

1one

Personality

*Wanting to be someone else is
a waste of the person you are.*
Kurt Cobain

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know – personality
- adjective antonyms
- negative prefixes: *un-, in-, ir-, dis-*
- adjective + preposition
- Words for free – personality
- word families

Grammar:

- present tenses – question forms
- subject and object questions
- *wh-* questions ending with prepositions
- verb + *-ing* form or verb + *to* infinitive

Listening:

- an interview and a conversation about voluntary work

Reading:

- a text on teenage stereotypes

Speaking:

- showing interest

Writing:

- a personal email/letter

MATURA FOCUS

Temat maturalny:

- człowiek

Słuchanie:

- dobieranie str. 15

Czytanie:

- dobieranie str. 16
- dobieranie nagłówków str. 23

Środki językowe:

- tłumaczenie fragmentów zdań str. 22
- wybór wielokrotny str. 22

Mówienie:

- rozmowa z odgrywaniem roli str. 23

Pisanie:

- e-mail str. 23

FOCUS EXTRA

- Grammar Focus Reference and Practice str. 112
- WORD STORE booklet str. 2–3
- Workbook str. 16–25
- MyEnglishLab

1.1 Vocabulary

Personality adjectives • adjective + preposition

I can describe people and talk about personal qualities

SHOW WHAT YOU KNOW

1 Match adjectives 1–5 with their opposites a–e.

- | | | |
|---------------|-------------------------------------|------------|
| 1 clever | <input checked="" type="checkbox"/> | a boring |
| 2 funny | <input type="checkbox"/> | b negative |
| 3 interesting | <input type="checkbox"/> | c serious |
| 4 kind | <input type="checkbox"/> | d stupid |
| 5 positive | <input type="checkbox"/> | e unkind |

2 In pairs, look at the photos and guess what each person is like. Choose an adjective from Exercise 1 for each person.

3 **CD•1.12 MP3•12** Listen to Rani describing Sara, David and herself. Check your ideas in Exercise 2.

4 **CD•1.13 MP3•13** What do Sara, David and Rani want to be? Listen and complete the interview with the jobs they want to do.

TEENAGE DREAMS AND AMBITIONS

THEY'RE YOUNG, AMBITIOUS AND OPTIMISTIC.
WE MEET THREE TEENAGERS AND ASK THEM ABOUT
THEIR DREAMS AND AMBITIONS.

Interviewer: So Sara, what do you want to be?

Sara: I want to be a ¹ _____.

Interviewer: Are your parents involved in journalism?

Sara: No, not at all. In fact, journalists are pretty unpopular in my house. My father's interested in the news, but he isn't very keen on journalists. He thinks most of them are **arrogant**, dishonest and irresponsible.

Interviewer: David, why do you want to be a ² _____?

David: I'm really disappointed with our government. Young people have a lot to say, but politicians don't listen to them. They just think teenagers are lazy and **miserable**.

Interviewer: Why do you think you could be a politician?

David: I'm passionate about my country. I also have the right character: I'm not at all shy! In fact, I'm very **outgoing**, and I'm good at public speaking. I'm only sixteen now, so I'm very inexperienced, but I'm serious about politics.

Interviewer: Rani, why do you want to be a ³ _____?

Rani: Well, most surgeons in the UK are men, and I think that's unfair and wrong in the twenty-first century. I think my generation is responsible for getting more women into important jobs.

Interviewer: What special qualities do you think you need to be a surgeon?

Rani: I think I need to be **caring, sensible** and very **hard-working**.

5 In pairs, discuss the questions.

- 1 Do you know anybody like Rani, Sara or David?
- 2 Which one is the most like/unlike you?
- 3 What are your dreams and ambitions?

6 Replace the adjectives in brackets with appropriate adjectives in red in the interviews.

- 1 Surgeons are (not selfish). They are kind and helpful.
Surgeons are caring. They are kind and helpful.
- 2 Teenagers are (not cheerful). They are always in a bad mood.
- 3 Business people are (not lazy). They put a lot of effort into their work.
- 4 Journalists are (not modest). They think they are better than other people.
- 5 Politicians are (not shy). They are confident and sociable.
- 6 Farmers are (not crazy). They don't make silly decisions.

7 In pairs, discuss the statements in Exercise 6. Which ones do you agree with?



WORD STORE 1A

8 **CD•1.14 MP3•14** Complete WORD STORE 1A with adjectives from Exercise 6. Then listen, check and repeat.

WORD STORE 1B

9 **CD•1.15 MP3•15** Complete WORD STORE 1B with the opposites from the interviews. Then listen, check and repeat.

10 Complete the sentences with the appropriate adjectives from WORD STORE 1B.

- 1 Phil is an _____ skier. He goes to the mountains every year.
- 2 Ted's an _____ guy. He never tells lies.
- 3 I never ask Sarah to look after my pet. She is so _____.
- 4 Mr Morgan is very _____. He treats all his students equally.
- 5 Everybody likes Emma. She's really _____.
- 6 I'm worried about going in a car with Cara because she's an _____ driver. She only passed her test recently.
- 7 Paul's only sixteen, but he seems to be much older. He's so sensible and _____.

11 Can you change the names in Exercise 10 to describe people you know? Tell your partner.

WORD STORE 1C

12 **CD•1.16 MP3•16** Look at the underlined phrases in the interview. Complete WORD STORE 1C with the correct prepositions. Then listen, check and repeat.

13 Complete the questions with the correct prepositions.

- 1 What sort of things are you interested _____?
- 2 What after-school activities are you involved _____?
- 3 What bands and singers are you keen _____?
- 4 What sports or games are you good _____?
- 5 What sort of things are you serious _____?
- 6 What jobs at home are you responsible _____?
- 7 Which marks in your last exams were you disappointed _____?
- 8 What are you most passionate _____?

14 In pairs, ask each other the questions in Exercise 13.

WORD STORE 1D

15 **CD•1.17 MP3•17** Complete WORD STORE 1D. Translate the Words for free. Then listen and repeat.

16 In pairs, write true example sentences for each of the Words for free.

1.2 Grammar

Present tenses – question forms

I can ask questions using present tense forms

1 In pairs, discuss who your role models are. Think about business people, sports people, entertainers or people you know.

2 **CD•1.18 MP3•18** Match the questions with the answers.

Then listen and check.

- | | |
|--|--------------------------|
| 1 Who inspires you? | <input type="checkbox"/> |
| 2 What does he do? | <input type="checkbox"/> |
| 3 Why do you admire him? | <input type="checkbox"/> |
| 4 Does he give any money to charity? | <input type="checkbox"/> |
| 5 Which charities does he give money to? | <input type="checkbox"/> |
| 6 Have you ever met him? | <input type="checkbox"/> |
| 7 What is he doing now? | <input type="checkbox"/> |
| 8 Are you similar to him in any way? | <input type="checkbox"/> |

- a No, never.
 b Different African charities, I think.
 c He's developing the first ever spaceport.
 d Richard Branson.
 e Yes, in some ways I am.
 f He owns Virgin Atlantic.
 g Yes, he's very generous.
 h Because he's so energetic and successful.



Richard Branson

3 Read the GRAMMAR FOCUS. Complete the examples using the questions in blue in Exercise 2.

GRAMMAR FOCUS

Present tenses – question forms

• To make questions, you put an auxiliary verb (*do, be, have*) before the subject of the main verb.

Present Simple → Why ¹ _____ you admire him?

Present Continuous → What ² _____ he doing now?

Present Perfect → ³ _____ you ever met him?

• When you ask about the subject, you don't use the Present Simple auxiliary *do/does*.

Who inspires you? NOT *Who does inspire* you?

• Notice the position of the preposition in *wh-* questions:
 Which charities does he give money **to**?

4 **CD•1.19 MP3•19** Complete the questions for the interview about Aung San Suu Kyi. Then listen and check.

- 'Who _____?' 'The person who inspires me is Aung San Suu Kyi.'
- 'Who _____?' 'She's the Burmese Nobel Peace laureate.'
- 'Why _____?' 'I admire her because she's 100 percent loyal to the people of her country.'
- 'What _____?' 'She believes in non-violent action.'
- 'Have _____?' 'No, I haven't seen her, but I've listened to her speaking.'
- 'What _____?' 'She's working for peace, democracy and human rights.'



Aung San Suu Kyi

5 Complete the questions about the subject (a) and about the object (b) of each statement.

- ^aViv enjoys ^bswimming.
 a Who *enjoys swimming*?
 b What *does Viv enjoy*?
- ^aNeil has tried ^bJapanese food.
 a Who _____? b What _____?
- ^aRosie can speak ^bthree languages.
 a Who _____? b How many languages _____?
- ^aDave has visited ^bLondon.
 a Who _____? b Which capital city _____?
- ^aTom is thinking about ^bfood.
 a Who _____? b What _____?
- ^aEmily and Peter listen to ^bjazz.
 a Who _____? b What _____?

6 Complete the sentences to make them true for you.

- I'm reading _____ at the moment.
- I spend most money on _____.
- It takes me _____ minutes to get to school.
- I go shopping for clothes _____ a month.
- I usually have lunch with _____.
- _____ inspires me.

7 In pairs, ask each other questions about the information in Exercise 6. Use different question words, e.g. *what, how long* or *how often*.

- A: *What are you reading at the moment?*
 B: *A book about Steve Jobs.*

1.3 Listening

Matching

I can understand an interview and a conversation about voluntary work

- 1 In pairs, look at some of the places where people do voluntary work. Discuss why you would or wouldn't like to volunteer in each place.

in a developing country	in a nursery
in a hospital	in a library
in an old person's home	in a prison
in a soup kitchen for homeless people	

- 2 **CD-1.20 MP3-20** Listen to two volunteers Karen and Martin. Where do they do their voluntary work?



- 3 Read questions 1–8 in the EXAM FOCUS. Match the underlined words and phrases with these words and phrases from the interview.

confident <input checked="" type="checkbox"/>	elderly <input type="checkbox"/>	two or three <input type="checkbox"/>
impresses people <input type="checkbox"/>	Saturday and Sunday <input type="checkbox"/>	
more likely to do something <input type="checkbox"/>		
in a team <input type="checkbox"/>	pigs and chickens <input type="checkbox"/>	

EXAM FOCUS Matching

- 4 **CD-1.20 MP3-20** Listen to Karen and Martin again and answer the questions. Write K (Karen) or M (Martin).

Who ...

- | | |
|---|--------------------------|
| 1 helps <u>old</u> people in the local area? | <input type="checkbox"/> |
| 2 works with <u>farm animals</u> ? | <input type="checkbox"/> |
| 3 volunteers <u>a few</u> hours a week? | <input type="checkbox"/> |
| 4 does volunteering work every <u>weekend</u> ? | <input type="checkbox"/> |
| 5 thinks that volunteers are <u>more active</u> than other people? | <input type="checkbox"/> |
| 6 enjoys working <u>with other people</u> ? | <input type="checkbox"/> |
| 7 thinks that voluntary work makes you more <u>sure of yourself</u> ? | <input type="checkbox"/> |
| 8 thinks that doing voluntary work <u>makes a good impression</u> ? | <input type="checkbox"/> |

- 5 In pairs, imagine you could volunteer anywhere in the world. Which country would you choose? Why?

- 6 **CD-1.21 MP3-21** Listen to Tim giving Becky some advice about international volunteering. Answer the questions.

- Where does Becky want to do voluntary work?
- Does Tim think she has the right personal qualities?
- Is Becky inspired by the conversation?

- 7 **CD-1.21 MP3-21** Listen again and complete each gap with one or two words from the dialogue.

5

Key Questions before you volunteer for work overseas



1 Are you fit and healthy?

You often work in difficult conditions, and you sometimes need to work ¹ _____.

2 Can you adapt to new situations?

You need to adapt to ² _____, the food, the accommodation and a new ³ _____.

3 Are you a good team-player?

All volunteers work in teams so you need to have good ⁴ _____ skills. You need to be cooperative and above all ⁵ _____.

4 Are you sensitive to other cultures?

You need to be open to people and remember that your ⁶ _____ life is not the only way there is.

5 Do you want to learn from the experience?

Volunteering can change your life and you as a person. It's an excellent opportunity to help people, learn ⁷ _____ and make new friends for life.

- 8 Work in pairs. Are you good candidates for international volunteer work? Ask each other the questions in Exercise 7 and decide.

PRONUNCIATION FOCUS

- 9 **CD-1.22 MP3-22** Listen and put the adjectives into groups A, B, C or D depending on the stress.

ambitious	disappointed	interested
optimistic	outgoing	passionate
responsible	unpopular	

A ■■■

B ■■■

C ■■■

D ■■■

_____	<u>ambitious</u>	_____	_____
_____	_____	_____	_____

- 10 **CD-1.23 MP3-23** Listen, check and repeat.

WORD STORE 1E

- 11 **CD-1.24 MP3-24** Complete WORD STORE 1E. Write the positive adjectives to make pairs of opposites. Then listen, check and repeat.

1.4 Reading

ALL

VIDEO

FRIENDS

APPLICATIONS

Matching

I can understand a text on teenage stereotypes

- In pairs, look at the phrases in the box and decide what parents say about teenagers and what teenagers say about themselves.

able to get up early bad-tempered
 generous interested in the world
 loyal to their friends unhelpful
 obsessed with their phones lazy
 passionate about music selfish
 uncommunicative hard-working

Parents say teenagers are ...

Teenagers say they are ...

- Read the survey report and comments. Compare your ideas in Exercise 1 with the information you read.
- Read the comments section again and write the names.

Who thinks ...

- Teenagers work really hard.
_____ / _____
- Teenagers have lots of positive personal qualities. _____
- Teenagers are not only interested in themselves. _____
- Teenagers are all different people.

- Teenagers think friends are very important.

EXAM FOCUS Matching

- Complete gaps 1–5 in the comments section with sentences A–F. There is one extra sentence.

- A Teenagers are definitely not lazy.
 B We don't have time to tidy our rooms.
 C Why are people so negative about teenagers?
 D I don't think I'm selfish.
 E I hate stereotypes.
 F The most important thing in my life is not my phone.



Andrew, 17

Mel, 18

Ryan, 16

What are teenagers

CD•1.25 MP3•25

A recent survey shows that there are reasons why teenagers behave badly. The study suggests that teenagers need to sleep more, and that is why 65 percent of parents say their teenagers are bad-tempered, uncommunicative and lazy. The report also shows that most teenagers are obsessed with their phones. They spend more time chatting online or playing computer games than doing homework. Most parents also say that their teenage children are selfish and unhelpful. Only a few of them help with housework at home.

10 Your comments



Sarah

1 _____ Most of us are adorable, cheerful, very hard-working, interesting, brave, generous, loyal, helpful and very good cooks. Oh, and very modest!

5.54 p.m. 03 May



Janet

2 _____ It's my friends. We love each other. We don't argue or fight. We go to the park after school and we sit under a tree, eat ice cream and talk about guys. We like cooking and camping, not just texting and computer games. I don't have time to read much, but I play the guitar and sing. I'm not a bad-tempered monster – I (usually) apologise when I'm wrong, and I like spending time with my grandparents.

7.18 p.m. 03 May



Sarah, 16

Janet, 17

really like?

25



Andrew

³ _____ I get up at 6.30 a.m. every school day, and I work hard all day. I never make plans to meet friends in the evening – that's when I do my homework. I think I need about nine and a half hours sleep a night, but I usually get only seven hours. So I'm sometimes a bit grumpy! (Like my parents 😊)

10.13 a.m. 04 May

30



Ryan

⁴ _____ Not all teenagers are the same. Some of us are lazy, some of us aren't. Some of us like chatting online or playing computer games, but some of us prefer to play football or go for a run. OK, some of the things people say about teenagers are true. For example, music is really, really important to us, but we like different kinds of music. We are INDIVIDUALS!

3.22 p.m. 05 May

35



Mel

⁵ _____ I care about other people. I'm interested in the world. I want to travel and learn about other cultures. Then I want to get a job in a developing country. Most of my friends are like me! Where did you find your information? It's wrong!

6.20 p.m. 05 May

40

45

5 Match 1–5 with a–e to make questions. Then answer the questions.

- 1 Who likes spending
- 2 Who wants to get
- 3 Who doesn't have
- 4 Who does
- 5 Who thinks some teenagers play

- a his homework in the evening?
- b football?
- c time with her grandparents?
- d a job in a developing country?
- e time to read much?

6 Find antonyms in Sarah's comment for the following adjectives. Use a dictionary if necessary.

- 1 arrogant ≠ modest
- 2 cowardly ≠ _____
- 3 disloyal ≠ _____
- 4 dull ≠ _____
- 5 grumpy ≠ _____
- 6 mean ≠ _____

7 Complete the descriptions with an appropriate adjective from Exercise 6.

- 1 Teenagers are _____. They think they know everything.
- 2 Teenagers are _____. They never get enough sleep and are always in a bad mood.
- 3 Teenagers are _____ to their friends. They are always there for their friends.
- 4 Teenagers are _____. They never give money to charity and always buy cheap presents.
- 5 Teenagers are _____. They have lots of things to talk about.
- 6 Teenagers are _____. They avoid dangerous situations and don't take risks.

8 In pairs, discuss the statements in Exercise 7 with other people in the class. Which ones do you agree/disagree with? Why?

WORD STORE 1F

- 9 **CD•1.26 MP3•26** Complete WORD STORE 1F. Add adjectives to the table. Mark the stress. Then listen, check and repeat.

1.5 Grammar

Verb + -ing form or verb + to infinitive

I can use different verb patterns

- 1 In pairs, match the words in the box to the clothes in the pictures. Which of the clothes do you own?

[jacket hoodie tie
sweatpants uniform suit]

- 2 Tick a sentence that best describes your opinion about clothes.

- 1 I **want to look** good at all times.
2 I **enjoy wearing** comfortable things.
3 I'm not interested in clothes.

- 3 Read the GRAMMAR FOCUS. Complete the examples using the verb patterns in blue in Exercise 2.

GRAMMAR FOCUS

Verb + -ing form or verb + to infinitive

- After some verbs and verb phrases you usually use the -ing form of a verb.

Examples: *avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, prefer, spend time*

I **enjoy**¹ _____ comfortable things.

- After some verbs and verb phrases you usually use the to infinitive.

Examples: *agree, can't afford, choose, decide, hope, manage, need, pretend, refuse, want, 'd like, 'd prefer*

I **want**² _____ good at all times.

- 4 Complete the questionnaire. For each gap, put the verb in brackets in the correct form.
- 5 Do the questionnaire. What is your attitude to clothes? Compare your answers with a partner.
- 6 Complete the sentences with **wear** or **wearing**. Then tick sentences that are true for you.
- 1 I can't stand _____ formal clothes like suits.
2 I don't mind _____ sweatpants at home.
3 I refuse _____ skinny jeans. They're too uncomfortable.
4 I hate _____ heavy winter coats.
5 I can't afford _____ designer clothes. They're too expensive.
6 I avoid _____ anything yellow or pink.
- 7 Complete the sentences with information about yourself. Write five true sentences and one false one.
- 1 I love ... 4 I spend a lot of time ...
2 I need ... 5 I sometimes pretend ...
3 I've decided ... 6 I hope ...
- 8 Work in pairs. Read your sentences from Exercise 7 to your partner. Guess which sentence is false.

WHAT IS YOUR ATTITUDE TO CLOTHES?

1 (SPEND)

- A I spend a lot of money on clothes.
B I can't afford ¹to spend much money on clothes.
C I prefer ²_____ my money on going out.

2 (GO)

- A I enjoy ³_____ shopping for clothes.
B I don't mind ⁴_____ shopping for clothes.
C I refuse ⁵_____ shopping for clothes.

3 (BUY)

- A I love ⁶_____ new clothes every season.
B I only buy clothes when I need them.
C I avoid ⁷_____ new clothes for as long as possible.

4 (WEAR)

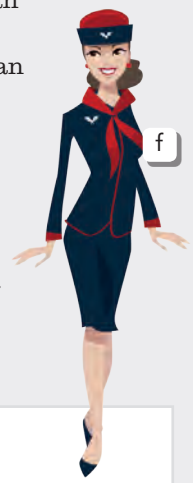
- A I refuse ⁸_____ sweatpants.
B I love ⁹_____ sweatpants at home for comfort.
C I wear sweatpants all the time.

5 (GET)

- A I hope ¹⁰_____ a job where I can wear all my favourite clothes.
B I want ¹¹_____ a job where I can wear practical, comfortable clothes.
C I'd like ¹²_____ a job where I can wear a uniform or a suit.

6 (THINK)

- A In the morning, I spend a lot of time ¹³_____ about my clothes.
B In the morning, I don't spend much time ¹⁴_____ about my clothes.
C I wear the same clothes every day.



WHAT DOES IT MEAN?

Mainly As I LOVE THEM

You enjoy ¹⁵_____ (think) about clothes (perhaps a bit too much), and the way you look is important for your personal identity.

Mainly Bs I NEED THEM

You don't mind ¹⁶_____ (think) about clothes, but they are not your priority. You prefer casual clothes because you need ¹⁷_____ (be) comfortable.

Mainly Cs I HATE THEM

You hate ¹⁸_____ (think) about clothes! You choose ¹⁹_____ (spend) your time and money on other things. But don't forget, clothes can be fun.

1.6 Speaking

Showing interest

I can show interest in what somebody is saying and say whether or not we are similar

1 In pairs, look at the activities in the box and discuss the questions.

- How much free time do you spend on each activity?
- What other things do you do in your free time?
- How similar or different are you to your partner?

eating and drinking travelling doing sport
listening to music shopping being online
watching DVDs meeting new people
socialising with friends

2 CD•1.27 MP3•27 Listen to two dialogues and answer the questions.



- What do Ed and Nick have in common?
- What do Rachel and Kate have in common?

3 CD•1.27 MP3•27 Listen again and complete the SPEAKING FOCUS with responses a–e.

- | | |
|------------------------|----------------------|
| a Do you? Right ... | d Really? I love it. |
| b Really? That's cool! | e Me too. |
| c Is she? | |

SPEAKING FOCUS

Statement	Showing interest
A: I've got loads of friends and they want to meet you.	B: <u>1 Really? That's cool!</u>
A: I've just got one sister. She's a model.	B: <u>2 _____</u>
A: She's training to be a pilot.	B: Wow, that's interesting!

Statement	Saying you are similar
A: I love travelling and meeting new people.	B: <u>3 _____</u>
A: I don't really like rock or heavy metal.	B: Me neither.

Statement	Saying you are different
A: I'm not very keen on tea.	B: <u>4 _____</u>
A: I don't like travelling.	B: Don't you? Oh I do.
A: I play the violin.	B: <u>5 _____</u>

4 CD•1.28 MP3•28 Cross out the response that is NOT possible in each case. Then listen, check and repeat.

- A: I've got thousands of songs on my iPod.
B: *Have you? / Cool! / Is it?*
- A: I love Spanish and Italian food.
B: *Really? / Are you? / Do you?*
- A: My parents have got an apartment in Paris.
B: *Wow, that's interesting! / Have they? / Are they?*
- A: There are forty students in my class.
B: *Is it? / Are there? / Really?*
- A: I can play the guitar.
B: *Cool! / Are you? / Can you?*
- A: I'm passionate about politics.
B: *Really! / Do you? / Are you?*

5 CD•1.29 MP3•29 Listen to six dialogues and decide if the two speakers are similar ✓ or different ✗.

- | | | |
|----------------------------|----------------------------|----------------------------|
| 1 <input type="checkbox"/> | 3 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| 2 <input type="checkbox"/> | 4 <input type="checkbox"/> | 6 <input type="checkbox"/> |

6 Complete the table.

Statement	Say you are similar	Say you are different
a I'm worried about the world.	Me too.	Are you? <u>1 I'm not.</u>
b I'm not worried about the world.	<u>2 _____</u>	Aren't you? I am.
c I love reading poetry.	<u>3 _____</u>	<u>4 _____</u> ? I don't.
d I don't like reading poetry.	Me neither.	Don't you? <u>5 _____</u> .
e I've got lots of cousins.	<u>6 _____</u>	<u>7 _____</u> ? I haven't.
f I haven't got any cousins.	Me neither.	Haven't you? <u>8 _____</u> .

7 Complete the sentences to make them true for you.

- I'm really into ...
- I haven't got ...
- I really like ...
- I'm very interested in ...
- I'm not very keen on ...
- I'm not very good at ...

8 In pairs, follow the instructions below to make dialogues.

Student A: Choose a statement from Exercise 7. Say it to Student B.

Student B: Say if you are similar or different. Use the SPEAKING FOCUS to help you.

1.7 Writing

A personal email/letter

I can write to someone and tell them about myself



1 In pairs, choose five qualities to describe the ideal exchange student.

confident and independent	friendly and outgoing
generous	good-looking
good at sport	honest
interested in computers	into the same music as me
keen on the same hobbies as me	sensible

2 Read the email from an exchange student. Tick the topics in the box that the student writes about.

family <input type="checkbox"/>	food <input type="checkbox"/>	hobbies <input type="checkbox"/>
music <input type="checkbox"/>	school <input type="checkbox"/>	sport <input type="checkbox"/>

To: Jo

Subject: C U soon!

Hi Jo,

I hope you're well. I'm really excited about coming to stay with you. I'm writing to tell you a bit more about myself.

As you know, I'm 16 and I live in Venice. My brother and I go to the same school. I'm not crazy about studying but it's OK – my favourite subject is art. What about you? What's your favourite subject?

In my free time, I'm keen on sports and I'm pretty good at volleyball. I'm also passionate about music, especially American bands. At the moment I'm listening to Black Eyed Peas all the time.

At weekends, my friends and I love going to the cinema. What do you enjoy doing at weekends? Are you involved in any groups or clubs?

I can't wait to see you next month! I'm sure we'll have fun.

OK, time to finish. Write soon 😊

Bye 4 now.

Carlo

3 Does the person in the email sound like your ideal exchange student? What details would you change? Tell your partner.

4 Put the sentences summarising the email in the correct order (1–5).

- a basic information about yourself
- b a greeting and information about why you are writing
- c say you are looking forward to seeing him/her
- d finish with a friendly goodbye
- e information about your likes/dislikes/hobbies, etc.

5 Complete the WRITING FOCUS with the underlined examples from the email.

WRITING FOCUS

A personal email/letter

- Start the email/letter with a friendly greeting:
Dear Nick/Hi Jo.
- Don't use full forms. Use contractions:
you're (not you are)² _____ (not I am).
- Use emoticons (😊) or abbreviations but don't overuse them:
Bye for now = Bye 4 now.
- Use useful phrases to give information about yourself: I'm interested in/ I'm good at/ I'm ³ _____
- Ask questions to show you want a reply: What do you enjoy doing at weekends?/What ⁴ _____ ?
- Finish the email/letter with a friendly goodbye:
All the best/⁵ _____ .

6 Mark these phrases as F – usually used in the first paragraph, or L – usually used in the last paragraph.

- 1 How are you?/How are you doing?
- 2 I must be going now.
- 3 Looking forward to hearing from you/ seeing you.
- 4 Give my love to .../Say hello to ...
- 5 It was good to hear from you.
- 6 Cheers,
- 7 Dear ...
- 8 I'm writing to tell you about .../ say sorry about .../thank you for ...
- 9 C U (see you) soon/next week/ in a few months.

7 Replace the phrases in purple from the email with suitable phrases from Exercise 6.

8 You are going to spend two weeks with an English family in London. Write a friendly email of about 80–130 words to their teenage son or daughter giving some information about yourself. Use the WRITING FOCUS to help you.

Personality Osobowość

able to /'eɪbəl tə/ zdolny do
 adorable /ə'dɔːrəbəl/ zachwycający, uroczy
 ambitious /æm'bɪʃəs/ ambitny
 arrogant /'ærəɡənt/ arogancki, bezczelny
 bad-tempered /,bæd 'tempəd/ wybuchowy
 boring /'bɔːrɪŋ/ nudny
 brave /breɪv/ odważny
 bravery /'breɪvəri/ odwaga
 caring /'keərɪŋ/ troskliwy
 cheerful /'tʃɪəfəl/ radosny
 clever /'kleɪvə/ mądry, inteligentny
 confident /'kɒnfɪdənt/ pewny siebie
 cooperative /kəʊ'ɒpərətɪv/ skłonny do współpracy
 cowardly /'kaʊədli/ tchórzliwy
 crazy /'kreɪzi/ zwariowany
 dishonest /dɪs'hɒnəst/ nieuczciwy
 disloyal /dɪs'lɔɪəl/ niełojalny
 dull /dʌl/ nudny, nieciekawy
 emotional /ɪ'məʊʃənəl/ emocjonalny, uczuciowy
 energetic /,enə'dʒetɪk/ energiczny
 enthusiastic /ɪn,θjuːzi'æstɪk/ entuzjastyczny
 experienced /ɪk'spɪəriənst/ doświadczony
 fair /feə/ sprawiedliwy
 fit /fɪt/ sprawny
 friendly /'frendli/ przyjazny, życzliwy
 funny /'fʌni/ wesoły, zabawny
 generosity /,dʒenə'reɪsəti/ hojność
 generous /'dʒenərəs/ hojny, wspaniałomyślny
 good at /'gʊd ət/ dobry w
 grumpy /'grʌmpi/ zrzędlawy, gburowaty
 hard-working /,hɑːd 'wɜːkɪŋ/ pracowity
 helpful /'helpfəl/ uczynny
 honest /'ɒnəst/ szczerzy, uczciwy
 inexperienced /ɪnɪk'spɪəriənst/ niedoświadczony
 insensitive /ɪn'sensətɪv/ niewrażliwy
 interesting /'ɪntrəstɪŋ/ interesujący
 irresponsible /ɪrɪ'spɒnsəbəl/ nieodpowiedzialny
 kind /kaɪnd/ dobry, życzliwy
 laziness /'leɪzɪnəs/ lenistwo
 lazy /'leɪzi/ leniwy
 loyal to /'lɔɪəl tə/ lojalny wobec
 loyalty /'lɔɪəlti/ lojalność
 mean /miːn/ skąpy
 miserable /'mɪzərəbəl/ ponury, zbolący
 modest /'mɒdəst/ skromny
 modesty /'mɒdəsti/ skromność
 negative about /'negətɪv ə,baut/ negatywnie nastawiony do
 optimistic /ɒptə'mɪstɪk/ optymistyczny
 outgoing /,aʊt'ɡəʊɪŋ/ otwarty, towarzyski
 pessimistic /,pesə'mɪstɪk/ pesymistyczny
 popular /'pɒpjələ/ popularny, lubiany
 positive /'pɒzətɪv/ pozytywny
 responsibility /rɪ'spɒnsə'bɪləti/ odpowiedzialność
 responsible for /rɪ'spɒnsəbəl fə/ odpowiedzialny za
 selfish /'selfɪʃ/ egoistyczny
 sensible /'sensəbəl/ rozsądny
 sensitive to /'sensətɪv tə/ wrażliwy na
 serious /'sɪəriəs/ poważny
 shy /ʃaɪ/ nieśmiały
 sociable /'səʊjəbəl/ towarzyski
 stupid /'stjuːpəd/ głupi
 successful /sək'sesfəl/ be successful – odnosić sukcesy
 uncommunicative /,ʌnkə'mjuːnɪkətɪv/ niekomunikatywny
 uncooperative /,ʌnkəʊ'ɒpərətɪv/ niechętny do współpracy
 unfair /,ʌn'feə/ niesprawiedliwy
 unfit /ʌn'fɪt/ w słabej kondycji
 unhelpful /ʌn'helpfəl/ niechętny do pomocy
 unkind /,ʌn'kaɪnd/ niemiły
 unpopular /ʌn'pɒpjələ/ be unpopular – nie cieszyć się sympatią
 unsuccessful /,ʌnsək'sesfəl/ be unsuccessful – nie odnieść sukcesu

Feelings and emotions Uczucia i emocje

bad mood /,bæd 'muːd/ zły nastrój
 crazy about sth /'kreɪzi ə,baut ,sʌmθɪŋ/ be crazy about sth –
 szaleć za czymś
 disappointed with sth /,dɪsə'pɔɪntəd wɪð ,sʌmθɪŋ/
 rozczarowany czymś
 inspired by sth /ɪn'spaɪəd baɪ ,sʌmθɪŋ/ zainspirowany czymś
 interested in sth /ɪntrə'stəd ɪn ,sʌmθɪŋ/ zainteresowany czymś
 involved in /ɪn'vɒlvd ɪn/ zaangażowany w
 keen on /'kiːn ɒn/ be keen on sth – lubić coś
 obsessed with /əb'sest wɪð/ be obsessed with sth – mieć
 obsesję na punkcie czegoś
 passionate about /'pæʃənət ə,baut/ be passionate about sth –
 pasjonować się czymś
 serious about /'sɪəriəs ə,baut/ be serious about sth – poważnie
 podchodzić do czegoś

Clothes Ubrania

casual clothes /,kæʒuəl 'kleʊðz/ swobodne ubrania
 designer clothes /dɪ'zaɪnə kleʊðz/ ubrania od znanych
 projektantów
 hoodie /'hudi/ bluza z kapturem
 jacket /'dʒækət/ kurtka, marynarka
 skinny jeans /,skɪni 'dʒiːnz/ dżinsy rurki
 suit /suːt/ garnitur
 sweatpants /'swetpænts/ spodnie dresowe
 tie /taɪ/ krawat
 uniform /'juːnəfɔːm/ mundur
 winter coat /,wɪntə 'kəʊt/ kurtka zimowa

Other Inne

adapt to /ə'dæpt tə/ przystosować się do
 admire /əd'maɪə/ podziwiać
 argue /'ɑːɡjuː/ kłócić się
 avoid sth /ə'vɔɪd ,sʌmθɪŋ/ unikać czegoś
 can't afford sth /kɑːnt ə'fɔɪd ,sʌmθɪŋ/ nie móc pozwolić sobie
 na coś
 can't stand doing sth /,kɑːnt stænd 'duːɪŋ ,sʌmθɪŋ/ nie znosić
 robienia czegoś
 care about sth /'keə ə,baut ,sʌmθɪŋ/ przejmować się czymś
 charity /'tʃærəti/ organizacja charytatywna
 developing country /dɪ'veləpɪŋ 'kʌntri/ kraj rozwijający się
 elderly /'eldəli/ starszy
 experience /ɪk'spɪəriəns/ doświadczenie
 get a job /,get ə 'dʒɒb/ znaleźć pracę
 have sth in common /hæv ,sʌmθɪŋ ɪn 'kɒmən/ mieć coś
 wspólnego
 healthy /'helθi/ zdrowy
 homeless /'həʊmləs/ bezdomny
 housework /'haʊswɜːk/ prace domowe
 human rights /,hjuːmən 'raɪts/ prawa człowieka
 identity /aɪ'dentəti/ tożsamość
 impress /ɪm'pres/ robić wrażenie na
 inspire /ɪn'spaɪə/ inspirować
 make a good impression /meɪk ə gʊd ɪm'preʃən/ zrobić dobre
 wrażenie
 opportunity /,ɒpə'tjuːnəti/ okazja
 peace /piːs/ pokój
 priority /praɪ'ɒrɪti/ priorytet
 prison /'prɪzən/ więzienie
 refuse to do sth /rɪ'fjuːz tə duː ,sʌmθɪŋ/ odmówić zrobienia
 czegoś
 role model /'rəʊl ,mɒdl/ wzór do naśladowania
 spend money on /,spend 'mʌni ɒn/ wydawać pieniądze na
 spend time /spend 'taɪm/ spędzać czas
 stereotype /'steriətaɪp/ stereotyp
 survey /'sɜːveɪ/ sondaż
 take risks /,teɪk 'rɪks/ podejmować ryzyko
 team-player /'tiːm ,pleɪə/ osoba umiejąca pracować w zespole
 unhealthy /ʌn'helθi/ niezdrowy
 voluntary work /'vɒləntəri wɜːk/ wolontariat
 volunteer /,vɒləntəri/ wolontariusz/wolontariuszka



CZYTANIE

DOBIERANIE NAGŁÓWKÓW

- 7 Do każdej części tekstu 1–4 dopasuj nagłówek A–F. Dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

Wskazówka maturalna

Pamiętaj – do każdego fragmentu tekstu należy dopasować zdanie, które go **podsumowuje**, a nie tylko odnosi się do zawartej w nim informacji szczegółowej.

- A Schools today offer a better education.
- B Teachers criticise the exams for being very easy.
- C The Internet helps students prepare for exams.
- D Exams today are more difficult than in the past.
- E Students today are not more intelligent than in the past.
- F Young people study a lot because they want a better future.

News Groups Photos Mail

Are exams really getting easier?

Every summer in the UK, worried students wait for the results of their exams. And every summer, the number of students with top grades increases. In some subjects, the number of students achieving A grades has doubled in less than ten years. Is this because students are becoming more intelligent? Do teaching standards rise each year? Or is it because exams are getting easier?

1

These days, students don't just learn in the classroom. We can go online and find out all kinds of things: how to revise, how to prepare for an exam, how to answer difficult exam questions. We have lots of tools to help us be successful. I think that's why exam passes are going up.

Julia, 16

2

Do you really believe humans are becoming so much more intelligent with every generation? If more young people pass their exams, it's because politicians make the exams easier. When I was a teenager, I was just as clever as the teenagers of today.

David, 58

3

Over the past twenty years, people have invested lots of money in education. We now have more energetic, experienced and imaginative teachers than ever before. Teachers want to help their students succeed, and they spend a lot of time working with students to achieve this. We should be saying 'thank you' to teachers, not criticising the exams.

Maria, 25

4

Exam passes are increasing because students are working harder. We know that there aren't many jobs out there for us after we finish school. We know that if we want an interesting job we have to have good exam results. So we're keen to study and to do well. I studied until midnight every night before my exams. It's simple: hard work = good results.

Jennifer, 17

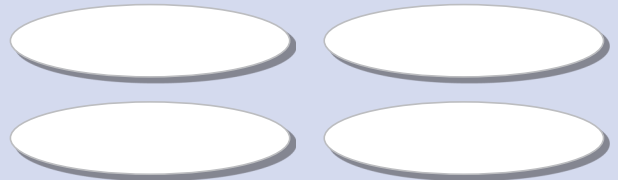
MÓWIENIE

ROZMOWA Z ODGRYWANIEM ROLI

- 8 Zapoznaj się z poniższą kartą ucznia A. Zdecyduj, które cztery z podanych opcji a–f najbardziej pasują do tematu zadania i wpisz je w dymki.

UCZEŃ A

Wraz z kolegą/koleżanką, który/która bardzo dobrze rysuje, chcesz stworzyć komiks internetowy o sprawach interesujących młodych ludzi. Zastanawiacie się, kim powinien być bohater waszego komiksu. Poniżej podane są cztery kwestie, które musisz omówić. Rozmowę rozpoczyna uczeń B.



- a Ubiór
- b Przyjaciele
- c Stan zdrowia
- d Zainteresowania
- e Cechy osobowości
- f Plany dotyczące pracy

- 9 Pracując w parach, wykonajcie zadanie egzaminacyjne. Zadanie ucznia A: użyj karty z ćwiczenia 8. Zadanie ucznia B: użyj karty poniżej.

UCZEŃ B

Jesteś kolegą/koleżanką ucznia A z Anglii i bardzo dobrze rysujesz. Wspólnie planujecie tworzenie komiksu internetowego o sprawach interesujących młodych ludzi. W zależności od tego, jak potoczy się rozmowa, wykorzystaj wszystkie lub wybrane zdania. Rozmowę rozpoczynasz ty.

- So, what kind of person do you want to write about?
- I'm not sure if it's a good idea.
- What exactly do you mean by young/miserable?
- What does he/she like doing in his/her free time?

PISANIE

E-MAIL

- 10 Przeczytaj zadanie egzaminacyjne. Do każdego podpunktu napisz po jednym pasującym zdaniu. Następnie wymień się zdaniami z partnerem i rozwiń je.

W tym semestrze jesteś na wymianie uczniowskiej w Wielkiej Brytanii. Napisz e-maila do kolegi ze Stanów Zjednoczonych.

- Wyjaśnij, gdzie jesteś, i wyraż opinię na temat tego miejsca.
- Opowiedz o rodzinie, u której przebywasz.
- Opisz kolegę/koleżankę, którego/którą poznałeś/ poznałaś w nowej szkole.
- Napisz, jak spędziłeś/spędziłaś poprzedni weekend.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów. Długość e-maila powinna wynosić od 80 do 130 słów.

- 11 Wykonaj zadanie egzaminacyjne z ćwiczenia 10.