

01

Close to you



VOCABULARY Family and friends, personality, language learning

GRAMMAR Present Simple and Present Continuous, reflexive pronouns, indefinite pronouns **Use of English** > page 176

SPEAKING Expressing interest

WRITING An informal email of introduction

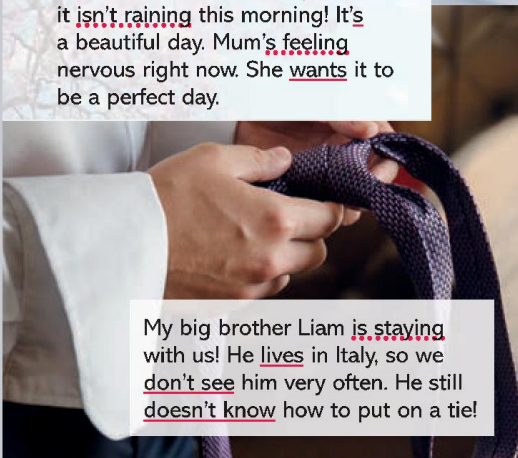
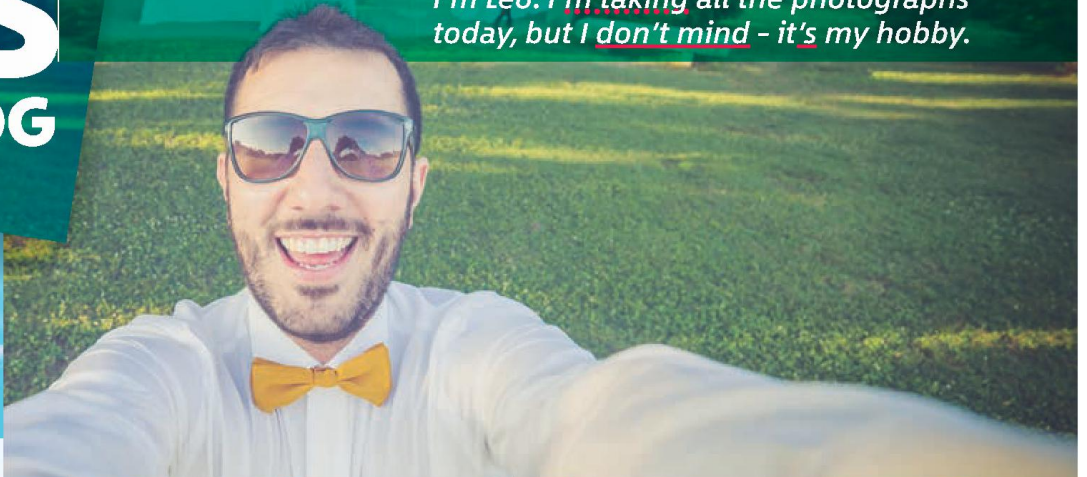
LEO'S PHOTO BLOG

SOME OF MY PHOTOS FROM SATURDAY!

I'm Leo. I'm taking all the photographs today, but I don't mind - it's my hobby.



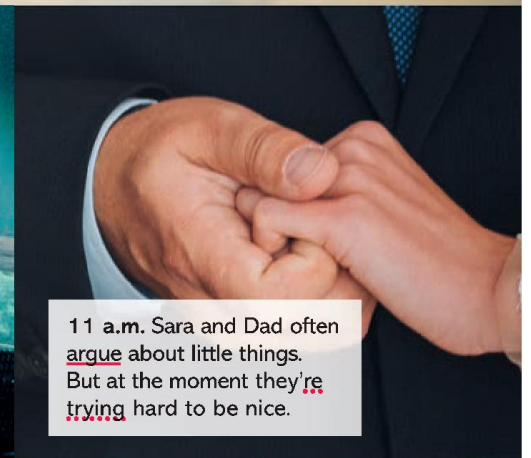
9 a.m. It often rains in April but it isn't raining this morning! It's a beautiful day. Mum's feeling nervous right now. She wants it to be a perfect day.



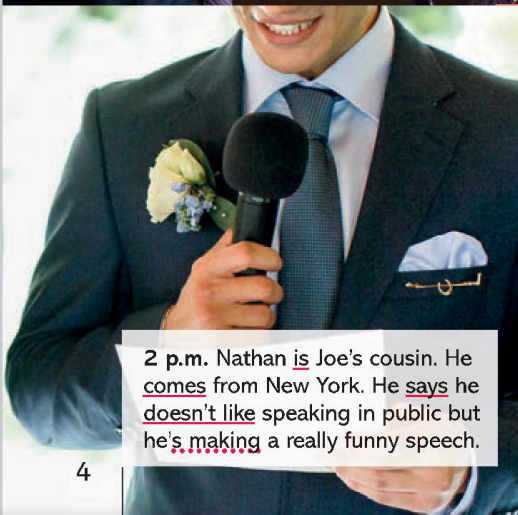
My big brother Liam is staying with us! He lives in Italy, so we don't see him very often. He still doesn't know how to put on a tie!



My sister Sara usually wears trainers but today she's wearing really expensive shoes. Is her boyfriend Joe wearing elegant shoes too?



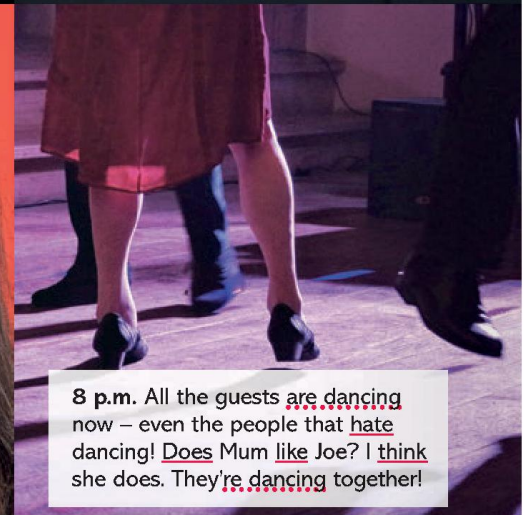
11 a.m. Sara and Dad often argue about little things. But at the moment they're trying hard to be nice.



2 p.m. Nathan is Joe's cousin. He comes from New York. He says he doesn't like speaking in public but he's making a really funny speech.



4 p.m. All the children agree - the cake tastes delicious!



8 p.m. All the guests are dancing now - even the people that hate dancing! Does Mum like Joe? I think she does. They're dancing together!

Grammar video

Lesson 1A



ITN Documentary video

Lesson 1B



Communication video

Lesson 1F



1 SPEAKING In pairs, ask and answer the questions.
1 What kind of things do you like taking photos of?
2 How do you share photos with your friends and family?

2 THINK BACK In pairs, look at Leo's photo blog. Say who people 1–4 are using the family words from the box. Then use the words from the box to talk about your family and friends.

aunt boyfriend brother cousin girlfriend
 grandfather grandmother nephew niece sister
 uncle

1 Sara is Leo's sister. **3** Joe is Sara's boyfriend/husband.
2 Liam is Leo's brother. **4** Nathan is Joe's cousin.

My girlfriend's name is Angela. She's got four nieces!

3 What do you think the special occasion is in Leo's photo blog? Discuss in groups. Then look at the photo on page 173 to check your ideas.
It's a wedding.

Present Simple and Present Continuous

4 In your notebook, match sentences 1–4 with their meanings a–d.

- 1** It often rains in April. **b**
2 It isn't raining this morning. **c**
3 Sara and Dad often argue. **a**
4 Liam is staying with us. **d**

- a** a habit or routine
b a fact that doesn't change
c something happening now
d a temporary situation

5 Study the Grammar box and *Watch out!* and find more examples of the Present Simple and Present Continuous in Leo's photo blog.

Present Simple and Present Continuous

We use the Present Simple for:

- facts that don't change
- routines and habits

Time expressions: never, hardly ever, sometimes, often, usually, every day/week, most days

We use the Present Continuous for:

- things happening now
- temporary situations

Time expressions: at the moment, (right) now, these days, today, this morning/year

Grammar Reference and Practice > page 162

WATCH OUT!

State and action verbs

With action verbs, we use simple and continuous tenses:
*She **speaks** three languages. She's **speaking** to me now.*

With state verbs (e.g. *agree, believe, hate, know, like, love, mean, see, taste, think, want*), we only use simple tenses:

*It **tastes** great. NOT ~~it is tasting great.~~*

6 **1.2** In your notebook, complete the conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets. Listen and check.

Agnes How ¹are the kids doing (do) at school this year?

Jane They ²'re doing (do) very well. I'm so happy!

Agnes You know, I ³don't usually eat (not usually eat) soup but this chicken soup ⁴tastes (taste) delicious.
⁵Do you agree (agree)?

Jane No, I don't. To be honest, I ⁶make (make) better soup at home.

Agnes Oh! Well, I ⁷like (like) it.

7 **1.3** In your notebook, complete the conversation with the correct Present Simple or Present Continuous forms of the verbs from the box. Listen and check.

come dance look not dance see study think

Megan Sara, ¹do you see that girl with the red hair? She ²'s dancing with your dad. Who is she?

Sara It's Nathan's girlfriend, Gemma. She's a dancer.

Megan She ³isn't dancing very well right now, is she?

Sara No, she isn't. But she ⁴looks really beautiful.

Megan Yes, I ⁵think so. ⁶Does she come from Boston?

Sara No, she's from Chicago, but she ⁷'s studying in France at the moment.

8 Check you understand the highlighted words. Are the statements about weddings in the UK true for weddings in your country?

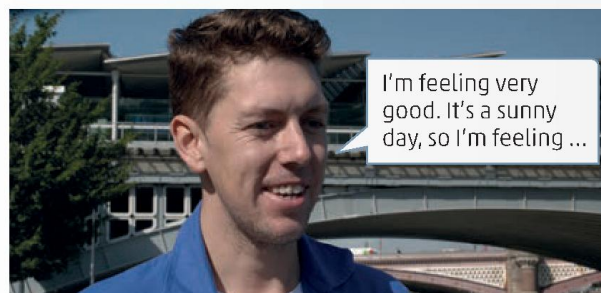
- 1** These days most people don't **get married** until they're about thirty years old.
2 It's normal to **invite** about 100 **guests** to a wedding.
3 Most couples send written **invitations** to their wedding.
4 The **bride** and **groom** exchange **rings**.
5 The guests give **gifts** to the **newlyweds**.
6 The bride doesn't always wear a white **wedding dress**.
7 A typical **wedding reception** lasts five or six hours.
8 The best man usually **gives a** funny **speech** at the reception.

9 SPEAKING In pairs, ask and answer questions. Student A, go to page 173. Student B, go to page 175.

ACTIVE GRAMMAR

1 In groups, ask and answer the questions. Then report your findings to the rest of the class.

- 1** How are you feeling today?
2 How do you usually feel when the weather is good?



I can use present tenses to talk about family and friends.

5

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 162
- Workbook pp. 2–3
- Photocopiable resource 1: *Are you a loner?*, p. 304

- Extra digital activities: Grammar Checkpoint 1A
- **1** **Grammar video**
 Video Worksheet 1A Active Grammar Plus, Workbook p. 132

REFERENCES

- Video script p. 201

ASSESSMENT

- Grammar Quiz 1A

1B READING AND VOCABULARY

Elbert Hubbard

(1856–1915) – an American philosopher, publisher and author, began writing in 1895, when he set up his own printing establishment. He issued *Little Journeys to the Homes of the Great*, biographical essays on famous people, and *The Philistine* and *The Fra*, two monthly magazines. One of his most famous works was an inspirational essay *A Message to Garcia*.

Plutarch

(ca. 45–120ce) – a Greek biographer and author, wrote approx. 227 works, the most important are *Parallel Lives*, a collection of biographies of Greek and Roman statesmen and military leaders, and *Moralia*, a series of essays on ethics, religion and politics written mostly in dialogue form. Plutarch's work influenced the evolution of biographical, historical and essay writing in Europe from the 16th to the 19th century.

Ralph Waldo Emerson

(1803–1882) – an American poet, lecturer and essayist, one of the leading figures of Transcendentalism (an American philosophic and literary movement which arose as a reaction against scientific rationalism). He wrote about individuality, freedom and the relationship between the soul and the surrounding world. His most well-known works: *Nature*, *Self-Reliance* and *Experience* are considered major documents of 19th century American literature, religion and thought.

- 1 **SPEAKING** In groups, look at the photo on page 7 and the quotes below. Which ones do you agree with? Which do you not agree with? Say why.

A friend is someone who knows all about you and still loves you.
Elbert Hubbard (American writer)

Friendship isn't a big thing, it's a million little things.
Anonymous

I do not need a friend who changes when I change, who nods when I nod. My shadow does that much better.
Plutarch (Greek biographer)

The only way to have a friend is to be one.
Ralph Waldo Emerson (American poet)

- 2 **Read the article quickly. What does the author do?**

- a She tells a story about two women in a café.
- b She describes her friends.
- c She tries to define what a friend is.
- d She gives advice on how to make friends.

- 3 **Read the text again. In your notebook, match sentences A–F with the correct gaps in paragraphs 3–8. There is one extra sentence.**

- A Best friends know what you're thinking and how you feel.
- B So you often become friends with someone who wants to be your friend.
- C Real friends stay with you and help you when you need them.
- D Your best friend should never lie to you or hide anything from you.
- E Studies show that true friendship survives even when friends are in different countries.
- F If you love dancing, your friends probably love dancing too.

- 4 **Read the text again. In your notebook, complete the notes with 1–3 words in each gap.**

- 1 Psychologists believe that people who wear glasses often stay close together.
- 2 If someone you meet wants to be friends, you often want to become/be friends with them.
- 3 According to the text, it's not easy to find a good friend.
- 4 Online contacts may not actually be real people.
- 5 It's important to stay/keep in touch if you want to stay friends with someone who lives abroad.

- 6 I can find the main topic in an article.

- 5 **Look at these statements from the text. In pairs, say if you agree or disagree with them. Say why.**

- 1 Opposites attract.
- 2 We all like people to like us.
- 3 Good friends are fun to be with, but they are hard to find.
- 4 True friendships last for a lifetime.
- 5 A friend in need is a friend indeed.
- 6 To have a good friendship, you need to share your feelings and opinions.
- 7 A good friend knows about your life; your best friend lives your life with you.

- 6 **In your notebook, write sentences about your life using the highlighted words and phrases for types of friends from the text. Then in pairs, compare the sentences.**

*Marcos is my best friend.
I've got seventy-five Facebook contacts.
I have two close friends, but a lot of acquaintances.*

- 7 **In your notebook, complete the statements with the correct forms of the verbs from the box. Then in pairs, say if the statements are true or false for you.**

be get keep let ~~make~~ rely share spend turn

- 1 I find it easy to make friends with people.
- 2 I get on well with everyone.
- 3 I spend more time with my friends than with my family.
- 4 I don't usually keep in touch with my classmates during the holidays.
- 5 I never turn my back on anyone when they need help.
- 6 You can't help everyone but I never let my friends down.
- 7 I think it's easier to be open with friends than family.
- 8 My best friend and I share our feelings.
- 9 I don't think I can rely on all my friends.

- 8 **Do the quiz on page 7. Then in groups, compare your results.**


- 9 **SPEAKING** In groups, discuss what you can do in these situations.

- 1 Your best friend is moving to another country. What can you do to keep in touch?
- 2 A friend copies from you in an exam. The teacher thinks it's your fault and gives you a zero. Your friend says nothing. What can you do?
- 3 Your best friend wants to stay out late. He tells his parents he's sleeping over at your house but he isn't. He asks you to lie to his parents if they call your house. What do you say?
- 4 You introduced your best friend to another friend of yours. They get on well with each other and spend a lot of time together without you. What do you do in this situation?

EXTRA ACTIVITY IN CLASS

Students choose five unknown words from the text on p. 7. They look them up in their dictionaries and write one example sentence for each.

FURTHER PRACTICE

- Workbook pp. 4–5
-  **ITN Documentary video**
Video Worksheet 1B Watch and Reflect, Workbook p. 132

NEXT CLASS

Students look online for more quotes about friendship like the ones in Ex 1.

REFERENCES

- Video script p. 201

THE GREATEST GIFT OF LIFE

01

Psychologist Nicky Wood takes a look at friendship  1.4



1 An example of friendship

Two women are sitting in a café together. They're drinking coffee and sharing a piece of chocolate cake. One woman is talking. The other woman is listening carefully. The first woman seems sad. She starts crying. The other woman doesn't speak; she just hands her **companion** a tissue and gently touches her arm. The first woman stops crying, smiles and hugs her friend.

2 It's fantastic, but what is it?

American politician Hubert Humphrey said, 'the greatest gift of life is friendship.' But what exactly is friendship? What is a friend? How do we make friends? How do we keep them? Why do we need them?

3 Similar to ourselves

According to psychologists, we get on with people who share the same background, opinions, interests, personality and even physical appearance. People with glasses often sit next to other people with glasses. The saying that 'opposites attract' appears not to be true. **F**

4 If you like me, I like you

Scientific studies show that we all like people to like us. And if they like us, we like them. If they spend time with us or tell us their secrets, we want to do the same. **B**

5 When is a friend not a friend?

Good friends are fun to be with but they're hard to find. It's true you can make lots of **contacts** on social media, but are they real friends or just **acquaintances**? Can you be open with them? Can you rely on them? Sometimes we don't even know if an online 'friend' is a real person or someone with a fake identity.

6 How to keep it going

True friendships last for a lifetime, but to have a real friendship you need to do things together and share your feelings and opinions. **E** But only if you keep in touch. If you don't, friendships can die.

7 A helping hand

An old proverb tells us that 'a friend in need is a friend indeed.' That means you can tell who your real friends are when you're in trouble. **C** They never let you down or turn their back on you.

8 Closer than close

Finally, what's the difference between a good friend and your **best friend**? Well, a good friend knows about your life; your best friend lives your life with you. **A** They understand you, perhaps better than you understand yourself. You don't have to pretend when you're with your best friend; you can be yourself. Sometimes you don't even need to speak. Just like that woman in the café.

HOW SIMILAR ARE YOU AND YOUR FRIEND?

- Think of a **close friend** and answer the questions.
- Count up how many questions you answer 'yes' to.
- Go to page 173 to find out how similar you are to your friend.

- 1 Do you go to the same school?
- 2 Are you the same sex?
- 3 Are you the same nationality?
- 4 Are you the same age? (plus or minus twelve months)
- 5 Are you the same height? (plus or minus ten centimetres)
- 6 Do you weigh the same? (plus or minus ten kilos)
- 7 Is your hair more or less the same colour?
- 8 Are your eyes more or less the same colour?
- 9 Do you both wear (or both not wear) glasses?
- 10 Do you live near each other? (no more than ten minutes on foot)
- 11 Do you like the same sports?
- 12 Do you listen to the same kind of music?
- 13 Do you wear the same kind of clothes?
- 14 Do you laugh at the same things?
- 15 Do you want to do something similar when you leave school?

7

1C VOCABULARY | Family, personality

- 1 In your notebook, complete the fragments from Chloe's diary with the family words from the box. Then in pairs, use the words to talk about people you know.

adopted ~~divorced~~ half-sister single mother
stepfather twin widow/widower

Ian's parents aren't together anymore, they're ¹divorced, but now Ian has a new family. Jude is his ²stepfather (his mum's new husband). Ian's mum and Jude have a baby daughter, Kelly. She's his ³half-sister.

Madge has got an identical ⁴twin sister called Meg. Meg is a ⁵widow (her husband's dead) and she has two ⁶adopted children. It's not easy being a ⁷single mother but Madge helps her a lot.

- A My friend Dell's parents are divorced.
B My grandmother has a twin sister.

- 2 Read the descriptions from Chloe's diary below. Which people do the photos show? photo A: Meg's daughter Rose; photo B: Chloe's stepfather
- 3 Find the personality adjectives from the box in the descriptions. In pairs, decide if they are positive, negative or neutral. Then write more personality adjectives in your notebook.
- positive: generous, kind, helpful, gentle, sweet
bossy ~~generous~~ gentle helpful kind nervous
rude selfish shy strict sweet vain
negative: selfish, rude, nervous, bossy, vain
neutral: shy, strict
- 4 In pairs, take turns to choose positive or neutral personality adjectives to describe your partner. Say if you agree or not.
- A You're helpful and kind.
B Thanks a lot! You're a bit shy.
A No, I don't agree. I'm nervous but I'm not shy.

- 1 My uncle Mark isn't very generous. He buys himself lots of things but he never remembers my birthday. I think he's selfish and rude.
- 2 My stepmother is kind and helpful but she's really nervous. She talks to herself when she's doing something difficult.
- 3 My stepfather is a bit bossy – he's always telling me what to do. He's strict too – he never lets me do anything I want to do. And he's really vain – he looks at himself in the mirror when he's driving!
- 4 Meg's daughter Rose loves to be by herself. She's gentle and shy but I like her. She's sweet.

8 I can describe my family using personality adjectives and reflexive pronouns.

- 5 Study *Watch out!* and find four sentences with reflexive pronouns in the descriptions.

WATCH OUT!

Reflexive pronouns

I – myself we – ourselves
you – yourself you – yourselves
he – himself they – themselves
she – herself
it – itself

- 1 He buys himself lots of things.
2 She talks to herself when she's doing something difficult.
3 He looks at himself in the mirror when he's driving!
4 Rose loves to be by herself.

Grammar Reference and Practice > page 162

- 6 In your notebook, complete the questions with reflexive pronouns. Then in pairs, ask and answer the questions.
- 1 Do you prefer to do your homework by yourself or with a friend?
2 Does your dad ever talk to himself? Where? When?
3 Can your mum install apps by herself or does she need your help?
4 How often do your friends look at themselves in the mirror? What about you?
5 When I'm unhappy, I buy myself something nice. Do you?
6 What can we do by ourselves to improve our English?
7 Does your phone ever switch itself off?
- 7 **SPEAKING** In groups, use personality adjectives and/or reflexive pronouns to talk about people you like or dislike a lot.

I don't like my sister's boyfriend – he's rude and selfish but he thinks he's great. He talks about himself all the time.



EXTRA ACTIVITY IN CLASS

Start the class by referring to the friendship quotes students found at home. In pairs or small groups, students share and discuss their quotes. They could also select a few of the quotes and make them into posters to display around the classroom.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 163
- Workbook p. 6
- Photocopiable resource 2: *Guess who!*, p. 305
- Extra digital activities: Vocabulary Checkpoint 1

ASSESSMENT

- Vocabulary Quiz 1



1

When you want to go somewhere with someone but they don't want to go with you



2

Everything has beauty but not everyone sees it



3

That moment you're telling your friends a story and you realise that nobody is listening



4

That feeling when you have fifty Facebook friends but there isn't anyone online

- 1 **SPEAKING** In pairs, ask and answer the questions.
- 1 Are you a fan of memes?
 - 2 What are the memes you like about – celebrities, relationships, politics?
- 2 In pairs, look at memes 1–4. Which one do you like best?

Indefinite pronouns

- 3 Study the Grammar box and find six examples of indefinite pronouns in the memes.

Indefinite pronouns

We use:

- *somebody (someone), nobody (no one), anybody (anyone)* and *everybody (everyone)* to talk about people
- *something, nothing, anything* and *everything* to talk about things
- *somewhere, nowhere, anywhere* and *everywhere* to talk about places

Affirmative

Everybody needs **somebody** to love.

I've got **something** to tell you.

Tell me **everything**!

He's living **somewhere** in England at the moment.

Negative

There's **nobody** to talk to./There **isn't anybody** to talk to.

I've got **nothing** to do./I **haven't got anything** to do.

There's **nowhere** to go./There **isn't anywhere** to go.

Questions

Is there **anybody** sitting in that seat?

Is there **anything** to eat?

Is there **anywhere** to buy tickets?

Grammar Reference and Practice > page 163

- 4 Choose the correct pronouns to complete the sentences. Write the answers in your notebook. Then in pairs, go to page 174 and match the sentences to the photos and make memes.

- 1 They say there are lots of fish in the sea ... but is there anybody / everybody for me? photo C
- 2 I hate Sundays. There's anything / nothing to do and nowhere / somewhere to go. photo D
- 3 I'm still waiting for anyone / someone special in my life. photo B
- 4 Everyone / No one is strange in my family. I'm the only normal one. photo A

- 5 In your notebook, complete the sentences with the pronouns from the box.

anyone anything ~~anywhere~~ everyone nothing
somebody something

- 1 Do you know where my phone is? I can't find it anywhere.
- 2 Everyone loves Eva. It's not surprising. She's really nice.
- 3 I'm looking for something to give to Mum on her birthday but I can't find anything!
- 4 Does anyone want to go with me to the match tonight?
- 5 I'm really bored. I've got nothing to do.
- 6 Somebody is phoning me but I don't recognise the number.

- 6 **SPEAKING** In pairs, say which of these statements you agree with.

- 1 Everybody needs somebody to love.
- 2 Family is everything.
- 3 Nobody's perfect. Everyone makes mistakes.
- 4 There isn't anyone I love more than my mother.
- 5 No one knows everything but everyone knows something.
- 6 Today when money talks, everyone listens.

I can use indefinite pronouns with prefixes *some-*, *any-*, *every-* and *no-*.

9

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book p. 163
- Workbook p. 7
- Photocopiable resource 3: *Someone's wearing red socks!*, p. 306
- Extra digital activities: Grammar Checkpoint 1D

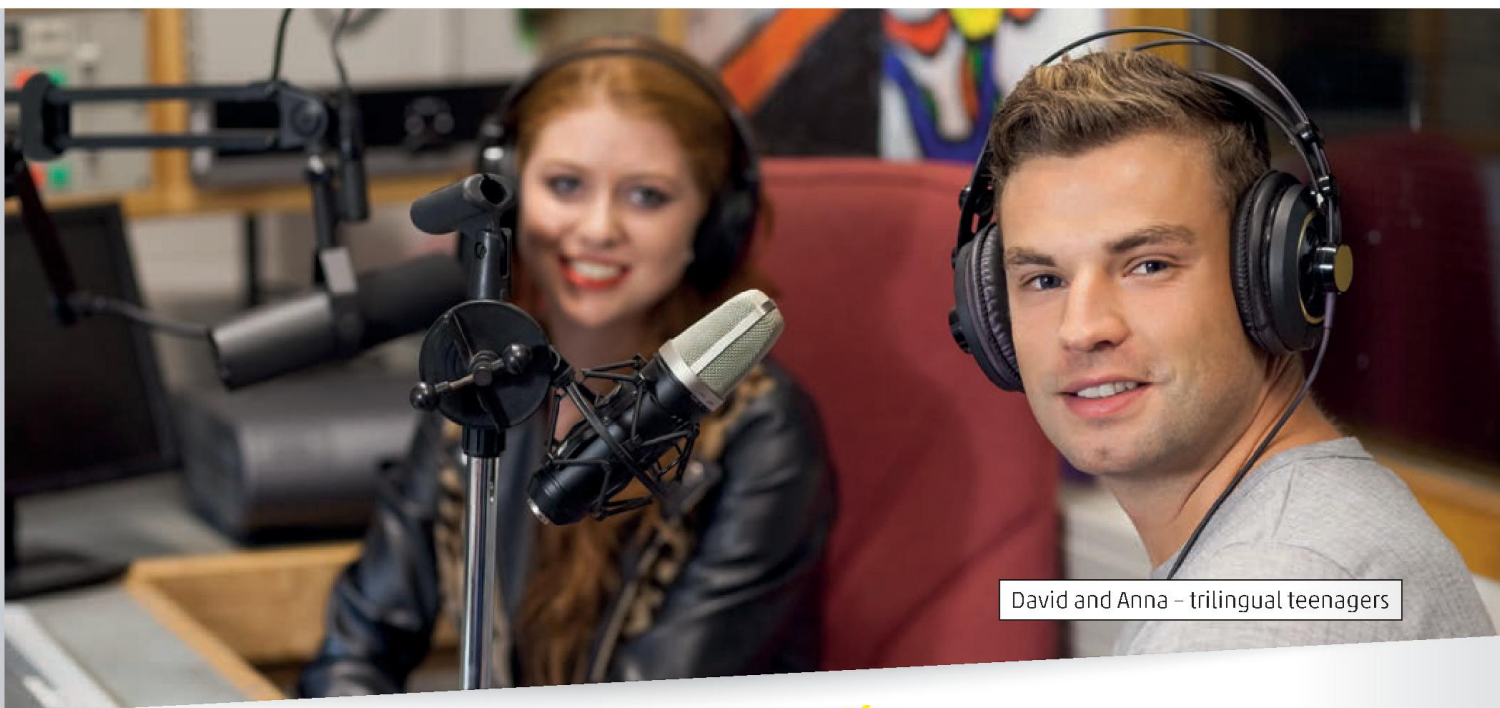
NEXT CLASS

Ask students to make a meme like the ones in Exercise 1. They should look for a photo they could use for their meme and write a sentence for it, using one or more of the indefinite pronouns from the Grammar box. Ask students to bring in their memes next time, and display them around the classroom. If time allows, you could also

get them to share and discuss their memes in pairs or small groups.

ASSESSMENT

- Grammar Quiz 1D



David and Anna – trilingual teenagers

1E LISTENING AND VOCABULARY

1 SPEAKING In pairs, ask and answer the questions.

- How many languages do you speak? Which ones?
- Which languages would you like to learn? Why?
- At what age do children in your country start learning a foreign language? Is it the right age in your opinion?
- Is it a good idea for parents to speak a foreign language with their kids? Say why.

2 You are going to listen to an interview with trilingual teenagers. Read questions 1–3. In your notebook, match them with the kind of information from the box that you need to answer them.

a date a number 1 a place 2 a time
someone's name the name of a language 3

- How old are David and Anna?
- Where do they live?
- Which languages do they speak?

3 1.5 Listen to Part 1 of the interview and answer questions 1–3 in Exercise 2. 1 David: 17, Anna: 16; 2 in the south of Spain; 3 English, French and Spanish

4 Study Active Listening. Then in pairs, say if you usually do these things or not. Be honest!

- A** *I don't always read the question before I listen.*
B *When I don't understand something, I usually stop listening.*

ACTIVE LISTENING | Finding specific information

- Read each question carefully and decide what kind of information you need to answer each question – a number, a place, a date, etc.
- Don't worry if you don't understand everything – you can get the key details even if you don't understand every word.

5 1.6 Listen to Part 2 of the interview. Choose the correct answers and write them in your notebook.

- Anna and David
 - speak Scottish, French and Spanish.
 - are French.
 - have their home in Spain.
- Anna speaks to her father in English because
 - he doesn't speak Spanish very well.
 - she chooses different languages for different people.
 - she needs to practise her English pronunciation.
- David and Anna agree that
 - they both make mistakes when speaking French.
 - they both have trouble with French pronunciation.
 - they both speak perfect French.
- When they have a problem communicating in one language, they sometimes
 - use words from another language.
 - have extra language lessons.
 - change to using only English.

6 Check you understand the highlighted phrases related to language learning. Then in pairs, ask and answer the questions.

- Do you know any bilingual or trilingual people? Who? Which **languages** do they **speak**?
- Would you like to be **bilingual** or **trilingual**? Say why.
- Do you agree that it's good to **learn languages**? Say why.
- Is your English **pronunciation** perfect? If not, how can you **improve**?
- Why is it so hard to **understand English** in songs and films?
- What do you do when you can't **find the right word** in English?
- What do you do when you **make a mistake** in English?
- Do you ever **mix up languages**? For example, do you use English words when you're speaking your own language?

10 I can find specific information in an interview and talk about language learning.

EXTRA ACTIVITY IN CLASS

This activity can be done as a quick lead-in or as a discussion at the end of the lesson. Write the following quote on the board: *Learn a new language and the world will be a new world.* Students discuss the quote in pairs, small groups or as a whole class. What do they think it means? Do they agree? Why/Why not?

FURTHER PRACTICE

- Workbook p. 8
- Photocopiable resource 4: *Trilingual teenagers*, p. 307

NEXT CLASS

Ask students to imagine that they are a famous person – they can be anyone: an actor, a sportsperson, a famous author, etc.

Ask them to write 5–6 interesting facts about their life. Tell them that should not reveal their identity to or share their sentences with anyone.

REFERENCES

- Audio script p. 184

1F SPEAKING

- 1 What do you usually talk about when you meet someone for the first time? Discuss in pairs.
- 2 Read the situation below. In pairs, agree on three sentences that are not appropriate for the situation. Say why.
Evan sits next to a girl at his cousin's wedding. He doesn't know her but he would like to talk to her. He starts a conversation.
- 1 My name's Evan. I'm Sara's cousin.
 - 2 My family's very rich. ✗
 - 3 I love weddings.
 - 4 Sara and I are exactly the same age.
 - 5 I like looking at myself in the mirror. ✗
 - 6 I'm really into music.
 - 7 Sssh! I'm listening to a song on my phone. ✗
- 3 **1.7** Listen to a conversation and check your answers to Exercise 2.
- 4 **1.8** Listen to an alternative version of the same conversation. What's the difference between them?
In the first conversation, Emma shows no interest, so Evan asks unrelated questions in an attempt to start the conversation. In the second conversation, Emma shows interest and the conversation flows naturally.
- 5 **1.9** Study the Speaking box and look at the photo. Then listen to Part 1 of another conversation. In your notebook, write the expressions you hear. Is Cait interested in meeting the new guy? How do we know?

SPEAKING | Expressing interest

Echo questions

- 'He loves animals.' 'Does he?' ✓
'My sister's really into music.' 'Is she?' ✓
'We've got a band.' 'Have you?' ✓

Other expressions

- Awesome! ✓
Cool! ✓
Wow! ✓
Really? ✓
Amazing!
That's (really) interesting! ✓
- Cait is interested in meeting the new guy because she uses echo questions and other phrases for expressing interest.

- 6 **1.10** Listen to Part 2 of the conversation. Is Cait's meeting with the guy a success? The meeting isn't a success because the new guy, Connor, is Cait's brother.
- 7 **1.11** Reply to the statements below with echo questions from the Speaking box. Write the answers in your notebook. Listen and check.
- 1 I've got a twin sister.
Have you?
 - 2 We come from Canada. *Do you?*
 - 3 My sister's really into football. *Is she?*
 - 4 She supports Manchester City. *Does she?*
 - 5 Our parents play in a rock group. *Do they?*
 - 6 I'm teaching myself Chinese. *Are you?*
 - 7 I collect nineteenth-century banknotes. *Do you?*
- 8 **1.12 PRONUNCIATION** Listen again to the girl's answers in Exercise 7. Repeat with the same intonation.
- 9 In pairs, take turns to read the sentences and express interest with a phrase from the Speaking box.
- 1 We speak Italian at home. *Do you?*
 - 2 My dad runs marathons. *Does he?*
 - 3 Everyone in my family is vegetarian. *Are they?*
 - 4 My mum's an artist. *Is she?*
 - 5 I live in a loft apartment. *Do you?*
 - 6 My dad collects matchboxes. *Does he?*
 - 7 We've got two hamsters. *Have you?*
 - 8 My granddad is really into in-line skating. *Is he?*
 - 9 My mum comes from Senegal. *Does she?*
 - 10 I'm interested in Russian history. *Are you?*

- A *We speak Italian at home.*
B *Do you? Amazing!*
- In addition to echo questions, other expressions for expressing interest can be used (*Awesome, Really?, etc.*).

- 10 Check you understand the phrases in the box. In your notebook, write six sentences about your hobbies and interests using the box to help you. Then in pairs, read your sentences and express interest with phrases from the Speaking box.

I'm interested in ... I love ... I'm really into ...
I'm a big fan of ... I collect ... I support ...

- A *I'm interested in mountain biking.*
B *Are you? Awesome!*



I can show interest in a conversation using echo questions and other expressions.

11

EXTRA ACTIVITY IN CLASS

Do this activity after Exercise 10. Refer students to the sentences they wrote at home and put them in pairs. They take turns to explain to their partner who they are and share their interesting facts with them. The partner expresses interest using phrases from the Speaking box.

FURTHER PRACTICE

- Workbook p. 9
- **1.3** **1.4** Communication video

NEXT CLASS

Students respond to the statements in Exercise 2 using phrases from the Speaking box and record their answers

(e.g. on their phones). Remind them to pay attention to their pronunciation in echo questions. They bring their recordings to the next class and check their responses/pronunciation in pairs.

REFERENCES

- Audio script p. 184
- Video script p. 201

To Martin
Subject Your stay in Varese

Hi Martin,

Thanks for your nice email. We're really excited about your visit in December!

I'm seventeen years old and I'm in the second year of high school. My favourite subject is English and I'm also really into painting and drawing. I love travelling, so I'm hoping to study Art abroad after high school. I'm also a big fan of electronic music, so we definitely have something in common. ;-)
Like you, I'm quite open and friendly and I get on well with everyone. At the moment, I'm really busy because I'm revising for my exams.

My mum's a doctor and my dad is a supermarket manager. We live in an apartment near the centre of Varese. Varese isn't the most famous town in Italy but it's beside a beautiful lake. It's an amazing place for walking or mountain biking because it's near some awesome mountains. Bring your walking boots!

Two important things you should know. First, Varese can be cold and wet in winter. It can even snow! So pack a warm sweater. Also, we have a Labrador puppy called Baggio – he's sweet but a bit silly.

We're really looking forward to meeting you.

All the best.

Lorenzo



12

EXTRA ACTIVITY IN CLASS

Do this activity after Exercise 9. Students brainstorm ideas for the email in Exercise 10 in pairs. They should also think about what language to use in each section, referring to the Writing box. They make notes and plan their email together.

FURTHER PRACTICE

- Workbook p. 10

NEXT CLASS

Ask students to study the word list and do the *Remember more* exercises on pp. 14–15.

- 1 Work in pairs. Does your school have an exchange programme with a school in another country? Do you think it's a good idea? Say why.
- 2 In pairs, look at the photos. Does Varese look like an interesting place to visit? Say why.
- 3 Read the email and answer the questions in pairs.
 - 1 What's the relationship between Lorenzo and Martin?
 - 2 Why is Lorenzo writing to him?
 - 3 When is Martin planning to visit?
 - 4 Do Martin and Lorenzo have anything in common?
 - 5 What is happening in Lorenzo's life at the moment?
 - 6 What does Lorenzo say about his family?
 - 7 What information does he give about Varese?
 - 8 Which two things does Lorenzo tell Martin to bring?
- 4 Look at the email again. In which order does Lorenzo write about these things? Write the answers in your notebook.

age 1 favourite school subject 3 interests 4
parents/family 7 personality 5 recent news 6
school 2 the town/region 8
- 5 Study the Writing box and find the expressions from the box in Lorenzo's email.

WRITING | An informal email of introduction

Paragraph 1

Greet your friend and thank him/her for his/her email:
How are you?

I hope you're well.

Thanks for your (nice) email.

Paragraph 2

Introduce yourself and mention recent news:

I'm in the first/last year of high school.

I'm into/I'm interested in/I'm a big fan of skiing.

My favourite subject/singer/team is ...

I'd like to study at university/become a singer.

People say I'm sweet/bossy/...

I'm working on/revising for ... at the moment.

Paragraph 3

Mention your family and where you live:

My sister Edina is studying in England.

We live in an apartment/small house in the suburbs/
town centre/countryside.

It's a great place for walking/shopping/relaxing.

Paragraph 4

Mention any other important information for a visitor:

We're all vegetarian, Dad's a great cook.

It can be very hot/cold, so bring ...

Informal beginning and ending

Remember to begin and end your letter with informal expressions:

Hi ...,/Dear ...,

I'm looking forward to meeting you.

I can't wait to meet you.

Lots of love, .../All the best, ...

- 6 Find examples of *so* and *because* in Lorenzo's email. Then choose the correct words in sentences below. Write the answers in your notebook.

1 I love animals, so / because I think I'd like to become a vet in the future.

2 I'm really excited so / because I'm starting driving lessons!

3 We're decorating the apartment at the moment, so / because I'm sleeping in the living room.

4 Brighton is a university town, so / because it's a great place for nightlife.

5 Bring a lot of light clothes so / because Istanbul can be really hot in May.

- 7 In groups, study the list in the box and agree on three good reasons for a visitor to come to your town/region.

buildings countryside culture food nightlife
people shops sports and leisure

There aren't many interesting buildings here but the countryside is fantastic.

- 8 When you welcome a visitor to your home, you are the host and your visitor is a guest. In pairs, decide who does these things: the host, the guest, or both?

arrange the visit give you a gift/some flowers
introduce you to his/her family invite you to dinner
offer you a drink pay you a visit ring the doorbell
say hello show you round the house/town
talk about their trip

Both the host and the guest arrange the visit.

- 9 REFLECT | Culture In pairs, answer the questions. Then compare your answers with other pairs.

1 What kind of gifts do guests bring when visiting people in their homes for the first time?

2 What's a good gift from your country for a host in another country?

3 What can you do and where can you go when you have a guest from another country in your home?

- 10 WRITING TASK A student from Britain is planning to visit you on a school exchange. Write an informal email of introduction to him/her. In your email:

- introduce yourself and your family.
- write about your hobbies and interests.
- describe the place where you live and what you can do there.
- add some important information about the visit.

Use the Writing box to help you.



I can introduce my family and myself in an email.

Exercise 3

- 1 They're pen pals.
- 2 to tell him about himself, his family and his home town and to give him advice on his forthcoming visit
- 3 in December
- 4 They both like electronic music and they're both open and friendly.
- 5 He's revising for exams.
- 6 His mum's a doctor, his dad's a supermarket manager, they live in a city centre apartment, they have a dog.
- 7 It's near a beautiful lake and mountains, it's good for walking or mountain biking.
- 8 boots and warm clothes

Exercise 8

host: invite you to dinner, offer you a drink, show you round the house/town

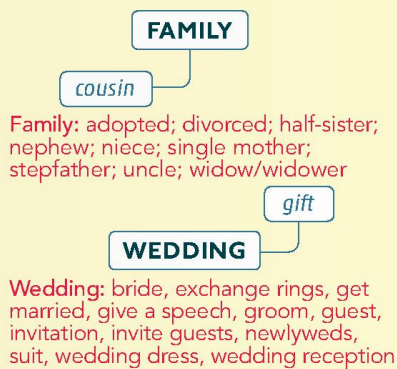
visitor: give you a gift/some flowers, pay you a visit, ring the doorbell, talk about their trip

both: arrange the visit, introduce you to his/her family, say hello

Word List

REMEMBER MORE

1 In your notebook, complete the vocabulary maps with the words and phrases from the word list.



Wedding: bride, exchange rings, get married, give a speech, groom, guest, invitation, invite guests, newlyweds, suit, wedding dress, wedding reception

2 Which preposition completes these sentences? Write the answers in your notebook.

- We definitely have something in common: we both love sport.
- I'm interested in mountain biking.
- He says he doesn't like speaking in public.

3 Which verb from the word list completes these phrases? Write the answers in your notebook.

make	friends a speech a mistake
get	married on well with sb

4 In your notebook, complete the sentences with the correct verbs. Then check with the word list.

- My friends can always rely on me.
- It's cold outside, so please put on a warm sweater.
- How does Leo get on with his older sister?
- The team is working on a new project at the moment.

ACTIVE VOCABULARY | Maps

A vocabulary map is a visual way to group related words together. You can see two examples of such maps in Exercise 1. Look at the word list and make a new vocabulary map for a different topic.

1A GRAMMAR AND VOCABULARY

5.1

- agree (v) /ə'grɪ/ zgodzać się
- argue about sth /ɑ:gju: ə ,baʊt ,sɑ:mθɪŋ/ spierać się o coś
- at the moment / ,æt ðə 'məʊmənt/ w tej chwili
- aunt (n) /ɑ:nt/ ciocia
- best man (n) / ,best 'mæn/ druźba, świadek
- boyfriend (n) / ,bɔɪfrɛnd/ chłopak
- bride (n) /braɪd/ panna młoda
- cake (n) /keɪk/ ciasto, tort
- chicken soup (n) / ,tʃɪkɪn 'su:p/ rosół
- come from / ,kʌm frɒm/ pochodzić z
- couple (n) / ,kʌpəl/ para
- cousin (n) / ,kʌzən/ kuzyn/kuzynka
- delicious (adj) / ,dɪ'lɪʃəs/ pyszny
- exchange rings / ,ɪk ,stʃeɪndʒ 'rɪŋz/ wymienić się obrączkami
- fact (n) / ,fækt/ fakt
- family gathering (n) / ,fæməli 'gæðərɪŋ/ spotkanie rodzinne
- feel (v) / ,fi:l/ czuć (się)
- funny (adj) / ,fʌni/ zabawny
- get married / ,get 'mæriəd/ poślubić, wyjść za mąż, ożenić się
- gift (n) / ,gɪft/ prezent, upominek
- girlfriend (n) / ,gɜ:lfrend/ dziewczyna
- give/make a speech / ,gɪv ,meɪk ə 'spi:tʃ/ wygłosić mowę, przemówienie
- groom (n) / ,gru:m/ pan młody
- guest (n) / ,gest/ gość
- hardly ever / ,hɑ:dlɪ 'evə/ rzadko kiedy
- hobby (n) / ,hɒbi/ hobby, pasja
- I don't mind. / ,aɪ dɒnt 'maɪnd/ Nie mam nic przeciwko.
- invitation (n) / ,ɪnvɪ'teɪʃən/ zaproszenie
- invite guests / ,ɪnvɪt 'gests/ zaprosić gości
- look beautiful / ,lʊk 'bjʊ:təfəl/ wyglądać pięknie
- most days / ,məʊst 'deɪz/ przez większość czasu
- nephew (n) / ,nefju:/ bratanek, siostrzeniec
- newlyweds (n) / ,nju:liwedz/ nowożeńcy
- niece (n) / ,ni:s/ bratanica, siostrzenica
- perfect (adj) / ,pɜ:fɪkt/ doskonały
- photo blog (n) / ,fəʊtəʊ ,blɒg/ blog fotograficzny
- put on / ,pʊt 'ɒn/ wkładać (ubranie)
- share photos with sb / ,ʃeə 'fəʊtəʊz wɪð ,sʌmbɒdi/ udostępnić komuś fotografie
- speak in public / ,spi:k ɪn 'pʌblɪk/ przemawiać publicznie
- special occasion / ,speʃəl ə 'keɪʒən/ specjalna okazja
- stay with sb / ,steɪ wɪð ,sʌmbɒdi/ zostać z kimś
- study (v) / ,stʌdi/ studiować, uczyć się
- take photos/photographs / ,teɪk 'fəʊtəʊz/ 'fəʊtəgrɑ:fz/ robić zdjęcia

- taste (v) / ,teɪst/ smakować, próbować
- these days / ,ði:z 'deɪz/ obecnie, w dzisiejszych czasach
- tie (n) / ,taɪ/ krawat
- to be honest / ,tə ,bi 'ɒnəst/ szczerze mówiąc
- trainers (n) / ,treɪnəz/ trampki, buty sportowe
- uncle (n) / ,ʌŋkəl/ wuj
- wear (v) / ,weə/ mieć na sobie, nosić (ubranie)
- wedding (n) / ,wedɪŋ/ ślub
- wedding dress (n) / ,wedɪŋ dres/ suknia ślubna
- wedding reception (n) / ,wedɪŋ rɪ ,sepʃən/ przyjęcie weselne

1B READING AND VOCABULARY

5.2

- a friend in need is a friend indeed / ə ,frend ɪn 'ni:d ɪz ə ,frend ɪn 'di:d/ prawdziwych przyjaciół poznaje się w biedzie
- acquaintance (n) / ə ,kwetɪnəns/ znajomy/znajoma
- appear (v) / ə ,piə/ pojawić się
- background (n) / ,bækgraʊnd/ pochodzenie, środowisko
- be open with sb / ,bi 'əʊpən wɪð ,sʌmbɒdi/ być otwartym, szczerym wobec kogoś
- be yourself / ,bi ,jɔ:ˈself/ być sobą, zachowywać się naturalnie
- best friend / ,best 'frend/ najlepszy przyjaciel/najlepsza przyjaciółka
- classmate (n) / ,klɑ:smeɪt/ kolega/koleżanka z klasy
- close/good friend / ,kləʊs ,gʊd 'frend/ bliski/dobry przyjaciel / bliska/dobra przyjaciółka
- companion (n) / ,kəm'pænjən/ towarzysz/towarzyszka
- contact (n) / ,kɒntækt/ kontakt; znajomy/znajoma z mediów społecznościowych
- fake (adj) / ,feɪk/ sztuczny, fałszywy
- friendship (n) / ,frendʃɪp/ przyjaźń
- fun (n) / ,fʌn/ zabawa
- gently (adv) / ,dʒentli/ łagodnie, delikatnie
- get on well with sb / ,get ɒn 'wel wɪð ,sʌmbɒdi/ mieć z kimś dobre relacje
- give advice / ,gɪv əd'vaɪs/ doradzić, poradzić komuś
- hand (v) / ,hænd/ podawać
- helping hand / ,helpɪŋ 'hænd/ pomocna dłoń
- identity (n) / aɪ'dentɪti/ tożsamość
- interest (n) / 'ɪnrɪst/ zainteresowanie
- keep in touch / ,ki:p ɪn 'tʌtʃ/ pozostawać w kontakcie
- keep sth going / ,ki:p ,sʌmθɪŋ 'gəʊɪŋ/ utrzymywać, kontynuować coś
- let sb down / ,let ,sʌmbɒdi 'daʊn/ zawieść kogoś
- lifetime (n) / ,laɪftaɪm/ czas życia, całe życie
- make friends with sb / ,meɪk 'frendz wɪð ,sʌmbɒdi/ zaprzyjaźnić się z kimś
- nationality (n) / ,næʃə'nælɪti/ narodowość
- nod (v) / ,nɒd/ kiwać głową, przytakiwać
- opinion (n) / ə ,pɪn.jən/ opinia
- opposites attract / ,ɒpəzəts ə'trækt/ przeciwieństwa się przyciągają

EXTRA ACTIVITIES IN CLASS

- Students choose one or two words from each lesson that they want to remember and write example sentences. Tell them to try to think of sentences about themselves or people they know if possible. This will help them remember the words.

- Students choose 6–8 words from the word list (or one word from each lesson) to describe to a partner. In pairs, they take turns to describe the words for their partner to guess. In weaker classes, instead of a description/definition, students can say their chosen words in Polish, for their partner to give the English words.

FURTHER PRACTICE

- Workbook p. 11

NEXT CLASS

Ask students to revise Unit 1.

personality (n) /ˈpɜːsəˈnælɪti/ osobowość, charakter
physical appearance (n) /ˈfɪzɪkəl əˈpiərəns/ wygląd zewnętrzny
pretend (v) /prɪˈtend/ udawać
proverb (n) /ˈprɒvɜːb/ przysłowie
psychologist (n) /saɪˈkɒlədʒɪst/ psycholog
rely on /rɪˈlaɪ ɒn/ polegać na
share your feelings /ˌʃeər jə ˈfiːlɪŋz/ podzielać, dzielić uczucia
similar (adj) /ˈsɪmɪlə/ podobny
sleep over at sb's house /ˌsliːp ˈəʊvə ət ˌsʌmbədiˈhəʊs/ nocować u kogoś w domu
social media (n) /ˌsəʊʃəl ˈmiːdiə/ media społecznościowe
spend time with sb /ˌspend ˈtaɪm wɪð ˌsʌmbədi/ spędzać z kimś czas
stay out late /ˌsteɪ aʊt ˈleɪt/ przebywać do późna poza domem
survive (v) /səˈvaɪv/ przetrwać, przeżyć
tissue (n) /ˈtɪʃuː/ chusteczka higieniczna
trouble (n) /ˈtrʌbəl/ kłopot, problem
turn your back on /ˌtɜːn jə ˈbæk ɒn/ odwrócić się od kogoś, opuścić kogoś, zostawić samemu

1C VOCABULARY 5.3

adopted (adj) /əˈdɒptɪd/ adoptowany
app (n) /æp/ apka, aplikacja
bossy (adj) /ˈbɒsi/ apodyktyczny, władczy
by yourself /baɪ jəˈself/ samodzielnie
divorced (adj) /dɪˈvɔːst/ rozwiedziony
generous (adj) /dʒɪnərəs/ hojny
gentle (adj) /dʒentl/ łagodny, delikatny
half-sister (n) /ˈhɑːf ˌsɪstə/ przyrodnia siostra
helpful (adj) /ˈhelpfəl/ pomocny
install (v) /ɪnˈstɔːl/ instalować
kind (adj) /kaɪnd/ uprzejmy
let sb do sth /let ˌsʌmbədi ˈduː ˌsʌmθɪŋ/ umożliwiać, pozwalając komuś coś zrobić
mirror (n) /ˈmɪrə/ lustro
nervous (n) /nɜːvəs/ podenerwowany
prefer (v) /prɪˈfɜː/ woleć
rude (adj) /ruːd/ nieuprzejmy, niegrzeczny
selfish (adj) /ˈselfɪʃ/ samolubny, egoistyczny
shy (adj) /ʃaɪ/ nieśmiały
single mother (n) /ˌsɪŋɡəl ˈmʌðə/ samotna matka
stepfather (n) /ˌstepfɑːðə/ ojczym
strict (adj) /strɪkt/ surowy, srog
sweet (adj) /swiːt/ słodki
switch off /swɪtʃ ˈɒf/ wyłączyć
twin (n, adj) /twɪn/ bliźniak, bliźniaczy
vain (adj) /veɪn/ próżny
widow/widower (n) /ˈwɪdəʊ/ˈwɪdəʊə/ wdowa/wdowiec

1D GRAMMAR 5.4

celebrity (n) /sɪˈlebrəti/ celebryta/celebrytka
meme (n) /miːm/ mem
politics (n) /ˈpɒlɪtɪks/ polityka
recognise (v) /ˈrekəɡnaɪz/ rozpoznać
relationship (n) /rɪˈleɪʃənʃɪp/ związek
surprising (adj) /səˈpraɪzɪŋ/ zaskakujący
there are lots of fish in the sea /ðeər ə ˈlɒts əv ˈfɪʃ ɪn ðə siː/ świat nie kończy się na (kimś)

1E LISTENING AND VOCABULARY

5.5

bilingual/trilingual (adj) /baɪˈlɪŋɡwəl/ˌtraɪˈlɪŋɡwəl/ dwujęzyczny/trójjęzyczny
detail (n) /ˈdeɪtəl/ szczegół
enjoy doing sth /ɪnˌdʒɔɪ ˈduːɪŋ ˌsʌmθɪŋ/ lubić coś robić
find the right word /faɪnd ðə raɪt ˈwɜːd/ znaleźć właściwe słowo
improve (v) /ɪmˈpruːv/ poprawić, ulepszyć
learn/speak/study/understand/use a language /lɜːn/ˈspiːk/ˈstʌdi/ˌʌndəˈstænd/ˈjuːz ə ˌleŋɡwɪdʒ/ uczyć się języka / mówić w języku / studiować język / rozumieć język / używać języka
make a mistake /meɪk ə məˈsteɪk/ zrobić błąd
mix up languages /mɪks ʌp ˈleŋɡwɪdʒɪz/ pomieszać, pomylić języki
pronunciation (n) /prəˌnʌnsiˈeɪʃən/ wymowa
understand (v) /ˌʌndəˈstænd/ rozumieć

1F SPEAKING 5.6

amazing (adj) /əˈmeɪzɪŋ/ niezwykły
appropriate (adj) /əˈprəʊpɪət/ odpowiedni
artist (n) /ˈɑːtɪst/ artysta/artystka
awesome (adj) /ˈɔːsəm/ świetny, wspaniały
banknote (n) /ˈbæŋknəʊt/ banknot
be into sth /bi ˈɪntə ˌsʌmθɪŋ/ interesować się czymś
century (n) /ˈsentʃəri/ wiek
collect (v) /kəˈlekt/ zbierać
fan of sth /fæn əv ˌsʌmθɪŋ/ wielbiciel, zwolennik czegoś
hamster (n) /ˈhæmstə/ chomik
in-line skating /ɪnˌlaɪn ˈskeɪtɪŋ/ jazda na łyżworolkach
interested in /ɪnˈtrɛstəd ɪn/ zainteresowany czymś
loft apartment (n) /ˈlɒft əˈpɑːtmənt/ loft, mieszkanie na poddaszu
marathon (n) /ˈmæərəθən/ maraton
matchbox (n) /ˈmætʃbɒks/ pudełko od zapalek
mountain biking (n) /ˈmaʊntən ˌbaɪkɪŋ/ kolarstwo górskie
start a conversation /stɑːt ə ˌkɒnvəˈseɪʃən/ rozpocząć rozmowę
support (v) /səˈpɔːt/ popierać, kibicować
vegetarian (adj) /ˌvedʒɪˈteəriən/ wegetariański

1G WRITING 5.7

abroad (adv) /əˈbrɔːd/ za granicą
apartment (n) /əˈpɑːtmənt/ mieszkanie
arrange the visit /əˌreɪndʒ ðə ˈvɪzɪt/ umówić wizytę
busy (adj) /ˈbɪzi/ zajęty
centre (n) /ˈsentə/ centrum
countryside (n) /ˈkʌntrɪsaɪd/ wieś, wiejska okolica
decorate (v) /ˈdeɪkəreɪt/ dekorować
driving lesson (n) /ˈdraɪvɪŋ ˌlesən/ lekcja jazdy samochodem
give sb a gift /ɡɪv ˌsʌmbədi ə ˈɡɪft/ dać komuś prezent
have sth in common /hæv ˌsʌmθɪŋ ɪn ˈkɒmən/ mieć coś wspólnego
hope (v) /həʊp/ mieć nadzieję
host (n) /həʊst/ gospodarz
introduce sb to sb /ɪntrəˈdjuːs ˌsʌmbədi tə ˌsʌmbədi/ przedstawić kogoś komuś
invite sb to sth /ɪnˈvaɪt ˌsʌmbədi tə ˌsʌmθɪŋ/ zaprosić kogoś na coś
leisure (n) /ˈleɪʒə/ wypoczynek, czas wolny
looking forward to meeting you /lʊkɪŋ ˌfɔːwəd tə ˈmiːtɪŋ jə/ nie mogę się doczekać spotkania z tobą
lots of love /lɒts əv ˈlʌv/ ucałowania
manager (n) /ˈmænɪdʒə/ kierownik, menedżer
nightlife (n) /ˈnaɪtlaɪf/ nocne życie
offer sb a drink /ɒfə ˌsʌmbədi ə ˈdrɪŋk/ zaproponować komuś coś do picia
pack (v) /pæk/ pakować
pay sb a visit /peɪ ˌsʌmbədi ə ˈvɪzɪt/ odwiedzić kogoś
reason (n) /ˈriːzən/ powód
region (n) /ˈriːdʒən/ region
relax (v) /rɪˈlæks/ odprężyć się, relaksować
revise for sth /rɪˈvaɪz fɔː ˌsʌmθɪŋ/ powtarzać przed czymś, uczyć się do czegoś (np. do testu)
ring the doorbell /rɪŋ ðə ˈdɔːbəl/ zadzwonić dzwonkiem do drzwi
say hello /seɪ həˈləʊ/ przywitać się, pozdrowić kogoś
school exchange (n) /ˌskuːl ɪksˌtʃeɪndʒ/ międzyszkolny program wymiany uczniów
show sb round sth /ʃəʊ ˌsʌmbədi ˈraʊnd ˌsʌmθɪŋ/ oprowadzić kogoś
silly (adj) /ˈsɪli/ głupi, głuputki, niemądry
suburbs (n) /ˈsʌbɜːbz/ przedmieścia
sweater (n) /ˈswetə/ sweter
talk about sth /tɔːk əˈbaʊt ˌsʌmθɪŋ/ rozmawiać o czymś
town centre (n) /taʊn ˈsentə/ centrum miasta
university town (n) /ˌjuːnɪˈvɜːsəti taʊn/ miasto uniwersyteckie
vet (n) /vet/ weterynarz
visitor (n) /ˈvɪzɪtə/ gość, zwiedzający
walking boots (n) /ˈwɔːkɪŋ buːts/ buty trekkingowe
work on sth /wɜːk ɒn ˌsʌmθɪŋ/ pracować nad czymś

VOCABULARY AND GRAMMAR

1 In your notebook, complete the text with the words from the box. There is one extra word.

best close cousins divorced friendship husband
kids niece single uncles widow

My family and friends

I've got three brothers and two sisters. My big sister Kelly is married. Her ¹husband's name is Calvin. They've got two lovely little ²kids – my nephew Paul and my ³niece Penny. My parents have lots of brothers and sisters and my aunts and ⁴uncles have lots of children. I've got nineteen ⁵cousins! I've got five or six ⁶close friends but Mattie is my ⁷best friend. Our ⁸friendship is very important to me. Mattie's dad died, so her mum is a ⁹widow. It's not easy being a ¹⁰single mother but Mattie helps her a lot.

2 In your notebook, complete the sentences with personality adjectives.

- Aunt Jenny always gives us great birthday presents. She's very generous.
- Bill spends hours looking at himself in the mirror. He's really vain.
- Rebecca isn't polite. She shouts a lot and never listens to other people. She's rude.
- Neil is really shy with girls. His face goes red and he can't speak.
- Talk to Harry if you have a problem with your homework. He's kind and helpful.
- Simon only thinks of himself. He doesn't care about other people. He's very selfish.

3 Choose the correct forms to complete the sentences. Write the answers in your notebook.

- Do you know / Are you knowing what time it is?
- Hello? Do you listen / Are you listening to me? It's very important.
- John always comes / is coming for lunch on Sundays.
- Let's go out. It doesn't rain / isn't raining now.
- This butter smells / is smelling bad. Throw it out.
- This month at school we study / are studying the present tenses.
- We don't visit / are not visiting our grandparents very often because they live abroad.

4 In your notebook, complete the conversation with the correct forms of the verbs in brackets.

- A My sister Lily ¹spends (spend) most of her time in bed. She ²doesn't go (not go) out with friends and she never ³goes (go) to school.
- B ⁴is she suffering (she/suffer) from an illness at the moment?
- A No, she isn't.
- B What ⁵is she doing (she/do) now?
- A She ⁶is drinking (drink) milk. She ⁷loves (love) milk.
- B ⁸Do you ever worry (you/ever/worry) about her?
- A No, we don't.
- B Why not?
- A Because Lily is only six months old!

5 Choose the correct pronouns to complete the sentences. Write the answers in your notebook.



1 No, anybody / nobody / somebody knows I'm a dog.

- Sometimes I feel that I don't know anything / nothing / something.
 - Don't worry – anyone / everyone / no one makes mistakes.
 - I want to go anywhere / everywhere / somewhere new and exciting.
 - Hello? Is there anyone / everyone / no one here?
 - This is weird – there are spiders anywhere / everywhere / nowhere!
- 6 In your notebook, complete the sentences with the correct reflexive pronouns.
- He's only three but he gets dressed by himself.
 - It turns itself off after ten seconds to save energy.
 - They take a lot of photos of themselves.
 - We're learning French by ourselves with a phone app.

USE OF ENGLISH

7 In your notebook, complete each sentence with an expression to make logical mini-dialogues. Use no more than three words in each gap.

WSKAZÓWKA | Uzupełnianie luk

Zanim uzupełnisz lukę, przeczytaj uważnie cały dialog. Zwróć uwagę na fragment poprzedzający lukę i następujący po niej. Po uzupełnieniu brakującego wyrażenia musi powstać poprawna i logiczna całość.

- A I must ring Mike and Alison to invite them to dinner.
B Great! I'm looking forward to seeing them.
- A Can you believe that Amy's got two brothers and three sisters?
B Really? Has she? I wonder how it is to live in such a big family.
- A Are you and your best friend the same age?
B No, we aren't. Amy is 18 and I'm 17.
- A Are you into football?
B Oh yes, I love it. And I am a fan of Lionel Messi. Actually, he's my role model.
- A Do you want to get in touch with Greg before the conference?
B No, he called me yesterday and I have everything for my presentation.

Use of English > page 176


FURTHER PRACTICE

- Use of English, Student's Book p. 176
- Unit vocabulary practice, Workbook p. 11
- Unit self-check, Workbook p. 12
- Matura self-check, Workbook p. 13
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 1 Test

READING

- 8  Read the adverts. In your notebook, match questions 1–7 with suitable adverts A–F. One advert matches two questions.


WSKAZÓWKA | Dobieranie

Najpierw znajdź kluczowe informacje w pytaniach, a następnie odpowiadające im fragmenty w tekstach. Pamiętaj, że elementy te są wyrażone innymi słowami.

Which activity is suitable for someone who:


- 1 wants to learn some relaxing techniques? **F**
- 2 is keen to find out about other cultures? **D**
- 3 likes being in the countryside? **A**
- 4 loves extreme sports? **E**
- 5 is ready to give lessons? **C**
- 6 would like to spend a day in an active way? **B**
- 7 is interested in history? **A**

SPEAKING

- 9  In pairs, take turns to ask and answer the questions.

- 1 Where do you live?
- 2 How do you get to school?
- 3 What do you think of your home town or city?
- 4 Do you enjoy studying English? Say why.
- 5 Tell me about a good friend you have.

WRITING

- 10  Read the fragment of an email from Dean, an exchange student from Ireland.

I'm really looking forward to visiting you for the first time and to meeting you in person. But do you think you could write back telling me more about you, your friends and your school?

Write an email to Dean with answers to his questions. In your email:

- thank him for the email and write how you feel about his visit.
- give him some information about yourself, e.g. your personality and interests.
- tell him about your friends and what you like doing together.
- write about the school you go to.

A

A week in the past

Join the Bristol Archaeology Club on our spring camping trip to a 2,000-year-old Roman villa. You can help discover the secrets of the past, make new friends and enjoy the beautiful scenery of Cotswolds villages. Open to young people 16–26.

B

Dance the day away

Learn to dance Brazilian samba, Spanish sevillanas, Cuban salsa and more in one crazy day. It's not easy but if you want to have fun and push your body and your mind, then join us at WorldDanceDay. All ages welcome.

C

Native speaker wanted

I'm a nineteen-year-old bilingual Chinese/Portuguese student and I'd like to exchange conversation classes with a native English speaker. You can learn one (or both!) of my languages if you help me improve my English. Contact Amber on 030653287.

D

Study languages abroad

It's time to perfect your language skills and to learn what it's like to live in another country. Contact InterComEx – four hours of language classes every morning, fun activities and super-friendly families in France, Germany, Italy and Spain.

E

Adventure time

Do you enjoy pushing your body to its limits? Do you find it relaxing to take risks? Then come to the Avalon Adventure Camp in northeast Portugal. Mountain climbing, whitewater rafting, paragliding, triathlon training and lots more.

F

CHINESE CHILLOUT

Qigong is an ancient form of Chinese yoga that is more than 4,000 years old. You learn to breathe, to stand and to sit and you do exercises to be healthy, to feel good and to find calm and quiet inside yourself.