



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

KOMPONENT WSPÓLNY – J. ANGIELSKI rok szkolny 2011/2012

projekt pt „Z peryferii do centrum”

Opole, November 2011

Dear Teachers,

It is my pleasure to invite you to the 10-meeting course circulating around the symbols of the USA. Each symbol functions as an opening point for a lesson but, of course, it is not its main subject. You are asked to distribute notes on each symbol before the lesson connected with it for your Students to become familiar with them and get ready for the lesson.

In addition, at the end of each lesson you will be asked to give your Students the names of a few states for them to complete the list of **50 States** in alphabetical order. The states will be somehow connected with the subject and information given in the lesson.

Lessons in the program are of various kinds, they allow your Students to develop different skills and, I hope, provide lots of interesting and 'fresh' ideas.

Before the course starts, you will be asked to devote about 5 minutes of your lesson in order to present your Students with a short **Opening Test**. In the test, there are ideas included that will be covered during the program. Therefore, your Students should not worry if they do not know the answers at this point, definitely they will have no problems at the end of the course.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

After the course is finished, please ask your Students to take a **Final Test** checking how much they remember and if they can answer the questions from the Opening Test from before the course.

I described each lesson in detail, but of course you know your Students better and you know what methods work best with them, so please feel free to modify the activities to suit your groups.

The entire program consists of:

- **10 detailed descriptions of lessons** – Teacher’s material and copies for your Students;
- **Opening Test;**
- **Final Test;**
- **50 States Chart.**

I hope you find the program interesting and the ideas helpful.

Enjoy the course.

The author,

Agnieszka Jurkowska, MA

AJ



AROUND THE SYMBOLS OF THE USA - OPENING TEST

I Decide whether the following sentences are true (T) or false (F):

1. American flag is the name of a place. ...
2. The sentence: 'The teacher explained us the exercise' is correct. ...
3. AMPAS is to do with flying. ...
4. The Statue of Liberty is connected with the American Revolution. ...
5. Loki was a Greek god of luck. ...
6. There are six state names beginning with the letter 'O'. ...

II Choose the best option (a, b or c) to complete the following sentences:

1. There were ... original colonies. ...
a) 12 b) 13 c) 14
2. If you **put money aside**, you ... it.
a) save it b) spend it c) waste it
3. The address of the White House begins with the number
a) 1300 b) 1800 c) 1600
4. George Washington bred ...
a) roses b) tulips c) gardenias
5. Crazy Horse is the name of ...
a) a horse b) a pub c) a hero
6. There are ... state names beginning with the letter 'M'.
a) 4 b) 6 c) 8



AROUND THE SYMBOLS OF THE USA - OPENING TEST - TEACHER'S COPY

Note: All these ideas will come up in the course of your lessons so it is not necessary to give your Ss explanations at this point.

I Decide whether the following sentences are true (T) or false (F):

1. American flag is the name of a place. **T** (a ghost town in Arizona)
2. The sentence: 'The teacher explained us the exercise' is correct. **F**
3. AMPAS is to do with flying. **F** (Academy of Motion Picture Arts and Sciences)
4. The Statue of Liberty is connected with the American Revolution. **T**

(This monument was a gift to the USA from the people of France in recognition of the French-American alliance during the American Revolution.)

5. Loki was a Greek god of luck. **F** (Loki appeared in Scandinavian mythology)

6. There are six state names beginning with the letter 'O'. **F**

(There are only **3**: Ohio, Oklahoma and Oregon)

II Choose the best option (a, b or c) to complete the following sentences:

1. There were ... original colonies. ...

a) 12 b) 13 c) 14

2. If you **put money aside**, you ... it.

a) save it b) spend it c) waste it

3. The address of the White House begins with the number

a) 1300 b) 1800 c) 1600 (Pennsylvania Avenue)

4. George Washington bred ...

a) roses b) tulips c) gardenias

5. Crazy Horse is the name of ...

a) a horse b) a pub c) a hero

7. There are ... state names beginning with the letter 'M'.

a) 4 b) 6 c) 8 (Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana)



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

***** 50 STATES *****

LETTER	STATE NAMES
A	Alabama, Alaska, Arizona, Arkansas,
C	California, Colorado, Connecticut
D	Delaware
F	Florida
G	Georgia
H	Hawaii
I	Idaho, Illinois, Indiana, Iowa
K	Kansas, Kentucky
L	Louisiana
M	Maine, Maryland, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana
N	Nebraska, Nevada, New Hampshire, New Jersey, New Mexico, New York, North Carolina, North Dakota
O	Ohio, Oklahoma, Oregon
P	Pennsylvania
R	Rhode Island
S	South Carolina, South Dakota
T	Tennessee, Texas
U	Utah
V	Vermont, Virginia
W	Washington, Wisconsin, West Virginia, Wyoming



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

***** 50 STATES *****

LETTER	STATE NAMES
A	
C	
D	
F	
G	
H	
I	
K	
L	
M	
N	
O	
P	
R	
S	
T	
U	
V	
W	



AND THE OSCAR GOES TO ... QUIZ

1. In what year was the first ever Academy Awards ceremony held?

- a) 1937 b) 1932 c) 1929

* In 1929: Best Film: Wings (1928)

2. How many categories are the Oscars awarded in at present?

- a) 24 b) 42 c) 36

3. Meryl Streep is the most nominated actress in Oscar history. How many nominations has she had?

- a) 11 b) 14 c) 16

*16 in both Leading Role and Supporting Role

4. In 1998, which director included the line "I'm king of the world" in his Oscar acceptance speech?

- a) Clint Eastwood b) James Cameron c) Steven Spielberg

*For Titanic, Best Film of that year

5. Who is the most nominated male actor in Oscar history?

- a) Jack Nicholson b) Tom Hanks c) Marlon Brando

* Jack Nicholson has been nominated 12 times, won the OSCAR twice. He has been nominated for an Academy Award for acting in every decade from the 1960s to 2000s (the other actor is Michael Caine)

6. What is the running length of "War And Peace", the 1968 Best Foreign Language Film winner and the longest film to win an Oscar?

- a) 7 hours 33 minutes
b) 3 hours and 15 minutes
c) 2 hours and 50 minutes

*Part 1: 147 minutes, Part 2: 100 minutes, Part 3: 84 minutes' Part 4: 100 minutes

7. Titanic won 11 Oscars, but for how many was it nominated?

- a) 15 b) 14 c) 12

*In 1998, Titanic had 14 nominations (out of 17 possible) and won 11 Oscars including Best Film and Best Director.



8. Which was the first animated film to be nominated for an Oscar for best picture?

- a) 'The Lion King'
- b) 'Beauty and the Beast'
- c) 'WALL-E'

* Beauty and the Beast (1991) six nominations including Best Picture, three nominations in the Best Original Song category.

9. What did Alfred Hitchcock use to portray the blood seen in the shower scene in his classic film Psycho?

- a) chocolate syrup
- b) ketchup
- c) cherry syrup

10. Which rock star joins Mel Gibson in Mad Max Beyond Thunderdome?

- a) Sting
- b) David Bowie
- c) Tina Turner

11. How much money did Marlon Brando receive for his 10-minute role in the movie Superman?

- a) \$ 500,000
- b) \$1 Million
- c) \$4 Million

*Brando was paid a record \$3.7 million plus 11.75% of the gross profits for 13 days work playing Jor-El in *Superman* (1978).

12. What do lead actors of the film 'Rebel Without a Cause' James Dean, Natalie Wood and Sal Mineo have in common?

- a) they all died under tragic circumstances
- b) they were all of foreign origins
- c) they all had problems with addictions

*All 3 lead actors from the film Rebel Without a Cause died under tragic circumstances.

Natalie Wood drowned Nov 29, 1981; James Dean died in a car crash Sept 30, 1955. Dean was the first actor to receive a posthumous Academy Award nomination for Best Actor; Sal Mineo was stabbed to death by a stranger February 12, 1976.

13. Which city in the USA has had the most movies filmed in it?

- a) New York City
- b) Los Angeles
- c) San Francisco

*New York City : 6847; San Francisco : 1386; Los Angeles : 10469

14. Who was the first African American actor to win the Oscar?

- a) Denzel Washington
- b) Sidney Poitier
- c) Samuel L. Jackson

*In 1964 Sidney Poitier for 'Lilies of the Field' (1963). Denzel Washington in 2002 for 'Training Day' (2001).



15. Which actress received an Oscar for Best Actress and Golden Raspberry for Worst Actress in the same year?

- a) Sandra Bullock b) Halle Berry c) Meg Ryan

*Sandra Bullock in 2010: Oscar for 'The blind Side' and Razzie for 'All about Steve'. She was the second actress ever (after Halle Berry) to appear at the Golder Raspberry Ceremony.

16. Which famous director never won the Oscar for Best Director?

- a) Steven Spielberg b) Alfred Hitchcock c) John Ford

17. Who is the oldest Oscar winner for Best Director?

- a) Clint Eastwood b) Kevin Costner c) John Ford

*The oldest winner is Clint Eastwood who was 74 years old when he won in 2005 for *Million Dollar Baby*.

18. Which artist holds the record for the highest number of individual Oscars awarded?

- a) Walt Disney b) Jack Nicholson c) Clint Eastwood

*WALT DISNEY In his lifetime he received 20 Oscars, but he was posthumously awarded a further 6, making a total of 26. Of all the statuettes awarded him, the most famous "set" were an Oscar and seven miniature statuettes in 1938 for the film "*Snow White And The Seven Dwarfs*". He was nominated 59 times.

19. Colin Firth was reportedly the third choice for 'The King's Speech' lead. Who was the first?

- a) Hugh Grant b) Jude Law c) Clive Owen

*David Seidler, the writer of the celebrated flick, has revealed his first choice for the role of George VI was Paul Bettany, while director Tom Hooper wanted Hugh Grant.

20. Javier Bardem is married to Penelope Cruz, who won an Oscar for which movie?

- a) 'Elegy'
b) 'Vicky Cristina Barcelona'
c) 'Pirates of the Caribbean: On Stranger Tides'

*'Vicky Cristina Barcelona' in 2009, Best Actress in Supporting Role, the first Spanish actress in history

21. How many times has Woody Allen been nominated for Best Original Screenplay?

- a) 6 b) 14 c) 20

* WOODY ALLEN has been nominated a record 14 times for Best Original Screenplay (as well as being nominated once for Best Actor and six times for Direction).



22. Which Academy Awards show was held at the beginning of this year?

- a) 77th b) 80th c) 83rd

*On February 27th, 2011. Co-hosted by James Franco and Anne Hathaway

23. What Oscar winners are not allowed to do with their statuette?

- a) drop it b) kiss it c) sell it

*Ownership of Oscar statuettes

Since 1950, the statuettes have been legally encumbered by the requirement that neither winners nor their heirs may sell the statuettes without first offering to sell them back to the Academy for US \$1. If a winner refuses to agree to this stipulation, then the Academy keeps the statuette. Academy Awards not protected by this agreement have been sold in public auctions and private deals for six-figure sums.

24. Who has hosted the most Academy Awards?

- a) Bob Hope b) Johnny Carson c) Billy Crystal

*Bob Hope hosted eighteen Academy Award ceremonies. Billy Crystal, who has hosted the ceremonies eight times, ranks second as the host with the most. Johnny Carson comes in third after hosting five Academy Award ceremonies.

25. In what year was the Academy Awards first televised?

- a) 1929 b) 1935 c) 1953

*The 25th Academy Awards honoring the best movies of 1952, were held on March 19, 1953. It was the first Academy Awards ceremony to be televised, and the first ceremony held in Hollywood and New York City simultaneously.

26. Who is the only person to receive both an Oscar and the Nobel Prize?

- a) Al Gore b) John Steinbeck c) George Bernard Shaw

*Only one individual has received both an Academy Award and Nobel Prize: George Bernard Shaw was awarded an Oscar (Academy Award for Best Adapted Screenplay for Pygmalion in 1938) and a Nobel Prize (the Nobel Prize in Literature in 1925).

27. Who is the oldest winner of an acting Academy Award?

- a) Gregory Peck b) Jessica Tandy c) Gloria Stuart

*Oldest winner of an acting award: Jessica Tandy, age 80 (Best Actress, Driving Miss Daisy, 1989)



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

28. Which of these films won an Oscar in every single category it was nominated?

- a) 'The Lord of the Rings: The Return of the King'
- b) 'Titanic'
- c) 'The Piano'

*'The Lord of the Rings: The Return of the King' received 11 Oscars for all 11 nominations.

29. What was the first *color* movie to win the Best Picture Oscar?

- a) *Gone With the Wind*
- b) *The Wizard of Oz*
- c) *Mutiny on the Bounty*

**Gone With the Wind* (1939) was the first movie filmed in color to win the Best Picture award.

30. Which is the only X-rated film to win the Best Picture Oscar?

- a) *Last Tango in Paris*
- b) *A Clockwork Orange*
- c) *Midnight Cowboy*

*Films rated X are intended only for viewing by adults, usually legally defined as people over the age of 17.

***Midnight Cowboy* won Best Picture in 1969 with an X-rating.** Another X-rated feature to be nominated for Best Picture was Kubrick's *A Clockwork Orange* (1971). It received a total of four Oscar nominations: for Best Picture, Best Director, Best Adapted Screenplay and Best Film Editing (losing all four awards to *The French Connection*). The only other X-rated film to receive any nominations was *Last Tango in Paris* in 1973, which was nominated for Best Actor (Marlon Brando) and Best Director (Bernardo Bertolucci).



AROUND THE SYMBOLS OF THE USA - CLOSING TEST

Answer the following questions:

1. What is the place called American Flag?
2. What is AMPAS?
3. Where is the Statue of Liberty located?
4. What are the three state names beginning with the letter 'O'?
.....
5. How tall is the Oscar statuette?
6. How many original colonies were there?
7. Where is the Liberty Bell located?
8. What is address of the White House?
9. Who was Crazy Horse?
10. What did President George Washington breed?
11. How would you feel if a stranger offered you a pile of one-hundred-dollar notes in the middle of the street?
12. How do most people react in a disaster situation?
13. If someone says: ' I love English' and you want to say that your feelings are the same, what do you say?
14. Which place in the USA would you like to visit?



AROUND THE SYMBOLS OF THE USA - CLOSING TEST - TEACHER'S COPY

Answer the following questions:

1. What is the place called American Flag? It is a ghost town in Arizona.
2. What is AMPAS? Academy of Motion Picture Arts and Sciences.
3. Where is the Statue of Liberty located? On Liberty Island in New York Harbour.
4. What are the three state names beginning with the letter 'O'? Ohio, Oklahoma and Oregon
5. How tall is the Oscar statuette? It is 34 cm tall.
6. How many original colonies were there? There were 13.
7. Where is the Liberty Bell located? In Philadelphia.
8. What is address of the White House? 1600 Pennsylvania Avenue, Washington, DC
9. Who was Crazy Horse? He was a Native American leader and hero (whose monument is being made in the Black Hills of South Dakota).
10. What did President George Washington breed? He bred roses.
11. How would you feel if a stranger offered you a pile of one-hundred-dollar notes in the middle of the street? surprised, stunned, confused
12. How do most people react in a disaster situation? They do completely nothing.
13. If someone says ' I love English' and you want to say that your feelings are the same, what do you say? So do I.
14. Which place in the USA would you like to visit?



1. THE GREAT SEAL OF THE UNITED STATES



The first seal of the President of the United States of America was designed by Benjamin Franklin, John Adams and Thomas Jefferson at the request of the Continental Congress. The design was approved on June 20, 1782.

The seal pictures an American bald eagle holding a ribbon in its beak. The ribbon has the motto of the USA, "E PLURIBUS UNUM," meaning "Out of many, one." The eagle is clutching an olive branch (with 13 olives and 13 leaves) in one claw (symbolizing peace) and 13 arrows in the other (the 13 stands for the original 13 colonies and the arrows symbolize the acceptance of the need to go to war to protect the country).

A shield is in front of the eagle. The shield has 13 red and white stripes (representing the original 13 colonies) with a blue bar above it (it symbolizes the uniting of the 13 colonies and represents congress). Above the eagle, there are rays, a circle of clouds, and 13 white stars.

Do you see a pattern of **thirteen** in the Great Seal?

- ▲ 13 in the crest above the eagle
- ▲ 13 in the shield upon the eagle's breast
- ▲ 13 in the eagle's left claw
- ▲ 13 and in the eagles' right claw
- ▲ 13 in the motto carried by the eagle, *E Pluribus Unum*



Teacher's copy

LESSON 1

TOPIC SENTENCE: *I am superstitious and never take important decisions on Friday 13th.*

AIM OF THE LESSON: Exchanging ideas connected with superstitions.

LESSON PLAN

1. **Introduction to the lesson (5 mins)** – Briefly revise information connected with the symbol intended for this lesson **THE GREAT SEAL OF THE USA**.

The most important element is the significance of number **13**. You can ask your Ss to complete (or read already completed) the task given at the end of their

Information sheets:

Do you see a pattern of **thirteen** in the *Great Seal*?

- ▲ 13 **stars** in the crest above the eagle
- ▲ 13 **stripes** in the shield upon the eagle's breast
- ▲ 13 **arrows** in the eagle's left claw
- ▲ 13 **olives** and **leaves** in the eagles' right claw
- ▲ 13 **letters** in the motto carried by the eagle, *E Pluribus Unum*

2. **Eliciting the theme of the lesson (5 mins)** – Ask your Ss what number **13** means for them or for lots of people. Most probably, they will answer that either for them or for the others, 13 is an unlucky number.

Ask your Ss if they know why 13 is believed to be unlucky or what is behind this. Introduce / elicit and define the word **superstition**.

SUPERSTITION – a belief that things such as magic or luck have the power to affect your life

adj SUPERSTITIOUS

MACMILLAN Dictionary for Advanced Learners

Ask your Ss to complete the Topic Sentence:

I am superstitious and take important decisions on Friday 13th.

3. **Pre-reading activity (3 mins)** - Ask your Ss what other superstitions they are aware of. Note, they do not have to believe in them but know that such beliefs exist. Perhaps they have any idea what is behind these superstitions. Ask them to list these ideas and say if they are positive or negative.

4. Reading – MULTIPLE MATCHING (STUDENT'S WORKSHEET 1)

A) First reading (15 mins) – Tell your Ss that they are going to read a text about the origins of different superstitions. Their **TASK 1** is to match a letter corresponding to



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

each text (a – g) to a proper question and put in in a correct box. For two questions, there are letters corresponding to two texts needed.

In order to check their work, ask your Ss to provide relevant fragments of the text or words and phrases that support their choices.

Which superstition or superstitions:

is to do with getting married	1. D	2. E
involves a specific period of bad luck	3. A	
involves saying something	4. F	5. G
involves people wearing something	6. D	
involves your hand	7. G	
will affect room which people sleep in	8. B	
encourages people to be modest	9. F	
involves an animal	10. C	

B) Vocabulary work (12 mins) – Ask your Ss to find words for the definitions given in TASK 2.

1. a man and a woman who have not been married to each other for very long – **newlyweds**
2. an image that you see when you look in a mirror or other shiny surface – **a reflection**
3. to express strong approval or admiration for someone or something, especially in public – **to praise**
4. a sign that you believe shows whether good or bad things will happen in the future – **an omen**
5. an ancient traditional story about gods, heroes and magic – **a myth**
6. to proudly tell other people what you or someone you connected with you has done or can do, or about something that you own, especially in order to make them admire you – **to boast**

C) Vocabulary work (10 mins) – Ask your Ss to find the words listed in TASK 3 in the text and decide what part of speech each word is and what it could mean.

1. **veil (noun)** – a thin piece of cloth worn over a woman's head and often partly over her face
2. **skyscraper (noun)** – a very tall building containing offices or flats
3. **mischievous (adjective)** – a mischievous person, especially a child, enjoys having fun by causing trouble
4. **threshold (noun)** - the floor at the entrance to a room or building
5. **fertility (noun)** – a woman's ability to have babies
6. **spit (verb)** - to force some of the clear liquid called saliva out from your mouth



5. SPEAKING – More superstitions

A) Ask your Ss to make superstitions with the word **IF** by combining the 8 beginnings with the 8 endings given on **STUDENT'S WORKSHEET 2 – SPEAKING (10 minutes)**

1. If a black cat **walks** in front of you (g), you **will have** bad luck.
2. If you **are** lucky at cards , (c) you **will be** unlucky in love.
3. If you **eat** an apple every day, (h) you **will never need** to go to the doctor.
4. If you **break** a mirror, (f) you **will have** bad luck for seven years.
5. If a friend **gives** you a knife as a present, (d) you **will not be** friends for very long.
6. If you **eat** cheese at night, (e) you **will have** bad dreams.
7. If somebody **walks** under a ladder, (a) he or she **will have** bad luck.
8. If the sky is red at night, (b) there **will be** good weather the next day.

B) Ask your Ss to make more superstitions using the pattern with IF. These can be superstitions they know but haven't mentioned in the lesson so far, or completely new, invented ones. You can organise a competition for the funniest / strangest etc. superstition. The activity can be arranged as individual work, pair work or group work.

Activity timing:

preparation: 10 mins

presentation/discussion: 20 mins

*** Complete the chart 50 STATES ***

States to be listed at the end of this lesson:

the first **thirteen** states - **Massachusetts, Connecticut, Rhode Island, New Hampshire, New York, New Jersey, Pennsylvania, Delaware, Virginia, Maryland, North Carolina, South Carolina, and Georgia**

Source: New Matura Guide, MACMILLAN POLSKA; MACMILLAN English Dictionary for Advanced Learners; the Internet, own ideas.



STUDENT'S WORKSHEET 1 – READING

TASK 1: Read the text and match letters corresponding to each part (a – g) to the correct questions. You can use the letters more than once. For two questions, two letters corresponding to two different texts, are needed.

Good luck, bad luck

A BREAKING A MIRROR

The superstition that if you break a mirror, you will have seven years' bad luck, comes from the belief in ancient times that a person's reflection was part of their soul. As a result, people used to think that if you broke anything with this reflection on it, such as mirror, you would harm the soul.

B THIRTEEN

In most hotels all over the world, you will not find a room with the number thirteen, and if the hotel is a skyscraper, it will go from floor twelve to floor fourteen. The superstition that thirteen is unlucky can be traced back to a Scandinavian myth. There were originally only twelve gods and then along came the god Loki to make thirteen. Loki was a mischievous god who brought suffering to people. Nowadays, people avoid planning important events on Friday 13th (or Thursday 13th in some cultures), and if things go wrong on that day, like the loss of a wallet, they blame it on the date.

C CATS

Cats have always been surrounded by superstitions. In ancient Egypt, cats were considered sacred, but in medieval Europe many people believed cats were witches in disguise. A popular superstition about cats is that a black cat, crossing your path from left to right, will bring you bad luck. However, in some cultures a black cat is thought to be a good omen rather than a bad one.

D THE BRIDE'S DRESS

There are customs connected with the marriage ceremony which go back thousands of years. When the bride puts on her white dress, she is wearing the sacred colour of the Greeks, which represents purity and innocence. Like a modern bride, the ancient Greek bride wore a veil and a crown and was carried over the threshold by the groom. On the day she gets married, a woman is supposed to wear 'something old, something new, something borrowed and something blue'. Blue in the rhyme stands for truth.

E RICE

In certain primitive tribes, the act of eating rice together was the way people got married. This was probably because eating together symbolised living together and rice happened to be the local food. In some cultures, rice is thrown at weddings to protect the couple from evil spirits. It was believed that evil spirits appeared at weddings and had to be fed to keep them from doing harm to the newlyweds. Rice is also thrown at weddings because it represents fertility and is a symbolic way of wishing the couple many children.

F THE EVIL EYE

In some Mediterranean countries, the 'evil eye' refers to the fact that if you say something good about someone, you might bring them bad luck. This probably began when people believed that if you praise someone a lot and give them pleasure, the devil becomes envious and finds ways of spoiling that pleasure. Saying a baby is beautiful may bring bad luck, so superstitious people often pretend to be spitting and say to the child 'Let me not give you the evil eye'. People also think they can protect themselves from the evil eye by not boasting about their success.

G TOUCHING WOOD

In many Christian countries, 'Touch wood' is a superstitious expression that is supposed to prevent bad luck. Often people actually touch wood as they say it, and if there is nothing made of wood within reach, they touch their head or someone else's head instead. If someone asks 'Have you ever had a car accident?', you might reply 'No, touch wood.' meaning 'I hope it never happens.' The origin of this custom dates almost certainly from the time when people wore a crucifix made of wood and touched it as if to say 'May Christ protect me.'



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Which superstition or superstitions:

is to do with getting married	1. ...	2. ...
involves a specific period of bad luck	3. ...	
involves saying something	4. ...	5. ...
involves people wearing something	6. ...	
involves your hand	7. ...	
will affect room which people sleep in		8. ...
encourages people to be modest		9. ...
involves an animal	10. ...	

TASK 2: Look back at the text and find words which match the following definitions.

1. a man and a woman who have not been married to each other for very long
2. an image that you see when you look in a mirror or other shiny surface
3. to express strong approval or admiration for someone or something, especially in public
4. a sign that you believe shows whether good or bad things will happen in the future
5. an ancient traditional story about gods, heroes and magic
6. to proudly tell other people what you or someone you connected with you has done or can do, or about something that you own, especially in order to make them admire you

TASK 3: Try to work out the meaning of the following words from the context.

1. veil
2. skyscraper
3. mischievous
4. threshold
5. fertility
6. spit



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 2 – SPEAKING

TASK 1: Make sentences – superstitions beginning with the word **IF** by matching the beginnings **1 – 8** with the endings **a – h**. Put the verbs in brackets in the correct form.

- | | |
|---|--|
| 1. black cat (walk) in front of you ... | a) he or she (have) bad luck. |
| 2. you (be) lucky at cards ... | b) there (be) good weather the next day. |
| 3. you (eat) an apple every day ... | c) you (be) unlucky in love. |
| 4. you (break) a mirror ... | d) you (not be) friends for very long. |
| 5. a friend (give) you a knife as a present ... | e) you (have) bad dreams. |
| 6. you (eat) cheese at night ... | f) you (have) bad luck for seven years. |
| 7. somebody (walk) under a ladder ... | g) you (have) bad luck. |
| 8. The sky (be) red at night ... | h) you (never need) to go to the doctor. |

1. If a black cat
2.
3.
4.
5.
6.
7.
8.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

2. National motto: 'IN GOD WE TRUST'

In 1956 the President approved a Joint Resolution of the 84th Congress declaring **IN GOD WE TRUST** the national motto of the United States. Most Americans are only familiar with the first verse of Francis Scott Key's 1814 poem 'The Star Spangled Banner' but the fourth verse includes:

And this be our motto: "In God is our trust."

From US Department of Treasury.

IN GOD WE TRUST first appeared on the 1864 two-cent coin. The motto has been in continuous use on the one-cent coin since 1909, and on the ten-cent coin since 1916. It also has appeared on all gold coins and silver dollar coins, half-dollar coins, and quarter-dollar coins struck since July 1, 1908.



The national motto "In God We Trust" on reverse of U.S. one-dollar bill



Teacher's copy

LESSON 2

TOPIC SENTENCE: WHAT DO YOUNG PEOPLE THINK ABOUT MONEY?

AIM OF THE LESSON: PREPARING A SURVEY ABOUT MONEY AND PRESENTING ITS RESULTS

LESSON PLAN

1. Introduction and eliciting the theme of the lesson (5 mins) – Briefly revise information connected with the symbol intended for this lesson **THE NATIONAL MOTTO 'IN GOD WE TRUST'**

Ask your Ss where this motto appears. In fact, it is present on all coins and banknotes of the US Dollar currency. Therefore, the lesson will be on the topic of **money** and what young people's attitude (Ss) to it is.

Ask your Ss what verbs in general they associate with **money** – you can write the word **money** on the board and leave blank spaces on the left of the word for your Ss' suggestions, e.g.:

<i>earn / make</i>	
<i>find</i>	
<i>inherit</i>	money
<i>lose</i>	
<i>waste</i>	
<i>spend</i>	
<i>blow</i>	
<i>splash</i>	

Let your Ss put as many as they remember at this point. More verbs will be introduced and practised throughout the lesson.

2. Listening and vocabulary intro (15 mins) - Distribute STUDENT'S WORKSHEET 1 and play the song 'Ka-ching' by Shania Twain.

- Ss listen and complete the verses of the song with words from the list and answer the question: What is 'Ka-ching'? TASK 1.

(For stronger Ss you can prepare the lyrics with empty spaces only.) **(5 mins)**

Ka-ching - the sound made by a cash register when a sale is made

- Ss look at the lyrics and the words **1 – 10** in the song and match them with their meanings TASK 2. **(8 mins)**

- A **SPEND** (verb) to give or pay money for something
B **LOAN** (noun) money that a person or a bank lends you
C **CAN AFFORD** (verb) to have enough money to buy something
D **MALL** (noun) a shopping centre (USA)



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

- E BROKE** (adj) having no money (informal)
F CREDIT CARD (noun) a small plastic card you use to buy things
G EARN (verb) to get money by working
H GREEDY (adj) wanting more money, etc. than you really need
I BLOW (verb) to spend a lot of money on something (informal)
J MORTGAGE (noun) the money a bank lends you to buy a house

*** Here, you can put more verbs on the board that go with money.

- Ss read the lyrics carefully in order to decide what the song is saying **TASK 3** and whether they agree with the singer. **(2 mins)**

'Ka-Ching' by Shania Twain

We live in a greedy little world-
that teaches every little boy and girl
to earn as much as they can possibly,
then turn around and spend it foolishly.
We've created us a credit card mess,
we spend the money that we don't possess.
Our religion is to go and blow it all,
so it's shopping every Sunday at the mall.

Chorus

All we ever want is more,
a lot more than we had before.
So take me to the nearest store.
Can you hear it ring?
It makes you wanna sing.
It's such a beautiful thing – Ka-ching!
Lots of diamond rings,
the happiness it brings,
you'll live like a king,
with lots of money and things.

When you're broke go and get a loan.
Take out another mortgage on your home,
consolidate so you can afford
to go and spend some more when
you get bored.

Chorus

Let's swing
Dig deeper in your . Oh, yeah, ha
Come on I know you've got it
Dig deeper in your wallet. Oh



3. VOCABULARY REVISION AND PRACTICE – STUDENT'S WORKSHEET 2

TASK 4: VERBS THAT GO WITH MONEY Ask your Ss to read carefully the sentences on the left and complete the sentences on the right with verbs from the list in the correct tense. Check in open class and add verbs to the list from the introduction to the lesson. **(10 mins)**

1. I **inherited** \$2000 from my uncle.; 2. I **save** money every week.; 3. I **borrowed** \$10 from him.; 4. He **lent** me \$10.; 5. I often **waste** money.; 6. I **can't afford** to buy that car.; 7. The mechanic **charged** me \$100.; 8. I **took out** \$200 from the cash machine.; 9. The book **cost** (me) \$25.; 10. I **owe** Jim \$100.; 11. I **invested** some money.; 12. My house **is worth** about €200,000.

TASK 5: Ask your Ss to complete the sentences with the correct prepositions. Then note verbs that go with money with their prepositions and structures in a way that suits you, e.g. add them/ complete the list from the introduction to the lesson. **(10 mins)**

1. **pay for**; 2. **pay back**; 3. **pay in cash / pay by credit card**; 4. **spend money on**;
5. **lend money to sb**; 6. **borrow money from sb**; 7. **charge sb for sth**.

4. PRODUCTION – PREPARING, CARRYING OUT AND PRESENTING THE RESULTS OF A SURVEY. (50 mins)

Lead-in: Tell your Ss that they will work on a short survey into young people's attitude towards money. They should invent 5 – 6 survey questions that they will then ask their friends. They can work in pairs or in small groups. Each pair/group has 15 mins to prepare their survey.

Give your Ss some ideas on how to make their questions:

- encourage them to make use of the vocabulary introduced and revised during the lesson so far,
- questions can be either open: *What do you spend your money on?/ How often do you go and blow all your money (at the mall)? / When was the last time that you borrowed money from someone?*
- Or can be completed with optional answers:

Do you spend your money on:

a) *books* b) *CDs* c) *cosmetics* d) *gadgets*

Do you go and blow all your money:

a) *once a week* b) *once a month* c) *once a year* d) *never*

- Remind your Ss **to take notes** of their colleagues' answers. They do not need their names but definitely they need to note how many people provided a given answer to present the results of the survey clearly.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Interviewing stage: Each S should interview 10 colleagues from other pairs/groups. Allow your Ss to go round the class to talk to each other. Monitor and provide assistance when necessary. The interviewing stage should take up to 20 mins.

Results presentation: The last stage is presentation of survey results. Each pair/group or chosen pairs/groups can present the results of the survey based on their questions. The whole class can get a written homework assignment: *Presenting the results of a survey*.

Give your Ss vocabulary that can be helpful while presenting the results of a survey. You can print it out in the form of a language toolbox provided below.

***** Complete the chart 50 STATES *****

States to be listed at the end of this lesson:

The United States Mint which produces circulating coinage is definitely connected with the subject and thus the places it is connected with can be listed. The first Mint building was in Philadelphia. Today, the Mint's headquarters is in Washington, D. C. It operates mint facilities in Philadelphia, Denver, San Francisco, and West Point and a bullion depository at Fort Knox.

Already listed in the previous lesson: Pennsylvania (Philadelphia), New York (West Point)
unique to this lesson: Colorado (Denver), California (San Francisco), Kentucky (Fort Knox), Nevada (Las Vegas – strongly connected with money)

LANGUAGE TOOLBOX – PRESENTING RESULTS OF A SURVEY

According to our survey conducted on ... (date)

A new survey of young people's attitude towards money was carried out on ... (date)

one in three (interviewed young people/students) ...

a few (people/students) ...

(only) few (people/students) ...

a large number of (people/students) ...

almost / nearly a half of (the people/students interviewed)

a half of (the people/students interviewed)

over a half of (the people/students interviewed)

most (people/students)

most of (the people interviewed / my colleagues)



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 1 – LISTENING AND VOCABULARY

TASK 1: Listen to the song and fill the blanks 1 – 10 with these words. What is *Ka-ching*?

afford blow broke credit card earn
greedy loan mall mortgage spend

'Ka-Ching' by Shania Twain

We live in a (1) little world -
that teaches every little boy and girl
To (2) as much as they can possibly -
then turn around and spend it foolishly.
We've created us a (3) mess,
we (4) the money that we don't possess
Our religion is to go and (5) it all
So it's shopping every Sunday at the (6)

Chorus:

All we ever want is more,
a lot more than we had before.
So take me to the nearest store.
Can you hear it ring?
It makes you wanna sing.
It's such a beautiful thing – Ka-ching!
Lots of diamond rings,
the happiness it brings,
you'll live like a king,
with lots of money and things.

TASK 3: What do you think the song is saying?

1. Money always makes people happy.
2. The world has become obsessed with money.
3. The singer would like to have more money.

When you're (7) go and get a (8)
Take out another (9) on your home,
consolidate so you can (10)
To go and spend some more when you get bored.

[Chorus]

Let's swing
Dig deeper in your pocket. Oh, yeah, ha
Come on I know you've got it.
Dig deeper in your wallet. Oh!



TASK 2: Look at the words 1 – 10 in the song and match them with their meanings.

- A (verb) to give or pay money for something
- B (noun) money that a person or a bank lends you
- C (verb) to have enough money to buy something
- D (noun) a shopping centre (USA)
- E (adj) having no money (informal)
- F (noun) a small plastic card you use to buy things
- G (verb) to get money by working
- H (adj) wanting more money, etc. than you really need
- I (verb) to spend a lot of money on something (informal)
- J (noun) the money a bank lends you to buy a house



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 2 – VOCABULARY PRACTICE

TASK 4: Complete the sentences on the right with verbs from the list in the correct tense so that they mean the same as the sentences on the left (1 – 12).

be worth	borrow	can't afford	charge	cost
earn	inherit	invest	waste	lend
owe	save	take out		

1. My uncle died and left me \$2000. I \$2000 from my uncle.
2. I put some money aside every week for my next holiday. I money every week.
3. I asked my brother to give me \$10 until next week. I \$10 from him.
4. My brother gave me \$10 until next week. He me \$10.
5. I often spend money on stupid things. I often money.
6. I don't have enough money to buy that car. I to buy that car.
7. I had to pay the mechanic \$100 to repair my car. The mechanic me \$100.
8. I went to the cash machine and got \$200. I \$200 from the cash machine.
9. I bought a book. It was \$25. The book (me) \$25.
10. Jim gave me \$100. I haven't paid it back yet. I Jim \$100.
11. I bought some shares in Exxon. I some money.
12. I could sell my house for about €200,000. My house about €200,000.

TASK 5: Complete these sentences with the correct prepositions.

1. I paid the dinner last night.
2. When can you pay me the money I lent you?
3. Would you like to pay cash or credit card?
4. I spent €50 books yesterday.
5. I don't like lending money friends.
6. I borrowed a lot of money the bank.
7. They charged us €60 a bottle of wine.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

3. National Floral Emblem - The Rose

The rose, said to be about 35 million years old, has been used as a symbol of love, beauty, war, and politics throughout the world. The flowers are generally red, pink, white, or yellow and grow naturally throughout North America. The rose became the official flower of the United States in 1986.

In October 1985, the Senate passed a resolution that declared the rose as the National Floral Emblem of the United States.

President Reagan signed the resolution on October 7, 1986 in a ceremony in the White House Rose Garden.



On November 20, 1986, President Reagan issued Proclamation 5574: The National Floral Emblem of the United States of America: The Rose.

Did you know?

- ♣ Our first President, George Washington, bred roses, and a variety he named after his mother is still grown today.



Teacher's copy

LESSON 3

TOPIC SENTENCE: MEN GIVE WOMEN ROSES.

AIM OF THE LESSON: Practising the use of verbs with two objects.

LESSON PLAN

1. **Introduction to the lesson (5 mins)** – Briefly revise information connected with the symbol intended for this lesson **THE ROSE**.

Tell your Ss that in this lesson you are going to talk about giving and receiving presents and ask them what kind of present in their opinion roses are and who they are intended for.

*In general, most people think that roses are a symbol of love and therefore they are given to those that we love. Most often, they are given to the women we love. However, sometimes they are intended for women who are bosses, managers, employers or colleagues, etc., and then they are a symbol of gratitude or a recognition of their successes, not love.

2. **Pre-reading (5 mins)** – Ask your Ss these lead-in questions to get them in the theme of the lesson:

- a) When do you give presents? (you can list occasions on the board)
- b) What's the best present you've ever given?
- c) What's the best present you've ever received?
- d) Do you think it's easier to buy presents for men or for women?

Of course, you can modify the questions or ask some of them only.

3. **Reading and Speaking** – Tell your Ss that they are going to read an article about giving and receiving presents. Ask them to look at questions in **TASK 1** and then read the text to find the answers. Ask your Ss to find fragments in the text to support their answers. **(35 mins)**

TASK 1: (20 mins)

1. The article was written by a woman: 'I usually get a bunch of flowers, a book, a box of chocolates' 'I always look for the diamond ring hidden in the flowers ...'; 'For my birthday my husband bought me ...';
2. Men are not good at choosing presents according to the author: they either go stereotypically and buy flowers and chocolates or buy gadgets as they like them. ('Men buy gadgets for women because men love gadgets.')
3. Women are not good at choosing presents according to the author: 'women are sensitive and intuitive so they always know the right thing to buy. Right? Wrong. The big mistake that women make is that they usually buy clothes. They buy clothes because they like them and they want other people to wear the clothes they like.'



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

TASK 2: Ask your Ss to rearrange words in order to make 5 sentences from the text. Then encourage them to exchange opinions on these ideas. **(15 mins)**

- a) A real present is something you can keep. (sth solid that lasts for long)
- b) Books are a waste of time. (you can spend your time doing sth else)
- c) Most women are not interested in gadgets. (they prefer ...)
- d) Women are sensitive and intuitive. (is it sensitive to tell sb what they should wear?)
- e) Men like anything electronic or digital. (gimmicks, gadgets)



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

4. GRAMMAR AND VOCABULARY – VERBS WITH TWO OBJECTS

INTRO (5 mins)

Put this sentence from the article on the board:

Men buy gadgets for women.

Ask your SS how this sentence could be paraphrased so that no preposition (**for**) is used.

Put this version on the board as well:

Men buy women gadgets.

Distribute **STUDENT'S WORKSHEETS 2 – GRAMMAR AND VOCABULARY** and ask your Ss to work on TASK 3.

When they are done, you can add elements of sentence structure above and below the sentences on the board.

SUBJECT	VERB	DIRECT OBJECT	PREPOSITION	INDIRECT OBJECT
Men	buy	gadgets	for	women.
Men	buy	women	gadgets.	
SUBJECT	VERB	INDIRECT OBJECT	DIRECT OBJECT	

Give your Ss a list of verbs that can have two objects and ask them to list them under a correct preposition **for** or **to**. (on the board)

bring, buy, give, get, teach, make, lend, send, take, tell

FOR

**BUY
GET
MAKE**

TO

**BRING
GIVE
LEND
MAKE
SEND
TAKE
TEACH
TELL**

At this point, tell your Ss that longer verbs such as **demonstrate, describe, explain** or **suggest**, only use a prepositional sentence structure with the preposition **'to'**. The structure without a preposition is incorrect.

For example: *The teacher explained the exercise **to** us.*



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

PRACTICE (20 mins)

Distribute STUDENT'S WORKSHEET 2 – GRAMMAR AND VOCABULARY

In **TASK 3**, Ss rewrite the sentences so that they do not contain prepositions. Then, they identify the parts in them. You can do this task together and write the elements on the board.

- | | | | | |
|----|----------------|-------------|------------------------|----------------------|
| 1. | My husband | bought | me | a gadget. |
| 2. | He | got | me | one of those things. |
| 3. | I | gave | my husband | a small torch. |
| | SUBJECT | VERB | INDIRECT OBJECT | DIRECT OBJECT |

TASK 4 is fine for individual or pair work. Ss complete 8 sentences with prepositions **for** or **to**. Check I open class.

- I think I'll buy some perfume **for** *my grandmother*.
- I told your secret **to** *my husband* – I hope that's okay.
- I've lent my car **to** *my sister*.
- Philip made a delicious meal **for** *his girlfriend*.
- Why don't you get some chocolates **for** *your mother*.
- You need to show your bus pass **to** *the driver*.
- Give the ticket **to** *the receptionist*.
- I sent the letter **to** *the bank manager* last week.

TASK 5 is connected with **TASK 4** as Ss need to paraphrase the sentences in **TASK 4** by replacing the words in italics with a pronoun *him* or *her*, as well as not using prepositions.

- | | |
|--|---|
| 1. I think I'll buy <i>her</i> some perfume. | 5. Why don't you get <i>her</i> some chocolates. |
| 2. I told <i>him</i> your secret – I hope that's okay. | 6. You need to show <i>him / her</i> your bus pass. |
| 3. I've lent <i>her</i> my car. | 7. Give <i>her / him</i> the ticket. |
| 4. Philip made <i>her</i> a delicious meal. | 8. I sent <i>him / her</i> the letter last week. |

***In sentences 6, 7, and 8, both **him** and **her** are suitable as, to be politically correct, we can say that both men and women can do these jobs. It is also possible to use **them** to avoid listing two prepositions.

TASK 6 is an error correction activity. Ss should carefully read the sentences in order to find the unnecessary words in them. You can add that 4 sentences are correct to make them feel better.

- She told ~~to~~ me all about her new job.
- She sent the tickets to the wrong address.
- I gave ~~for~~ my nephew a gold pen on his birthday.
- We've brought to you some really good news.
- He is teaching history to first-year students this year.
- Can I show my photos to you one day.
- The shop assistant explained ~~me~~ the advantages of speed dialling.
- She described ~~us~~ the new leopard-skin mini-skirt she had bought.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Additionally, you can ask your Ss to paraphrase the sentences so that prepositions are used but in a correct way.

2. I gave a gold pen **to** my nephew on his birthday.
7. The shop assistant explained the advantages of speed dialling **to me**.
8. She described the new leopard-skin mini-skirt she had bought **to us**.

SPEAKING (20 mins)

For the speaking activity, distribute the SPEAKING CUT OUT to your Ss. They should combine words given in three groups to make sentences of their choice. To start, you can ask them what function words from group 1 and group 3 can have in a sentence.

PEOPLE (SUBJECT / INDIRECT OBJECT)	+	VERB	+	THINGS (DIRECT OBJECT)
I, my mother, my father, my best friend, my teacher, me, my brother, my sister, my girlfriend, my boyfriend, my boss		bought, got, gave lent, made, sent, took		a present, a card, a letter an e-mail dinner, lunch, money, a drink, a pen



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

***** Complete the chart 50 STATES *****

States to be listed at the end of this lesson:

These states are connected with a list of the best cities for shopping in the USA according to US news Travel website:

9. (Las Vegas) **California***
8. (Minneapolis) **Minnesota**
7. (Dallas) **Texas***
6. (San Francisco) **California***
5. (Atlanta) **Georgia***
4. (Chicago) **Illinois**
3. (Miami) **Florida**
2. (Los Angeles) **California***
1. (New York City) **New York***

***states with a star have already been mentioned in other lessons**

Source: Inside Out Pre-Intermediate, P. Kerr, S. Kay, V. Jones, MACMILLAN; the Internet, own ideas.



STUDENT'S WORKSHEET – READING

TASK 1: Read this article about giving and receiving presents and answer the following questions:

1. Did a man or a woman write the article?
2. Does he or she think men are good at choosing presents?
3. Does he or she think women are good at choosing presents?
4. What do women and men really want for their birthday? Do you agree?

What do people really want for their birthday?

IT was my birthday recently, and as usual I didn't get what I really wanted. I usually get a bunch of flowers, a book, a box of chocolates and electronic gadgets. My family always ask me what I want, and I always tell them the same thing – I want a surprise. So this year I got flowers, books, chocolates and gadgets.

Flowers are lovely, but they hardly ever last for more than a week, and a real present is something you can keep. I always look for the diamond ring hidden in the flowers, but it's never there.

Books are a waste of time, and I hate getting chocolates because I'm normally on a diet.

But gadgets are the worst. Most women are not interested in gadgets. Men buy gadgets for women because men love gadgets. For my birthday my husband bought me a gadget that makes bubbles in the bath, like a jacuzzi. Last year he got me one of those things you put on the back of your seat and it massages your back. What's he trying to tell me? That I deserve some little luxuries? I agree with that, but the little luxuries I like are made of gold or silver.

But women are sensitive and intuitive so they always know the right thing to buy. Right?

Wrong.

The big mistake that women make is that they usually buy clothes. They buy clothes because they like them and they want other people to wear the clothes they like. 'You always wear dark colours, and I want to change you, so I'm going to buy you a brightly coloured tie or a pair of Mickey Mouse socks.'

This is a big mistake. Men don't usually want brightly coloured ties or silly socks. The word to remember when you're buying a present for a male is *Gadgets*. Men like anything digital or electronic. Like one of those watches that tells scuba divers the time in Atlantis.

For his last birthday, I gave my husband a small torch and a Swiss army knife, the same present that I once gave to a 12-year-old nephew. He was overjoyed.

It's very simple. You can't go wrong if you always remember the 'G' word for men and the 'J' word for women – and that's 'J' for jewellery not 'J' for jacuzzi.

TASK 2: Rearrange the words below to make five statements from the text. You have been given the first word.

- a) A ... can real you something is present keep
- b) Books ... time of waste a are
- c) Most ... in are interested women gadgets not
- d) Women ... and intuitive are sensitive
- e) Men ... anything like electronic digital or



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 2 – GRAMMAR AND VOCABULARY

TASK 3: Rewrite the following sentences without prepositions. Then identify the parts in them.

	SUBJECT	VERB	DIRECT OBJECT	FOR/TO	INDIRECT OBJECT
1.	My husband	bought	a gadget	for	me.
2.	He	got	one of those things	for	me.
3.	I	gave	a small torch	to	my husband.
1.	My husband	.....	.....	.....	.....
2.	He	.....	.....	.....	.....
3.	I	.....	.....	.....	.....
	SUBJECT	.....	.....	.....	.....

TASK 4: Complete the following sentences with prepositions **for** or **to**.

- I think I'll buy some perfume *my grandmother*.
- I told your secret *my husband* – I hope that's okay.
- I've lent my car *my sister*.
- Philip made a delicious meal *his girlfriend*.
- Why don't you get some chocolates *your mother*.
- You need to show your bus pass *the driver*.
- Give the ticket *the receptionist*.
- I sent the letter *the bank manager* last week.

TASK 5: Rewrite the sentences in TASK 4. Replace the words in italics with a pronoun *him* or *her* and do not use prepositions.

- | | | | |
|----|---|----|-------|
| 1. | I think I'll buy her some perfume. | 5. | ..... |
| 2. | ..... | 6. | ..... |
| 3. | ..... | 7. | ..... |
| 4. | ..... | 8. | ..... |

TASK 6: Some of the sentences below contain a word that should not be there. Cross out the unnecessary words.

- She told to me all about her new job.
- She sent the tickets to the wrong address.
- I gave for my nephew a gold pen on his birthday.
- We've brought to you some really good news.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

5. He is teaching history to first-year students this year.
6. Can I show my photos to you one day.
7. The shop assistant explained me the advantages of speed dialling.
8. She described us the new leopard-skin mini-skirt she had bought.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

SPEAKING CUT OUT

PEOPLE
(..... /)

I, my mother, my father,
my best friend, my teacher,
me, my brother, my sister,
my girlfriend, my boyfriend,
my boss

+ **VERB** +

bought, got, gave
lent, made,
sent, took

THINGS
(.....)

a present, a card, a letter
an e-mail
dinner, lunch, money,
a drink, a pen

PEOPLE
(..... /)

I, my mother, my father,
my best friend, my teacher,
me, my brother, my sister,
my girlfriend, my boyfriend,
my boss

+ **VERB** +

bought, got, gave
lent, made,
sent, took

THINGS
(.....)

a present, a card, a letter
an e-mail
dinner, lunch, money,
a drink, a pen

PEOPLE
(..... /)

I, my mother, my father,
my best friend, my teacher,
me, my brother, my sister,
my girlfriend, my boyfriend,
my boss

+ **VERB** +

bought, got, gave
lent, made,
sent, took

THINGS
(.....)

a present, a card, a letter
an e-mail
dinner, lunch, money,
a drink, a pen

PEOPLE
(..... /)

I, my mother, my father,
my best friend, my teacher,
me, my brother, my sister,
my girlfriend, my boyfriend,
my boss

+ **VERB** +

bought, got, gave
lent, made,
sent, took

THINGS
(.....)

a present, a card, a letter
an e-mail
dinner, lunch, money,
a drink, a pen



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

PEOPLE
(..... /)

I, my mother, my father,
my best friend, my teacher,
me, my brother, my sister,
my girlfriend, my boyfriend,
my boss

+ **VERB** +

bought, got, gave
lent, made,
sent, took

THINGS
(.....)

a present, a card, a letter
an e-mail
dinner, lunch, money,
a drink, a pen



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

4. The Star–Spangled Banner

On September 14, 1814, U.S. soldiers at Baltimore’s Fort McHenry raised a huge American flag to celebrate a crucial victory over British forces during the War of 1812. The sight of those “broad stripes and bright stars” inspired Francis Scott Key to write a song that eventually became the United States national anthem. Key’s words gave new significance to a national symbol and started a tradition through which generations of Americans have invested the flag with their own meanings and memories.

In 1916, President Woodrow Wilson ordered that it be played at military and naval occasions. In 1931, the *Star–Spangled Banner* became our national anthem.

National Anthem - *The Star Spangled Banner* by Francis Scott Key

*O say, can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming?
Whose broad stripes and bright stars, thro' the perilous fight,
O'er the ramparts we watch'd, were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
O say, does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?
On the shore dimly seen thro' the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines on the stream:
'Tis the star-spangled banner: O, long may it wave
O'er the land of the free and the home of the brave!
And where is that band who so vauntingly swore*



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

*That the havoc of war and the battle's confusion,
A home and a country should leave us no more?
Their blood has wash'd out their foul footsteps' pollution.
No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave:
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave.
O thus be it ever when free-men shall stand
Between their lov'd home and the war's desolation;
Blest with vict'ry and peace, may the heav'n-rescued land
Praise the Pow'r that hath made and preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!*



Teacher's copy

LESSON 4

TOPIC SENTENCE: Put on some music and relax.

AIM OF THE LESSON: Practising the use of phrasal verbs.

LESSON PLAN

1. **Introduction to the lesson (5 mins)** – Briefly revise information connected with the symbol intended for this lesson **THE NATIONAL ANTHEM**. When you have reviewed how the national anthem of the USA was created, ask your Ss what an anthem is in their opinion.

ANTHEM – 1. the official song of a particular country or organisation that people sing on special occasions; 2. a song that is important to a particular group of people (MACMILLAN English Dictionary for Advanced Learners)

Then, play a part of 'Don't Worry Be Happy' by American vocalist and conductor Bobby McFerrin, and ask your Ss if this song could function as an anthem and then for who? We could treat it as an anthem either for those **people who need to relax, people who have to deal with lots of problems**, or for **easy-going people, carefree people etc.**

2. **Pre-reading (5 mins)** – Tell your Ss that you are going to find out about different ways to relax (or de-stress). Ask them if they have any methods to do that. Brainstorm ideas.
3. **Reading (15 mins)** – Ask your Ss to read the list of suggestions (1 – 16) and then have a discussion on the questions in TASK 1.
4. **Follow-up (5 mins)** – Ask your Ss to look back at the text and find **phrasal verbs** in the sentences. Make a list of these phrasal verbs on the board. Make sure everyone understands their meanings

take off, switch off, sit down, put on, run after, give up, fall in, switch on, throw away, hang up, put on (another meaning), turn up

5. Phrasal verbs – presentation (5mins)

Put these sentences on the board:

*I **took** my shoes **off** and I **ran after** the bus. But it didn't stop.
So I **sat down** and cried. I hate bus drivers.*

Ask your Ss these questions:

1. Which phrasal verb does not take an object? **sat down**
2. Which phrasal verb can have the object between the verb and the particle?

take off [take sth off; take off sth]

3. Which phrasal verb always has the object after the particle? **ran after**



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Then, tell your Ss about these three categories of phrasal verbs and relate them to the sentences above:

1. **intransitive** – do not take a direct object: **sit down**

2. **transitive** – take a direct object

However, when it is a pronoun, it can only go between the verb and the particle: **take them off** (you cannot say 'take off them')

b) **not separable** – the direct object is always after the particle: **run after** the bus

6. **Phrasal verbs – practice:**

Part A) (5 mins)

Now, ask your Ss to arrange the phrasal verbs from the reading activity into these three categories:

Intransitive

sit down

Transitive and separable

take off
switch off
put on
give up
switch on
throw away
hang up

Transitive and not separable

run after
fall in

from **TASK 3:**

throw away
clear up
fill in
call off

deal with
look after

from **TASK 4:**

hold on
stay up
split up

Part B (20 mins)

– At this point, ask your Ss to have a look at the STUDENT'S WORKSHEET, TASK 2 and tell them to complete the sentences with the phrasal verbs from the text.

1. I always **take off** my shoes before I go into my house.

2. If I want to relax, I **turn off** all the lights and sit in silence.

3. When I want to look my best, I **put on** a suit.

4. I could never **give up** smoking – it's the only thing that helps me relax.

5. The first thing I do when I get to the office is **turn on** my computer.

6. I never **throw away** plastic bags because they are so useful.

7. I never do any ironing. I just **hang up** my clothes very carefully when they come out of the washing machine.

*You can discuss with your Ss which of these sentences are true for them, or which are quite opposite.

- Then ask them to move to TASK 3 in which they should give answers to the 6 questions. When they are ready, add these phrasal verbs to the list above.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

1. Throw it away.
2. Clear it up.
3. Deal with it.
4. Fill it in.
5. Look after it.
6. Call it off.

- In TASK 4 Ss correct mistakes in the use of phrasal verbs in the given 8 sentences. They need to cross out unnecessary direct objects from some of these sentences.

1. Can you hold on ~~the telephone~~ and I'll get the pen?
2. I ran after ~~the bus~~ but unfortunately I missed it.
3. I think I'll stay up ~~the evening~~ and watch the late-night movie on TV.
4. I think it's better to deal with ~~the problem~~ now.
5. Switch off ~~the light~~ before you go out.
6. Why don't you sit down ~~the chair~~ and have a rest?
7. They decided to split up ~~their relationship~~ after three years together.
8. They called off ~~the wedding~~ because her father was ill.

When they are ready, add these phrasal verbs to the list above.

NOTE: If you are short of time, I suggest skipping these two activities on STUDENT'S WORKSHEET 2 and move directly to the JOKES.

7. Speaking – further practice of phrasal verbs – JOKES (25 mins)

For this activity, you need to cut out joke openings and endings provided for in the CUT OUT section.

In this activity, Ss work in pairs to make **10** children's jokes with the use of phrasal verbs. You can remind them that children's jokes are not necessarily hilarious but still helpful while learning a foreign language.

In each pair, Student A and B have five joke openings and five joke endings that need to be put together in order to make 10 jokes.

First, Ss should check if they understand the underlined phrasal verbs. You can list them on the board (add to your categories).

Intransitive

go out
go up
go down

Transitive and separable

throw out
hold up

Transitive and not separable

get on
go out with
run out of
pull oneself together
run away from



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Let your Ss work on their own and at the end of the assigned time discuss the jokes and the phrasal verbs used.

STUDENT A

OPENINGS

Where do cows go out for the night?
What goes up and down but doesn't move?
Why was the skeleton so lonely?
Why did the belt get sent to jail?
Where do bees get on buses?

STUDENT B

ENDINGS

They go out to the moo-vies.
The temperature.
Because he had no body to go out with.
Because it held up a pair of trousers.
At buzz stops.

STUDENT B

OPENINGS

Which TV channel do bees switch on after work?
Why was Cinderella thrown out of the
basketball team?
Why did the boy throw butter out the window?
When do bees hum?
Doctor, Doctor, I feel like a pair of curtains.

STUDENT A

ENDINGS

The Bee Bee Cee.
Because she ran away
from the ball.
Because he wanted
to see a butterfly.
When they run out of words.
Well, pull yourself together then!

8. Listening to close the theme – 'Don't worry Be Happy'

Just to relax at the end of the lesson, play the whole song to your Sss.
You may also distribute the lyrics if you wish and they are interested.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

***** Complete the chart 50 STATES *****

States to be listed at the end of this lesson:

In connection with the national anthem: **Maryland** (Baltimore)

The best places to relax in the USA according to the US News Travel:

1. **Hawaii**, 2. Virgin Islands, 3. Yellowstone covering the states of **Wyoming, Montana, Idaho**, 4. Santa Fe **New Mexico**, 5. Naples **Florida**, 6. Outer Banks **North Carolina**, 7. Destin **Florida**, 8. Denver **Colorado**, 9. Savannah **Georgia**, 10. Austin **Texas**, 11. Phoenix **Arizona**

Source: Inside Out Pre-Int, S. Kay, V. Jones, P. Kerr, MACMILLAN, the Internet (mp3 file), own ideas.



STUDENT'S WORKSHEET 1 – READING AND VOCABULARY

TASK 1: Imagine that today is 'No-Stress Day'. Read the article and answer the questions.

1. Which suggestion is the easiest for you to do?
2. Which suggestion is the most difficult for you to do?
3. Which is the best or worst suggestion?

16 ways to de-stress

1. **Take off your watch.**
2. **Switch off your mobile phone.**
3. **Don't eat your breakfast on your feet – sit down and enjoy it.**
4. **Put on your most comfortable clothes.**
5. **Don't run after the bus – let it go.**
6. **Smell the roses.**
7. **Give up the gym.**
8. **Fall in love.**
9. **Only switch on your television if there's something you really want to see.**
10. **Throw away any clothes you haven't worn for the past two years.**
11. **Have a laugh.**
12. **Hang up your clothes when you take them off.**
13. **Spend ten minutes doing absolutely nothing.**
14. **Walk.**
15. **Only do the ironing if you love it.**
16. **Put on your favourite music and turn up the volume.**

TASK 2: Complete the sentences with the phrasal verbs from the text.

1. I always my shoes before I go into my house.
2. If I want to relax, I all the lights and sit in silence.
3. When I want to look my best, I a suit.
4. I could never smoking – it's the only thing that helps me relax.
5. The first thing I do when I get to the office is my computer.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

6. I never plastic bags because they are so useful.
7. I never do any ironing. I just my clothes very carefully when they come out of the washing machine.

STUDENT'S WORKSHEET 2 – VOCABULARY PRACTICE

TASK 3: Put the words in the right order to make answers to the questions.

1. What shall I do with this banana skin?

..... (away, throw, it)

2. What shall I do with this mess?

..... (it, up, clear)

3. What shall I do about this problem?

..... (it, deal, with)

4. What shall I do with this application form?

..... (fill, in, it)

5. What shall I do with my grandmother's wedding ring?

..... (after, it, look)

6. What shall I do about my party? Nobody can come.

..... (it, call, off)

TASK 4: Correct the mistakes in the use of *direct objects* with phrasal verbs in some of the sentences.

1. Can you hold on *the telephone* and I'll get the pen?
2. I ran after *the bus* but unfortunately I missed it.
3. I think I'll stay up *the evening* and watch the late-night movie on TV.
4. I think it's better to deal with *the problem* now.
5. Switch off *the light* before you go out.
6. Why don't you sit down *the chair* and have a rest?
7. They decided to split up *their relationship* after three years together.
8. They called off *the wedding* because her father was ill.



CHILDREN'S JOKES CUT OUT 1

.....

STUDENT A – OPENINGS

Where do cows go out for the night?

What goes up and down but doesn't move?

Why was the skeleton so lonely?

Why did the belt get sent to jail?

Where do bees get on buses?

.....

STUDENT B – OPENINGS

Which TV channel do bees switch on after work?

Why was Cinderella thrown out of the basketball team?

Why did the boy throw butter out of the window?

When do bees hum?

Doctor, Doctor, I feel like a pair of curtains.

.....



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

CHILDREN'S JOKES CUT OUT 2

STUDENT A – ENDINGS

.....
Because she ran away from the ball.
.....

.....
Well, pull yourself together then!
.....

.....
The Bee Bee Cee.
.....

.....
When they run out of words.
.....

.....
Because he wanted to see a butterfly
.....

STUDENT B – ENDINGS

.....
The temperature.
.....

.....
Because it held up a pair of trousers.
.....

.....
Because it had no body to go out with.
.....

.....
At buzz stops.
.....

.....
They go out to the moo-vies.
.....



'Don't Worry Be Happy' by Bobby McFerrin

Here's a little song I wrote
You might want to sing it note for note
Don't worry be happy.

In every life we have some trouble
When you worry you make it double
Don't worry, be happy.

Ain't got no place to lay your head
Somebody came and took your bed
Don't worry, be happy.

The landlord say your rent is late
He may have to litigate
Don't worry, be happy.

Ain't got no cash, ain't got no style
Ain't got not girl to make you smile
But don't worry be happy.

'Cause when you worry
Your face will frown
And that will bring everybody down
So don't worry, be happy (now).....

'Don't Worry Be Happy' by Bobby McFerrin

Here's a little song I wrote
You might want to sing it note for note
Don't worry be happy.

In every life we have some trouble
When you worry you make it double
Don't worry, be happy.

Ain't got no place to lay your head
Somebody came and took your bed
Don't worry, be happy.

The landlord say your rent is late
He may have to litigate
Don't worry, be happy.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Ain't got no cash, ain't got no style
Ain't got not girl to make you smile
But don't worry be happy.
 'Cause when you worry
 Your face will frown
 And that will bring everybody down
 So don't worry, be happy (now).....



5. Statue of Liberty

The formal name of the statue is "Liberty Enlightening the World".

This monument was a gift to the USA from the people of France in recognition of the French-American alliance during the American Revolution.

A French sculptor, Fredric Auguste Bartholdi, designed it and chose its location – Liberty Island in New York Harbour.

The hollow copper statue was built in France - it was finished in July, 1884.

It was brought to the USA in 350 pieces on a French ship called the "Iserre" (in June, 1885).

The statue was re-assembled in the USA and was completed on October 28, 1886.

The Statue of Liberty is a symbol that expresses freedom to people all over the world.

Her crown bears seven spikes representing the light of liberty on the seven seas and seven continents.

In her left arm she holds a tablet with the date of the Declaration of Independence.

A broken chain at her feet represents the brokenness of a dictatorship.

There are 354 steps inside the statue and its pedestal. There are 25 viewing windows in the crown.

Millions of immigrants were "greeted" by her as they entered the United States seeking freedom and opportunity.



Dimensions of the Statue of Liberty:

	Dimensions in Feet	Dimensions in Meters
Height from ground to tip of torch	305 feet 1 inch	93 m
Length of nose	4 ft 6 inches	1.37 m
Length of the head (chin to top of head)	17'3"	5.26 m
Length of right arm	42 ft	12.80 m
Width of mouth	3 ft	.91 m
Ground to top of pedestal	154 ft	46.94 m



Teacher's copy

LESSON 5

TOPIC SENTENCE: HOW WOULD YOU FEEL IN THESE SITUATIONS?

AIM OF THE LESSON: USING ADJECTIVES DESCRIBING FEELINGS

LESSON PLAN

1. **Introduction to the lesson (10 mins)** – Briefly revise information connected with the symbol intended for this lesson **STATUE OF LIBERTY**. What is most important for the introduction to this lesson is the location of the statue – Liberty Island in New York Harbour. It is located at the entrance to the city which is one of the most interesting cities of the world. Ask your Ss what other landmarks connected with NYC they can think of. Possible answers are: the Empire State Building, Central Park, World Trade Center / Ground Zero, Brooklyn Bridge, 5th Avenue, Chrysler Building ...

Tell your Ss that in this lesson you are going to talk about people's behavior in extreme situations. Ask them what these extreme situations could possibly be and what situation comes to their minds in connection with NYC.

Possible extreme situations are: a great fire; spectacular car, plane, boat crashes; an earthquake; a flood; a terrorist attack (here: the terrorist attack on the WTC on September 11, 2001, when two hijacked passenger planes hit the Twin Towers).

2. **Pre-reading (5mins)** Ask your Ss to think of their answers to the question:

*How do you think **most** people react in a life or death disaster situation?*

You can also provide them with three options stated or listed on the board:

- a) **They panic and become hysterical.**
- b) **They act coolly and calmly.**
- c) **They 'freeze' and can't do anything.**

3. **Reading – Part 1 (10 mins):** Ask your Ss to read the first part of the article on their STUDENT'S WORKSHEET 1 and find the answer to the question above. The answer is that most people **'do very little. They are stunned and confused' (c)**. Although, the remaining behaviours can be observed in these situations as well.

When they have read the text and answered the question from the pre-reading activity, ask them to find the answers to the questions in TASK 1 below the text. Spend some time exchanging ideas connected with how they think they would behave.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

4. Reading – Part 2 (20 mins): Tell your Ss that they are going to read two different texts about survivors in two different disasters. STUDENT A about a survivor of the World Trade Centre and STUDENT B about a survivor from the Tenerife air crash. They should read their texts and the questions given for them in order to provide each other with a short summary of the situation described in their respective texts. You can assign it as a pair work (Student A and Student B) or divide Ss into small groups A and B. They read their texts, prepare answers to the questions – encourage them to take notes, and then report their stories to their partners (colleagues from the other group).



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

5. VOCABULARY INTRO – ADJECTIVES DESCRIBING FEELINGS – Ask your Ss to come back to WORKSHEET 1 and in the text find four adjectives describing feelings – TASK 3. (5 mins)

- | | |
|---|-----------------|
| 1. unable to think clearly or understand what's happening | CONFUSED |
| 2. not excited or nervous | CALM |
| 3. very surprised by something unpleasant | SHOCKED |
| 4. so surprised that you can't move or react | STUNNED |

6. VOCABULARY PRACTICE – Ask your Ss to work in pairs in order to find adjectives describing feelings for the situations given in TASK 4. (10 mins)

How would you feel if ... ?

- | | |
|---|--------------------------|
| 1. two people gave you completely opposite advice | confused |
| 2. the police told you that your flat had been burgled | shocked |
| 3. a friend helped you a lot with a problem | grateful |
| 4. you thought you had lost your passport but then you found it | relieved |
| 5. you didn't get a present you were hoping to get | disappointed |
| 6. you went to study abroad and were missing your family | homesick |
| 7. you moved to a new town and didn't have any friends | lonely |
| 8. you were about to talk in public for the first time | nervous |
| 9. your friend tells you she has just passed her driving test | glad (or pleased) |
| 10. a very good friend didn't invite you to his party | offended |

TASK 5: Here your Ss should match strong adjectives from the list with their definitions. When they are done and you are checking their work, please remind them that the intensifiers that can be used with absolute adjectives are **absolutely and **utterly** (and never very or extremely). (10 mins)**

- | | | | |
|---|-------------------|---|-------------------|
| 1. very surprised and unable to move or react | stunned | 6. extremely scared | terrified |
| 2. extremely upset and shocked | devastated | 7. really angry | furious |
| 3. very pleased | delighted | 8. very surprised | astonished |
| 4. really tired | exhausted | 9. very unhappy | miserable |
| 5. very excited | thrilled | 10. with little hope, and ready to do anything to improve the situation | desperate |

If there is a need, provide further explanation or dictionary work in order to find definitions of these adjectives.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

7. Speaking (20 mins) – Now that your Ss are familiar with a lot of adjectives describing feelings, ask them to answer your questions:

A) In what situations would you feel ...? - provide any of the introduced adjectives of your choice for your Ss to invent situations

B) Now, you can invent situations and ask your Ss, for example:

How would you feel if / when ...? - a stranger gave you a beautiful bouquet of flowers in the street

- your best friend has been involved in a car crash
- your parents told you you were about to have a new brother / sister

Please invent as many situations as you find suitable for your Ss.

***** Complete the chart 50 STATES *****

States to be listed at the end of this lesson:

Already mentioned before are: **New York**, and states bordering it: to the East **Connecticut** and **Massachusetts**, to the South: **New Jersey** and **Pennsylvania**

Unique to this lesson are: **Vermont** bordering New York to the East, and **Texas** as an expert quoted in the text is a professor at a university there.

Source: **NEW ENGLISH FILE UPPER-INTERMEDIATE** Clive Oxenden, Christina Latham-Koenig, OXFORD; the **Internet**, **own ideas**.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 1 READING AND VOCABULARY

HOW TO GET OUT ALIVE

How humans behave when the worst thing happens ...

WE ALWAYS THINK 'it will never happen to me' but disasters can strike any time anywhere – from hotel fires to train crashes to terrorist attacks. How would you cope if the unthinkable happened?

According to experts, people caught up in disasters tend to fall into three categories. About 10% to 15% remain calm and act quickly and efficiently. Another 15% completely panic, crying and screaming and obstructing the evacuation. But the vast majority (70%) of people do very little. They are 'stunned and confused,' says a psychologist John Leach.

Why is this? Research suggests that under great stress our minds take much longer to process information. So, in a crisis many people 'freeze' just at the moment when they need to act quickly. It also seems that a person's personality is not a good guide to how they might react – a normally decisive person may not act at all quickly in a crisis and vice versa. 'Most people go their entire lives without a disaster,' says Michael Lindell, a professor at Texas A&M University. 'So when something happens they are so shocked they just think, "This can't possibly be happening to me," instead of taking action.'

TASK 1: Read the text to find the answers to these questions:

1. What two reasons are given to explain why a lot of people freeze in a crisis?
2. Is it possible to predict how people will react in a crisis?
3. What do you think you would do?

TASK 3: Look back at the text and find adjectives which mean ...

1. unable to think clearly or understand what's happening
2. not excited or nervous
3. very surprised by something unpleasant
4. so surprised that you can't move or react

TASK 4: Match the adjectives with the situations.

confused	disappointed	glad	grateful	homesick	lonely
nervous	offended	relieved	shocked		

How would you feel if ... ?

1. two people gave you completely opposite advice
2. the police told you that your flat had been burgled
3. a friend helped you a lot with a problem
4. you thought you had lost your passport but then you found it
5. you didn't get a present you were hoping to get
6. you went to study abroad and were missing your family
7. you moved to a new town and didn't have any friends
8. you were about to talk in public for the first time
9. your friend tells you she has just passed her driving test (or pleased)
10. a very good friend didn't invite you to his party



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

TASK 5: Match the **strong adjectives** with their definitions.

astonished

delighted

desperate

devastated

exhausted

furious

miserable

stunned

terrified

thrilled

1. very surprised and unable to move or react

2. extremely upset and shocked

3. very pleased

4. really tired

5. very excited

10. with little hope, and ready to do anything to improve the situation

6. extremely scared

7. really angry

8. very surprised

9. very unhappy

STUDENT'S WORKSHEET 2 READING STUDENT A

TASK 2: Read the text describing someone's experience on September 11, 2001 when the World Trade Center in New York was attacked. Then use the questions below to tell a colleague about what you read.



United Airlines flight 175 crashes into the south tower. Source: Wikipedia

WHEN THE PLANE hit the World Trade Center on 11th September 2001, Elia Zedeño was working on 73rd floor. She heard an explosion and felt the building actually move, as if it might fall over. Zedeño first shouted out, 'What's happening?' You might expect that her next instinct was to run. But she had the opposite reaction. 'What I really wanted was for someone to scream back, "Everything is OK! Don't worry."'

Luckily, at least one of Zedeño's colleagues responded differently. He screamed, 'Get out of the building!' she remembers now. Years later, she still thinks about that command. 'My question is what would I have done if that person had said nothing?'

Even then Zedeño still did not immediately run. First she reached for her bag, and then she started walking in circles. 'I was looking for something to take with me. I remember that I took my book. Then I kept looking around for other stuff to take. I felt as if I was in a trance.' when she finally left, she went slowly. 'It's strange because the sound of the explosion and the way the building shook should have made me go faster.' But Zedeño made it to safety. Experts have estimated that at



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

least another 130 people would have got out of the World Trade Center alive if they had tried to leave the building sooner.

Use these questions to prepare a short summary of the text and report it to your partner.

1. Where was Elia on 11th September 2001?
2. How did she react when the plane hit the World Trade Center?
3. What saved her life?
4. How quickly did she leave?
5. How could more lives have been saved?



STUDENT'S WORKSHEET 2 READING STUDENT B

TASK 2: Read the text describing someone's experience on March 27th 1977 when two planes crashed at the Tenerife airport. Then use the questions below to tell a colleague about what you read.



CGI rendering of KLM Flight 4805 immediately before it collided with Pan Am Flight 1736.
Source: Wikipedia

ON MARCH 27 1977 a Pan Am 747, which was waiting to take off from Tenerife airport, collided with a Dutch KLM that was taking off in the fog. It was the worst air crash in history. Everyone on the KLM plane was killed but 62 passengers on the Pan Am plane survived. Many more would have survived if they had got off the plane immediately.

One of the survivors was 65-year-old Paul Heck. He led his wife Floy towards the exit and they got out just before the plane caught fire, just 60 seconds after the collision. Why Paul Heck and not others? In the hours just before the crash Paul did something very unusual. While he was waiting for the plane to take off, he studied the 747's safety diagram. He looked for the nearest exit and he pointed it out to his wife. He had been in a theatre fire as a boy, and ever since then, he always checked for the exits when he was in an unfamiliar environment. When the planes collided, Heck's brain had the data it needed. He could work on autopilot, whereas other passengers froze, their minds paralysed by a storm of new information. Why don't more people read safety information on aeroplanes and fire escape information in hotels? The answer, according to research, is that people think it's not 'cool' to do so. So next time you fly or stay in a hotel or find yourself in any new environment forget about 'being cool' and take a few seconds to find out where the nearest emergency exit is. It may just save your life.

Use these questions to prepare a short summary of the text and report it to your partner.

1. Where was Paul Heck on March 27th 1977?
2. How did the accident happen?
3. How could more passengers have survived?
4. Why did Paul Heck survive?
5. What previous experience influenced Paul?



6. Mount Rushmore

Mt. Rushmore National Memorial is a huge mountain sculpture of four American Presidents: George Washington, Thomas Jefferson, Theodore Roosevelt and Abraham Lincoln, located near Keystone, in the Black Hills of South Dakota. These four Presidents were chosen to represent the founding, growth and preservation of the United States. The work was designed by the sculptor John Gutzon Borglum (March 25, 1871- March 6, 1941). It is taller than the Great Pyramid of Egypt and is the world's greatest mountain carving.



Facts and Figures about Mt. Rushmore:

Sculptor	John Gutzon de la Mothe Borglum
Presidents depicted	George Washington, Thomas Jefferson, Theodore "Teddy" Roosevelt, and Abraham Lincoln
Height of the faces	60 feet from chin to forehead (as tall as a 6-floor building)
Width of an eye	11 feet
Elevation of Mt. Rushmore	5,725 feet
Dates of Construction	From 1927 to 1941
Location	The Black Hills of South Dakota (near Keystone SD)

The Construction of Mt. Rushmore: The monument was sculpted by Borglum and about 400 stone workers. Construction began on August 10, 1927. Funding was provided by private donations and the Federal Government.

The sculpting was done by first blasting away tons of rock with dynamite. Workers then sat in hanging "swing seats," and used jackhammers, drills, hammers, and other tools to do the finishing work. Bad weather and a lack of funding slowed work. Although it took 14 years to finish the project, work was done for only about 6 of those years.

After Borglum's death, soon before the sculpture was done, the completion of the giant sculpture was overseen by his son, Lincoln Borglum. The monument was completed in 1941.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Teacher's copy

LESSON 6

BEFORE THE LESSON – When distributing the notes on Mt. Rushmore Memorial for your Ss to prepare for the lesson, please ask them to think about a person or people who are special to them for certain reason(s), bring their picture(s) to class and preferably some information on who they are/were and why they are special. This will be used for project work which is the aim of this lesson.

TOPIC SENTENCE: **The great ones commemorated in stone.**

AIM OF THE LESSON: **Project work – My hero commemorated in stone.**

LESSON PLAN

- 1. Introduction to the lesson (5 mins)** – Briefly revise information connected with the symbol intended for this lesson **MOUNT RUSHMORE MEMORIAL**. Tell your Ss that they are going to read an article about another memorial being created in the same area of the USA.
- 2. READING (15 mins)** – Distribute **STUDENT'S WORKSHEET 1 READING** and **TASK 1** from the **CUT OUT** section to your Ss, ask them to read the text in order to match paragraph headings **A – F** to the five paragraphs of the text **1 – 5**. Remind your Ss that there is one extra heading that they do not need to use.
1. C: 'the world's largest sculpture, now in progress', 'a project that will continue forever'; **2. F:** 'Crazy Horse's defeated followers', 'Your people are captured', 'He was stabbed in the back by a white soldier and died the next day';
3. E: 'a great and patriotic hero', 'his character and his loyalty to his people' 'His dedication to his personal vision caused him to devote his life to serving his people and to preserving their valued culture. 'a role model of selfless dedication and service to others'; **4. A:** 'Lakota Indian Chief Henry Standing Bear ... : "My fellow chiefs and I would like the white man to know that the red man has great heroes, too."'; 'Korczak's purpose was to give the Native Americans "a little bit of pride and to try to right a little bit of the wrong...they did to these people."'; **5. D:** 'Korczak spent the next 35 years carving his dream.', "' keep the dream alive and progress continues.';
heading B is not used
- 3. Follow-up (10 mins)** find similarities and differences between Mt. Rushmore and Crazy Horse memorials. You can collect this information on the board. (optional)

MOUNT RUSHMORE MEMORIAL

Black Hills of South Dakota

four people are depicted

- American presidents

completed (it took 14 years to be done)

60 feet high (6 floors)

CRAZY HORSE MEMORIAL

Black Hills of South Dakota

one person will be depicted

- Native American Leader

(of Ogalala Lakota)

still under construction since 1947

it will be 563 feet high



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

4. READING AND VOCABULARY (15 mins) – Ask your Ss to study the text in detail and find words to complete the crossword in order to get a secret phrase.

The phrase is: **LIVING ROCK**

Explain this idea and discuss it briefly with your Ss.

The practice of creating buildings, sculptures or monuments by carving natural rock is called 'Rock-cut architecture,' a tradition with over 5000 years. The works are said to be created, cut, hewn from the 'living rock.'

Examples are: Great Sphinx of Giza (Egypt), tombs in Petra (Jordan), cave dwellings in Cappadocia Turkey.

5. PROJECT WORK (20 mins preparation + 25 mins presentation)

For this part of the lesson, your Ss need the materials that they were asked to prepare. Therefore, it is necessary to ask them to get ready for the lesson. Their task is to design a memorial in stone of the person or people who are special or important to them. These can be characters who are either regular people or celebrities, they can be fictional characters from books, comic stories or cartoons as well.

The design should contain:

- a draft of this memorial prepared with the use of pictures or sketches,
- a description of location,
- a justification of why a given character was chosen for the memorial.

You can assign this task as individual work, pair work or group work depending on what suits your group best.

When the designs are ready, individual Ss (pairs or groups) present them to the rest of the group. You can vote the best one.

***** Complete the chart 50 STATES *****

States to be listed at the end of this lesson:

South Dakota where both memorials are located, and the states bordering it:

North Dakota, Minnesota, Iowa, Nebraska, Wyoming, Montana

Source: the Internet for the articles + own ideas



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 1 READING

(1)

Crazy Horse Memorial, the world's largest sculpture, now in progress, is located in the Black Hills of South Dakota just 17 miles southwest of Mount Rushmore. The work was begun in 1948 by sculptor Korczak Ziolkowski at the request of Native Americans. Korczak died in 1982. His wife, Ruth, and their family continue the project working with the Crazy Horse Memorial Foundation.

Crazy Horse Memorial is a project that will continue forever, even after the mountain carving is complete. There are still its educational and cultural aspects, which include the Crazy Horse Memorial Native American Scholarship Program primarily for students from the nine South Dakota Indian reservations.

When completed, the Crazy Horse mountain carving will be 641 feet long by 563 feet high. It will be taller than the Washington Monument and larger than the biggest pyramid. The four heads of nearby Mount Rushmore would fit inside of Crazy Horse's head.

(2)

A year after the Battle of Little Big Horn, Crazy Horse's defeated followers relocated to the reservation. He alone remained free. Crazy Horse met a white trader who mocked and made fun of him.

"Where are your lands now, Crazy Horse? Your people are captured and put on reservations. Where are your lands you fought for?"

Crazy Horse sat on his pony and said nothing for a long time. He just stared at the white trader. He raised his arm slowly and pointed out over his horse's head to the east and said proudly, "My lands are where my dead lie buried."

That same day Crazy Horse went to Fort Robinson in Nebraska under a flag of truce. He was stabbed in the back by a white soldier and died the next day, September 6, 1877. He was 35 years old.

(3)

Native American Leaders chose Crazy Horse for the mountain carving because he was a great and patriotic hero. And it was not only because of his skill in battle, but also because of his character and his loyalty to his people. He is remembered for how he cared for the elderly, the ill, the widowed, and the children. His dedication to his personal vision caused him to devote his life to serving his people and to preserving their valued culture.

Crazy Horse died young, his life tragically cut short. His spirit, however, remains as a role model of selfless dedication and service to others. Today, his values and his story serve as an inspiration for people of all races.

(4)

In 1939, Lakota Indian Chief Henry Standing Bear wrote to Boston-born sculptor Korczak Ziolkowski and asked him to carve Crazy Horse in the mountains of the Black Hills: "My fellow chiefs and I would like the white man to know that the red man has great heroes, too."

In 1947, at age 38, after he served in World War II, and turned down a government commission to create war memorials in Europe, the self-taught "storyteller in stone" arrived in the Black Hills to carve a 100-foot likeness of Crazy Horse.

Crazy Horse would be a symbol: a tribute to all North American Indians. The vision now included a memorial in the round—the largest sculpture ever undertaken, a Native American medical center, a university, and museum. Korczak's purpose was to give the Native Americans "a little bit of pride and to try to right a little bit of the wrong...they did to these people."

(5)

Korczak spent the next 35 years carving his dream. Life was hard. When he began the project he had \$174 and many local residents mocked him, were sceptical of his motives, and racism reared its ugly head. The first several months he lived in a tent as he built a studio-home. In 1948-9 he built a 741-step staircase to the top of the mountain. He had no roads, water, or electricity for two years. He began carving the mountain with a hammer and chisel.

Korczak knew he would not live long enough to finish the massive project. So, he and his wife Ruth spent three years detailing three books of plans for the Memorial. He died in 1982, at age 74 and his last words were to "go slow so you do it right."

Ruth leads Crazy Horse today. Seven of her 10 children, " keep the dream alive and progress continues. Ruth says it is "not important when it's finished; the important thing is that work never stops."



CUT OUT 1 – PARAGRAPH HEADINGS FOR READING TASK 1

.....

TASK 1: Read the article and match headings **A – F** to the paragraphs **1 – 5**.
There is one extra heading which you do not need to use.

- A Different reasons for creating the memorial
 - B Trying to right the wrong
 - C Never-ending project
 - D Making the dream come true
 - E Dedicated hero
 - F The end of the great leader
-

TASK 1: Read the article and match headings **A – F** to the paragraphs **1 – 5**.
There is one extra heading which you do not need to use.

- A Different reasons for creating the memorial
 - B Trying to right the wrong
 - C Never-ending project
 - D Making the dream come true
 - E Dedicated hero
 - F The end of the great leader
-



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

TASK 1: Read the article and match headings **A – F** to the paragraphs **1 – 5**.
There is one extra heading which you do not need to use.

- A Different reasons for creating the memorial
- B Trying to right the wrong
- C Never-ending project
- D Making the dream come true
- E Dedicated hero
- F The end of the great leader

STUDENT'S WORKSHEET 2 – CROSSWORD

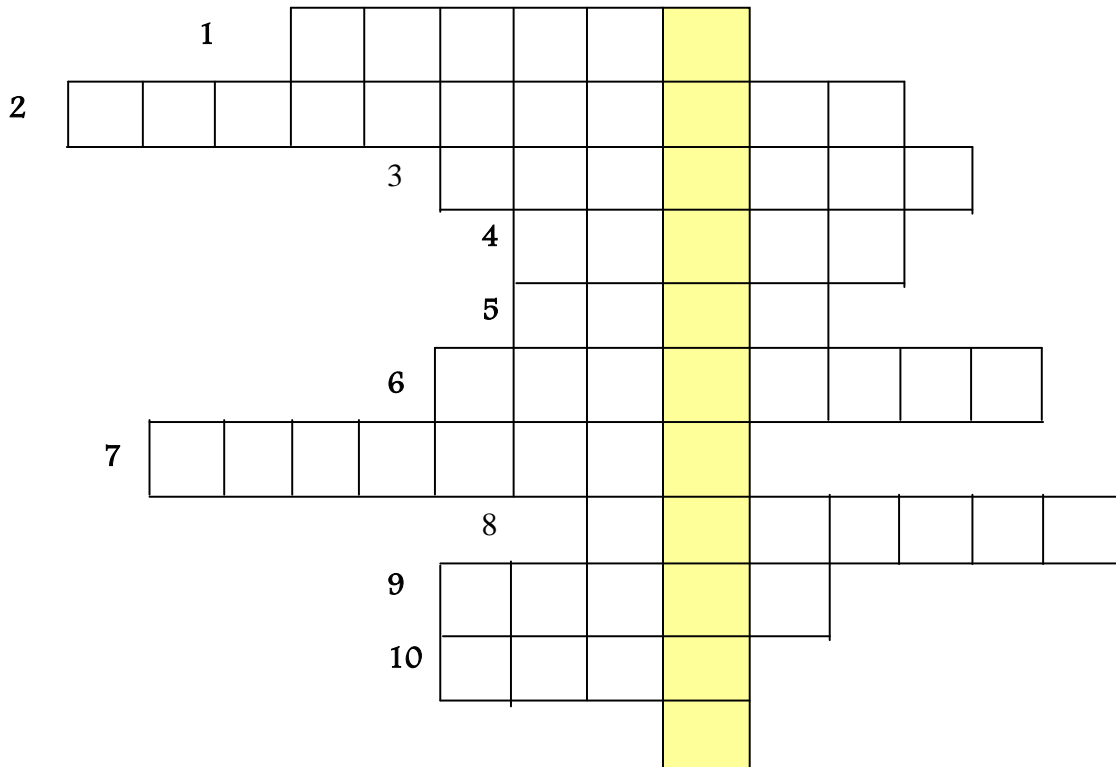
Look at the article again to find words for the definitions below and complete the crossword. You will get a secret phrase.

1. a tool with a flat metal blade used for cutting wood or stone
2. an area of land in the US where Native Americans live in a separate community
3. making an object by cutting it from wood or stone
4. the leader of a group of people who have the same customs, beliefs and language and live in a particular area
5. where Korczak lived at the beginning
6. if something is happening or being done it is in ...
7. Korczak Ziolkowski's profession
8. support that you always give to someone or something because of your feelings of duty and love towards them
9. an agreement between two people or groups involved in a war, fight, or disagreement to stop it for a period of time



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

10. to make someone look stupid by laughing at them, copying them or saying something that is not kind





KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

7. American Flag

The United States Flag has had many names and many designs since it was first made in 1775. The most popular name is the Stars and Stripes. The flag stands for the land, the people, the government and the ideals of the United States.

The first flag represented the 13 original colonies but had the British flag in the upper left hand corner. After the Declaration of Independence was written the British flag was replaced with 13 stripes and 13 stars representing the 13 colonies. As more states were added to the union more stars were included. The 13 original stripes remain on today's flag, but there are now 50 stars for the 50 states.

Ever wonder why the flag is red, white, and blue? While the flag's colors did not have a specific meaning at the time, the colors were significant for the Great Seal of 1782.

- ⤴ White: Signifies purity and innocence
- ⤴ Red: Signifies valor and bravery
- ⤴ Blue: Signifies vigilance, perseverance, and justice



Why stars and stripes? Stars are considered a symbol of the heavens and the divine goal to which man has aspired from time immemorial; the stripe is symbolic of the rays of light emanating from the sun.



Teacher's copy

LESSON 7

TOPIC SENTENCE: Visiting a ghost town.

AIM OF THE LESSON: Project work – Touring a ghost town.

LESSON PLAN

1. **Introduction to the lesson and listening (15 mins)** – Briefly revise information connected with the symbol intended for this lesson **AMERICAN FLAG**.

Then tell your Ss that **American Flag** is also the name of a place in Arizona, a specific type of town. Tell them that they will find out what type of town it is from the song. Play the song 'Ghost Town' by George Ellias (a singer and songwriter from L.A.). Of course, do not give them the title at this point.

After the first listening, they have the name **Ghost town**. Ask them to listen again and note what happens when a town becomes a ghost town.

'Ghost town' by George Ellias

Early one morning,
On a cloudy day.
Everything was gray...

People were on their way.

It's turning into a ghost town.
It's turning into a ghost town.
It's turning into a ghost town.

The place was empty

The sheriff and the deputy were gone.

They left before the dawn.

The miners, they were gone.

It's turning to a ghost town.
It's turning to a ghost town.
It's turning to a ghost town.
Ghost town
Ghost town.

Ghost town

These towns used to be prosperous but later declined and were deserted, usually due to economic shifts and reversals. Most towns like that are completely abandoned, but small resident populations remain in some, and while many have disappeared from the landscape entirely, buildings and infrastructure remain to mark the locations of others.

American Flag is a ghost town in Pinal County, Arizona, five miles southeast of Oracle. The town was established in the late 1870 but shortly after 1890, the town had become abandoned.



At this point, you can put the topic sentence on the board.

3. READING (25 mins) – Tell your Ss that they are going to read an article 'The Tale of Two Ghost Towns' describing places located in Alaska. Their task will be to read the text for detail and put the cut out sentences in the correct places in the text.

The Tale of Two Ghost Towns

Deep in the Wrangell-St. Elias National Park & Preserve (the largest national park in the US and part of UNESCO's World Heritage List) lie the two little towns of McCarthy and Kennecot. These are two communities that emerged as a result of mining. Lured by the feverish "gold rush", two prospectors found copper ore in August 1900 on a mountain ridge just above the Kennicot Glacier. **Copper was in high demand and so began those wild happy days.**

It was because of copper that Kennecot and McCarthy essentially flourished. While Kennecot was the "work" town, the mining camp with all the serious mining activities, less than 5 miles away was the "fun" town of McCarthy where all the bars lay.

But like all precious things Mother Nature gives, there was a limit to the copper bounty in Kennecot. The Kennecot Mines built a railway all the way to the coastal town of Cordova to ferry the ore where shipping began in 1911. **Production levels reached its peak in 1916.** The highest grades of ore were largely depleted by the early 1930s. The last train left Kennecott on November 10, 1938, leaving it a ghost town. In all, Kennecot Mines hauled more than 200 million dollars worth of copper ore.

When the Kennecot Mine was closed for good, it was left just the way it was since shipping the equipment out was too expensive. Over the years, there were initial efforts to destroy the crumbling structures but this was never completed.

In the 1980s, Kennecott became a popular tourist destination, as people came to see the old mines and buildings. **Popular tourist activities while visiting Kennecott include glacier hiking, ice climbing, and touring the abandoned mill.** Visitors may also hike to the abandoned Bonanza, Jumbo and Erie mines. In 1986, the area including the buildings was declared a National Historic Landmark. The National Park Service now oversee management and rehabilitation of remaining structures.

On the other side, McCarthy continues to survive as a sleepy town. Permanent residents are currently 46 people, ballooning only in the summer to about 200+ when temporary workers like guides, waiters, bartenders, come in from different parts of continental US. Thanks to this tourism boom, both McCarthy and Kennecot have found another lucrative "copper mine".

McCarthy Road is the only road that connects McCarthy to the rest of the civilized world.



As they say, McCarthy is where the road ends and where wilderness begins. A small part of McCarthy's past still retains its character. As I walk casually on what amounts to their Main Street - a dirt road really - I can't help but feel like I'm in the "wild, wild west". The few wooden buildings proudly show their age, faded paint and all. They're rustic, even spooky, ones that fit right for a Halloween setting.

4. Follow-up (5 mins) – After they have found out a little about ghost towns, ask your Ss to list the elements of this type of towns. They were usually connected with single industry, mining the deposits and work carried out on a given area. There were just basic elements there apart from residential buildings.

Suggested vocabulary:

residential buildings, a factory, a mill, a post office, a railway station, a town's general store, a bank, a bar, a saloon, a barn, a church, a gasoline station

4. Project work – Touring a ghost town (20 mins preparation, 25 mins presentation)

Ask your Ss to work in pairs or small groups to prepare descriptions of invented ghost towns. Depending on what type of activity the people in their imagined town were involved into, the Ss need to do some dictionary work and find relevant vocabulary. Encourage them to be creative as long as they do not come up with offensive ideas!

They should prepare a note for tourists (a guidebook) in which some or all of the following elements should be included:

- the name of the ghost town
- the area where it is located
- what can be seen there
- what are the tourist attractions
- a suggestion for a day spent there.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

***** Complete the chart 50 STATES *****

States to be listed at the end of this lesson:

Ghost towns are located mainly in Midwest and Southwest regions:

American Flag and Oatman in **Arizona**, Brownsville in **South Dakota**, White Oaks in **New Mexico**. But they can be found throughout the territory of the USA:

Centralia in **Pennsylvania**, Kendall in **Montana**, Bradshaw City in **Arizona**, Thurmond in **West Virginia**, Silville in **Kansas**, Bodie on the border of **California** and **Nevada**.

Of course, Kennecot and McCarthy in Alaska.

Source: the Internet for articles + own ideas



STUDENT'S WORKSHEET 1 – READING

The Tale of Two Ghost Towns

Deep in the Wrangell-St. Elias National Park & Preserve (the largest national park in the US and part of UNESCO's World Heritage List) lie the two little towns of McCarthy and Kennecot. These are two communities that emerged as a result of mining. Lured by the feverish "gold rush", two prospectors found copper ore in August 1900 on a mountain ridge just above the Kennicot Glacier. **(1)**

It was because of copper that Kennecot and McCarthy essentially flourished. While Kennecot was the "work" town, the mining camp with all the serious mining activities, less than 5 miles away was the "fun" town of McCarthy where all the bars lay.

But like all precious things Mother Nature gives, there was a limit to the copper bounty in Kennecot. The Kennecot Mines built a railway all the way to the coastal town of Cordova to ferry the ore where shipping began in 1911. **(2)** The highest grades of ore were largely depleted by the early 1930s. The last train left Kennecott on November 10, 1938, leaving it a ghost town. In all, Kennecot Mines hauled more than 200 million dollars worth of copper ore.

When the Kennecot Mine was closed for good, it was left just the way it was since shipping the equipment out was too expensive. Over the years, there were initial efforts to destroy the crumbling structures but this was never completed.

In the 1980s, Kennecott became a popular tourist destination, as people came to see the old mines and buildings. **(3)** Visitors may also hike to the abandoned Bonanza, Jumbo and Erie mines. In 1986, the area including the buildings was declared a National Historic Landmark. The National Park Service now oversee management and rehabilitation of remaining structures.

(4) Permanent residents are currently 46 people, ballooning only in the summer to about 200+ when temporary workers like guides, waiters, bartenders, come in from different parts of continental US. Thanks to this tourism boom, both McCarthy and Kennecot have found another lucrative "copper mine".

McCarthy Road is the only road that connects McCarthy to the rest of the civilized world. **(5)**
..... A small part of McCarthy's past still retains its character. As I walk casually on what amounts to their Main Street - a dirt road really - I can't help but feel like I'm in the "wild, wild west". The few wooden buildings proudly show their age, faded paint and all. They're rustic, even spooky, one that fits right for a Halloween setting.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

TASK 1: Read the article and put the cut out sentences in the correct gaps.

- 1. On the other side, McCarthy continues to survive as a sleepy town.**
- 2. Production levels reached its peak in 1916.**
- 3. As they say, McCarthy is where the road ends and where wilderness begins.**
- 4. Copper was in high demand and so began those wild happy days.**
- 5. Popular tourist activities while visiting Kennecott include glacier hiking, ice climbing, and touring the abandoned mill.**



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



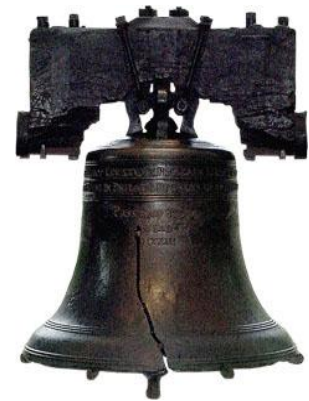
Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

8. The Liberty Bell

Cast in London, England in 1752, the Liberty Bell rang when the Continental Congress signed the Declaration of Independence and has become the symbol of freedom in the United States. The bell weighs about 2000 pounds and is made mostly of copper (70%) and tin (25%).

Made for the Pennsylvania State House (now Independence Hall), the Liberty Bell was ordered by the Pennsylvania Assembly in 1751. Shortly after its arrival in Philadelphia the Bell cracked. Local craftsmen recast the bell using the metal from the old bell, but this one also proved defective. A third was cast by John Pass and John Stowe. Their names appear on the bell, along with the city and date, along with this inscription:

"Proclaim liberty throughout all the land unto all the inhabitants thereof - Lev. XXV, v. x. By order of the Assembly of the Province of Pensylvania [sic] for the State House in Philada.



On June 7, 1753, the bell was hung in the tower of Independence Hall.

It was rung on July 8, 1776, for the 1st public reading of the Declaration of Independence.

As tradition, the bell was rung on every July 4th and on every state occasion until 1846.

Today, the Liberty Bell hangs in Philadelphia at the Liberty Bell Pavilion on Market Street for all to see and is still gently rung each July 4th.



Teacher's copy

LESSON 8

TOPIC SENTENCE: And the Oscar goes to ...

AIM OF THE LESSON: ANSWERING TRIVIA QUESTIONS ABOUT OSCARS

LESSON PLAN

- 1. Introduction to the lesson (5 mins)** – Briefly revise information connected with the symbol intended for this lesson **LIBERTY BELL**.

Ask your Ss where the bell is located - in **Philadelphia**

Tell them that this city is in a way connected with American actor Tom Hanks.

Do they have any idea what this connection is?

Tom Hanks starred in a 1993 movie '**Philadelphia**' and for this role he won a very special award, the most famous award in the film world.

Do they know what award it is? - **Oscar**

** Tom Hanks and Oscars – additional information

2001 - **Nominated** Oscar Best Actor in a Leading Role for 'Castaway' (2000).

1999 - **Nominated** Oscar Best Actor in a Leading Role for 'Saving Private Ryan' (1998).

He is the second actor to win consecutive Best Actor Oscars. (Spencer Tracy was the first, winning in 1937–38.)

1995 - **Won** Oscar Best Actor in a Leading Role for 'Forrest Gump' (1994).

1994 - **Won** Oscar Best Actor in a Leading Role for 'Philadelphia' (1993).

1989 - **Nominated** Oscar Best Actor in a Leading Role for 'Big' (1988).

2. Reading (15 mins) Oscars – introduction

Ask your Ss a few questions connected with films (movies) and Academy Awards. [If they are interested in films and Oscar awards. Do they ever watch the award ceremony? Does it have a meaning for them whether a film is an Oscar film? etc.]

Then tell them to have a look at this short text introducing the Academy Award (adapted from *Wikipedia*). And briefly discuss the introduced information asking them general comprehension questions.

1. Who awards this prize?
2. Who is it for?
3. What does the text say about the award ceremony?
4. When was the first award ceremony?
5. Where are the ceremonies held?
6. What does the statuette look like?
7. What is it made of?
8. Where does the name come from?



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOLECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

An **Academy Award**, also known as an **Oscar**, is an accolade bestowed by the American Academy of Motion Picture Arts and Sciences (AMPAS) to recognize excellence of professionals in the film industry, including directors, actors, and writers. The formal ceremony at which the awards are presented is one of the most prominent award ceremonies in the world, and is televised live in more than 100 countries annually. It is also the oldest award ceremony in the media.

The first Academy Awards ceremony was held on May 16, 1929, at the Hotel Roosevelt in Hollywood to honor outstanding film achievements of the 1927/1928 film season. Since 2002, the ceremonies have been held at Hollywood's Kodak Theatre.

The *Academy Award of Merit* more popularly known as the Oscar statuette is made of gold-plated britannium on a black metal base, it is 13.5 inches (34 cm) tall, weighs 8.5lb (3.85kg) and depicts a knight rendered in Art Deco style holding a crusader's sword standing on a reel of film with five spokes. The five spokes each represent the original branches of the Academy: Actors, Writers, Directors, Producers, and Technicians.

Allegedly, Academy's Executive Secretary, Margaret Herrick first saw the award in 1931 and said " He looks like my Uncle Oscar".

3. Follow-up (5 mins) Oscar categories - speaking

When you are done, ask your Ss if they can name any categories in which Oscars are awarded.

** The 'Big Five' Awards are for: Best Picture, Best Director, Best Actor in Leading Role, Best Actress in Leading Role, Best Screenplay.

Some other categories are: Best Actor in Supporting Role, Best Actress in Supporting Role, Best Original Song, Best Cinematography, etc. (Altogether, at present Oscars are awarded in 24 categories but it is one of quiz questions.)

4. TRIVIA QUIZ

Intro (5 mins) - Tell your Ss that they are going to work in pairs or small groups in order to find answers in the quiz about Academy Awards, their winners and losers.

To demonstrate what the quiz is about, read aloud this sample question with possible answers:

Which phrase is used on announcing Oscar winners ?

- a) and the Oscar goes to ...
- b) and the winner is ...
- c) and the Oscar winner is ...

*Explanation: From 1989 onwards, the phrase "and the winner is..." was replaced by "and the Oscar goes to..." that was intended to give the impression that there were no losers?



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

At this point, you can put the topic sentence: **And the Oscar goes to ...** on the board

Quiz (25 mins group work, 15 mins work in open class – checking scores) – You can organise a class competition – let your Ss work in pairs or groups on the quiz and after the assigned time is over calculate their scores and find the winners. While checking the questions, provide your Ss with the extra information given in the Teacher's copy.

5. Follow-up quiz (15 mins) (optional) – In this activity, your Ss are asked to brainstorm ideas in pairs or small groups, in order to answer some more questions about films. This time they do not have to be Oscar films. The question is: **Can you name ...?** and their task is to find either as many as possible answers or the single one which is correct.

Can you name?

1. film titles containing the city name?

'Casablanca', 'Escape from New York', 'Beverly Hills Cop', 'The Purple Rose of Cairo', 'Sleepless in Seattle', 'Philadelphia', 'Leaving Las Vegas', 'Forget Paris', 'L.A. Confidential', 'Gangs of New York', 'Chicago', 'Miami Vice', 'Things to Do in Denver When You're Dead', 'Vicky Cristina Barcelona', 'Midnight in Paris'

2. film titles containing a proper time?

'The Truman Show', 'Kill Bill', 'Shrek', 'Terminator', 'Amelie', 'Charlie and the Chocolate Factory', 'Indiana Jones and the Last Crusade', 'There's Something about Mary', 'Spiderman', 'The Terminator', 'Forest Gump', 'The Curious case of Benjamin Button', 'Harry Potter and the Chamber of Secrets', 'Alice in Wonderland', 'Me, Myself & Irene', 'Bridget Jones's Diary', 'Erin Brockovich', 'Thelma and Louise', 'Blade', 'Robin Hood: Prince of Thieves', 'Mr & Mrs Smith', 'Edward Scissorhands', 'Mrs Doubtfire', 'Romeo and Juliet', 'Who Framed Roger Rabbit?'

3. the first black actress to be awarded Oscar for Best Actress in Leading Role?

Halle Berry in 2001 for 'Monster's Ball'

4. the only two actresses who appeared on the Golden Raspberries ceremony and collected their awards for Worst Actress?

Halle Berry for 'Catwoman' and Sandra Bullock for 'All About Steve'

5. can you name film titles including the name New York? Or the name of one of its parts?

'Autumn in New York' (2000) (Winona Ryder, Richard Gere)

'Sideways of New York' (2001)

'Gangs of New York' (2002)

'Maid in Manhattan' (2002)

'Little Manhattan' (2005)

'Brooklyn Rules' (2007)

'NYC: Tornado Terror' (2008)

'Synecdoche New York' (2008)



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

'Brooklyn's Finest' (2009)
'New York, I Love You' (2009)
'Wall Street: Money Never Sleeps' (2010)

6. can you name films by Disney Pixar?

'Toy Story' (1995); 'A Bug's Life' (1998); 'Monsters, Inc.' (2001); 'Finding Nemo' (2003); 'The Incredibles' (2004); 'WALL-E' (2008); 'Cars' (2006); 'Ratatouille' (2007); 'Up' (2009);

7. To close the lesson, you can listen to 'Streets of Philadelphia' by Bruce Springsteen which won an Oscar for Best Original Song in 1993, along with Tom Hanks receiving an Oscar for Best Actor in Leading Role in the movie 'Philadelphia' (which this song was written for).

***** Complete the chart 50 STATES *****

States to be listed at the end of this lesson:

California because of Hollywood; Steven Spielberg was born in Cincinnati and Halle Berry in Cleveland, **Ohio**; James Dean was born in Marion, **Indiana**; Chattanooga, **Tennessee** is where Samuel L. Jackson grew up; **Virginia** as in this state in the town of Arlington Sandra Bullock was born; As Tom Hanks starred with Meg Ryan in a romantic comedy 'Sleepless in Seattle', we get **Washington** where Seattle is located.

Source: the Internet, own ideas



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

CUT OUT – ACADEMY AWARD

An **Academy Award**, also known as an **Oscar**, is an accolade bestowed by the American Academy of Motion Picture Arts and Sciences (AMPAS) to recognize excellence of professionals in the film industry, including directors, actors, and writers.

The formal ceremony at which the awards are presented is one of the most prominent award ceremonies in the world, and is televised live in more than 100 countries annually. It is also the oldest award ceremony in the media.

The first Academy Awards ceremony was held on May 16, 1929, at the Hotel Roosevelt in Hollywood to honor outstanding film achievements of the 1927/1928 film season. Since 2002, the ceremonies have been held at Hollywood's Kodak Theatre.

The *Academy Award of Merit* more popularly known as the Oscar statuette is made of gold-plated britannium on a black metal base, it is 13.5 inches (34 cm) tall, weighs 8.5lb (3.85kg) and depicts a knight rendered in Art Deco style holding a crusader's sword standing on a reel of film with five spokes. The five spokes each represent the original branches of the Academy: Actors, Writers, Directors, Producers, and Technicians.

Allegedly, Academy's Executive Secretary, Margaret Herrick first saw the award in 1931 and said " He looks like my Uncle Oscar".

.....

An **Academy Award**, also known as an **Oscar**, is an accolade bestowed by the American Academy of Motion Picture Arts and Sciences (AMPAS) to recognize excellence of professionals in the film industry, including directors, actors, and writers.

The formal ceremony at which the awards are presented is one of the most prominent award ceremonies in the world, and is televised live in more than 100 countries annually. It is also the oldest award ceremony in the media.

The first Academy Awards ceremony was held on May 16, 1929, at the Hotel Roosevelt in Hollywood to honor outstanding film achievements of the 1927/1928 film season. Since 2002, the ceremonies have been held at Hollywood's Kodak Theatre.

The *Academy Award of Merit* more popularly known as the Oscar statuette is made of gold-plated britannium on a black metal base, it is 13.5 inches (34 cm) tall, weighs 8.5lb (3.85kg) and depicts a knight rendered in Art Deco style holding a crusader's sword standing on a reel of film with five spokes. The five spokes each represent the original branches of the Academy: Actors, Writers, Directors, Producers, and Technicians.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Allegedly, Academy's Executive Secretary, Margaret Herrick first saw the award in 1931 and said " He looks like my Uncle Oscar".

.....

An **Academy Award**, also known as an **Oscar**, is an accolade bestowed by the American Academy of Motion Picture Arts and Sciences (AMPAS) to recognize excellence of professionals in the film industry, including directors, actors, and writers.

The formal ceremony at which the awards are presented is one of the most prominent award ceremonies in the world, and is televised live in more than 100 countries annually. It is also the oldest award ceremony in the media.

The first Academy Awards ceremony was held on May 16, 1929, at the Hotel Roosevelt in Hollywood to honor outstanding film achievements of the 1927/1928 film season. Since 2002, the ceremonies have been held at Hollywood's Kodak Theatre.

The *Academy Award of Merit* more popularly known as the Oscar statuette is made of gold-plated britannium on a black metal base, it is 13.5 inches (34 cm) tall, weighs 8.5lb (3.85kg) and depicts a knight rendered in Art Deco style holding a crusader's sword standing on a reel of film with five spokes. The five spokes each represent the original branches of the Academy: Actors, Writers, Directors, Producers, and Technicians.

Allegedly, Academy's Executive Secretary, Margaret Herrick first saw the award in 1931 and said " He looks like my Uncle Oscar".



STUDENT'S WORKSHEET

And the Oscar goes to ... - Oscar Trivia Quiz

1. In what year was the first ever Academy Awards ceremony held?
a) 1937 b) 1932 c) 1929
2. How many categories are the Oscars awarded in at present?
a) 24 b) 42 c) 36
3. Meryl Streep is the most nominated actress in Oscar history. How many nominations has she had?
a) 11 b) 14 c) 16
4. In 1998, which director included the line "I'm king of the world" in his Oscar acceptance speech.
a) Clint Eastwood b) James Cameron c) Steven Spielberg
5. Who is the most nominated actor in Oscar history?
a) Jack Nicholson b) Tom Hanks c) Marlon Brando
6. What is the running length of "War And Peace", the 1968 Best Foreign Language Film winner and the longest film to win an Oscar?
a) 7 hours 33 minutes
b) 3 hours and 15 minutes
c) 2 hours and 50 minutes
7. 'Titanic' won 11 Oscars, but for how many was it nominated?
a) 15 b) 14 c) 12
8. Which was the first animated film to be nominated for an Oscar for Best Picture?
a) 'The Lion King'
b) 'Beauty and the Beast'
c) 'WALL-E'
9. What did Alfred Hitchcock use to portray the blood seen in the shower scene in his classic film Psycho?
a) chocolate syrup b) ketchup c) cherry syrup
10. Which rock star joins Mel Gibson in 'Mad Max Beyond Thunderdome'?
a) Sting b) David Bowie c) Tina Turner
11. How much money did Marlon Brando receive for his 10-minute role in the movie 'Superman'?
a) \$ 500,000 b) \$1 Million c) \$4 Million
12. What do lead actors of the film 'Rebel Without a Cause' James Dean, Natalie Wood and Sal Mineo have in common?
a) they all died under tragic circumstances



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

b) they were all of foreign origins

c) they all had problems with addictions

13. Which city in the USA has had the most movies filmed in it?

a) New York City

b) Los Angeles

c) San Francisco

14. Who was the first African American actor to win the Oscar?

a) Denzel Washington

b) Sidney Poitier

c) Samuel L. Jackson



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

- 15. Which actress received an Oscar for Best Actress and Golden Raspberry for Worst Actress in the same year?**
a) Sandra Bullock b) Halle Berry c) Meg Ryan
- 16. Which famous director never won the Oscar for Best Director?**
a) Steven Spielberg b) Alfred Hitchcock c) John Ford
- 17. Who is the oldest Oscar winner for Best Director?**
a) Clint Eastwood b) Kevin Costner c) John Ford
- 18. Which artist holds the record for the highest number of individual Oscars awarded?**
a) Walt Disney b) Jack Nicholson c) Clint Eastwood
- 19. Colin Firth was reportedly the third choice for 'The King's Speech' lead. Who was the first?**
a) Hugh Grant b) Jude Law c) Clive Owen
- 20. Javier Bardem is married to Penelope Cruz, who won an Oscar for which movie?**
a) 'Elegy'
b) 'Vicky Cristina Barcelona'
c) 'Pirates of the Caribbean: On Stranger Tides'
- 21. How many times has Woody Allen been nominated for Best Original Screenplay?**
a) 6 b) 14 c) 20
- 22. Which Academy Awards show was held at the beginning of this year?**
a) 77th b) 80th c) 83rd
- 23. What Oscar winners are not allowed to do with their statuette?**
a) drop it b) kiss it c) sell it
- 24. Who has hosted the most Academy Awards?**
a) Bob Hope b) Johnny Carson c) Billy Crystal
- 25. In what year was the Academy Awards first televised?**
a) 1929 b) 1935 c) 1953
- 26. Who is the only person to receive both an Oscar and the Nobel Prize?**
a) Al Gore b) John Steinbeck c) George Bernard Shaw
- 27. Who is the oldest winner of an acting Academy Award?**
a) Gregory Peck b) Jessica Tandy c) Gloria Stuart



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

28. Which of these films won an Oscar in every single category it was nominated?

- a) 'The Lord of the Rings: The Return of the King'
- b) 'Titanic'
- c) 'The Piano'

29. What was the first *color* movie to win the Best Picture Oscar?

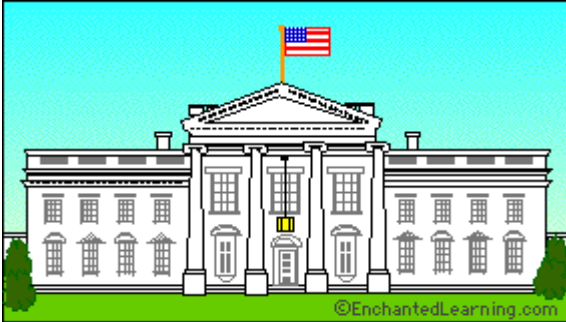
- a) 'Gone With the Wind'
- b) 'The Wizard of Oz'
- c) 'Mutiny on the Bounty'

30. Which is the only X-rated film to win the Best Picture Oscar?

- a) 'Last Tango in Paris'
- b) 'A Clockwork Orange'
- c) 'Midnight Cowboy'



9. THE WHITE HOUSE



The White House is the official residence of the President of the United States of America, and has been for over 200 years.

Located at 1600 Pennsylvania Avenue in Washington, DC, the White House is one of the most popular tourist attractions in the country.

The White House has been the official residence of all the presidents of the United States with the exception of George Washington. Washington served from 1789 to 1797. By the time the White House was completed in 1800, John Adams was President. The house was rebuilt and restored after it was burned by the British in August 1814.

The White House has six floors, two basements, two public floors, and two floors for the First Family. Visitors who tour the White House are able to see the most beautiful and historic rooms in the house including the East Room, the Green Room, the Blue Room, the Red Room, and the State Dining Room. These rooms are used by the President and First Lady to entertain guests and to receive leaders of other countries. The Oval Office is where the President does the business of the country-signing bills and Executive Orders and meeting with staff, visitors, and guests. Throughout the years, 43 presidents have made some of the most important decisions in history while living in the White House.

Facts and Figures about the White House:

Address of the White House	1600 Pennsylvania Avenue, NW, Washington, District of Columbia, USA
Architect	James Hoban
Style of architecture	Georgian Neoclassical
Years of original construction	From 1792 to 1800
First President to live in the White House	John Adams
Date of reconstruction	From 1815 to 1817 (after it was burned down by British soldiers during the War of 1812)
Number of rooms	132
Square footage of the building	55,000 square feet
Height	70 ft
Width	170 feet (51 meters) not counting the porticos
Depth	85 feet (25.5 meters)
Amount of land	18 acres
Official White House Web Site	http://www.WhiteHouse.gov



Teacher's copy

LESSON 9

TOPIC SENTENCE: I wish I were as beautiful as you.

AIM OF THE LESSON: Practising the use of *wish* in structures

LESSON PLAN

1. **Introduction to the lesson (5 mins)** – Briefly revise information connected with the symbol intended for this lesson **THE WHITE HOUSE**

Ask your Ss if they have any idea what connection can a rock star have with a place such as the White House.

- Most probably they suggest that sometimes rock stars are invited to places of this kind. Perhaps they are strong supporters of the President or are about to be honoured for their work.

2. **Reading (15 mins)** Tell your Ss that they are going to read an article in which a recent connection between a rock star and the White House is described. However, their task is to make this article right by putting its paragraphs in the correct order. When they are done, ask them who the mentioned rock star is and if they know him and his work.

** It is **Jon Bon Jovi**, American musician, singer, songwriter and actor, the founder of rock band Bon Jovi. Throughout his career, he has released two solo albums and eleven studio albums with his band, which to date have sold over 120 million albums worldwide. The band was declared the second richest band for 2011, behind U2, earning an approximate \$125 million income. In addition, Jon Bon Jovi is one of the majority-owners of the Philadelphia Soul, a team playing in the Arena Football League. **In 2010, President Barack Obama named Jon Bon Jovi to the White House Council for Community Solutions.**

Recently, he also opened a restaurant - one with no prices on the menu and only a suggested donation to cover the cost of the meal. **The JBJ Soul Kitchen**, which opened on Wednesday 19th October 2011, in Red Bank, N.J., offers gourmet meals to diners who can choose to either pay a nominal charge, or volunteer their time in lieu of payment. "This is a place based on and built on community - by and for the community," he said of the restaurant located in a former mechanic shop.

The JBJ Soul Kitchen, which was two years in the planning, serves meals to people who have earned them through volunteering at the restaurant or at other local organizations, the Jon Bon Jovi Soul Foundation, the rocker's anti-poverty charity, said on its website.

TEXT OF TASK 1

Washington DC – President Barack Obama has nominated famous rock star **Jon Bon Jovi** as a member of a newly-founded White House Council for Community Solutions.

The White House announced on Tuesday that the new body "will provide advice to the President on the best ways to mobilize citizens, nonprofits, businesses and government to work more effectively together to solve specific community needs."

Bon Jovi, 48, is the lead singer of the Grammy Award winning group Bon Jovi, which has sold more than 120 million albums and performed more than 2,600 concerts for more than 34 million fans.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

The rock star, who is a strong Democratic supporter, also runs his own charitable organization, the Jon Bon Jovi Soul Foundation, a non-profit organization dedicated to helping the lives of poor and homeless in the United States.

"To date, Mr. Bon Jovi and the Soul Foundation have provided affordable housing to hundreds of low income individuals and families," the White House said in a statement.

Other members of the council include John Bridgeland, who headed President George W. Bush's domestic policy council, Paula Boggs, an executive vice president at Starbucks Coffee Co., and John Donahow, president and chief executive of eBay Inc.

"These impressive men and women have dedicated their lives and careers to civic engagement and social innovation," the White House quoted Obama as saying. "I look forward to working with them in the months and years ahead."

3. Listening (10 mins) – Tell your Ss that they are going to listen to one of Jon Bon Jovi's songs.

Their first task is to listen to it and find the answers to the following questions:

1. Is it a romantic song?
2. Who is the singer talking to?
3. What does he think of her?
4. What does she think of herself?

After they have listened to the song and answered the questions, distribute **STUDENT'S WORKSHEETS 2** with the lyrics and ask your Ss to listen again and match the halves of each line of the first two verses.

Ugly by Jon Bon Jovi

If you're ugly, I'm ugly too
In your eyes the sky's a different blue
If you could see yourself like others do
You'd wish you were as beautiful as you

And I wish I was a camera sometimes
So, I could take your picture with my mind
Put it in a frame for you to see
How beautiful you really are to me

Ugly, Ugly
All of us just feel like that some days
Ain't no rainbow in the sky
When you feel U.G.L.Y.
And that's ugly, yeah, yeah, yeah

Ugly, Ugly
All of us just feel like that some days
Ain't no rainbow in the sky
When you feel U.G.L.Y.
And that's ugly, ugly
All of us just feel like that some days
Ain't no cure that you can buy



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

When you feel U.G.L.Y.
And that's ugly

So, if you're ugly, I'm ugly too
If you're a nut, then I must be a screw
If you could see yourself the way I do
You'd wish you were as beautiful as you
I wish I was as beautiful as you

4. Wish – intro (10 mins) - Ask your Ss to look at the line of the lyrics where *wish* is used and ask them to check what tense is used after it:

You'd *wish* **you were** as beautiful as you.

Ask if they understand the sentence and the regret it describes. You can change it into:

I *wish* **I was** beautiful. → And ask additional questions:
Am I beautiful (in my opinion)? - **No.**
Am I happy about the current state of affairs? - **No.**

You can provide a short explanation here. There is my suggestion below, but you are welcome to use any ideas you like.

I wish is one of the ways of talking about unreal situations. After **I wish** the tense backshifts.

FACT

I'm a teacher.
I **live** in New York.
I'm **studying** English.

WISH

But I wish **I weren't** a teacher. I wish **I were** a doctor.
But I wish **I didn't live** in New York. I wish **I lived** in Paris.
But I wish **I wasn't studying** English. I wish **I was studying** Chinese.

It is raining and I want to go out. I wish **it would stop** raining. (future)

You are doing nothing. I wish **you would do** something.
You keep interrupting me. I wish **you wouldn't keep interrupting** me.
(to complain about things people do repeatedly)

Sarah is not here. I wish **Sarah would come.** (action, change)
I wish **Sarah were here.** (state)

Remind your Ss that *were* is commonly used after I, he, she, it in this type of sentences although *was* is also correct.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

5. Practice (25 mins) Check all these activities in open class.

Ask your Ss to look at **TASK 3** in which they should make sentences with the use of I wish for the described situations.

1. I wish I knew more people here.
2. I wish I had the key.
3. I wish Ann was/were here.
4. I wish it wasn't cold.
5. I wish I didn't live in a big city. / I wish I lived in a small town/ a village.
6. I wish I could go to the party tomorrow.
7. I wish I didn't have to work tomorrow.
8. I wish I was lying on a beautiful sunny beach.
9. I wish I knew something about cars.

STUDENT'S WORKSHEET 3

In **TASK 4**, Ss write sentences which they would use in a given situation.

1. I wish it would stop raining.
2. I wish John would come.
3. I wish the baby would stop crying.
4. I wish you would buy some new clothes.
5. I wish you wouldn't drive so fast.
6. I wish you wouldn't (always) leave the door open.
7. I wish people wouldn't drop litter in the street.

In **TASK 5**, your Ss practice the structure **I wish + would** by checking whether the 7 sentences given are correct.

- | | |
|--|---|
| 1. I wish Sarah would be here now. | wrong; I wish Sarah were/was here now. |
| 2. I wish you would listen to me. | correct |
| 3. I wish I would have more money. | wrong; I wish I had more money. |
| 4. I wish it wouldn't be so cold today. | wrong; I wish it wasn't so cold today. |
| 5. I wish the weather would change. | correct |
| 6. I wish you wouldn't complain all the time. | correct |
| 7. I wish everything wouldn't be so expensive. | wrong; I wish everything wasn't ... |

In **TASK 6** Ss express their wishes using the structure **I wish ...**

6. Production (25 mins) - wish in song titles

Ask your Ss to look at the list of song titles using the **wish** structure in **TASK 7**. Ask them these questions about the titles:

- a) Have you heard of any of these songs and artists?
- b) Which title do you like best?
- c) Which is the most romantic title?
- d) Which is the saddest title?

Then, ask your Ss to invent their own song titles using some ideas you put on the board.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

This can be a competition for the best, most interesting, most unexpected etc. song title.
They can work in pairs or small groups.
They can also invent a chorus of the song.

Prompts:

wish/phone/ring

wish/fly/eagle

wish/tell/truth

wish/all the money in the world

wish/somewhere else

wish/you/me

***** Complete the chart 50 STATES *****

States to be listed at the end of this lesson:

New Jersey is where Jon Bon Jovi was born, **Hawaii** where President Barack Obama was born, as the lesson is on **wish**, we add the state beginning with the letter **W** that has not been mentioned yet **Wisconsin**; The Temptations (mentioned in TASK 7) are band formed in Detroit, **Michigan**; 5 ugliest states in the USA according to a journalist Bob Ecker are: **Delaware, Nevada, Oklahoma, Connecticut and Kansas**;

Source: Inside Out Intermediate Susan Key and Vaughn Jones MACMILLAN;
the Internet own ideas



STUDENT'S WORKSHEET 1 – READING

TASK 1: Put the paragraphs in the correct order to make an article. The first paragraph is already in place.

Washington DC - President Barack Obama has nominated famous rock star **Jon Bon Jovi** as a member of a newly-founded White House Council for Community Solutions.

... Bon Jovi, 48, is the lead singer of the Grammy Award winning group Bon Jovi, which has sold more than 120 million albums and performed more than 2,600 concerts for more than 34 million fans.

... "These impressive men and women have dedicated their lives and careers to civic engagement and social innovation," the White House quoted Obama as saying. "I look forward to working with them in the months and years ahead."

... "To date, Mr. Bon Jovi and the Soul Foundation have provided affordable housing to hundreds of low-income individuals and families," the White House said in a statement.

... Other members of the council include John Bridgeland, who headed President George W. Bush`s domestic policy council, Paula Boggs, an executive vice president at Starbucks Coffee Co., and John Donahow, president and chief executive of eBay Inc.

... The rock star, who is a strong Democratic supporter, also runs his own charitable organization, the Jon Bon Jovi Soul Foundation, a non-profit organization dedicated to helping the lives of poor and homeless in the United States.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 2 – LISTENING AND STRUCTURES

TASK 2: Look at the lyrics of the song Ugly by Jon Bon Jovi. The lines of the first two verses have been cut in half. In Column A the lines are in correct order but in Column B they are mixed up. Listen and match the two halves of each line.

Column A

If you're ugly,
In your eyes
If you could see yourself
You'd wish you were

And I wish I was
So, I could take your picture
Put it in a frame
How beautiful

Column B

you really are to me
a camera sometimes
as beautiful as you
for you to see

I'm ugly too
with my mind
like others do
the sky's a different blue

Ugly, Ugly
All of us just feel like that some days
Ain't no rainbow in the sky
When you feel U.G.L.Y.
And that's ugly, yeah, yeah, yeah

Ugly, Ugly
All of us just feel like that some days
Ain't no rainbow in the sky
When you feel U.G.L.Y.
And that's ugly, ugly
All of us just feel like that some days
Ain't no cure that you can buy
When you feel U.G.L.Y.
And that's ugly

TASK 3: For the described situations, write sentences beginning with *I wish ...*

1. I don't know many people here (and I'm lonely). I wish
2. I don't have a key (and I need one).
3. Ann isn't here (and I need to see her).
4. It's cold (and I hate cold weather).
5. I live in a big city (and I don't like it).
6. I can't go to the party (and I'd like to).
7. I have to work tomorrow (but I'd like to stay in bed).
.....



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTI/MA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

8. I'm not lying on a beautiful sunny beach (and that's a pity).

.....

9. I don't know anything about cars (and my car has just broken down).

.....



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 3 – WISH PRACTICE

TASK 4: What do you say in these situations? Write sentences with **I wish ... would** for situations 1 – 4 and **I wish ... wouldn't ...** for situations 5 – 7.

1. It's raining. You want to go out, but not in the rain. You say: **I wish**

2. You're waiting for John. He's late and you're getting impatient.

You say (to yourself)

3. You can hear a baby crying and you are trying to study. You say:

4. Brian has been wearing the same clothes for years. You think he needs some new clothes. You say (to Brian) You say:

5. Your friend drives very fast. You don't like this. You say (to your friend):

I wish you

6. Jack always leaves the door open. This annoys you. You say (to Jack):

.....

7. A lot of people drop litter in the street. You don't like this. You say:

.....

TASK 5: Check if the following sentences are correct. If a sentence is wrong, rewrite it.

1. I wish Sarah would be here now.

2. I wish you would listen to me.

3. I wish I would have more money.

4. I wish it wouldn't be so cold today.

5. I wish the weather would change.

6. I wish you wouldn't complain all the time.

7. I wish everything wouldn't be so expensive.

TASK 6: What wishes do you have? Write down a few for these beginnings.

1. I wish I were

2. I wish I weren't

3. I wish I had

4. I wish I didn't have

5. I wish I lived

6. I wish I could



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

TASK 7: Look at the list of song titles and artists and answer your Teacher's questions.

Title

I wish every day could be like Christmas

I wish we could be alone

I wish I didn't love you so

I sometimes wish I was dead

I wish it would rain

I wish the phone would ring

Wish you were here

Artist

Bon Jovi

Laura Branigan

kd Lang

Depeche Mode

The Temptations

Expose

Pink Floyd



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

10. UNCLE SAM



Uncle Sam, a figure symbolizing the United States, is portrayed as a tall, white-haired man with a goatee. He is often dressed in red, white, and blue, and wears a top hat.

The exact origins of Uncle Sam as a symbol for the United States are unknown. But the most widely accepted theory is that Uncle Sam was named after Samuel Wilson.

During the War of 1812, Samuel Wilson was a businessman from Troy, NY that supplied the U.S. Army with beef in barrels. The barrels were labelled "U.S." When asked what the initials stood for, one of Wilson's workers said it stood for Uncle Sam Wilson. The suggestion that the meat shipments came from "Uncle Sam" led to the idea that Uncle Sam symbolized the Federal Government and association stuck. In 1961, the 87th United States Congress passed a resolution that recognized Samuel Wilson as the inspiration for the symbol Uncle Sam: *"Resolved by the Senate and the House of Representatives that the Congress salutes Uncle Sam Wilson of Troy, New York, as the progenitor of America's National symbol of Uncle Sam."*

But Sam Wilson looked nothing like the Uncle Sam pictured above. Uncle Sam's traditional appearance, with a white goatee and star-spangled suit, is an invention of artists and political cartoonists. One of these political cartoonists was named Thomas Nast. Nast produced many of the earliest cartoons of Uncle Sam.

The most famous picture of Uncle Sam appeared on an Army recruiting poster. The poster was designed in World War I, and was used again in World War II. The caption reads "I Want You for U.S. Army." James Montgomery Flagg drew this picture, and served as the model too!



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

Teacher's copy

LESSON 10

TOPIC SENTENCE: SO DO I.

AIM OF THE LESSON: Talking about similarities with the use of both, so and neither.

LESSON PLAN

1. **Introduction to the lesson (5 mins)** – Briefly revise information connected with the symbol intended for this lesson **UNCLE SAM**.

Ask your Ss where did the idea come from in the first place.

- It should be connected with the **initials**. The acronym 'U.S.' for the United States printed on barrels with beef for the American Army was deciphered as **Uncle Sam** as Samuel Wilson was the person supplying the Army with this beef in barrels. This way Uncle Sam started to symbolize the Federal Government.
- You can ask your Ss to complete the sentence: 'U.S. stands for United States and **so** it does for ... ' (Uncle Sam)

2. Reading 1 (15 mins) Tell your Ss that in this lesson you are going to find out about strange or even incredible coincidences connected with people sharing a name. Distribute **STUDENT'S WORKSHEET 1 – READING** and ask them to read these two stories to find out who these people are. **TASK 1**

Two Jims – twin brothers who were separated shortly after birth and had no idea the other brother even existed.

Two Lauras – two ten-year-old girls living about 250 kms away from each other, who got to know each other by accident.

3. Reading and vocabulary (10 mins) – On the basis of the information in the texts, your Ss should complete the sentences in **TASK 2** describing similarities between the people.

1. Jim Springer looks exactly **like** Jim Lewis.
2. Jim Springer's son has the same name **as** Jim Lewis's son.
3. Jim Springer likes baseball and **so** does Jim Lewis.
4. The two Jims **both** have dogs.
5. Jim Lewis doesn't like baseball and **neither** does Jim Springer.
6. Dr Bouchard didn't expect the reunited twin brothers to be so **similar** to each other.
7. The two Lauras are **both** ten years old.
8. The first Laura has exactly the same surname **as** the second one.
9. After the telephone chat, the girls found out they were quite **similar** to each other.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

4. Vocabulary intro and practice – talking about similarities (15 mins)

Distribute **STUDENT'S WORKSHEET 2 – VOCABULARY**. Tell your Ss that they are going to complete a conversation between the two reunited twin brothers, Jim Springer and Jim Lewis. Ask if they can state at this point whether these two people are similar.

– Yes, they are very similar in most aspects. In fact, they are almost identical.

- **JL** Hi! I'm Jim.
- **JS** **So** am I. Great to meet you. Are you married, Jim?
- **JL** Yes ... well, I've been married twice.
- **JS** Yeah? **So** have I. Do you have any children?
- **JL** I have one son.
- **JS** **So** do I. What's his name?
- **JL** James.
- **JS** That's amazing! My son's name is James too.
- **JL** Did you go to university, Jim?
- **JS** No, I didn't.
- **JL** **Neither** did I. I was a terrible student.
- **JS** **So** was I. What do you like doing in your free time, Jim?
- **JL** I like making things, especially with wood.
- **JS** That's incredible! **So** do I.
- **JL** But I don't do any exercise at all. Look at me.
- **JS** Don't worry. **Neither** do I.
- **JL** Do you smoke?
- **JS** Yes. I smoke Salem cigarettes.
- **JL** **So** do I! What car do you have?
- **JS** A Chevrolet.
- **JL** Me too! Let's go and have a drink. What beer do you drink?
- **JS** Miller Lite.

JL **So** do I!

Check the activity in open class and then briefly revise the way of expressing the same idea as the other speaker or agreeing with the other speaker.

If we want to say that we have sth in common with the other speaker we use these structures:

SO (for positive sentences)

+ AUXILIARY + SUBJECT

NEITHER (for negative sentences)

I am married. (to be, auxiliary is **be**)

So am I.

I am not married.

Neither am I.

I love football. (Present Simple, auxiliary is **do**)

So do I.

I don't like oranges.

Neither do I.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

I went to university. (Past Simple, auxiliary is **did**)

So **did** I.

I didn't go to university.

Neither **did** I.

5. SO/NEITHER – further practice. (20 mins)

In **TASK 3**, your Ss need to complete these mini dialogues by adding proper auxiliary verbs.

- | | |
|----------------------------------|-------------------------|
| 1. A I like coffee. | B So do I. |
| 2. A I'm really hungry. | B So am I. |
| 3. A I didn't go out last night. | B Neither did I. |
| 4. A I was born in New Jersey. | B So was I. |
| 5. A I don't smoke. | B Neither do I. |
| 6. A I've been to Bangkok. | B So have I. |
| 7. A I can't swim. B | B Neither can I. |
| 8. A I'd like to go to India. | B So would I. |
| 9. A I saw a film last night. | B So did I. |
| 10. A I didn't talk to Jim. | B Neither did I. |

In **TASK 4** your Ss should respond to the statements 1 – 7 saying that they are the same.

- | | | |
|---|-------------------|----------------------------|
| A I don't like green tea. | B Neither do I. | B But I do./But I love it. |
| A I live near the school. | B So do I. | B But I don't. |
| A I'm not afraid of spiders. | B Neither am I. | B But I am. |
| A I went to bed early last night. | B So did I. | B But I didn't. |
| A I haven't been to the USA. | B Neither have I. | B But I have. |
| A I don't have any brothers or sisters. | B Neither do I. | B But I do. |
| A I can speak three languages. | B So can I. | B But I can't. |
| A I always have breakfast. | B So do I. | B But I don't. |

When you are done, ask your Ss how they would react if they were not the same but different.

The most common way is to say: **But I ... + auxiliary** (contrary to the other speaker)

But I ... + opposite verb

I love bananas. - **But I don't.**
But I **hate** them.

I didn't like the show. - **But I did.**
But I loved it.

Go through the sentences from TASK 4 expressing opposite ideas.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

6. SO/NEITHER – production (25 mins)

In this part of the lesson, your Ss should take some time to prepare 10 – 15 sentences about themselves. The sentences should be **true**. Then, they should go around the class talking to other Ss – they give their sentences to colleagues who should react to them. They respond to express the true ideas.

*** Complete the chart 50 STATES ***

States to be listed at the end of this lesson:

Minnesota where the two Jims were born, **Missouri** and **Maine** where they moved;

Mississippi where one Laura lived and the states bordering it **Tennessee, Louisiana, Arkansas; Alabama** where the other Laura lived.

Also the last two states that have not been mentioned in any of the lessons: **Oregon** and **Utah**.

Source: New English File Pre-Intermediate, Clive Oxenden, Christina Latham-Koenig, OXFORD; the Internet, own ideas



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 1 – READING

TASK 1: Read the texts and answer these two questions:

1. Who were two Jims?
2. Who were two Lauras?

Two Jims

Some years ago, two identical twins were born in Minnesota, USA. They were adopted by two different families. The two new families both called their babies Jim. Jim Springer never knew that Jim Lewis existed. But Jim Springer and Jim Lewis were reunited when they were forty by Dr Thomas Bouchard, Professor of psychology at the University of Minnesota. Dr Bouchard was amazed by how many things the twins had in common not only as far as their physical appearance but also their personalities, their lifestyles, their hobbies, their religion, even their political beliefs. They like and hate the same sports and they voted for the same President. And both Jims have the same romantic habit of leaving little love letters for their wives around the house. What is more, both Jims moved with their families to other states and guess what, the names of these states began with the same letter - 'M'. Jim Springer lived in Missouri whereas his twin brother, Jim Lewis, in Maine.

Two Lauras

Laura Buxton, 10, was celebrating her grandparents' golden wedding anniversary, when she had an idea. She decided to release a gold and white helium-filled balloon with her name and address in Jackson, Mississippi and a note attached. In the note she asked the person who found the balloon to write back. Ten days later, a letter arrived at her home. It was a reply from another Laura Buxton, who had found the balloon in her garden 250 kilometres away in Birmingham, Alabama. Both Lauras were aged 10 and both had three-year-old black Labradors, a guinea pig and a rabbit. 'I chatted to Laura on the phone,' said the first Laura. 'I hope we can become best friends. We have lots in common.'

TASK 2: Complete these sentences about Jims and Lauras with the words from the list.

as x 2 both x 2 like neither so similar x

1. Jim Springer looks exactly Jim Lewis.
2. Jim Springer's son has the same name Jim Lewis's son.
3. Jim Springer likes baseball and does Jim Lewis.
4. The two Jims have dogs.
5. Jim Lewis doesn't like baseball and does Jim Springer.
6. Dr Bouchard didn't expect the reunited twin brothers to be so to each other.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

7. The two Lauras are ten years old.
8. The first Laura has exactly the same surname the second one.
9. After the telephone chat, the girls found out they were quite to each other.



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

STUDENT'S WORKSHEET 2 – VOCABULARY

TASK 2: Jim Lewis and Jim Springer seem to be identical. Complete this conversation between them with these two words only: **so** and **neither**.

- JL** Hi! I'm Jim.
JS am I. Great to meet you. Are you married, Jim?
JL Yes ... well, I've been married twice.
JS Yeah? have I. Do you have any children?
JL I have one son.
JS do I. What's his name?
JL James.
JS That's amazing! My son's name is James too.
JL Did you go to university, Jim?
JS No, I didn't.
JL did I. I was a terrible student.
JS was I. What do you like doing in your free time, Jim?
JL I like making things, especially with wood.
JS That's incredible! do I.
JL But I don't do any exercise at all. Look at me.
JS Don't worry. do I.
JL Do you smoke?
JS Yes. I smoke Salem cigarettes.
JL do I! What car do you have?
JS A Chevrolet.
JL Me too! Let's go and have a drink. What beer do you drink?
JS Miller Lite.
JL do I!

TASK 3: In each mini dialogue, complete B's answers with a proper auxiliary verb.

1. **A** I like coffee. **B** So I.
2. **A** I'm really hungry. **B** So I.
3. **A** I didn't go out last night. **B** Neither I.
4. **A** I was born in New Jersey. **B** So I.
5. **A** I don't smoke. **B** Neither I.
6. **A** I've been to Bangkok. **B** So I.
7. **A** I can't swim. **B** Neither I.
8. **A** I'd like to go to India. **B** So I.
9. **A** I saw a film last night. **B** So I.
10. **A** I didn't talk to Jim. **B** Neither I.

TASK 4: Respond to **A**. Say that you are the same.

1. **A** I don't like green tea.
2. **A** I live near the school.
3. **A** I'm not afraid of spiders.



KAPITAŁ LUDZKI
NARODOWA STRATEGIA SPÓJNOŚCI

OPTIMA

UNIA EUROPEJSKA
EUROPEJSKI
FUNDUSZ SPOŁECZNY



Projekt współfinansowany przez Unię Europejską w ramach Europejskiego Funduszu Społecznego

4. **A** I went to bed early last night.
5. **A** I haven't been to the USA.
6. **A** I don't have any brothers or sisters.
7. **A** I can speak three languages.
8. **A** I always have breakfast.