this.*
- It seems to me that Monica and Steven do not get on very well.*
- He was guilty of stealing the computer. Or so it seemed.*
- It doesn't seem like a big deal to me.*
- Seemingly, unemployment in Britain is a real problem.*

#### Key (suggested answers)

- Zazwyczaj w podobnych sytuacjach tak bardzo się nie denerwuję.
- Wydaje mi się, że między Monicą a Stevenem nie układa się najlepiej.
- Był winny kradzieży komputera, a przynajmniej tak się wydawało.
- Sądzę, że to nie jest wielka sprawa.
- Wygląda na to, że / Na pierwszy rzut oka bezrobocie w Wielkiej Brytanii jest prawdziwym problemem.

### HOMEWORK

Tell students to choose a photo they have at home and write a short description of it that uses the language from the lesson. Students bring the photo to class and read out their description.

## WRITING a letter to the editor

### WHAT IS THE LESSON ABOUT?

<b>Writing</b>	• a letter to the editor
<b>Functional language</b>	• formal and informal expressions in a letter
<b>Reading</b>	• a formal letter to the editor about creative hobbies
<b>Matura topics and tasks</b>	Życie prywatne; Wypowiedź pisemna ( <i>List do redakcji</i> )

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

 (2–3 minutes)

Write the following list of hobbies on the board: *pottery, painting, baking, running, photography, gardening, blogging, crafting, adult colouring, podcasting*. Ask students: *How creative do you think these hobbies are?* Discuss with the students.

### EXTRA ACTIVITY

gap fill

#### > after exercise 3 page 11

Tell students to keep their books closed. On the board, write the following sentence from the composition in exercise 2 for students to complete with the correct words. *It goes without saying that having a hobby like this \_\_\_\_\_ for more than one reason.*

Then encourage students to choose another sentence from the letter and prepare a gap fill to test their partner.

#### Key

*is beneficial*

### EXTRA SUPPORT

weaker classes

#### > after exercises 5 and 6 page 11

Write these sentences on the board. Tell students to decide whether they use an appropriate register for a formal letter. If not, ask students to improve them.

- I'm writing because I really want to reply to the article in your magazine.*
- I think lots of children get on with their parents.*
- Nevertheless, it is commonly believed that children and parents cannot be friends.*
- I would like to emphasise how important this point is.*
- People often say free time is important.*

#### Key

- I am writing in response to the article in your magazine.
- It appears to me that many children have a good relationship with their parents.
- ✓
- ✓
- It is commonly believed that leisure time is important.

### EXTRA ACTIVITY

speed writing

#### > after exercise 6 page 11

Tell students to choose either one of the hobbies from the list in the lead-in or their own hobby. They have three minutes to write as much as they can about the hobby. Time the activity carefully. Students read their speed paragraphs out to each other in groups of three. Circulate and monitor, noting down common errors for a feedback session to be held at the end of the activity.

### HOMEWORK

Tell students to find examples of letters to the editor online and bring them to class or share the link. Tell them to look for and underline examples of the language from exercise 3 page 11.

## ENGLISH IN USE verb patterns

### WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	<ul style="list-style-type: none"> <li>verb patterns</li> <li>verb patterns after verbs of perception: <i>see, watch, hear, overhear, listen</i></li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>a text about the importance of boredom</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>a role-play about giving advice</li> </ul>
<b>Matura topics and tasks</b>	<p>Życie prywatne; Znajomość środków językowych (Tłumaczenie fragmentów zdań, Układanie fragmentów zdań)</p>

### EXTRA ACTIVITY

#### verb patterns

#### > after exercise 4 page 12

In pairs, students take turns to test each other on the verb patterns. One student calls out a verb from exercise 3 or 4 (e.g. *persuade*) while the other responds by giving the correct sentence with the verb. Then students exchange roles and continue the activity.

### EXTRA ACTIVITY

#### patterns after verbs of perception

#### > after exercise 8 page 12

Write the verbs *see, watch, hear, overhear, listen* on the board. You may also add other verbs of perception: *notice, observe, touch, feel, taste, smell*. If necessary, write the following explanation for students to copy:

*The infinitive is used after verbs of perception when we want to say that we hear or see the whole of an action or event. The -ing form is used to suggest that we hear an action or event in progress.*

Give each pair of students a copy of the worksheet (worksheet activities page 95) with the sentences below. Students complete the sentences with the correct form of the verbs in brackets.

- I watched Novak Djokovic \_\_\_\_ (*play*) Roger Federer at Wimbledon 2019 final.
- She listened to the birds \_\_\_\_ (*sing*) when she got up this morning.
- During breakfast, they observed a dog \_\_\_\_ (*run*) down the road.
- Did you hear the baby \_\_\_\_ (*cry*) last night?
- We noticed her car \_\_\_\_ (*stop*) at the bank, she parked and then went into the bank.
- My mum made a cake and I could smell it \_\_\_\_ (*bake*) in the oven – lovely!
- The doctor listened to his patient \_\_\_\_ (*explain*) what was wrong.
- Did the police overhear the thief \_\_\_\_ (*confess*) to the robbery? Yes, they did because they arrested him afterwards.

### Key

1 play	3 running	5 stop	7 explaining
2 singing	4 crying	6 baking	8 confess

### HOMEWORK

Draw the following grid on the board and fill it with the short phrases. Alternatively, give each student a copy of the worksheet with the grid (worksheet activities page 96). Ask each group to choose five verbs from the grid and write some sentences about learning English using the correct verb pattern. Students present their ideas during the next lesson.

#### In our English classes, ...

we enjoy ...	we seem ...	we can't avoid ...	we help ...
our teacher allows ...	we ask ...	we want ...	we practise ...
we prefer ...	we can't stand ...	our teacher makes some of us ...	we tend ...

#### Example sentences:

- In our English classes our teacher allows us to choose our homework sometimes.*
- In our English classes we can't stand learning lists of verbs.*
- In our English classes we help each other study vocabulary.*



## ENGLISH IN USE practice

## WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	<ul style="list-style-type: none"> <li>verb patterns after: <i>forget, remember, try, stop, regret, mean, go on</i></li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>a text about the International Festival of Comics and Games</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>a discussion about a cultural festival</li> </ul>
<b>Matura topics and tasks</b>	<p>Życie prywatne; Znajomość środków językowych (<i>Test luk sterowanych, Transformacje zdań, Tłumaczenie fragmentów zdań</i>)</p>

## CULTURE NOTE

**The International Festival of Comics and Games** used to be called the All-Polish Convention of Comic Creators until they changed the name in 1991. It also hosts the largest comic market in Europe. It has a Facebook page and a blog if your students are interested. There is also a section of the fair dedicated to work produced by children and young people, with Manga and Star Wars areas. During the festival, the public vote for the best Polish album, which in 2014 was Łukasz Mazur's *Opowieści niestworzone #1: Planeta uciętych kończyn*.

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

🕒 (2–3 minutes)

## &gt; before exercise 1 page 13

Ask students *What can you see and do at the International Festival of Comics and Games?*

## Key (possible answers):

meet famous international artists and ask them questions, watch short animated films, see what's new in comics, share ideas, take part in games ...

## EXTRA ACTIVITY

translation

## &gt; after exercise 2 page 13

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 96**). Alternatively, you may dictate the sentences. Tell students to translate the sentences into English using the verbs from the *Watch out!* tip.

- Zapomniałem kupić siostrze prezent na urodziny.*
- Mark żałuje, że nie uczył się do egzaminów.*
- Następnie nauczyciel przeszedł do wyjaśniania gramatyki na lekcji.*
- Spróbuj dobrze się bawić na imprezie dziś wieczorem!*
- Zatrzymaliśmy się, żeby napić się kawy po drodze do domu.*
- Sue pamięta, że jadła dużo słodyczy, kiedy była dzieckiem.*
- Oni nie mieli zamiaru krzyknąć na Jacka.*

## Key

- I forgot to buy my sister a birthday present.
- Mark regrets not studying for his exams.
- The teacher went on to explain the grammar in the lesson.
- Try to have fun at the party tonight!
- We stopped to have some coffee on the way home.
- Sue remembers eating lots of sweets when she was a child.
- They didn't mean to shout at Jack.

## EXTRA ACTIVITY

Polish/English sentence swap

## &gt; after exercise 4 page 13

Tell students to work in pairs. One student chooses a sentence from exercise 3 and translates it into Polish, while the other chooses a sentence from exercise 4 and translates it into Polish. Then students swap their sentences and translate them back into English and correct their translations. Students then choose different sentences and the game continues.

## HOMEWORK

Students design a new comic superhero. Explain that they may look for ideas online if they wish to. They should include a drawing of the superhero as well as a paragraph (120–150 words) including information below:

- name (e.g. *SuperSally*)
- physical description (*She's extra tall with very long arms and legs which she can use as a rope.*)
- superpower(s) (*She is magnetic, she can read minds but only the minds of really evil people.*)
- motto (*Good always wins!*)

## REVIEW 1

EXTRA ACTIVITY vocabulary revision quiz

Divide students into groups of three. Give each group a copy of the worksheet (worksheet activities page 96) with the following sentences. Students complete the sentences with the words and phrases from unit 1. Set a time limit for students to do the activity. The first group to complete the task correctly are the winners.

- 1 *I spent the last weekend visiting my r\_\_\_\_\_ living in Gdańsk.*
- 2 *My uncle is organising a big family g\_\_\_\_\_ next week.*
- 3 *Fiona is having a baby, so next week we're giving her a b\_\_\_\_\_ s\_\_\_\_\_ with lots of presents.*
- 4 *If you want to eat at that restaurant, you'll have to make a b\_\_\_\_\_ first.*
- 5 *One of the games I played as a child was d\_\_\_\_\_. It's like chess, but the black and white pieces look different.*
- 6 *I'm really glad those long denim dresses were just a f\_\_\_\_\_ and we don't have to wear them any more!*
- 7 *This Saturday we're going to have a q\_\_\_\_\_ n\_\_\_\_\_ i\_\_\_\_\_ and watch TV.*
- 8 *She was t\_\_\_\_\_ upset at the news, it was very sad.*
- 9 *When I was younger, I didn't have a g\_\_\_\_\_ r\_\_\_\_\_ w\_\_\_\_\_ my brother at all. We were always arguing.*
- 10 *If you want to go out tonight, you'll have to p\_\_\_\_\_ your parents to let you go.*

## Key

- |                |                          |
|----------------|--------------------------|
| 1 relatives    | 6 fad                    |
| 2 get-together | 7 quiet night in         |
| 3 baby shower  | 8 terribly               |
| 4 booking      | 9 good relationship with |
| 5 draughts     | 10 persuade              |

## EXTRA PRACTICE

translation

## &gt; after exercise 6 page 14

Dictate the following sentences, which are taken from grammar exercises on page 14, to the students. Alternatively, give each student a copy of the worksheet (worksheet activities page 96) with the sentences. Students translate the sentences into Polish. Elicit some answers from the class.

- 1 *I'm not sure what Agnes is up to at the moment. She might be getting ready for her date with Tim.*
- 2 *Did you phone me last night? My battery died.*
- 3 *We saw Kate leaving her room, but we don't know where she's gone.*
- 4 *We have no idea why Jemma came so late to the meeting. She may have forgotten about it.*
- 5 *People have been holding celebrations to greet the coming of spring for thousands of years.*
- 6 *Nothing would make me take part in an escape room game.*

## Key (suggested answers)

- 1 Nie wiem, co teraz robi Agnes. Może przygotowuje się do randki z Timem.
- 2 Dzwoniłaś do mnie wczoraj wieczorem? Rozładowała mi się bateria.
- 3 Widzieliśmy, jak Kate wychodziła ze swojego pokoju, ale nie wiemy, dokąd poszła.
- 4 Nie mamy pojęcia, dlaczego Jemma tak późno przyszła na spotkanie. Mogła o nim zapomnieć.
- 5 Ludzie od tysięcy lat organizują uroczystości z okazji nadejścia wiosny.
- 6 Za nic nie wzięłabym udziału w grze escape room.

## EXTRA CHALLENGE

dictogloss

## &gt; before exercise 7 page 14

Use the letter in exercise 7 as a dictogloss. Explain to the students that you are going to read out a letter twice to them, but you are not going to dictate it. Students should listen, take notes, and memorise as much as possible. Read the letter from exercise 7 at normal speed and give the students some time before rereading it. Students work in pairs to construct the text from memory, sharing notes and information. Set a time limit of 5–6 minutes. Then tell students to compare their letters with the original in exercise 7.

## HOMEWORK

web research task

Students find answers to the questions below:

- 1 *What is the world's biggest comic book convention?*
- 2 *Where and when was the first comic book convention held?*

Web research key words:

- Comiket
- Comic-con USA

## Key

- 1 Comiket in Tokyo, Japan: it is held twice a year and was first held in 1975. People attending have to wait up to five hours to get in and they usually dress up as their favourite character.
- 2 San Diego, USA, 1970: it was originally just for science fiction and comic books but now TV shows like *Big Bang Theory* are included, meaning many more genres are involved. In 2010 there were more than 130,000 attendees.

## FOLLOW-UP ACTIVITY

Discuss the following questions with students: *Would you like to go to a comic book convention? Why (not)? What would you like to see? Why?*

# 2

## Success and failure

### VOCABULARY describing levels of performance

#### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>describing levels of performance</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>monologue:               <ul style="list-style-type: none"> <li>a sportsperson talking about his career</li> </ul> </li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>pairwork:               <ul style="list-style-type: none"> <li>discussing different opinions regarding winning and losing</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Sport; Rozumienie ze sluchu (Pytania otwarte)

#### EXTRA SUPPORT

weaker classes

##### > after exercise 4 page 16

Students go to transcript 1.09 on page 137 and find the fragments of the text which helped them answer the questions in exercise 4. Then ask students to choose three to five phrases from the transcript which they think will be useful for them when speaking or writing in English. Students copy the phrases into their notebooks. This activity encourages students to be autonomous and to distinguish between vocabulary for either productive or receptive use.

#### Key

- Jeremy, how does it feel to be retiring from professional tennis after such a long career?
- But for reasons I can't really explain, my winning streak didn't last long.
- I managed to stay in the top forty or so players in the world for most of my career, but I was always coming in second or lower in the big tournaments.
- I mean, millions of kids learn to play tennis, and I'm sure that many of them dream of competing in big-time tournaments, but very few of them ever get past school level competitions.
- But now that I'm retiring, I look back on my tennis career and I realise how lucky I am. I'm really very grateful.
- and I'm looking forward to sharing my skills with some of the best students in the country.

#### EXTRA SUPPORT

sports vocabulary

##### > Challenge section, unit 2, exercise 1 page 112

Give each pair of students a copy of the worksheet with the sentences below (worksheet activities page 97). Students choose the correct option to complete each sentence.

- A good footballer can **header / dribble / slam dunk** the ball across the pitch extremely quickly.
- In tennis, it's important to have a strong **backhand / backboard / backstroke**.
- When I am at the swimming pool, I can never find enough space in any of the **slopes / lanes / pitches** to swim properly. There are always too many people.
- It takes a lot of practice to learn how to do a **header / slalom / flip turn** in swimming.

- Good **poles / nets / racquets**, which are held in both hands, are essential for balance when skiing.
- I saw the Olympic **slalom / flip turn / backstroke** on TV last night. It was exciting!
- As I am a beginner, I can only ski on what is called an easy **downhill / slope / pitch**.
- My sister learned to **shoot / serve / dive** into the water head first when she was very young.
- The basketball player jumped into the air, made a **defender / penalty / slam dunk** into the net and scored a point.
- The first rule of tennis is to hit the ball over the **net / poles / serve**.

#### Key

- |             |             |
|-------------|-------------|
| 1 dribble   | 6 slalom    |
| 2 backhand  | 7 slope     |
| 3 lanes     | 8 dive      |
| 4 flip turn | 9 slam dunk |
| 5 poles     | 10 net      |

#### EXTRA ACTIVITY

vocabulary memory game

##### > Challenge section, unit 2, exercise 1 page 112

Write ten of the words connected with sports from exercise 1 on the board. Give students one minute to memorise them. When the time is up, erase the words from the board. Students write down as many of the words as they can remember in their notebooks. The student who writes down the most words, wins. You may also put students in small groups to test each other on the vocabulary by giving definitions in English, e.g.

- A *It's the place where you play football.*  
B *Pitch!*

#### MATURA SPEAKING TASK rozmowa na podstawie ilustracji

Students take turns to describe the pictures 1 and 3 on page 16 and answer these three questions. Write the questions on the board.

#### TEST IT! Examiner's questions:

- What are the people doing?
- What do you think is going to happen next?
- Describe a situation when you enjoyed playing a sport.

#### HOMEWORK

Ask students to watch the sports news on television any day of the following week and make a list of all of the sports mentioned. Students write three words or phrases connected with each of these sports and translate them into English, using a dictionary if necessary. During the next lesson, students share their vocabulary.

## LISTENING AND VOCABULARY listening for gist and detail • competitive sports

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>competitive sports</li> <li>phrasal verbs</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>dialogue:               <ul style="list-style-type: none"> <li>– an interview with teenager</li> </ul> </li> <li>monologue:               <ul style="list-style-type: none"> <li>– a podcast about how we measure success</li> </ul> </li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>pairwork:               <ul style="list-style-type: none"> <li>– discussing success and failure in sports</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Sport; Rozumienie ze słuchu ( <i>Uzupełnianie zdań, Wybór wielokrotny, Pytania otwarte, Uzupełnianie luk</i> )

### EXTRA ACTIVITY

#### unusual sports

#### > before exercise 2 page 17

On the board, write a list of unusual sports (hornussen, sepak takraw, hurling, camel racing, bossaball) and the names of the countries (Spain, Australia, Ireland, Malaysia, Switzerland) for students to match. Then read out the following definitions of each sport. Students guess the name of the sport.

- 1 *Players cannot touch the ball with their hands. (sepak takraw)*
- 2 *It is similar to hockey, but players throw the ball with a special stick. (hurling)*
- 3 *It's like volleyball but it is played on trampolines. (bossaball)*
- 4 *Big animals compete with each other to see who can run the fastest. (camel racing)*
- 5 *It is played with whips and long sticks and puck. (hornussen)*

#### Key

hornussen – Switzerland  
 sepak takraw – Malaysia  
 hurling – Ireland  
 camel racing – Australia  
 bossaball – Spain

### EXTRA SUPPORT

#### weaker classes

#### > exercise 4 page 17

After students have listened to the interview once and initially decided on their answers, play the recording again, allowing students to listen and read the transcript 1.10 on page 137 at the same time. Ask them to underline any words, expressions or even longer fragments of texts which helped them chose their answers.

#### Key

1 c    2 b    3 d    4 b

- 1 I've always loved sports and competitions of all kinds, and I especially enjoyed volleyball and basketball – both playing and watching on TV. I didn't want to give up sports, obviously, so I went to a gym to see what was on offer, and I saw these girls playing sepak takraw. I had no idea what it was, of course. It looked like a completely crazy kind of volleyball and I was fascinated, so I decided to find out all about it and to learn how to play myself.

2 Well, it's really very similar to volleyball, which I played in the UK, but imagine a volleyball game where you aren't allowed to touch the ball with your hands or arms. It's all done with the feet and legs. There are three players, on the court for each team during a set, plus there are two backup players in case a player needs to be replaced during a set. The net is just like for volleyball or badminton. The point is to get the ball to hit the ground on the other team's side of the court. Each team can touch the ball three times before getting it over the net. The first team to get 21 points is the winner of the game. If the score is 20 to 21, it's considered a tie game and so the play has to go on.

3 **Interviewer** So what do you have to do to get ready to play? I'm sure it's not a sport where you can just jump in unprepared.

**Lucy** No, not at all. It's very easy to get injured playing sepak takraw, and even well prepared players have to drop out of a game sometimes, so it's very important to warm up. You have to stretch out your muscles very carefully before you play, and you need to stretch and cool down after the game as well. All that jumping and kicking can make your muscles very tense.

4 You know, it's already becoming better known. There are a few active groups, and there are plans to put together a national team. So I'm really optimistic that it will become just as popular as football someday!

### EXTRA ACTIVITY

#### vocabulary from the recording

#### > after exercise 4 page 17

Write the following sentences on the board. Alternatively, you may give each student a copy of the worksheet with the sentences (**worksheet activities page 97**). Students work in pairs and complete the sentences with appropriate words from the recording. If students find this too difficult, you may write the missing words (*score, assume, athlete, research, point*) on the board for them to fill the gaps with.

- 1 *Rick is a very good \_\_\_\_, he wins all the school races.*
- 2 *Before reporters write articles, they have to do lots of \_\_\_\_ into the subject.*
- 3 *Some children in the first grade don't know how to read, so don't \_\_\_\_ they can and be prepared to teach them.*
- 4 *The \_\_\_\_ of the lecture is to inform us about global warming.*
- 5 *At the end of the football match, the \_\_\_\_ was 2:1.*

#### Key

- 1 athlete
- 2 research
- 3 assume
- 4 point
- 5 score

**EXTRA ACTIVITY** phrasal verb speaking practice

## &gt; after exercise 5 page 17

Give each student a copy of the worksheet with the following sentences (**worksheet activities page 97**), which include the phrasal verbs from exercise 5. Individually, students complete the sentences so that they are true for them. Elicit some answers from the class.

- 1 I dropped out of \_\_\_\_ when I was younger because \_\_\_\_.
- 2 Next year I'd like to take up \_\_\_\_ because \_\_\_\_.
- 3 My family sometimes take part in \_\_\_\_ because \_\_\_\_.
- 4 My best friend should give up \_\_\_\_ because \_\_\_\_.
- 5 We always warm up before \_\_\_\_.
- 6 We are currently putting together a \_\_\_\_ team. We are looking for people who \_\_\_\_.
- 7 I got into \_\_\_\_ because \_\_\_\_.
- 8 I don't think \_\_\_\_ will catch on in America because it's so typically Polish!

**EXTRA ACTIVITY** dictation

## &gt; after exercise 6 page 17

Tell students to keep their books closed. Read the following extract from recording 1.11 twice, without pausing. Tell students to make notes in their notebooks about what they hear. Then put students into pairs and tell them to rewrite the extract using their notes. When they have finished, students swap notebooks with another pair and correct each other's texts by looking at the transcript. The team with the fewest mistakes wins.

**Extract from recording 1.11:**

*Instead, I believe that we should learn to appreciate the attempt to always improve at whatever our chosen pursuit is. I believe that success should only be measured by how much we want to get better and that we should see failure as one step towards success.*

**EXTRA SUPPORT** weaker classes

## &gt; exercise 7 page 17

Ask students to read the sentences and think of at least two ways to complete each of them. Students may remember some information from the first listening in exercise 6. Allow them to use the information, but do not confirm if their answers are correct at this point. Concentrate on whether the sentences are completed in a logical and grammatically correct way. Then play the recording and ask students to decide whether any of the ways in which they completed the sentences was correct.

**FOLLOW-UP ACTIVITY**

## &gt; after exercise 7 page 17

Write the statements below on the board. Alternatively, you may give each student a copy of the worksheet with the statements (**worksheet activities page 97**). Then read out the text below, which gives background information about parkour to students. Then, they decide if the statements are true or false.

- 1 The word 'parkour' comes from French.
- 2 It is a very competitive sport.
- 3 Parkour has strict rules for participants to follow.
- 4 The aim of parkour is to practice difficult jumps.
- 5 Parkour is a sport which allows the participant to exercise their body and mind.

**BACKGROUND NOTE**

## parkour

The word '**parkour**' derives from *parcours du combattant*, a classic obstacle course method of military training. The sport was developed in France in the late 1980s. It involves moving from place to place as quickly and as smoothly as possible while overcoming various physical obstacles, whether by running, jumping or climbing. The philosophy of the sport, which is based on freedom of the mind and freedom of movement, is fundamentally against traditional concepts of competition and rivalry. In fact, some people see it not as a sport but as an art form, similar to martial arts because it has neither limitations nor strict guidelines. Some companies have had a big influence on the growing awareness of parkour by showing the sport in their advertisements. The standard image of parkour is of a group of teenagers jumping from building to building, but in reality the sport is very different. It's about stretching the mind and body in order to find creative solutions to overcome the physical and the psychological obstacles we face in life.

- Urban sense parkour
- Toyota parkour advert

**Key**

1 T	2 F	3 F	4 F	5 T
-----	-----	-----	-----	-----

**HOMEWORK**

Students find some information about an unusual sport which they think is interesting and write a paragraph about it. Tell them to include answers to the following questions.

- 1 What is the history of the sport?
- 2 Where is it played?
- 3 Is it competitive?
- 4 Why is it unusual?
- 5 Why do you like it?

## GRAMMAR past tenses • talking about present and past habits

### WHAT IS THE LESSON ABOUT?

<b>Grammar</b>	<ul style="list-style-type: none"> <li>past tenses</li> <li>talking about present and past habits</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>an article about a figure skater</li> <li>a blog entry about healthy lifestyles</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>pairwork:           <ul style="list-style-type: none"> <li>speculating about photos</li> <li>describing past and present habits</li> </ul> </li> </ul>
<b>Matura topics and tasks</b>	Sport, Zdrowie; Znajomość środków językowych ( <i>Układanie fragmentów zdań, Tłumaczenie fragmentów zdań</i> )

### Past tenses

#### IF YOU WANT A QUICK REVIEW ... (4–5 minutes)

Ask students to tell you the names of the past tenses in English. Write the names of the tenses in a table on the board similar to the one below. Elicit examples of an affirmative sentence in each past tense and write them in the table. Students copy the table into their notebooks and turn the affirmative statements into negative sentences and question forms. See the example in the table. Elicit the answers from the class.

Tense	Affirmative	Negative	Question
Past simple	<i>We went to London last year.</i>	<i>We didn't go to London last year.</i>	<i>Did we go to London last year?</i>
Past continuous			
Past perfect simple			
Past perfect continuous			

#### EXTRA ACTIVITY vocabulary race

##### > after exercise 3 page 18

Write these jumbled-up definitions on the board. Alternatively, give each pair of students a copy of the worksheet with the definitions (**worksheet activities page 98**). Tell students to work in pairs and put the words in the definitions in the correct order and then find the phrase or word from the text in exercise 3 which is being defined. Allow students 4–5 minutes to do the activity. The first pair to do the task correctly, wins.

- their / sportspeople / country / of / group / in / a / competition / a / representing*
- astonished' / a / of / 'completely / synonym*
- who / sport / someone / an activity / he / or / begins / later / do / life / people / generally / in / than*
- synonym / a / 'immediately / engaged' / of*
- an / which / means / 'more than before' / expression*

#### Key

- a group of sportspeople representing their country in a competition: national team
- a synonym of 'completely astonished': totally surprised

- someone who begins an activity or sport later in life than people generally do: late starter
- a synonym of 'immediately engaged': instantly hooked
- an expression which means 'more than before': harder than ever

#### EXTENSION ACTIVITY

*Choose the correct tense!*

##### > after exercise 4 page 18

Give each pair of students a copy of the worksheet with the mini-dialogues below (**worksheet activities page 98**). In pairs, students choose the correct answer (a or b). Encourage them to give reasons to support their choices. Alternatively, you may read out the sentences to the students. Students listen and hold up a piece of paper with A or B written on it to give their answer.

- Was she at the meeting last night?*
  - Yes, she had been there for hours before I arrived.*
  - Yes, she was being there for hours before I arrived.*
- What happened at the party yesterday?*
  - Nothing, everyone had left by the time I arrived.*
  - Nothing, everyone left by the time I arrived.*
- Where did they go on Sunday morning?*
  - They had been skating the day before, so they stayed at home.*
  - They skated the day before, so they stayed at home.*
- How long were you in the USA?*
  - I had been living there for three years.*
  - I was living there for three years.*
- What did you do after school?*
  - I saw Rosa, we went to the library to get some books, and then I came back home.*
  - I had seen Rosa, we had gone to the library to get some books, and then I came back home.*

#### Key

- 1 a    2 a    3 a    4 b    5 a

#### EXTRA ACTIVITY

*personalisation of the past*

##### > at the end of the lesson

Tell students to think of an event in the past when something important happened to them. Write the questions below on the board. Students work in small groups and answer the questions to tell each other about their experiences. Remind them to use a variety of past tenses.

- When did the event happen?*
- How old were you?*
- What had happened before the event?*
- What else was happening when the event occurred?*

#### HOMEWORK

Tell students to find a picture (of their family or friends, if possible) which is similar to those in exercise 7 on page 18. Students write a short description of what had been happening before the photo was taken. Students bring their photos to class and read out their descriptions.

## Talking about present and past habits

### EXTENSION ACTIVITY stative and dynamic verb list

#### > after exercise 3 page 19

Write these verbs, on the board. Tell students to divide them into stative or dynamic verbs, depending on their meaning. Explain that stative verbs are not usually used in the continuous form. Remind students we use *would* to talk about habitual past actions, but not states. That is why we use *would* with dynamic, but not with stative verbs.

*talk lose have feel criticise hear  
wake up get run around happen eat  
exercise shout admit stay find offer*

#### Key

**Stative verbs:** feel, criticise, hear, happen, admit, stay, find, offer

**Dynamic verbs:** talk, lose, have, wake up, get, run around, eat, exercise, shout

### EXTRA ACTIVITY would and used to

#### > after exercise 4 page 19

Write these topic areas on the board. Put students into pairs and tell them to think about when they were younger. You could start the activity by telling the class about some of your own past habits. Students take turns to talk about each topic using *used to* and *would*. When one student is talking, the other listens and writes down all the sentences with *would* or *used to* which they hear. When they have both finished speaking, they share notes and decide if the sentences are correct.

#### Your habits when you were 6–8 years old:

- *your toys*
- *your favourite games / food / TV programmes*
- *things you disliked*
- *sport*
- *free time*

#### Example answer:

When I was 8 I didn't use to play (wouldn't play) with my friends, I used to stay (would stay) at home. My favourite toy used to be a teddy bear, I would invent games we could play together.

## EXTRA SUPPORT

### sentence correction

#### > Challenge section, unit 2, exercise 1 page 113

On the board, write the sentences below. Alternatively, give each student a copy of the worksheet with the sentences (**worksheet activities page 98**). Students find and correct the grammar mistakes in the sentences. Explain that some sentences are correct.

- 1 *I was used to study three hours a day when I was 12.*
- 2 *She is used to working all day, every day.*
- 3 *My uncle has got used walking five kilometres in the park every day.*
- 4 *Peter is use to having his hair cut weekly.*
- 5 *We aren't used to doing so much work these days.*
- 6 *Did you used to watch much TV as a child?*

#### Key

- 1 I was used to ~~study~~ studying three hours a day when I was 12.
- 2 ~~I was~~ used to study three hours a day when I was 12. ✓
- 3 My uncle has got used to walking five kilometres in the park every day.
- 4 Peter is used to having his hair cut weekly.
- 5 ✓
- 6 Did you ~~used~~ use to watch much TV as a child?

## HOMework

In their notebooks, students write at least five sentences about themselves when they were younger. One sentence has to be false. In the next lesson, they swap notebooks around the class read another student's work to the class. The class listen and guess who the sentences are about. Then, they try to correct the false sentence.

## READING AND VOCABULARY reading for gist and detail • dishonesty in sport

### WHAT IS THE LESSON ABOUT?

<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>dishonesty in sport</li> <li>prefixes and suffixes</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>three texts about dishonesty in sports</li> </ul>
<b>Matura topics and tasks</b>	Sport; Rozumienie pisanych tekstów ( <i>Dobieranie, Uzupelnianie luk, Uzupelnianie streszczenia</i> )

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

Tell students to look at the three photos at the top of page 20. Ask them to answer the following questions.

- *What can you see?*
- *What do you think has just happened?*
- *What do you think happened next?*
- *What do you think the terms 'fouling', 'match fixing' and 'doping' mean?*

### Key

Fouling – deliberately tripping, kicking or stopping someone during a game in a manner that breaks the rules  
 Match fixing – agreeing before a competition on what the result will be  
 Doping – taking special drugs in order to become stronger or better when playing a sport

### EXTRA ACTIVITY timed writing

#### > after exercise 2 page 20

Tell students to look at the two incorrect headlines in exercise two (3 *Giving the drugs up* and 5 *Competing against the best*). Divide the class into either two or four groups. Assign one of the two headlines to each group. Tell students to imagine the story behind the headline and write it down in their notebooks. Set a time limit of five minutes to complete the activity. When they have finished, students swap notebooks and read another group's stories. Have a class vote on the most intriguing story.

### EXTRA SUPPORT weaker classes

#### > exercise 4 page 21

Divide students into three groups. Assign questions 1 and 2 to Group A, questions 3 and 4 to Group B, and questions 5 and 6 to Group C. Tell each group to complete the sentences. Check the answers with each group and ask students to find fragments of the text that helped them to complete the sentences. Then regroup the students so that students from each group can share the answers.

### EXTRA SUPPORT weaker classes

#### > before exercise 5 page 21

Before students start completing the summary of the text, ask them the questions below to help them focus on the right pieces of information. Discuss the questions as a class.

- 1 *What had Liliya Shobukhova been doing before she admitted to doping and bribery?*
- 2 *What did Russian officials do about Shobukhova's doping?*
- 3 *Why was the motor hidden in Van den Driessche's bike?*

- 4 *What happened to Van den Driessche after the motor in her bike was discovered?*
- 5 *Why did Taylor Hooton's take drugs?*
- 6 *What were the consequences of taking these drugs?*

### Key

- 1 She had been taking performance-enhancing drugs.
- 2 Nothing. They kept silent in exchange for bribes.
- 3 In order to help her achieve better results.
- 4 She was found guilty, suspended from further races and fined.
- 5 To improve his strength and self-esteem.
- 6 mood swings

### EXTENSION ACTIVITY negative prefix adjectives

#### > Challenge section, unit 2, exercises 2, 3, 4 and 5 page 112

Write the following negative prefixes in bold on the board and allow students 3–4 minutes to write down as many adjectives which are used with each prefix as they can think of. Tell students to use dictionaries if necessary. Once the time is up, the group with the most correct adjectives, wins. If it is a weaker class, give each pair of students a copy of the worksheet with the prefixes and the accompanying adjectives (**worksheet activities page 98**). Students match the adjectives with the correct negative prefixes.

*ir il im dis in*

<i>responsible</i>	<i>satisfied</i>	<i>possible</i>	<i>perfect</i>
<i>hospitable</i>	<i>logical</i>	<i>advantaged</i>	<i>consistent</i>
<i>legal</i>	<i>regular</i>	<i>honest</i>	
<i>rational</i>	<i>balanced</i>	<i>formal</i>	

### Key

**ir:** irresponsible, irrational, irregular  
**il:** illogical, illegal  
**im:** imperfect, imbalanced, impossible  
**dis:** dissatisfied, disadvantaged, dishonest  
**in:** inconsistent, informal, inhospitable

### EXTRA ACTIVITY correct or incorrect prefixes and suffixes

#### > Challenge section, unit 2, exercises 2, 3, 4 and 5 page 112

Give each student a copy of the worksheet with the sentences below (**worksheet activities page 99**). Ask students to decide whether the meaning and the form of the words in bold is correct or incorrect. Remind them that they should not check in their books while doing the exercise. If the words are incorrect, tell students to write the correct word form.

- 1 *She is not a **competitive** person.*
- 2 *That sofa is really **comfortable** to sit on, I hate it.*
- 3 *This house means so much to me, I could never live anywhere else, it's **unreplaceable**.*
- 4 *Her uncle is a highly **disrespected** plastic surgeon.*
- 5 *I am completely **unprepared** for the exam tomorrow; I wish I had done more work.*
- 6 *The service at that restaurant is totally **satisfactory**, I'm never going there again.*

### Key

- |                 |                  |
|-----------------|------------------|
| 1 ✓             | 4 respected      |
| 2 uncomfortable | 5 ✓              |
| 3 irreplaceable | 6 unsatisfactory |



## HOMEWORK

Tell students to do some research on the Internet to find out about the cases of athletes who have taken steroids and been caught out, for example, Alex Rodriguez (baseball player), Lance Armstrong (cyclist), Jekaterina Bobrowa (ice skating). Students write a short report about the athlete and include the following information.

- *What sport did the person compete in?*
- *What titles did they win?*
- *When and how were they caught taking steroids?*
- *What happened as a consequence?*
- *What is your opinion about the case?*

## SPEAKING agreeing and disagreeing • developing points in the task

### WHAT IS THE LESSON ABOUT?

<b>Speaking</b>	<ul style="list-style-type: none"> <li>• agreeing and disagreeing</li> <li>• developing the points in the task</li> </ul>
<b>Functional language</b>	<ul style="list-style-type: none"> <li>• raising a point</li> <li>• agreeing and disagreeing</li> <li>• phrases with <i>would</i></li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• a dialogue about an annual sports day</li> <li>• a dialogue about the organisation of an arts day</li> </ul>
<b>Matura topics and tasks</b>	Sport, Szkoła; Mówienie ( <i>Rozmowa z odgrywaniem roli</i> )

### EXTRA ACTIVITY useful phrases for raising a point and

#### > before exercise 4 page 22 agreeing and disagreeing

Tell students to close their books. Play recording 1.14 again and ask students to write down any phrases they hear which correspond to the two headings below:

- *Raising a point;*
- *Agreeing and disagreeing.*

Encourage students to compare their answers in pairs before looking at the Phrase Bank in exercise 4.

### EXTRA ACTIVITY using the phrases check

#### > exercise 6 page 22

Put students in groups of three in order to role-play the dialogue. Explain that one student in the group should only listen and tick off each phrase from the Phrase Bank as they hear them used by their classmates. Then students swap roles and role-play the dialogue again.

### EXTRA ACTIVITY

### controversial statements

#### > after exercise 8 page 22

Write the controversial statements below on the board. You may also elicit other statements from students.

- *School is the best thing you get in life.*
- *Going out to socialise is not a priority for a teenager.*
- *Studying is a waste of time.*
- *Rules at home are made to be broken.*
- *Friends and personal relationships are more important than your family.*
- *Pocket money should be earned.*

Students work in pairs and discuss the statements. Explain that when you clap your hands they have to start a discussion in order to reach an agreement. However, when you snap your fingers, they have to disagree with each other. When you bang the table, they have to change topics. Encourage students to use as many of the phrases from exercises 4 and 8 as possible.

## HOMEWORK

Tell students to work in pairs and record themselves (on their mobile phones, laptops or any other recording device) while role-playing the speaking task in exercise 9. In class, ask students to listen to the recordings and discuss the questions below. If your students are not too embarrassed with the idea, you may also play some of the recordings and have a feedback session with the whole class.

- *Do I have a good English accent?*
- *Is it easy to understand everything I say?*
- *Is my intonation flat and boring or do I use my voice to sound interesting as well as interested?*
- *Do I make lots of mistakes?*
- *What two adjectives could be used to describe my recording?*

## ENGLISH IN USE practice

## WHAT IS THE LESSON ABOUT?

<b>Reading</b>	• a text about the <i>Sport Sucks</i> community
<b>Speaking</b>	• pairwork: – talking about competitive sport
<b>Matura topics and tasks</b>	Sport; Znajomość środków językowych (Test luk [Dobieranie], Transformacje zdań, Układanie fragmentów zdań, Tłumaczenie fragmentów zdań)

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

🕒 (3–4 minutes)

Tell students to look at the photo in exercise 1. Ask them to work in pairs and answer the following questions.

- *Who can you see? Why are the people feeling this way?*
- *What do you think has just happened?*
- *What do you think will happen next?*
- *Why do you think some people don't like sports?*

## EXTR SUPPORT

weaker classes

## &gt; before exercise 1 page 23

Write the following words on the board. Ask students to work in groups of three and write as many words formed from the ones on the board as they can.

*fit enable devote protest differ health let impress*

## Key (possible answers)

fitness, fits, fitted, enables, enabled, devoted, devoting, protested, protesting, different, indifferent, differs, differed, differing, healthy, unhealthy, lets, letting, impressive, impressing, impressed, unimpressive

## EXTRA ACTIVITY

personalisation and miming

## &gt; after exercise 2 page 23

Put students in groups of three or four. Write these sentences on the board and tell students to complete them individually so that they are true for them. Then ask students to mime the sentences to each other in order to guess what they have written.

- *It's the first time I ...*
- *Last year was the second time I ...*
- *I have only ... once.*
- *It's the third time my family ...*

## Example answers:

It's the first time I've written 'absolutely' in English.

Last year was the second time I ate fish.

I have only been to London once.

It's the third time my family has bought a computer.

## EXTENSION ACTIVITY

class debate

## &gt; exercise 6 page 23

Ask students to choose one of the questions in exercise 6 to discuss in a class debate. Then, divide the class into two groups. Explain that group A is going to argue in favour of the statement and group B against the statement. Follow the steps below.

- Students in each group write a list of ideas to support their point of view on the topic.
- Give each student in both groups a number (1, 2, 3, etc.)
- Student 1 from Group A and Student 1 from Group B start the debate. Let each student in both groups continue so that everyone has a chance to talk.
- Explain that the key rule to observe during the debate is that each speaker must respond to the previous speaker's arguments before giving their own opinion.
- Encourage students to use the expressions for agreement and disagreement from the speaking lesson on page 22.

## HOMEWORK

Students create a poster that illustrates their attitude towards sport (the poster might encourage other students to take up some sport or explain why a student is not into sport). Students present their posters to the class during the next lesson.

## WRITING an article

### WHAT IS THE LESSON ABOUT?

<b>Writing</b>	<ul style="list-style-type: none"> <li>• an article</li> </ul>
<b>Functional language</b>	<ul style="list-style-type: none"> <li>• narrating</li> <li>• ordering your points</li> </ul>
<b>Key writing strategies</b>	<ul style="list-style-type: none"> <li>• using a variety of language</li> <li>• avoiding repetition</li> <li>• brainstorming ideas</li> </ul>
<b>Matura topics and tasks</b>	Sport, Zdrowie; Wypowiedź pisemna ( <i>Artykuł</i> )

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

Before students open their books, play hangman with the word *IRONMAN*. Then ask students to guess what athletes have to do to compete in an Ironman competition and what distances are involved. Students check their answer by looking at the photo in exercise 1 on page 24.

**Key**  
Swim: 3.8 km      Cycle: 180 km      Run: 42.2 km

### EXTRA ACTIVITY vocabulary from the article

#### > after exercise 2 page 24

Put students into pairs. Give each student a copy of the worksheet (A or B) with the definitions below (**worksheet activities page 99**). Individually, students find their words in the article in exercise 2 which match the definitions. Check the answers as a class. Finally, ask students to explain the meaning of the words to each other.

#### Student A:

- 1 *It's a verb which means 'to finish a task well' – a* \_\_\_\_\_
- 2 *It's a verb which means 'to experience' or 'to be subjected' – u* \_\_\_\_\_
- 3 *It's a synonym of 'essential' – v* \_\_\_\_\_
- 4 *It's a synonym of 'should' – o* \_\_\_\_\_
- 5 *It's a plural noun which means 'the maximum you are capable of' – l* \_\_\_\_\_

#### Student B:

- 6 *It's an adverb which means 'completely' – u* \_\_\_\_\_
- 7 *It's a verb which means 'to do too much' – o* \_\_\_\_\_
- 8 *It's a verb which means 'to want something desperately' – c* \_\_\_\_\_
- 9 *It's a verb which is a synonym of 'to cope' – h* \_\_\_\_\_
- 10 *It's an adjective which means you are always thinking about the same thing – o* \_\_\_\_\_

**Key**

1 accomplish	6 utterly
2 undergo	7 overdo
3 vital	8 crave
4 ought to	9 handle
5 limits	10 obsessed

### EXTRA ACTIVITY

article titles

#### > exercise 5 page 24

Tell students to think of two possible titles for each article in exercise 5. Then put students into groups of four and tell them to discuss their ideas. Students should choose the best title in their group for each article. Finally, have a class vote on the best title for the two articles.

### EXTRA PRACTICE

secret stories

#### > after exercise 8 page 25

Elicit the names of two famous people from the students. Tell the class they are going to write secret stories about the lives of these people. Divide the class into groups of six and ask each student to prepare a blank sheet of paper. Tell students to write a sentence which starts with phrase 1 below (*In the beginning, ...*). Now students fold over the paper to hide what they have written and pass it on to the next student, who writes the next sentence starting with the second phrase. It's important at this stage that the students do not read what has already been written. The activity continues until all of the phrases have been used. Once all six sentences are completed, the students unfold the paper and read their stories to each other. This activity can be done with students either sitting in a circle or in a row.

#### Phrases for each sentence:

- 1 *In the beginning, ...*
- 2 *Within days, ...*
- 3 *Soon afterwards, ...*
- 4 *It wasn't long before, ...*
- 5 *Until that moment, ...*
- 6 *In the end, ...*

### HOMEWORK

Tell students to read the first article topic in exercise 5 again (*an article about the attraction of extreme sports and reasons why people take them up*) and write an introduction to the article. Write the sentence beginnings taken from the article in exercise 2 on the board or dictate them to students. Explain that students should complete the sentences with their own ideas in order to write the opening paragraph.

- *Have you ever ...?*
- *By the time ...*
- *First and foremost, ...*
- *It is recommended that ...*
- *Moreover, you ought to ...*
- *All in all, ...*

#### Example answers:

Have you ever wondered why extreme sports are so popular these days? By the time most people are 40, they have taken part in an extreme sport, such as parachuting. First and foremost, it is essential to practise as often as possible. It is recommended that you find a good instructor to help you. Moreover, you ought to make sure you are generally fit enough. All in all, extreme sports are not suitable for everyone.

## REVIEW 2

**EXTRA ACTIVITY** **prepositions test**

Give each pair of students a copy of the worksheet with the grid below (**worksheet activities page 99**). Alternatively, you may write it on the board for students to copy. In pairs, students take turns to cover the right-hand column of the grid and test each other on the prepositions which go with the verbs in the left-hand column.

turn	to
end	in
strip	of
ban	for
catch	up
suspended	from
admit	to

**EXTENSION ACTIVITY** **phrasal verbs competition**

Ask students to work in pairs and write one sentence, using as many of the phrasal verbs from the Wordlist on page 27 as possible. Set a time limit of 3–4 minutes for them to complete the task. Ask students to read out their sentences and have a short feedback session. The group with the sentence which uses the most phrasal verbs correctly, wins.

**Example answer:**

When I was younger, I **fell behind** at school and couldn't **catch up**, so I thought about **dropping out** and **giving up**, but then I got a tutor, and I started to **catch on**.

**EXTRA ACTIVITY** **sport vocabulary**

Tell students to keep their books closed. Write the grid below on the board for students to copy. Students work in pairs and complete it with words and phrases connected to each sport. Explain that students should either use words from the unit or think of their own ideas. They can also use dictionaries to help them. As a follow-up, you may want to ask students to write odd-one-out questions for another pair, using the lists they have made.

Skiing	Tennis	Football	Swimming

**Key (suggested answers)**

Skiing	Tennis	Football	Swimming
ski lift	racket	goalkeeper	dive
ski jump	volley	defender	butterfly
slalom	backhand	forward	kick
waterproof clothes	court	dribble	breaststroke
skis	forehand	score a goal	costume

**EXTRA ACTIVITY** **a story****> after exercise 4 page 26**

Ask students to work in pairs or groups of three and write a funny, interesting or shocking story entitled *An unusual sports day*. Explain that the story should be quite short (up to 150 words) and should contain all past tenses and some expressions from the unit for talking about present and past habits. After 6–8 minutes, ask volunteers to read out their stories and provide feedback on content and language use.

**HOMEWORK** **web research task**

Ask students to think of an individual sport and look for information about it online. Students should prepare a short oral presentation about the sport and answer the questions below.

- *What are the key rules of the sport?*
- *What clothes do participants wear?*
- *What special equipment is needed?*
- *Are any particular moves required?*
- *Who is famous as a result of taking part in the sport?*
- *Are there any competitions staged?*