1  

Personality

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

UNIT LANGUAGE AND SKILLS

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

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

Listening:
• an interview and a conversation about voluntary work

Reading:
• a text on teenage stereotypes

Speaking:
• showing interest

Writing:
• a personal email/letter

Matura Focus

Temat maturalny:
• człowiek

Słuchanie:
• dobieranie str. 15

Czytanie:
• dobieranie str. 16
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Focus Extra

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

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1.1 Vocabulary

Personality adjectives • adjective + preposition
I can describe people and talk about personal qualities

SHOW WHAT YOU KNOW

1. Match adjectives 1–5 with their opposites a–e.
1. clever d. a boring
2. funny c. b negative
3. interesting a. c serious
4. kind e. d stupid
5. positive b. e unkind

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

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

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

TEENAGE DREAMS AND AMBITIONS

They’re young, ambitious and optimistic. We meet three teenagers and ask them about their dreams and ambitions.

Interviewer: So Sara, what do you want to be?
Sara: I want to be a journalist.

Interviewer: Are your parents involved in journalism?
Sara: No, not at all. In fact, journalists are pretty unpopular in my house. My father’s interested in the news, but he isn’t very keen on journalists. He thinks most of them are arrogant, dishonest and irresponsible.

Interviewer: David, why do you want to be a politician?
David: I’m really disappointed with our government. Young people have a lot to say, but politicians don’t listen to them. They just think teenagers are lazy and miserable.

Interviewer: Why do you think you could be a politician?
David: I’m passionate about my country. I also have the right character: I’m not at all shy! In fact, I’m very outgoing, and I’m good at public speaking. I’m only sixteen now, so I’m very inexperienced, but I’m serious about politics.

Interviewer: Rani, why do you want to be a surgeon?
Rani: Well, most surgeons in the UK are men, and I think that’s unfair and wrong in the twenty-first century. I think my generation is responsible for getting more women into important jobs.

Interviewer: What special qualities do you think you need to be a surgeon?
Rani: I think I need to be caring, sensible and very hard-working.

REFERENCES

AUDIOSCRIPT p. 141

EXTRA ACTIVITIES

• Photocopiable Resource 1 (personality adjectives – 10 min.) pp. 164, 176
• Photocopiable Resource 2 (question words and prepositions – 5 min.) pp. 164, 177
• Test Yourself Pairwork Activity, WB pp. 113–114
• Students write more gap fill sentences like the ones in ex. 10 for the WORD STORE vocabulary. They exchange and complete sentences.

16.01.2014 10:11

M01B_FOCUS_TB_00POL_8165_U1-kopia.13.indd 26
Uczeń posługuje się słownictwem w zakresie tematu „Człowiek”, opisując cechy charakteru.

5 In pairs, discuss the questions.
   1 Do you know anybody like Rani, Sara or David?
   2 Which one is the most like/unlike you?
   3 What are your dreams and ambitions?

6 Replace the adjectives in brackets with appropriate adjectives in red in the interviews.
   1 Surgeons are (not selfish). They are kind and helpful.
   2 Teenagers are (not cheerful). They are always in a bad mood. miserable
   3 Business people are (not lazy). They put a lot of effort into their work. hard-working
   4 Journalists are (not modest). They think they are better than other people. arrogant
   5 Politicians are (not shy). They are confident and sociable.
   6 Farmers are (not crazy). They don’t make silly decisions.

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

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Go to WORD STORE 1 page 3

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WORD STORE 1A

8 Complete WORD STORE 1A with adjectives from Exercise 6. Then listen, check and repeat.

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WORD STORE 1B

9 Complete WORD STORE 1B with the opposites from the interviews. Then listen, check and repeat.

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WORD STORE 1C

12 Look at the underlined phrases in the interview. Complete WORD STORE 1C with the correct prepositions. Then listen, check and repeat.

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WORD STORE 1D

15 Complete WORD STORE 1D. Translate the Words for free. Then listen and repeat.

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WORKBOOK pp. 16–17, 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 1.2 in the WB, p. 18.
1.2 Grammar

Present tenses – question forms

I can ask questions using present tense forms

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

2 Match the questions with the answers. Then listen and check.

   1 Who inspires you?
   2 What does he do?
   3 Why do you admire him?
   4 Does he give any money to charity?
   5 Which charities does he give money to?
   6 Have you ever met him?
   7 What is he doing now?
   8 Are you similar to him in any way?

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

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

   a Who enjoys swimming?
   b What does Viv enjoy?

   c Who has tried Japanese food?
   d What has Neil tried?

   e Who can speak three languages?
   f What languages can Rosie speak?

   g Who has visited London?
   h How many languages can Rosie speak?

4 Complete the questions for the interview about Aung San Suu Kyi. Then listen and check.

   1 Who inspires you?
   2 What does she believe in?
   3 Why do you admire her?
   4 What does she believe in?
   5 ‘What are you doing now?’ ‘No, I haven’t seen her, but I’ve listened to her speaking.’
   6 ‘What is she doing now?’ ‘She’s working for peace, democracy and human rights.’

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

   1 ‘Viv enjoys swimming.’
   a Who enjoys swimming?
   b What does Viv enjoy?

   2 ‘Neil has tried Japanese food.’
   a Who has tried Japanese food?
   b What has Neil tried?

   3 ‘Rosie can speak three languages.’
   a Who can speak three languages?
   b What languages can Rosie speak?

   4 ‘Dave has visited London.’
   a Who has visited London?
   b Which capital city has Dave visited?

   5 ‘Tom is thinking about food.’
   a Who is thinking about food?
   b What is Tom thinking about?

   6 ‘Emily and Peter listen to jazz.’
   a Who listens to jazz?
   b What does Emily and Peter listen to?

6 Complete the sentences to make them true for you.

   1 I’m reading _______ at the moment.
   2 I spend most money on _______.
   3 It takes me _______ minutes to get to school.
   4 I go shopping for clothes _______ a month.
   5 I usually have lunch with _______.
   6 _______ inspires me.

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

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

   A: What do you usually have lunch with?
   B: My family.

   A: How often do you go shopping for clothes?
   B: Once a month.

   A: Who inspires you?
   B: My dad.

Grammar Focus page 112

REFERENCES
CULTURE NOTES >>> p. 134
AUDIOSCRIPT >>> p. 141

EXTRA ACTIVITIES
• Photocopyable Resource 3 (questions – 15 min.) pp. 164, 178
• In pairs, students interview each other about a person they admire using the questions in ex. 2, making any necessary changes, e.g. if it is a woman: What does she do? Why do you admire her? etc.

WORKBOOK
p. 18, including Show What You’ve Learnt

NEXT CLASS
• Ask students to prepare for a 10–15-minute grammar quiz
• Ask students to read ex. 1 on p. 15 and make notes to discuss in class.
**1.3 Listening**

**Matching**

I can understand an interview and a conversation about voluntary work.

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

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

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

   - Martin: organic farm
   - Karen: elderly people’s homes

3. **CD 1.31** Read questions 1–8 in the EXAM FOCUS. Match the underlined words and phrases with these words and phrases from the interview.

   - confident
   - elderly
   - two or three
   - two or three
   - more likely to do something
   - in a team
   - pigs and chickens

   **EXAM FOCUS Matching**

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

   - Who …
   - helps elderly people in the local area?
   - works with farm animals?
   - volunteers a few hours a week?
   - does volunteering every weekend?
   - thinks that volunteers are more active than other people?
   - enjoys working with other people?
   - thinks that voluntary work makes you more sure of yourself?
   - thinks that doing voluntary work makes a good impression?

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

6. **CD 1.31 MP3 31** 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. **CD 1.21 MP3 21** Listen again and complete each gap with one or two words from the dialogue.

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

**PRONUNCIATION FOCUS**

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

   - ambitious
   - disappointed
   - interested
   - responsible
   - optimistic
   - outgoing
   - passionate
   - unpopular

   - A ■■■
   - B ■■■
   - C ■■■
   - D ■■■

   - interested
   - ambitious
   - responsible
   - disappointed
   - passionate
   - outgoing
   - unpopular
   - optimistic

10. **CD 1.23 MP3 23** Listen and check.

**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 understand a text on teenage stereotypes

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

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

Parents say teenagers are ...
Teenagers say they are ...

2 Read the survey report and comments. Compare your ideas in Exercise 1 with the information you read.

3 Read the comments section again and write the names.

Who thinks ...
1 Teenagers work really hard.
   Sarah, Andrew
2 Teenagers have lots of positive personal qualities.
   Sarah
3 Teenagers are not only interested in themselves.
   Mel
4 Teenagers are all different people.
   Ryan
5 Teenagers think friends are very important.
   Janet

EXAM FOCUS Matching

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

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

What are teenagers

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

Your comments

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

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

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 5 adjectives from the lesson they find most difficult to remember and writes anagrams for their partner, e.g. SREONGUE (generous). Then they can tell their partner if the adjective is positive or negative.
• Students work in pairs. They take turns to say a word from the text for their partner to translate into their own language. Then they take turns saying words in their own language for their partner to translate into English.
5 Match 1–5 with a–e to make questions. Then answer the questions.

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

a. his homework in the evening? Andrew
b. football? Ryan
c. time with her grandparents? Janet
d. a job in a developing country? Mel
e. time to read much? Janet

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

1. arrogant ≠ modest
2. cowardly ≠ brave
3. disloyal ≠ loyal
4. dull ≠ interesting
5. grumpy ≠ cheerful
6. mean ≠ generous

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

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

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

9 Complete WORD STORE 1F. Add adjectives to the table. Mark the stress. Then listen, check and repeat.
1.5 Grammar

Verb + -ing form or verb + to infinitive

I can use different verb patterns

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

- jacket
- hoodie
- tie
- sweatpants
- uniform
- suit

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

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

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

**GRAMMAR FOCUS**

Verb + -ing form or verb + to infinitive
- After some verbs and verb phrases you usually use the -ing form of a verb.
- Examples: avoid, can’t stand, consider, don’t mind, enjoy, hate, like, love, miss, prefer, spend time

I enjoy wearing comfortable things.
- After some verbs and verb phrases you usually use the to infinitive.
- Examples: agree, can’t afford, choose, decide, hope, manage, need, pretend, refuse, want, ‘d like, ‘d prefer

I want to look good at all times.

4. Complete the questionnaire. For each gap, put the verb in brackets in the correct form.

5. Do the questionnaire. What is your attitude to clothes? Compare your answers with a partner.

6. Complete the sentences with wear or wearing. Then tick sentences that are true for you.

1. I can’t stand wearing formal clothes like suits.
2. I don’t mind wearing sweatpants at home.
3. I refuse to wear skinny jeans. They’re too uncomfortable.
4. I hate wearing heavy winter coats.
5. I can’t afford to wear designer clothes. They’re too expensive.
6. I avoid wearing anything yellow or pink.

7. Complete the sentences with information about yourself. Write five true sentences and one false one.

1. I love thinking about clothes.
2. I need a minute
3. I’ve decided to be

8. Work in pairs. Read your sentences from Exercise 7 to your partner. Guess which sentence is false.

Grammar Focus page 112

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**WHAT IS YOUR ATTITUDE TO CLOTHES?**

1. (Spend)
   - A. I spend a lot of money on clothes.
   - B. I can’t afford to spend much money on clothes.
   - C. I prefer spending my money on going out.

2. (Go)
   - A. I enjoy going shopping for clothes.
   - B. I don’t mind going shopping for clothes.
   - C. I refuse to go shopping for clothes.

3. (Buy)
   - A. I love buying new clothes every season.
   - B. I only buy clothes when I need them.
   - C. I avoid buying new clothes for as long as possible.

4. (Wear)
   - A. I enjoy wearing sweatpants.
   - B. I love wearing sweatpants at home for comfort.
   - C. I wear sweatpants all the time.

5. (Get)
   - A. I hope to get a job where I can wear all my favourite clothes.
   - B. I want to get a job where I can wear practical, comfortable clothes.
   - C. I’d like to get a job where I can wear a uniform or a suit.

6. THINK
   - A. In the morning, I spend a lot of time thinking about my clothes.
   - B. In the morning, I don’t spend much time thinking about my clothes.
   - C. I wear the same clothes every day.

**WHAT DOES IT MEAN?**

**Mainly As I LOVE THEM**

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

**Mainly Bs I NEED THEM**

You don’t mind thinking about clothes, but they are not your priority. You prefer casual clothes because you need to be comfortable.

**Mainly Cs I HATE THEM**

You hate to spend your time and money on clothes! You choose to spend your time and money on other things. But don’t forget, clothes can be fun.

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Extra Activities
- Test Yourself Pairwork Activity, WB pp. 113–114
- Students complete sentences about themselves using the same sentence beginnings as in ex. 6 (I can’t stand … I don’t mind … I refuse … etc).

Workbook p. 22, including Show What You’ve Learnt

Next Class
- Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1, Grammar.
1.6 Speaking

Temat lekcji: Uczeń reaguje ustnie w typowych sytuacjach, okazując zainteresowanie rozmówcą i udzielając informacji na swój temat.

Showing interest

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

1 In pairs, look at the activities in the box and discuss the questions.
   1. How much free time do you spend on each activity?
   2. What other things do you do in your free time?
   3. How similar or different are you to your partner?

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

2 CD1.27 MP3-27 Listen to two dialogues and answer the questions.

   1. What do Ed and Nick have in common?
   2. What do Rachel and Kate have in common?

3 CD1.27 MP3-27 Listen again and complete the SPEAKING FOCUS with responses a–e.

   a. Do you? Right...  
   b. Really? That's cool.  
   c. I'm not sure...  
   d. Really? I love it.  
   e. Me too.  
   f. Is she?

   SPEAKING FOCUS

   Statement  | Showing interest  |
   A: I've got loads of friends and they want to meet you.  
   B: Really? That's cool!  
   A: I've just got one sister. She's a model.  
   B: Is she?  
   A: She's training to be a pilot.  
   B: Wow, that's interesting!

   Statement  | Saying you are similar  |
   A: I love travelling and meeting new people.  
   B: Me too.  
   A: I don't really like rock or heavy metal.  
   B: Me neither.

   Statement  | Saying you are different  |
   A: I'm not very good at...  
   B: Don't you? Oh, I do.  
   A: I play the violin.  
   B: Do you? Right...

4 CD1.28 MP3-28 Cross out the response that is NOT possible in each case. Then listen, check and repeat.

   1. A: I've got thousands of songs on my iPod.  
      B: Have you? / Cool! /  
   2. A: I love Spanish and Italian food.  
      B: Really? / Have they? / Are they? /  
   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: How are you? / Are there? / Really? /  
   5. A: I can play the guitar.  
      B: Cool! / Can you? /  
   6. A: I'm passionate about politics.  
      B: Really! / Do you? / Are you? /  

5 CD1.28 MP3-28 Listen to six dialogues and decide if the two speakers are similar « or different ».

   1.  
   2.  
   3.  

6 Complete the table.

   Statement  | Say you are similar  | Say you are different
   a: I'm worried about the world.  
   b: I'm not worried about the world.  
   c: I love reading poetry.  
   d: I don't like reading poetry.  
   e: I've got lots of cousins.  
   f: I haven't got any cousins.

7 Complete the sentences to make them true for you.

   a: I'm really into...  
   b: I haven't got...  
   c: I really like...  
   d: I'm very interested in...  
   e: I'm not very keen on...  
   f: I'm not very good at...

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

   Student A: Choose a statement from Exercise 7. Say it to Student B.
   Student B: Say if you are similar or different. Use the SPEAKING FOCUS to help you.

Exercise 2

1. Both love travelling and meeting new people, they don't like rock or heavy metal and they have sisters.  
2. Rachel and Kate have different tastes in different sports, music and shopping, but they both play a musical instrument (Rachel plays drums and Kate plays the violin).

REFERENCES

AUDIOSCRIPT >>> p. 142

EXTRA ACTIVITIES

• 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.

• Ask students to find examples of emoticons and what they mean, e.g. 😊 (= happy) or 😞 (= sad).

WORKBOOK

p. 23

NEXT CLASS

•
1.7 Writing

A personal email/letter
I can write to someone and tell them about myself

1 In pairs, choose five qualities to describe the ideal exchange student.
confident and independent    friendly and outgoing
generous    good-looking    good at sport    honest
interested in computers    into the same music as me
keen on the same hobbies as me    sensible

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

family    food    hobbies    music    school    sport

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To: Jo
Subject: C U soon!

Hi Jo,

I hope you’re well. I’m really excited about coming to stay with you.

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

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

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

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

OK, time to finish. Write soon 🥰

Carlo

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Extra Activities
- Students roleplay 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
p. 24, including Show What You’ve Learnt and Show That You’ve Checked

Next Class
- Ask students to study the WORD LIST p. 21.

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

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

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

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

WRITING FOCUS

A personal email/letter

• Start the email/letter with a friendly greeting: Dear Nick/ Hi __ Jo.

• Don’t use full forms. Use contractions: you’re (not you are) / I’m (not I am).

• Use emotions (✓) or abbreviations but don’t overuse them: Bye for now = Bye 4 now.

• Use useful phrases to give information about yourself: I’m interested in/ I’m good at/ It’s __ with me.

• Ask questions to show you want a reply: What do you enjoy doing at weekends? What ___ about you?

• Finish the email/letter with a friendly goodbye: All the best / Bye 4 now.

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

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

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

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

Carlo
At weekends, my friends and I love going to the cinema. What do you

I hope you're well. I'm really excited about coming to stay with you.

A personal email/letter
keen on the same hobbies as me
sensible
interested in computers
into the same music as me

food

sport

6

e

c

4 Put the sentences summarising the email in

3 Does the person in the email sound like your

1

A personal email/letter
WRITING FOCUS

•

n

you enjoy doing at weekends?/What

Use emoticons

help you.

English family in London. Write a friendly

ideal exchange student? What details would

in a few months.

C U (see you) soon/next week/

seeing you.

Cheers,

I must be going now.

Jo.
SŁOWNICTION I GRAMATYKA

1 Uzupełnij zdania właściwymi przymiotnikami. Pierwsza litera każdego słowa została podana.
   1. Shona never smiles and is always depressed. She’s a really __________ person.
   2. Tim always thinks he’s right. He’s so __________.
   3. I’m __________ with my exam results. I didn’t do well.
   4. My parents always give me and my brother the same things. They’re very __________.
   5. Has Marion always been so __________? She always stays in bed until midday!
   6. Everyone knows Katie’s name and everyone likes her. She’s so __________.

2 Uzupełnij zdania właściwymi formami podanych słów.
   1. Tom has some health problems. He’s quite unhealthy.
   2. He saved a boy from the river and won a prize for bravery.
   3. Neil eats chips and hamburgers every day and never exercises. He’s really unfit.
   4. She sends money to her family. I admire her generosity.
   5. Marie told everyone my secrets. She’s so daly.
   6. Modesty is not one of Zafira’s qualities; she tells everybody that she’s the best student in the class.

3 Uzupełnij zdania właściwymi formami czasowników podanych w nawiasach.
   1. Have you ever __________ in a river before? (swim)
   2. Who __________ eating Italian food? I know a good restaurant.
   3. Does Eve usually __________ to bed very late? (go)
   4. What music __________ your friends __________ listening to? (like)
   5. What are you __________ at the moment? Is it a novel? (read)
   6. Who __________ your book? It’s not on the desk!

4 Używając podanych słów, napisz pełne zdania.
   1. I __________ music. I don’t mind __________ my sister’s old clothes if they suit me.
   2. They __________ Italian food. The most living in the city.
   3. You __________ help my friends? Have you ever __________ help? Police officers don’t always need to wear a uniform.
   4. I __________ always liked dancing.
   5. You __________ or / spend / a long time / studying / when you get home from school?

5 Podaj odpowiedzi A–C wybierz właściwe tłumaczenie fragmentu zdania podanego w nawiasie.

   1. Johann __________ (nie interesuje się) art at all. He has never been to an art gallery or an exhibition.
      A. isn’t interested in  C. isn’t responsible for
      B. isn’t keen on
   2. __________ (Kto pomaga Mary) with the project today?
      A. Who helps Mary  C. Who is helping Mary
      B. Who has helped Mary
   3. X: I __________ shopping for clothes.
      Y: __________ (Ja też nie).
      A. Me too.  B. Me neither.  C. Not me.
   4. Sally is a vegetarian and she __________ (odmawia noszenia) clothes made of leather.
      A. avoids wearing  C. refuses to wear
      B. doesn’t mind wearing
   5. X: My older sister is a fashion designer.
      Y: __________ (Naprawdę?)
      A. Have you?  B. Is she?  C. Are there?

6 Przeczytaj tekst. Z podanych odpowiedzi A–C wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

   A. fashion designer
   B. a lot
   C. under 20
   D. very
   E. to
   F. choose

   1. Tasmin is a __________ (fashion designer). She __________ (a lot) clothes made of leather. She __________ (under 20) clothes and only __________ (choose) clothes from high-street shops.
   2. I __________ (like) clothes made of leather. I __________ (don’t think) clothes made of leather are very popular. I __________ (don’t think) clothes made of leather are very expensive.
   3. My sister __________ (choose) clothes made of leather. She __________ (doesn’t think) clothes made of leather are very popular. She __________ (don’t think) clothes made of leather are very expensive.
   4. My brother __________ (choose) clothes made of leather. He __________ (don’t think) clothes made of leather are very popular. He __________ (don’t think) clothes made of leather are very expensive.

7 Wykonaj zadanie egzaminacyjne. Do każdego z podanych zdań wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

   A. am
   B. is
   C. are
   D. are
   E. am
   F. is

   1. Maria, 25, is __________ a fashion designer.
   2. Maria __________ a fashion designer.
   3. Maria __________ a fashion designer.
   4. Maria __________ a fashion designer.

8 Przeczytaj tekst. Z podanych odpowiedzi A–C wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

   A. am
   B. is
   C. are
   D. are
   E. am
   F. is

   1. Maria, 25, __________ a fashion designer.
   2. Maria __________ a fashion designer.
   3. Maria __________ a fashion designer.
   4. Maria __________ a fashion designer.

9 Pracując w parach, wykonajcie zadanie egzaminacyjne.

   • Zadanie ucznia A: użyj karty z ćwiczenia 8.
   • Zadanie ucznia B: użyj karty poniżej.

   Wraz z kolegą/koleżanką, który/która bardzo dobrze rysuje, wykorzystaj wszystkie lub wybrane zdania. Rozmowę wykorzystaj wszystkie lub wybrane zdania. Rozmowę

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

   • Opisz kolegę/koleżankę, którego/którą poznałeś/познала.
   • Opowiedz o rodzinie, u której przebywasz.
   • Napisz, jak spędziłeś/spędziłaś poprzedni weekend.
   • Opowiedz, co lubisz lub nie lubisz w swojej szkole.

10 Przeczytaj zadanie egzaminacyjne. Do każdego z podanych zdań wybierz właściwą, tak aby otrzymać logiczny i poprawny gramatycznie tekst.

   A. am
   B. is
   C. are
   D. are
   E. am
   F. is

   1. Maria, 25, __________ a fashion designer.
   2. Maria __________ a fashion designer.
   3. Maria __________ a fashion designer.
   4. Maria __________ a fashion designer.
MÓWIENIE
ROZMOWA Z ODSŁUCHNIEM ROLI
8 Zapoznaj się z poniższą kartą ucznia A. Zdecyduj, które cztery z podanych opcji a–f najbardziej pasują do tematu zadania i wpisz je w dymkach.

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

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


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


• Wyjaśnij, gdzie jesteś, i wyraź opinie na temat tego miejsca.
• Opowiedz o rodzinnym, u której przebywasz.
• Opisz kolegę/koleżankę, którego/której poznaliś/poznaliś w niejowej szkole.
• Napisz, jak spędzisz/spędzisz poprzedni weekend.

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

11 Wykonaj zadanie egzaminacyjne z ćwiczenia 10.