



# VOCABULARY

Personality • un-, in-, im- ir-, dis-  
• questions with like

*I can describe people's personality and emotions.*

## SHOW WHAT YOU KNOW

1 Make pairs of opposite adjectives from groups 1–6 and a–f.

- |                 |              |
|-----------------|--------------|
| 1 funny e       | a boring     |
| 2 interesting a | b stressed   |
| 3 loud f        | c negative   |
| 4 positive c    | d unsociable |
| 5 relaxed b     | e serious    |
| 6 sociable d    | f quiet      |

2 **SPEAKING** Use the adjectives in Exercise 1 to describe people you know.

3 **SPEAKING** 1.2 Look at the photos and discuss the questions. Then listen and check your ideas.

- 1 What is the purpose of the charity organising these activities?
- 2 What can young people do to help older people?
- 3 What can older people do to help young people?

4 Read the comments in the text. Who benefits most: the young or the older people? Why?

### Exercise 3

- 1 It connects young people with old people.
- 2 The young can help older people with technology/practical jobs.
- 3 The old can help the young with advice/by listening.

# Lives people live

*Life is really simple, but we insist on making it complicated.*

Confucius

## VIDEO



**BBC**  
Student accommodation 1  
Lesson 1.1



**GRAMMAR ANIMATION**  
Lesson 1.2 2  
Lesson 1.5 4



**FOCUS VLOG**  
About happiness 3  
Lesson 1.2



**INTERACTIVE SPEAKING VIDEO**  
Lesson 1.8 5

## YOUNG PEOPLE SAY ...

You do charity work because you're kind and **generous**, right? Well, that's a bit dishonest. In fact, I really enjoy spending time with older people.

Thanks to my visits, I hope she feels less lonely than before. Mitzi helped me a lot when I had some work problems.

She's a good listener. I talk to her about my worries and she gives me advice. **She's wise, sensitive and has a lot of experience.** I'm talkative, and they like that.

My grandparents are very quiet and **polite**, but older people are not all like that. John's really loud and funny. We laugh a lot together.



## REFERENCES

- Audioscript p. 227
- Videoscript p. 246
- Using videos in the classroom p. T14
- How to teach with projects p. T17

## EXTRA ACTIVITIES

- BBC video. Video worksheet 1.1 in the WB, p. 15.
- Photocopiable resource 1 *What are they like?* (10 min.) pp. 252, 267
- Photocopiable resource 2 *Test yourselves* (10 min.) pp. 252, 268

- Extra digital activities: Vocabulary Checkpoint
- Students write more gap fill sentences like the ones in ex. 9 for the Focus on Words vocabulary. They exchange and complete sentences.

## FOCUS ON WORDS | Personality

- 5 1.3 In your notebook, write pairs of adjectives in red in the text and their antonyms. Then listen, check and repeat.

1 caring ≠ selfish      4 hard-working ≠ lazy  
 2 cheerful ≠ miserable      5 outgoing ≠ shy  
 3 generous ≠ mean      6 sensible ≠ silly

- 6 Replace the phrases in brackets with the adjectives in Exercise 5. Write them in your notebook.

- Charity workers are caring (not selfish). They are kind and helpful.
  - Teenagers are miserable (not cheerful). They are always in a bad mood.
  - Young professionals are hard-working (not lazy). They want to be successful.
  - Many billionaires are generous (not mean). They give lots of money to charities.
  - Most children are shy (not outgoing). They're not confident with strangers.
  - Young people are often silly (not sensible). They make stupid decisions.
- 7 **SPEAKING** Are the statements in Exercise 6 true? Discuss with a partner.



## OLDER PEOPLE SAY ...

He's adventurous – he travels to exciting places. I love hearing about his adventures.

I can look after myself – I like to be independent but I look forward to the weekly visits.

She's outgoing and always cheerful – she makes me feel young again.

I like being with young people. I am more confident when I use the Internet now.

You read so many bad things about young people in the press – that they're selfish or irresponsible, but he's caring, sensible and hard-working.

He's got tattoos and long hair. He looks like a hippy, but he's lovely and very popular with the ladies!

## FOCUS ON WORDS | un-, in-, im-ir-, dis-

- 8 1.4 Copy Focus on Words and complete it with the underlined adjectives in the text to make pairs of antonyms. Then listen, check and repeat.

1 adventurous ≠ unadventurous  
 2 dependent ≠ independent  
 3 honest ≠ dishonest  
 4 polite ≠ impolite  
 5 popular ≠ unpopular  
 6 responsible ≠ irresponsible  
 7 sensitive ≠ insensitive  
 8 wise ≠ unwise

- 9 Which adjectives from Exercise 8 complete the sentences correctly?

- Gary is an honest guy. He never tells lies.
- Emma is very wise. She knows everything.
- Paul's only eighteen, but he has a job and lives on his own. He's very independent.
- Dan is very polite. He always says 'please' and 'thank you'.
- Lucy is unadventurous. She doesn't like travelling or trying new experiences.
- Martha is very popular. She is always the centre of attention.

- 10 **SPEAKING** Change three of the names in Exercise 9 to describe your classmates. Then tell your partner.

## FOCUS ON WORDS | Questions with like

- 11 1.5 Answer the questions with the highlighted sentences in the text. Then listen, check and repeat.

## be + like &gt; personality

What is she like?

- 1 She's wise, sensitive and has a lot of experience. (adjective)

## look + like &gt; appearance

What does he look like?

- 2 He's got tattoos and long hair. (noun phrase)

## like as a verb

What do you like?

- 3 I like being with young people. (noun phrase)

- 12 In your notebook, rewrite the sentences with *like* if necessary. Which sentences are true for you?

- I look my dad. I look like my dad.
- My neighbours are kind and friendly.
- My mum looks her mum.
- My parents always look cheerful.
- My grandmother looks Queen Elizabeth.
- I chocolate.

- 13 **SPEAKING** In your notebook, write these questions for the sentences in Exercise 12 with *you* or *your*. Then ask your partner.

- 1 Do ...?    2 What ...?    3 Does ...?    4 Do ...?  
 5 Does ...?    6 Do ...?

1 Do you look like your dad?

2 What are your neighbours like?

3 Does your mum look like her mum?

4 Do your parents always look cheerful?

5 Does your grandmother look like Queen Elizabeth?

6 Do you like chocolate?

## Exercise 12

- I look like my dad.
- 
- My mum looks like her mum.
- 
- My grandmother looks like Queen Elizabeth.
- I like chocolate.

5

## WORKBOOK

pp. 4–5, including *Show What You've Learnt*

## NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 1.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 6.

## PROJECT

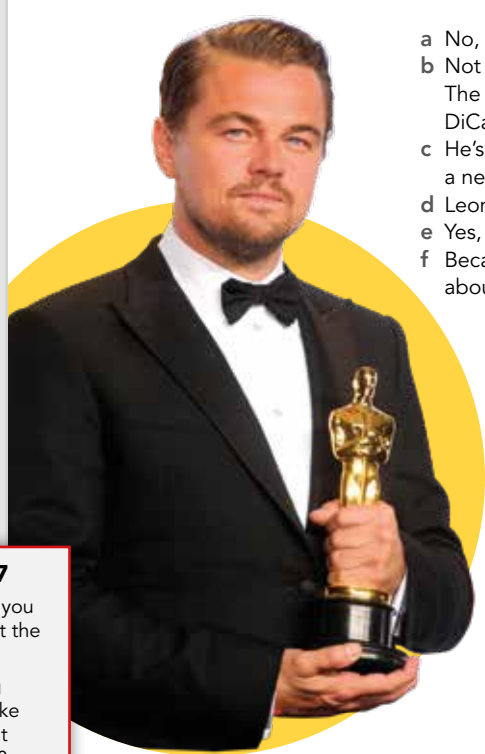
- Work in groups. Do you agree with the description of Generation Z on p. 9? Prepare arguments to defend your opinion and have a discussion in class.

# 1.2

## GRAMMAR

Present tenses – question forms  
*I can ask questions in a variety of present tenses.*

- SPEAKING** Who are your role models? Think about famous people or people you know and tell your partner.
- 1.6** Decide which answers a–f match questions 1–6. Then listen and check.
  - Who inspires you? **d**
  - Why do you admire him? **f**
  - Does he give money to environmental charities? **b**
  - Have you ever met him? **a**
  - What is he doing now? **c**
  - Are you following him on Twitter? **e**



- No, never.
- Not exactly. He runs The Leonardo DiCaprio Foundation.
- He's working on a new film.
- Leonardo DiCaprio.
- Yes, I am.
- Because he's passionate about the environment.

### Exercise 7

- What are you reading at the moment?
- How long does it take you to get to school?
- How often do you go shopping for clothes?
- How many foreign countries have you been to?
- Who inspires you?

### Focus Vlog

sport, money, friends

**3** Read the GRAMMAR FOCUS. What forms from the questions in blue in Exercise 2 complete the examples correctly?

### GRAMMAR FOCUS 62

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<sup>1</sup> do you admire him?  
**Present Continuous** → What<sup>2</sup> is he doing now?  
**Present Perfect** → <sup>3</sup> Have you ever met him?
- When you ask about the subject, you don't use the Present Simple auxiliary *do/does*.  
 Who<sup>4</sup> inspires you? NOT *Who does inspire you?*

- 1.7** Make questions about Michelle Obama. Write them in your notebook. Then listen and check.
  - 'Who inspires you?'  
'The person who inspires me is Michelle Obama.'
  - 'Who is she?'  
'She's the ex-first lady of the United States.'
  - 'Why do you admire her?'  
'I admire her because she does a lot of good work with young people.'
  - 'What is she trying to do?'  
'She's trying to teach children about exercise and health.'
  - 'Have you ever seen her in person?'  
'No, I haven't seen her in person, but I've watched her online.'
  - 'What is she doing now?'  
'She is still working with young people.'



- In your notebook, write questions about the subject (a) and about the object (b) of each statement.
  - 'Emily and Peter like watching <sup>b</sup>science-fiction films.  
 a Who likes watching science-fiction films?  
 b What do Emily and Peter like watching?
  - 'Neil has joined <sup>b</sup>Amnesty International.  
 a Who has joined Amnesty International?  
 b Which organisation has Neil joined?
  - 'Rosie can speak <sup>b</sup>three languages.  
 a Who can speak three languages?  
 b How many languages can Rosie speak?
  - 'Dave has visited <sup>b</sup>London.  
 a Who has visited London?  
 b Which capital city has Dave visited?
  - 'Tom is reading <sup>b</sup>Barack Obama's biography.  
 a Who is reading Barack Obama's biography?  
 b What is Tom reading?
  - 'Viv admires <sup>b</sup>Emma Watson.  
 a Who admires Emma Watson?  
 b Who does Viv admire?

- Make the sentences true for you. Write them in your notebook.
  - I'm reading \_\_\_\_\_ at the moment.
  - It takes me \_\_\_\_\_ minutes to get to school.
  - I go shopping for clothes \_\_\_\_\_ a month.
  - I've been to \_\_\_\_\_ foreign countries.
  - \_\_\_\_\_ inspires me.

*1 I'm reading a book at the moment.*

- SPEAKING** In pairs, ask and answer the 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.*

### FOCUS VLOG 63 About happiness

- 1.8** Listen to the Focus Vlog. What makes the speakers happy? Write the answers in your notebook.

Grammar page 116

### REFERENCES

- Culture notes p. 222
- Audioscript p. 227
- Using videos in the classroom p. T14

### EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog. Video worksheet 1.2 in the WB, p. 15
- Photocopiable resource 3 *Ask me!* (15 min.) pp. 252, 269
- Extra digital activities: Grammar Checkpoint

### WORKBOOK

p. 6, including *Show What You've Learnt*

### NEXT CLASS

Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.2, Grammar.

# 1.3

## LISTENING

Matching, gap fill

*I can identify key details in a simple recorded interview.*

### FOCUS ON WORDS | Voluntary work

- 1 1.9 Do you know the places in the box where people do voluntary work? If necessary, use a dictionary. Then listen and repeat.

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

- 2 **SPEAKING** Would you like to volunteer there? Why?/ Why not? Discuss with a partner.

- 3 1.10 Listen to two volunteers, Karen and Martin. Where do they do their voluntary work?

Karen – soup kitchen  
Martin – on a farm

- 4 Read questions 1–8 in the LISTENING FOCUS. Which words and phrases from the box below can replace the underlined phrases?

confident 7 people without a home 1 two or three 3  
impresses people 8 Saturday or Sunday 4 chickens 2  
more likely to do something 5 in a team 6

### LISTENING FOCUS Matching

- 5 1.10 Listen to Karen and Martin again and answer the questions with *Karen* or *Martin*.

Who ...

- helps homeless people in the local area? *Karen*
  - works with farm animals? *Martin*
  - volunteers a few hours a week? *Karen*
  - does volunteering work every weekend? *Martin*
  - thinks that volunteers are more active than other people? *Karen*
  - enjoys working with other people? *Martin*
  - thinks that voluntary work makes you more sure of yourself? *Martin*
  - thinks that doing voluntary work makes a good impression? *Karen*
- 6 1.11 Listen to Tim giving Becky some advice about international volunteering. Answer the questions.
- Where does Becky want to do voluntary work? *In Africa*
  - Does Tim think she has the right personal qualities? *Yes*
  - Is Becky inspired by the conversation? *Yes*
- 7 **SPEAKING** Imagine you could volunteer anywhere in the world. Which country would you choose? Why? Tell your partner.

- 8 1.11 Listen again. In your notebook, write one or two words for each gap.

## 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 long hours.

### 2 Can you adapt to new situations?

You need to adapt to 2 the weather,

the food, the accommodation and a new 3 culture.

### 3 Are you a good team player?

All volunteers work in teams so you need to have good

4 communication skills. You need to be outgoing and above all 5 responsible.

### 4 Are you sensitive to other cultures?

You need to be open to people and remember that your

6 way of 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 new skills and make new friends for life.



- 9 **SPEAKING** Are you good candidates for international voluntary work? In pairs, ask and answer the questions in Exercise 8 and decide.

### PRONUNCIATION FOCUS

- 10 1.12 Listen. Decide which group (A, B, C or D) each adjective belongs to, depending on the stress.

( adventurous ambitious fantastic optimistic  
passionate pessimistic responsible voluntary )

A ■■■ B ■■■ C ■■■ D ■■■  
passionate, ambitious, adventurous, optimistic,  
voluntary fantastic responsible pessimistic

- 11 1.13 Listen, check and repeat.

### FOCUS ON WORDS | -ive, -ative, -able, -ing

- 12 1.14 Copy Focus on Words and complete it with the adjectives made from the verbs by adding -ive, -ative, -able or -ing. Then listen, check and repeat.

VERB	ADJECTIVE
1 act	<u>active</u>
2 adapt	<u>adaptable</u>
3 communicate	<u>communicative</u>
4 imagine	<u>imaginative</u>
5 inspire	<u>inspiring</u>
6 protect	<u>protective</u>

7

### REFERENCES

Audioscript pp. 227–228

### EXTRA ACTIVITIES

Students add any words from pp. 4–5 that they can to the 4 groups in the PRONUNCIATION FOCUS.

### WORKBOOK

p. 7

### NEXT CLASS

Ask students to write 2–3 sentences to answer the question: *What are teenagers in your country like?*

# 1.4

## READING

Matching

*I can identify specific information in an article.*


**1 SPEAKING** Name three people you know for each age group. Then talk about each person and discuss the questions.

X (Age 40–59)	
Y (Age 20–39)	
Z (Age 15–19)	

- 1 What are they like?
- 2 What do they like?
- 3 How often do they use technology?

**2** Read the text. Compare your ideas in Exercise 1 with the information in the article.

### READING FOCUS Matching


**3**  Read the text again. In your notebook, match each generation X, Y and Z with questions 1–4. One generation matches two questions.

Which generation ...

- 1 don't enjoy much job satisfaction?  
– Y (they find it hard to get jobs that make them happy)
- 2 are afraid they can't afford studying?  
– Z (they worry about university fees)
- 3 are least likely to discriminate?  
– Z (they don't care about where you are from or the colour of your skin)
- 4 don't depend on anything or anybody?  
– X (they are independent)

**4 SPEAKING** Are you typical of Generation Z? Discuss with a partner.

### FOCUS ON WORDS | Verb + preposition

**5**  1.16 Copy Focus on Words and complete the gaps with the verbs in blue in the text. Then listen, check and repeat.

- 1 care / *think* / *worry* about
- 2 *believe* in
- 3 *depend* / focus on
- 4 *listen* to
- 5 connect / *deal* with

**6** Which prepositions complete the sentences correctly? Check the verb + preposition structures in Exercise 5.

- 1 Amy is a cheerful kind of person. She always focuses on positive things.
- 2 Billy believes in working hard and playing hard.
- 3 Carol never looks at a map. She depends on her phone for directions.
- 4 David thinks about his health too much. He always thinks he's ill.
- 5 Emily has younger brothers and sisters. She has to deal with a lot of noise at home.
- 6 Fred doesn't care about the environment. He never recycles anything.
- 7 Gabrielle worries about her grandparents because they're old.
- 8 Helen prefers to connect with her friends face to face.
- 9 George always sings along when he listens to music. It's so annoying!

**7 SPEAKING** Change the names in Exercise 6 to make some true sentences about people you know. Tell your partner about them.

**8** In your notebook, complete the questions with the correct preposition.

- 1 At the moment, what sort of music are you listening to ?
- 2 At school, which subject is hardest to focus on ?
- 3 What is the worst situation you have ever had to deal with ?
- 4 In your family, who's the person you can most depend on ?
- 5 Which global problems do you most worry about ?
- 6 Before you fall asleep, what do you think about ?

**9 SPEAKING** In pairs, ask and answer the questions in Exercise 8.



### EXTRA ACTIVITIES

- Students share the sentences that they prepared for this class about teenagers in their country and compare their ideas to the ideas in the text.

- Students work in pairs. Each student chooses three verbs with prepositions from the lesson they find most difficult to remember and write sentences for their partner to complete.

- Students work in pairs. They take turns to say a verb with a preposition from the text for their partner to translate into Polish. Then they take turns saying these verbs in Polish for their partner to translate into English.

# A BRIEF GUIDE TO THE GENERATIONS

1.15



## GENERATION X

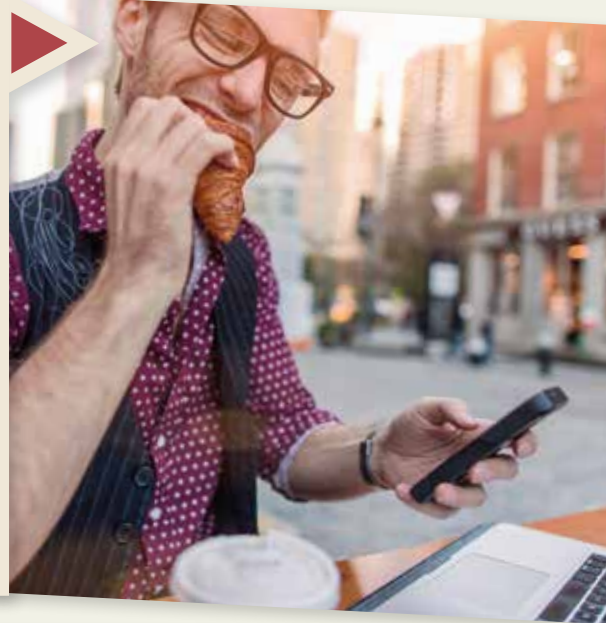
**Born between 1965 and 1980, now in their forties and fifties.**

- ▶ Generation X created the Internet. When they were teenagers, mobile phones were enormous, and not many people had computers at home. They had to **deal with** big changes in technology. But this generation is adventurous and adaptable – they are not afraid of change. Now they use wearable technology to stay fit and healthy. Generation X **believe in** looking after themselves and staying young. 5
- ▶ Generation X grew up with both parents at work during the day. This is one of the reasons they are independent.
- ▶ Generation X are very sociable, but also hard-working. Even when they go out until late, they still get up for work. 10
- ▶ They're passionate about music. They invented punk, grunge and techno. When they were teenagers, they **listened to** music on cassette and CD players.

## GENERATION Y / MILLENNIALS

**Born between 1980 and 2000, now in their twenties and thirties.**

- ▶ Generation Y, or Millennials, are the selfie generation, also known as Generation Me Me Me. Some people say they **focus on** themselves too much. 15
- ▶ They grew up with technology and they **depend on** their smartphones. They download and listen to music on their phones all the time.
- ▶ Generation Y have FOMO or 'fear of missing out'. They like to share experiences on social media, and they **worry about** being popular and having a good time. 53% prefer to spend money on an experience than a possession. 20
- ▶ Lots of Generation Ys went to university, but because of unemployment they find it hard to get jobs that make them happy. 25
- ▶ Many of them live at home and depend on their parents. They get married later than Generation X – the average age for women is 27 and for men it's 29. They would like to be more independent, but they can't afford to be.



## GENERATION Z

**Born between 1995 and now.**

- ▶ Generation Z are good at multi-tasking. They can use several screens at the same time and this is why they're called Screenagers. They're fast thinkers, and when something doesn't happen quickly, they get impatient. 30
- ▶ Generation Z are the 'we' generation. They don't **think about** themselves too much. Instead they focus on global problems like terrorism and global warming.
- ▶ They're sociable and they enjoy **connecting with** friends on social media, but they can also feel very lonely. Generation Z love going to gigs or amusement parks. 80% prefer to spend time with their friends in person than on the phone or online. 35
- ▶ Generation Z believe in getting a good education, but they worry about university fees. This generation is ambitious and want to start their own businesses.
- ▶ Generation Z don't **care about** where you're from or the colour of your skin. 40
- ▶ Music is an essential part of their day.

### GLOSSARY

miss out – stracić okazję

9

## WORKBOOK

pp. 8–9

## NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 10.



so and such

I can use so and such correctly.

1 **SPEAKING** Read the introduction. Then discuss the questions.

- 1 Do you, or would you like to, live with three generations of your family?
- 2 What advantages can you think of?
- 3 What disadvantages can you think of?



## One home, three generations

Around the world, many families live with several generations in the same house. This is because young people can't afford to move away from home. Also the older generation live longer now, and they want to be useful. These homes are crowded, but the generations help and support each other. So what's it like to have grandparents, parents and children living together? We asked members of three generations of the same family.

2 **1.17** Listen to the father's views. Which of your ideas in Exercise 1 does he mention?

3 **1.17** Listen again. Read sentences 1–5 and write the correct option in your notebook.

- 1 We have three generations in this house: it's **so** / such crowded!
- 2 New Zealand is **so** / **such** a long way from the UK.
- 3 Childcare is **so** / such expensive in London.
- 4 We were **so** / such poor that we couldn't go on holiday.
- 5 The house is very small for **so** / **such** a big family.

4 **1.18** Read the LANGUAGE FOCUS. In your notebook, write so or such to complete the daughter's views in the text below correctly. Listen and check.

### LANGUAGE FOCUS

#### so and such

- You use so to emphasise adjectives.  
**so + adjective** > *It's so crowded!*
- You use such to emphasise nouns.  
**such + noun phrase** > *It's such a long way.*  
*We're such close friends. They give such good advice.*



I don't mind living with my grandparents, they're <sup>1</sup>**so** lovely. I like talking to them – they're very experienced and give <sup>2</sup>**such** good advice. Mum and Dad are <sup>3</sup>**so** busy. They don't have time to listen to our problems. My parents are <sup>4</sup>**so** lucky because grandma and granddad are very helpful in the house. Grandma is <sup>5</sup>**such** a good cook that she does most of the cooking, while granddad looks after the garden.

5 **1.19** USE OF ENGLISH Decide which option (A, B or C) completes the text with the grandmother's views correctly. Then listen and check.

We thought about it for a long time because we're <sup>1</sup>\_\_\_ independent people. Some elderly people are lonely, but not us – we've got <sup>2</sup>\_\_\_ friends that we never feel lonely. But we wanted to help with the children. We try to be useful and it's <sup>3</sup>\_\_\_ fun to spend time with my grandchildren. People say that teenagers are selfish and rude, but I must say my granddaughter's <sup>4</sup>\_\_\_ polite young lady and she's very kind. I worry about her little brother though. He's <sup>5</sup>\_\_\_ lazy!



- |                    |               |                 |
|--------------------|---------------|-----------------|
| 1 A so             | <b>B</b> such | C such an       |
| 2 <b>A</b> so many | B such many   | C such a        |
| 3 <b>A</b> such    | B such a      | C so            |
| 4 A such           | B so          | <b>C</b> such a |
| 5 <b>A</b> so      | B such        | C such a        |

6 **SPEAKING** Which generation do you think benefits most from living in 'one home'? Discuss with a partner.

Use of English page 118

## REFERENCES

Audioscript p. 228

## EXTRA ACTIVITIES

Students write five sentences about their city/country or themselves using so and such, then compare with a partner, e.g. *I live so close to school that I can get there by foot in two minutes.*

## NEXT CLASS

- Ask students to find examples of emoticons and what they mean, e.g. :) (= happy) or :( (= sad).
- Ask students to prepare for a 10–15-minute Use of English quiz: Testing Programme, Unit 1.6, Use of English.



# 1.7

## WRITING

A personal email/letter

*I can write a short personal email to introduce myself.*

- 1 **SPEAKING** Choose five qualities to describe the ideal exchange student. Discuss with a partner.

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. Which topics from the box does the student write about?

(family ✓ food hobbies ✓ music ✓ school ✓ sport ✓)

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

- 4 In your notebook, put the sentences summarising the email in the correct order (1–5).
- a basic information about yourself 2
  - a greeting and information about why you are writing 1
  - another way of saying that you're looking forward to seeing him/her 4
  - a friendly goodbye 5
  - information about your likes/dislikes/hobbies, etc. 3

- 5 Read the WRITING FOCUS. Which underlined phrases from the email complete the examples correctly?

### WRITING FOCUS

#### A personal email/letter

- Start the letter/email with a friendly greeting:  
*Dear Nick, / Hi Jo,*
- Don't use full forms. Use contractions:  
*you're* (NOT *you are*) / *I'm*
- Use emoticons (😊) or abbreviations (but don't overuse them): *Bye for now = Bye 4 now.*
- Ask questions to show you want a reply:  
*What do you enjoy doing at weekends?*  
*What<sup>3</sup> about you<sup>?</sup>*
- Finish the letter/email with a friendly goodbye, e.g. *All the best<sup>4</sup> / Bye 4 now.*

To: Jo  
Subject: C U soon!

Hi Jo,

**How are you doing?** 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 sixteen 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 subjects are you good at?

In my free time, I'm keen on sports and I'm not bad at volleyball. I'm also passionate about music, especially British bands. At the moment I'm listening to Little Mix all the time. What kind of music are you interested in?

At weekends, my friends and I love going to the cinema. What do you enjoy doing at weekends?

**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



Carlo

12

### EXTRA ACTIVITIES

- Photocopiable resource 5 A personal email (15 min.) pp. 252–253, 271
- Students role-play a conversation between Jo and Carlo, using the information in the email. They ask and answer, e.g. Jo: *How old are you?* Carlo: *I'm sixteen.*

### WORKBOOK

pp. 12–13, including *Show What You've Learnt* and *Show That You've Checked*

### NEXT CLASS

Ask students to read ex. 1 on p. 14 and make notes to discuss in class.

6 Are these phrases usually used in the first paragraph or in the last paragraph?

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

7 Which phrases from Exercise 6 can replace the phrases in purple in the email?

8 **SPEAKING** Which of these statements illustrate good (G) or not good (NG) exchange students? Why? Discuss with a partner.

- 1 I'm obsessed with hiphop.
- 2 I'm mad about shopping. I spend lots of money on clothes.
- 3 I watch a lot of DVDs, especially horror films.
- 4 I'm serious about politics.
- 5 I love acting – I'm involved in a local theatre club.
- 6 I'm afraid of animals, especially dogs.
- 7 I'm ambitious – I'm always disappointed with low marks at school.
- 8 I'm useless at sport and I'm very unfit.

9 Read the LANGUAGE FOCUS. What prepositions complete the examples correctly? Use the examples in the email in Exercise 2 and in Exercise 8.

### LANGUAGE FOCUS

#### Adjective + preposition

Use an adjective + preposition to give information about yourself.

I'm crazy/excited/mad/passionate/serious/worried <sup>1</sup> about

I'm bad/good/useless <sup>2</sup> at

I'm involved <sup>3</sup> in

I'm afraid <sup>4</sup> of

I'm keen <sup>5</sup> on


I'm disappointed/obsessed <sup>6</sup> with

**Note:** It's okay for questions to end in a preposition, e.g. What subjects are you good at?

10 **SPEAKING** In your notebook, complete the questions with the correct preposition. Then ask and answer the questions in pairs.

- 1 What sort of things are you interested in ?
- 2 What after-school activities are you involved in ?
- 3 What bands and singers are you keen on ?
- 4 What sports or games are you good at ?
- 5 What sort of things are you serious about ?
- 6 What are you most passionate about ?

### SHOW WHAT YOU'VE LEARNT

11  Do the writing task in your notebook. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Bierzesz udział w wymianie uczniowskiej ze szkołą w Anglii. Niedawno napisała do ciebie Jenny, u której zamieszkaasz. Przeczytaj fragment jej wiadomości poniżej i napisz swoją odpowiedź.

W swoim e-mailu:

- opisz swoje odczucia związane z nadchodzącym pobytem w Anglii,
- przedstaw rodzaj muzyki, której słuchasz, i filmów, które oglądasz,
- napisz, co lubisz robić w wolnym czasie,
- zapytaj Jenny o jej zainteresowania.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Długość e-maila powinna wynosić od 80 do 130 słów.

**From:** Jenny

**Subject:** Hello!

It's great to hear that you're going to come and stay with me and my family for two weeks. Please tell me something about yourself. What subjects do you like at school? What music and films do you like? What do you do in your free time?

**To:** Jenny

**Re:** Hello!

Hi Jenny,

Thanks for the email and thanks for all the questions.

...

### Exercise 7

Hi ... = Dear ...;

How are you doing? = How are you?;

I can't wait to see you. = Looking forward to seeing you.;

OK, time to finish. = I'd better stop now.;

Bye for now. = Cheers.



It's me, Jenny.

## 1.8

## SPEAKING

Showing interest

I can show interest in a conversation and express similarity or difference.

- 1 **SPEAKING** Look at the activities in the box. Discuss the questions with a partner.

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

- How much of your 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?



## Exercise 5

- different
- similar
- similar
- different
- similar
- different

## Exercise 2

- a lot: travelling, meeting new people, types of music, they both have a sister
- almost nothing

- 2 **1.20** 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 **1.20** Listen again. Which responses a–e complete the SPEAKING FOCUS correctly?

- a Do you? Right ... 5      d Really? I love it. 4  
b Really? That's cool!      e Me too. 3  
c Is she? 2

## SPEAKING FOCUS 5

## Statement

A: I've got loads of friends and they want to meet you.

A: I've just got one sister. She's a model.

A: She's training to be a pilot.

## Statement

A: I love travelling and meeting new people.

A: I don't really like rock or heavy metal.

## Statement

A: I'm not very keen on tea.

A: I don't like travelling.

A: I play the violin.

## Showing interest

B: <sup>1</sup>Really? That's cool!

B: <sup>2</sup>Is she?

B: Wow, that's interesting.

## Saying you are similar

B: <sup>3</sup>Me too.

B: Me neither.

## Saying you are different

B: <sup>4</sup>Really? I love it.

B: Don't you? Oh, I do!

B: <sup>5</sup>Do you? Right ...

- 4 **1.21** Decide which response is NOT possible in each case. Then listen, check and repeat.

1 A: I've got thousands of songs on my phone.

B: Have you? / Cool! / Is it?

2 A: I love Spanish and Italian food.

B: Really? / Are you? / Do you?

3 A: My parents have got an apartment in Paris.

B: Wow, that's interesting! / Have they? / Are they?

4 A: There are forty students in my class.

B: Is it? / Are there? / Really?

5 A: I can play the guitar.

B: Cool! / Are you? / Can you?

6 A: I'm passionate about politics.

B: Really? / Do you? / Are you?

- 5 **1.22** Listen to six dialogues and decide if the two speakers are similar or different.

- 6 Copy the table and complete it in your notebook.

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

- 7 In your notebook, 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 **SPEAKING** 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.

## REFERENCES

Audioscript pp. 228–229

Using videos in the classroom p. T14

## EXTRA ACTIVITIES

- Interactive speaking video
- Copy the audioscript of the dialogues from ex. 2 and take out Ed and Rachel's parts. Students try to complete the dialogues. Then they listen again.

## WORKBOOK

p. 14

## NEXT CLASS

Ask students to study the Word list on p. 15.

## 1.1 Vocabulary 4.1

**adventurous** /əd'ventʃərəs/ żądny przygód  
**bad mood** /'bæd 'mu:d/ zły nastrój  
**be popular with** /,bi 'pɒpjələ wɪð/ cieszyć się powodzeniem u  
**be successful** /,bi sək'sesfəl/ odnosić sukcesy  
**be the centre of attention** /,bi ðə ,sentə əv ə'tenʃən/ być w centrum uwagi  
**caring** /'keəriŋ/ troskliwy  
**charity** /'tʃærəti/ organizacja charytatywna  
**cheerful** /'tʃiəfəl/ radosny  
**confident** /'kɒnfədənt/ pewny siebie  
**dependent** /dɪ'pendənt/ zależny  
**dishonest** /dɪs'ɒnəst/ nieuczciwy  
**experience** /ɪk'spiəriəns/ doświadczenie  
**friendly** /'frendli/ przyjazny, życzliwy  
**generous** /'dʒenərəs/ hojny, wspaniałomyślny  
**hard-working** /,hɑ:d 'wɜ:kɪŋ/ pracowity  
**honest** /'ɒnəst/ szczerzy, uczciwy  
**impolite** /ɪmpə'laɪt/ nieuprzejmy  
**independent** /ɪn'dɪpendənt/ niezależny  
**insensitive** /ɪn'sensətɪv/ niewrażliwy  
**irresponsible** /ɪrɪ'spɒnsəbəl/ nieodpowiedzialny  
**kind** /kaɪnd/ dobry, życzliwy  
**lazy** /'leɪzi/ leniwy  
**lonely** /'ləʊnli/ samotny  
**look after** /,lʊk 'ɑ:ftə/ opiekować się  
**look cheerful/tired** /,lʊk 'tʃiəfəl/'taɪəd/ wyglądać radośnie / na zmęczonego  
**look forward to** /,lʊk 'fɔ:wəd tə/ oczekiwać z niecierpliwością  
**mean** /mi:n/ skąpy  
**miserable** /'mɪzərəbəl/ ponury, nieszczęśliwy  
**outgoing** /,aʊt'gəʊɪŋ/ otwarty, towarzyski  
**polite** /pə'laɪt/ uprzejmy  
**popular** /'pɒpjələ/ popularny, lubiany  
**responsible** /rɪ'spɒnsəbəl/ odpowiedzialny  
**selfish** /'selfɪʃ/ egoistyczny  
**sensible** /'sensəbəl/ rozsądny  
**sensitive** /'sensətɪv/ wrażliwy  
**serious** /'sɪəriəs/ poważny  
**shy** /ʃaɪ/ nieśmiały  
**silly** /'sɪli/ głupi, niemądry  
**sociable** /'səʊʃəbəl/ towarzyski  
**stupid** /'stju:pɪd/ głupi  
**talkative** /'tɔ:kətɪv/ rozmowny, gadatliwy  
**tattoo** /tæ'tu:/ tatuaż  
**tell lies** /,tel 'laɪz/ kłamać  
**unadventurous** /,ʌnəd'ventʃərəs/ niełubiący przygód  
**unpopular** /ʌn'pɒpjələ/ niecieszący się sympatią  
**unwise** /,ʌn'waɪz/ nierozsądny  
**wise** /waɪz/ mądry, rozsądny

## 1.2 Grammar 4.2

**admire** /əd'maɪə/ podziwiać  
**be passionate about sth** /,bi 'pæʃənət ə,baut ,sæmθɪŋ/ pasjonować się czymś  
**follow sb on Twitter** /,fɒləʊ ,sæmbɒdi ɒn 'twɪtə/ śledzić kogoś na Twitterze  
**foreign country** /,frɒŋ 'kʌntri/ obce państwo  
**in person** /ɪn 'pɜ:sn/ osobiście  
**inspire** /ɪn'spaɪə/ inspirować  
**it takes sb a minute/an hour to do sth** /ɪt ,teɪks ,sæmbɒdi ə ,mɪnət/ən aʊə tə 'du: ,sæmθɪŋ/ zrobienie czegoś zajmuje komuś minutę/godzinę  
**role model** /rɒl ,mɒdl/ wzór do naśladowania  
**run a foundation** /rʌn ə faʊn'deɪʃən/ prowadzić fundację  
**work on** /'wɜ:k ɒn/ pracować nad

## 1.3 Listening 4.3

**accommodation** /ə,kɒmə'deɪʃən/ zakwaterowanie  
**act** /ækt/ działać  
**active** /'æktɪv/ aktywny  
**adapt to** /ə'dæpt tə/ przystosować się do  
**adaptable** /ə'dæptəbəl/ potrafiący się dostosować  
**ambitious** /æm'bɪʃəs/ ambitny  
**communicate** /kə'mju:nikeɪt/ porozumiewać się  
**communicative** /kə'mju:nɪkətɪv/ komunikatywny  
**developing country** /dɪ,vələpɪŋ 'kʌntri/ kraj rozwijający się  
**difficult conditions** /,dɪfɪkəlt kən'dɪʃənz/ trudne warunki  
**fantastic** /fæn'tæstɪk/ fantastyczny, niesamowity  
**farm** /fɑ:m/ gospodarstwo rolne  
**fit** /fɪt/ sprawny  
**healthy** /'helθi/ zdrowy  
**homeless** /'həʊmləs/ bezdomny  
**hospital** /'hɒspɪtl/ szpital  
**imaginative** /ɪ'mædʒɪnətɪv/ pomysłowy  
**imagine** /ɪ'mædʒɪn/ wyobrażać sobie  
**impress** /ɪm'pres/ robić wrażenie na  
**inspired by** /ɪn'spaɪəd baɪ/ zainspirowany przez  
**inspiring** /ɪn'spaɪrɪŋ/ inspirujący  
**library** /'laɪbrəri/ biblioteka  
**make a good impression** /,meɪk ə gʊd ɪm'preʃən/ zrobić dobre wrażenie  
**nursery** /'nɜ:səri/ żłobek  
**old people's home** /,əʊld 'pi:pəlz həʊm/ dom starców  
**opportunity** /,ɒpə'tju:nəti/ okazja  
**personal quality** /,pɜ:snəl 'kwɒləti/ cecha osobowa  
**pessimistic** /,pesə'mɪstɪk/ pesymistyczny  
**prison** /'prɪzən/ więzienie  
**protect** /prə'tekt/ chronić  
**protective** /prə'tektɪv/ opiekuńczy  
**soup kitchen for homeless people** /'su:p ,kɪtʃən fə ,həʊmləs ,pi:pəl/ stołówka dla bezdomnych  
**sure of yourself** /'ʃʊə əv jə,'self/ pewny siebie  
**team player** /'ti:m ,pleɪə/ osoba umiejąca pracować w zespole  
**voluntary work** /vɒlɒntəri wɜ:k/ wolontariat  
**volunteer** /vɒlɒntəri/ wolontariusz

## 1.4 Reading 4.4

**average age** /'ævərɪdʒ eɪdʒ/ średni wiek, przeciętny wiek  
**be afraid of** /,bi ə'freɪd əv/ bać się  
**believe in** /bə'li:v ɪn/ wierzyć w  
**belong to** /bɪ'lɒŋ tə/ należeć do  
**can't afford** /,kɑ:nt ə'fɔ:d/ nie móc pozwolić sobie na  
**care about** /'keə ə,baut/ przejmować się  
**connect with** /kə'nekt wɪð/ utrzymywać kontakt z  
**deal with** /di:l wɪð/ poradzić sobie z  
**depend on** /dɪ'pend ɒn/ polegać na, być zależnym od  
**enormous** /ɪ'nɔ:məs/ ogromny  
**focus on** /'fəʊkəs ɒn/ skupić się na  
**generation** /,dʒenə'reɪʃən/ pokolenie  
**get married** /,get 'mærid/ ożenić się, wyjść za mąż  
**get up** /,get 'ʌp/ wstawać  
**gig** /gɪg/ koncert, występ  
**go out** /,gəʊt 'aʊt/ wychodzić  
**good at** /'gʊd ət/ dobry w  
**grow up** /,grəʊ 'ʌp/ dorastać  
**impatient** /ɪm'peɪʃənt/ niecierpliwy  
**listen to** /'lɪsn tə/ słuchać

**miss out** /,mɪs 'aʊt/ stracić okazję  
**share** /ʃeə/ dzielić się  
**spend money on** /,spend 'mʌni ɒn/ wydawać pieniądze na  
**spend time** /,spend 'taɪm/ spędzać czas  
**think about** /'θɪŋk ə'baut/ myśleć o  
**unemployment** /,ʌnɪm'plɔɪmənt/ bezrobocie  
**worry about** /,wʌri ə'baut/ martwić się

## 1.5 Grammar 4.5

**avoid** /ə'vɔɪd/ unikać  
**can't stand** /,kɑ:nt 'stænd/ nie znosić  
**casual clothes** /,keʒʊəl 'klaʊðz/ ubranie codzienne, swobodne ubranie  
**consider** /kən'sɪdə/ rozważać  
**decide** /dɪ'saɪd/ zdecydować (się)  
**don't mind** /,dəʊnt 'maɪnd/ nie mieć nic przeciwko  
**enjoy** /ɪn'dʒɔɪ/ czerpać przyjemność z  
**get a job** /,get ə 'dʒɒb/ znaleźć pracę  
**hate** /heɪt/ nienawidzić  
**hoodie** /'hudi/ bluza z kapturem  
**identity** /aɪ'dentəti/ tożsamość  
**jacket** /'dʒækt/ kurtka, marynarka  
**look good** /,lʊk 'gʊd/ dobrze wyglądać  
**prefer** /prɪ'fɜ:/ woleć  
**pretend** /prɪ'tend/ udawać  
**priority** /praɪ'ɒrɪti/ priorytet  
**refuse** /rɪ'fju:z/ odmówić  
**second-hand clothes** /,sekənd,hænd 'klaʊðz/ używane ubrania  
**skinny jeans** /,skɪni 'dʒi:nz/ dzinsy rurki  
**suit** /su:t/ garnitur  
**sweatpants** /'swetpænts/ spodnie dresowe  
**tie** /taɪ/ krawat  
**uniform** /'ju:nɪfɔ:m/ mundur  
**winter coat** /,wɪntə 'kəʊt/ kurtka zimowa

## 1.6 Use of English 4.6

**be lucky** /,bi 'lʌki/ mieć szczęście  
**busy** /'bɪzi/ zajęty  
**cook** (n) /kʊk/ kucharz  
**crowded** /'kraʊdɪd/ zatłoczony, ciasny  
**elderly** /'eldəli/ starszy  
**experienced** /ɪk'spiəriənst/ doświadczony  
**poor** /puə/ biedny, ubogi  
**rude** /ru:d/ niegrzeczny  
**useful** /'ju:sfəl/ przydatny, użyteczny

## 1.7 Writing 4.7

**bad at** /'bæd ət/ słaby w  
**be crazy about** /,bi 'kreɪzi ə,baut/ szaleć za  
**be into/keen on** /,be 'ɪntə /'ki:n ɒn/ lubić  
**be involved in** /,bi ɪn'vɒlvɪd ɪn/ brać udział w  
**be mad about** /,bi 'mæd ə,baut/ szaleć za  
**be obsessed with** /,bi əb'sesəd wɪð/ mieć obsesję na punkcie  
**be serious about** /,bi 'sɪəriəs ə,baut/ poważnie podchodzić do  
**can't wait** /,kɑ:nt weɪt/ nie móc się doczekać  
**disappointed with** /,dɪsə'pɔɪntəd wɪð/ rozczarowany  
**excited about** /ɪk'saɪtəd ə,baut/ podekscytowany, przejęty  
**interested in** /ɪn'trɪstəd ɪn/ zainteresowany  
**unfit** /ʌn'fɪt/ w słabej kondycji  
**useless at** /'ju:sləs ət/ beznadziejny, do niczego

## 1.8 Speaking 4.8

**do sport** /,du: 'spɔ:t/ uprawiać sport  
**have sth in common** /,hæv sth ɪn 'kɒmən/ mieć coś wspólnego  
**play the violin/guitar** /,pleɪ ðə ,vaɪə'lɪn/ gɪ'tɑ:/ grać na skrzypcach/gitarze  
**socialise with** /'səʊʃəlaɪz wɪð/ utrzymywać stosunki towarzyskie z

## WORD LIST ACTIVITIES

• Students work in pairs. They write words for their partner with missing letters and say the category for each word, e.g. *personality*: o \_ t \_ \_ \_ n \_ (outgoing), *feelings and emotions*: d \_ s \_ \_ p \_ \_ \_ t \_ d w \_ \_ h (disappointed with), *clothes*: h \_ \_ d \_ \_ (hoodie), etc. Their partner tries to complete the words.

• Divide students into teams. Call out a word for the first team. They have to explain the meaning and then translate.

## SŁOWNICTWO I GRAMATYKA

- 1 Jakie przymiotniki poprawnie uzupełniają zdania? Pierwsze litery brakujących przymiotników zostały podane.**
- Shona never smiles and is always depressed. She's a really miserable person.
  - Tim looks after his younger brother when their parents are out. He's so responsible.
  - Zina is such a selfish girl. She cares only about herself.
  - Neil's never made a silly decision. He's such a sensible boy.
  - Has Marion always been so lazy? She always stays in bed until midday!
  - My grandparents often give me money for the cinema or CDs. They're so generous.
- 2 Przekształć podane wyrazy tak, aby poprawnie uzupełniały zdania.**
- My brothers are very active. They play sports every day! **ACT**
  - Gino makes new friends easily. He's so communicative. **COMMUNICATE**
  - Carla is sometimes dishonest, so I don't believe in her stories. **HONEST**
  - Volunteers work in different conditions, so they must be adaptable to changing situations. **ADAPT**
  - Leslie is such an imaginative girl. She comes up with stories and writes songs. **IMAGINE**
  - A lot of people decided to help this poor family after that inspiring TV programme. **INSPIRE**
- 3 Jakie formy czasowników podanych w nawiasach poprawnie uzupełniają zdania?**
- Have you ever had any problems with your smartphone? (have)
  - What does your new friend look like? (look like)
  - Who has used my tablet? It's not on my desk. (use)
  - Do your grandparents like listening to heavy metal? (like)
  - What is Amy watching at the moment? Is it a TV show? (watch)
  - Who looks after your dog when you're on holiday? (look after)
- 4 Używając podanych wyrazów, napisz pełne zdania.**
- My sister / avoid / buy / second-hand clothes.
  - you / ever / refuse / help / your friend?
  - We / not need / wear / a school uniform.
  - They / not afford / buy / a new laptop.
  - I / always / want / dance / in a folk group.
  - you / spend / a long time / study / when you get home from school?
- My sister avoids buying second-hand clothes.
  - Have you ever refused to help your friend?
  - We don't need to wear a school uniform.
  - They can't afford to buy a new laptop.
  - I have always wanted to dance in a folk group.
  - Do you spend a long time studying when you get home from school?

## ŚRODKI JĘZYKOWE



### Tłumaczenie; parafraza zdań

- 5 Przetłumacz fragmenty podane w nawiasach tak, aby poprawnie uzupełniły zdanie.**
- Johann is (tak nieśmiały) such a shy boy that he has never been to a school party.
  - (Kto pomaga) Who is helping Mary with the project today?
  - X: I don't enjoy shopping for clothes.  
Y: (Ja też nie.) Me neither.
  - Sally is (taka ambitna) so ambitious – she always wants to be the best.
  - X: My older sister is a charity worker.  
Y: (Naprawdę?) Really/Is she?
  - You (wyglądasz jak) look like your father when he was your age.
  - I was very (rozczarowany moimi) disappointed with my exam results.
  - I don't mind (kupowaniu książek) buying books online but I think it's better to do it in a bookshop.

### WSKAZÓWKA

Po przetłumaczeniu fragmentu przeczytaj całe zdanie jeszcze raz i sprawdź, czy jest ono poprawne logicznie i gramatycznie.

- 6 Która z podanych odpowiedzi A–C ma znaczenie najbliższe podkreślonemu fragmentowi zdania?**
- Agnes is so friendly and sociable.  
 A outgoing  
 B lucky  
 C responsible
  - What is she like?  
 A What kind of person is she?  
 B What is her appearance?  
 C What is her hobby?
  - Jasper can't stand buying unimportant things.  
 A doesn't mind buying  
 B doesn't want to buy  
 C can't afford to buy
  - Their grandmother is so caring.  
 A such a caring woman  
 B such caring woman  
 C always caring
  - Drake is crazy about sports cars.  
 A useless at  
 B obsessed with  
 C afraid of

### EXTRA ACTIVITIES

- Photocopiable resources 63–64  
Sentence transformation (15 min.)  
pp. 265, 337–338
- Photocopiable resources 65–66  
Translation (15 min.) pp. 265–266,  
339–340

## SŁUCHANIE



### Uzupełnianie luk

- 7 **1.23** Usłyszysz dwukrotnie rozmowę z Tonym, który uczestniczył w badaniach naukowych. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższym streszczeniu maksymalnie trzema wyrazami w języku angielskim.

#### WSKAZÓWKA

Przeczytaj szybko streszczenie nagrania przed rozpoczęciem słuchania i zastanów się, jakiego rodzaju wyrazy/wyrażenia należy wpisać w poszczególne luki. Niekiedy luki w zadaniu tego typu trzeba uzupełnić wyrazami, które usłyszysz. Czasami jednak wymagane słowo lub wyrażenie nie pojawia się w nagraniu.

Today's guest of the weekly programme is Tony Miller, who studies <sup>1</sup> \_\_\_\_\_ in Zurich. Tony volunteered to help a team of <sup>2</sup> \_\_\_\_\_ to do a unique experiment. In the experiment, fifty participants received an amount of money and were divided into two groups. People in Group 1 could only spend the money on themselves, while people in Group 2 – on any <sup>3</sup> \_\_\_\_\_. During the experiment, the researchers observed those parts of participants' <sup>4</sup> \_\_\_\_\_ which are responsible for making decisions and feelings. Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show that when people do not share what they have with others, they feel <sup>5</sup> \_\_\_\_\_ generous people.

## MÓWIENIE



- 8 Popatrz na zdjęcie i wybierz słowa, które przydadzą się do jego opisu. Następnie opisz zdjęcie i odpowiedz na pytania 1–3.

**Verbs:** belong, carry, clean up, communicate, earn, pick up, protect, run, sing, watch, wear  
**Nouns:** bags, gloves, outfit, phone, rain, rubbish, screen, trees, volunteers, wood



- Do you think the people in the photo are good voluntary workers? Why?/Why not?
- Do you get involved in voluntary work? Why?/Why not?
- Describe a school charity action you took part in or heard of.

- 9 Zapoznaj się z poniższą kartą ucznia A. Zdecyduj, które cztery z podanych opcji a–f najlepiej pasują do tematu zadania.

#### UCZEŃ A

Wraz z uczniem A, który 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        | d Zainteresowania       |
| b Przyjaciele  | e Cechy osobowości      |
| c Stan zdrowia | f Plany dotyczące pracy |

- 10 Pracując w parach, wykonajcie zadanie.

**Zadanie ucznia A:** użyj karty z ćwiczenia 9.

**Zadanie ucznia B:** użyj karty poniżej.

#### UCZEŃ B

Bardzo dobrze rysujesz. Wspólnie z uczniem A 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/List prywatny

- 11 Przeczytaj zadanie. Do każdego podpunktu napisz w zeszycie po jednym pasującym zdaniu. Następnie wymieńcie się zeszytami w parach. Rozwiń zdania kolegi/koleżanki.

W tym semestrze jesteś na wymianie uczniowskiej w Wielkiej Brytanii. Napisz e-mail do kolegi ze Stanów Zjednoczonych. W swoim e-mailu:

- wyjaśnij, gdzie jesteś, i wyraż opinię na temat tego miejsca,
- opowiedz o rodzinie, u której przebywasz,
- opisz koleżankę z nowej szkoły,
- napisz, jak minął ci poprzedni weekend.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Długość e-maila powinna wynosić od 80 do 130 słów.

- 12 Wykonaj zadanie w ramce z ćwiczenia 11.

#### Exercise 7

- Psychology
- university researchers
- person they chose/person they wanted/person they knew
- brains
- less happy than

#### Exercise 8

**Verbs:** clean up, pick up, carry, wear, belong, protect

**Nouns:** wood, trees, rubbish, outfit, bags, gloves, volunteers

The photo shows a few young volunteers in the wood. They are carrying plastic bags and picking up rubbish, that's why they are wearing rubber gloves. They are also wearing blue outfits, probably because they belong to a voluntary group. They are protecting the environment. This could be one of the 'Clean up the world' activities. In the background there are a few trees and bushes but there aren't many leaves yet so it is early spring. It's sunny and warm. The people look serious but I think they're enjoying the job.

## REFERENCES

Audioscript p. 229  
MiniMatura writing assessment criteria  
Matura speaking test assessment criteria

## EXTRA ACTIVITIES

- Photocopiable resource 6 *A fictional character* (speaking; 5 min.) pp. 253, 272
- Photocopiable resource 7 *Sentence translation* (15 min.) pp. 253, 273
- Extra digital activities: Listening and Use of English

## NEXT CLASS

- Ask students to do Self-check 1.10, WB pp. 16–17, as homework.
- Ask students to prepare for Unit 1 MiniMatura and Matura speaking test 1: Testing Programme, Unit 1.