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# Traveller

## Exam

Student's Book



### Pre-Intermediate

Podręcznik wielokrotnego użytku

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### Youth culture 1

What are the most popular activities among young people in your country?

1. What are the most popular activities among young people in your country?

2. How do young people make new friends today?

3. How do young people make new friends today?

4. How do young people make new friends today?

5. How do young people make new friends today?

6. How do young people make new friends today?

7. How do young people make new friends today?

8. How do young people make new friends today?

9. How do young people make new friends today?

10. How do young people make new friends today?

### What an experience! 2

What are the most popular activities among young people in your country?

1. What are the most popular activities among young people in your country?

2. How do young people make new friends today?

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### Going places 3

What are the most popular activities among young people in your country?

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7. How do young people make new friends today?

8. How do young people make new friends today?

9. How do young people make new friends today?

10. How do young people make new friends today?

### Nowadays 4

What are the most popular activities among young people in your country?

1. What are the most popular activities among young people in your country?

2. How do young people make new friends today?

3. How do young people make new friends today?

4. How do young people make new friends today?

5. How do young people make new friends today?

6. How do young people make new friends today?

7. How do young people make new friends today?

8. How do young people make new friends today?

9. How do young people make new friends today?

10. How do young people make new friends today?

### Help 5

What are the most popular activities among young people in your country?

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7. How do young people make new friends today?

8. How do young people make new friends today?

9. How do young people make new friends today?

10. How do young people make new friends today?

### Time out 6

What are the most popular activities among young people in your country?

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7. How do young people make new friends today?

8. How do young people make new friends today?

9. How do young people make new friends today?

10. How do young people make new friends today?

### Good job 7

What are the most popular activities among young people in your country?

1. What are the most popular activities among young people in your country?

2. How do young people make new friends today?

3. How do young people make new friends today?

4. How do young people make new friends today?

5. How do young people make new friends today?

6. How do young people make new friends today?

7. How do young people make new friends today?

8. How do young people make new friends today?

9. How do young people make new friends today?

10. How do young people make new friends today?

### Way of life 8

What are the most popular activities among young people in your country?

1. What are the most popular activities among young people in your country?

2. How do young people make new friends today?

3. How do young people make new friends today?

4. How do young people make new friends today?

5. How do young people make new friends today?

6. How do young people make new friends today?

7. How do young people make new friends today?

8. How do young people make new friends today?

9. How do young people make new friends today?

10. How do young people make new friends today?

# Youth culture

1

Tematy z podstawy programowej:

- ▶ Człowiek
- ▶ Nauka i technika - sposoby komunikowania się
- ▶ Kultura
- ▶ Życie prywatne – rodzina i przyjaciele



### Discuss:

- ▶ What activities are popular with young people in your country?
- ▶ How do young people make new friends today?



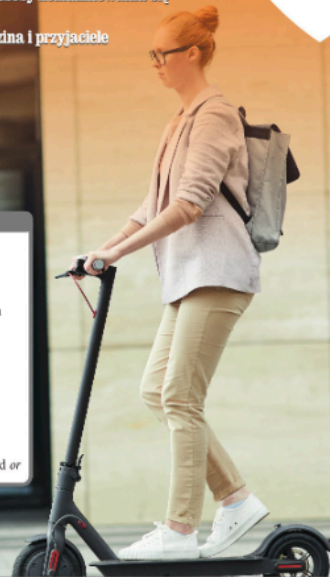
### In this module you will learn...

- ▶ to talk about the present and past
- ▶ to talk about past habits
- ▶ to discuss different ways of communicating
- ▶ to talk about what you and other people you know like and dislike
- ▶ to use quantifiers
- ▶ to talk about friends and friendship
- ▶ to describe people (physical appearance, personality)
- ▶ to write a description of a person
- ▶ to present yourself
- ▶ to link your ideas with *and, but, so, because* and *or*



### In this module you will practise the following skills:

- ▶ p. 7 **speaking**: making plans (uzyskiwanie i udzielanie informacji)
- ▶ p. 11 **writing**: a paragraph presenting yourself (opisywanie ludzi; opowiadanie o czynnościach, doświadczeniach i wydarzeniach)
- ▶ p. 15 **writing (ex. B)**: matching (dobieranie – określenie głównej myśli fragmentu tekstu)
- ▶ p. 16 **grammar (ex. B)**: Present Simple vs Present Progressive - Stative Verbs (posługiwanie się strukturami gramatycznymi w określonym kontekście)
- ▶ p. 18 **listening**: multiple choice (test wyboru – znajdowanie w wypowiedzi określonych informacji)
- ▶ pp. 19-22 **Developing Skills**
  - **writing**: an email (wiadomość e-mailowa, opisywanie ludzi)
  - **speaking**: describing a picture (opisywanie ludzi, przedmiotów, miejsca)
  - **listening**: multiple choice (test wyboru – znajdowanie w wypowiedzi określonych informacji)
- ▶ p. 178 **Skills Practice**
  - **reading (ex. C)**: fill in the gaps (uzupełnianie tekstu brakującymi zdaniami - dopasowywanie zdań do kontekstu)



# What's up?

## 1. LISTENING & READING (40)

### A. Discuss.

- Do you talk with your friends on the phone a lot?
- What do you usually talk about?

### B. Listen and name the people in the pictures.

Write the answers in your notebook.

Nancy Hey, are you watching telly?

Paul Yeah, why?

Nancy Switch over to SportPlus channel.

Paul No, thanks. I don't want to watch sports right now.

Nancy Just do it.

Paul OK, hold on... Wow! That's Usain Bolt... and he's playing football.

Nancy Yeah, it's a charity match.

Paul He's quite good.

Denise ... and what about Lynn's clothes?

Penny I think they're OK.

Denise You can't be serious! That red top is about ten years old.

Penny So what? It's still trendy. I like it.

Denise And what about her hairstyle?

Penny Well, it's pretty awful.

Denise At least we agree on something.

Jane Hi, mate. What are you up to?

Neal Not much. I'm just sending a few emails.

Jane You never send emails to me.

Neal That's because we talk on the phone all the time.

Jane I suppose so. Do you fancy watching a film later?

Neal Sorry, I have other plans.

Jane No problem.

Sue Hi, Ken, how's it going?

Ken Not bad. Are you calling from work?

Sue No, I'm on the train home.

Ken But you usually finish late on Tuesdays.

Sue Yes, but I'm not working this week.

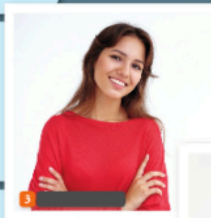
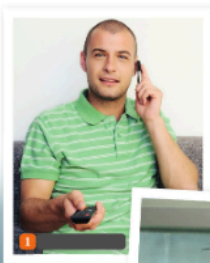
Ken Nice one! Do you want to go for coffee later?

Sue Sure, why not? Got to go? We're going into a tunnel.

Ken So?

Sue Mobiles don't work in tunnels.

Ken Of course... Sue? ... Sue?



### C. Read the dialogues and answer the questions.

1. What can you see on SportPlus channel now?
2. What does Penny think is trendy?
3. What doesn't Penny like about Lynn?
4. Why doesn't Neal send emails to Jane?
5. Where is Sue calling from?
6. Why can't Sue speak to Ken any longer?

## 2. VOCABULARY

### CONVERSATIONAL ENGLISH

Match the phrases 1-5 with their synonyms a-e. Write the answers in your notebook, e.g. 1-e.

1. Hold on.
2. You can't be serious!
3. What are you up to?
4. How's it going?
5. Nice one!

- a. Great!
- b. How are you!
- c. I don't agree with you.
- d. What are you doing at the moment?
- e. Wait.

## 3. GRAMMAR

### PRESENT SIMPLE vs PRESENT PROGRESSIVE

Read the examples and match them with the phrases a-d. Write the answers in your notebook.

#### Present Simple

1. We talk on the phone all the time.
2. Mobiles don't work in tunnels.

#### Present Progressive

3. I'm just sending a few emails.
4. I'm not working this week.

- a. right now
- b. usually or repeatedly
- c. as a general rule
- d. this period of time

### STATIC VERBS

Read the examples and answer the question.

- I don't want to watch sports right now.
- I like it.

Want and like are static verbs. Which tense do we usually use with static verbs, the Present Simple or the Present Progressive?

## 4. PRACTICE

Complete the dialogues with the Present Simple or the Present Progressive of the verbs in brackets. Write the answers in your notebook.

1.

A: What (1) (you / do) here, Dave?

B: I (2) (wait) for the underground, just like you.

A: I (3) (know) that. I (4) (mean), where (5) (you / go)? You (6) (usually / not use) the underground. You (7) (have) a motorbike, right?

B: Yeah, but I (8) (want) to go to the city centre and the underground is the best way. No traffic!

A: Yeah, I (9) (hate) driving in traffic too.

2.

A: Where's Gordon today?

B: He (10) (not work) in the office this week.

A: I (11) (not understand).

B: Every year, Mr O'Brien (12) (send) people to London for seminars.

A: That sounds interesting.

B: (13) (you / want) to go next year? I can talk to Mr O'Brien for you.

A: Thanks.

## 5. SPEAKING

Talk in pairs. Pretend to ring your partner and discuss your plans for today. Use some of the phrases in the boxes and the ideas given.



Sure, why not?  
Of course. I'd love to.  
Sounds brilliant!  
Nice one!  
That would be great.  
How could I say no?

Hi, how's it going?

Not bad.

What are you doing...?

Nothing much.

Do you want to...?

...

Sorry, I have other plans.  
I'm afraid I'm busy.  
Maybe some other time.  
No, thanks.  
I'd like to come but...  
I'm afraid I can't make it because...

# Keep in touch

## 1. READING (1)

### A. Discuss.

- Do you use the Internet to keep in touch with friends?
- What is a social media website? What can members of social media sites do?

### B. Read the text and compare the information in it with your answers.



## From the letter box to the inbox

In the good old days, friends used to phone you or send you a birthday card on your birthday. These days, if you're a member of a social media site, you probably receive messages on your 'wall' with a virtual 'gift'.

Social media sites appeared just before the beginning of the century and took the Internet, and the world, by storm. Just a few decades ago, people wrote letters or called each other **regularly** to keep in touch. Then emails came, and today social media sites allow users to communicate **instantly** with friends and family.

In the past, people could play computer games with friends only when they were together. With social media sites, users can play **online** games with people that are next door or on the other side of

the world. They can even play with online friends they've never even met. And it seems it doesn't take time to make friends; it just takes a few clicks.

Until very recently, people used to put all their holiday photos in albums. Now social media users can **display** their photos online. Just click on your friend's album and enjoy!

It's easy to keep in touch with friends online, and making new online friends can be great fun. But when it comes to birthdays, real gifts are much better than virtual ones!

### C. Read again and answer the questions.

- Who can receive messages and virtual 'gifts' from a 'wall'?
- When did social media websites appear?
- What are online friends?
- Where did people use to keep their photos?

### D. Look at the highlighted words in the text and choose the correct meaning a or b. Write the answers in your notebook.

- |                |                    |
|----------------|--------------------|
| 1. regularly   | 3. online          |
| a. usually     | a. on the phone    |
| b. suddenly    | b. on the Internet |
| 2. instantly   | 4. display         |
| a. soon        | a. take            |
| b. immediately | b. show            |

### E. Discuss.

- Are you a member of a social media website? Why? / Why not?
- What do you think the advantages and disadvantages of having online friends are?

## 2. VOCABULARY

### PHRASES RELATED TO COMMUNICATION

Read the sentences 1-7 and match the phrases in bold with the definitions a-g. Write the answers in your notebook, e.g. 1-c.

- I left university last year, but I try to **keep in touch** with people through email.
- Give me a call when you get home, OK?
- I left a message for Dana, but she hasn't **returned my call**.
- I'm not sure what my cousin is up to. We've **lost touch**.
- I'm sorry I haven't written to you. I promise to **drop you a line** soon.
- Can I **have a word with** you before the meeting starts?
- I sent an email to Joe, but I didn't **receive a reply**.

- phone someone before they phoned you
- get an answer
- continue to communicate
- speak to someone for a short time
- send a short message or note
- stop communicating
- phone someone

## 3. GRAMMAR

### PAST SIMPLE

A. Read the examples and match them with the uses of the Past Simple. Write the answers in your notebook.

- Social media sites **appeared** just before the beginning of the century.*
- Just a few decades ago, people **wrote** letters.*
  - a habitual or repeated action in the past
  - an action that happened at a specific time in the past

B. Look at the text in activity 1B and find the Past Simple of the verbs. Write the answers in your notebook.

call → \_\_\_\_\_ can → \_\_\_\_\_  
take → \_\_\_\_\_ be → \_\_\_\_\_

### USED TO

Read the example and choose the correct meaning a or b. Write the answers in your notebook.

*Friends **used to send** you a birthday card on your birthday.*

- Friends sent you a birthday card in the past and still do so today.
- Friends sent you a birthday card in the past but they don't any more.

Affirmative	Negative	Question
used to	didn't use to	Did... use to?

## 5. SPEAKING

Think of a few people that you know well (friends, parents, grandparents, etc.). Look at the means of communication and discuss the following questions with the class or talk in small groups.

- Which means of communication do they usually use to keep in touch with others?
- Which means of communication did they use to use? Why?

mobile phone

email

note

letter

social media website

*My grandparents used to communicate by sending letters.*

*Mine too, but now my grandmother sends emails.*

## 4. PRACTICE

A. Complete the dialogue with the Past Simple of the verbs in brackets. Write the answers in your notebook.

- A: (1) \_\_\_\_\_ you \_\_\_\_\_ (call) Sandy about tomorrow?  
B: What's happening tomorrow?  
A: We (2) \_\_\_\_\_ (talk) about this yesterday.  
B: When?  
A: When we (3) \_\_\_\_\_ (be) on the bus. I (4) \_\_\_\_\_ (tell) you all about it.  
B: Sorry, I (5) \_\_\_\_\_ (not can) hear you very well on the bus. It (6) \_\_\_\_\_ (be) quite noisy.  
A: But you (7) \_\_\_\_\_ (not say) anything!  
B: Look, I'm sorry, OK?  
A: Let's talk about it again.

B. Complete the sentences with the correct form of **used to** and the verbs in the box. Write the answers in your notebook.

be not drink play sleep call send

- I \_\_\_\_\_ video games when I was a teenager, but I'm bored of them now.
- \_\_\_\_\_ you \_\_\_\_\_ a lot of emails when you were at university?
- I \_\_\_\_\_ water at all, but now I try to have eight glasses a day.
- Harry \_\_\_\_\_ for ten hours a night, but now he doesn't.
- Maya's hair \_\_\_\_\_ dark brown, but now it's fair.
- My teacher \_\_\_\_\_ me Smithie at school.



## That's me

## 1. VOCABULARY

## PHRASES DESCRIBING LIKES AND DISLIKES

Read the sentences. Which of the phrases in bold make *like* and which *dislike*? Write the answers in your notebook, e.g. 1-like.

- Tom is a **big fan of** Manchester United. He never misses a match.
- Frank **can't stand** rap music. It gives him a headache.
- Alice is **interested in** art. She has twenty paintings in her house.
- Rosie is **fond of** children. She wants to become a teacher.
- Henry **finds** science-fiction films **boring**. He rarely watches them.
- Linda **hates** geography. She never studies it.
- My brother and I **are really into** football. We play in the school football team too.

## 2. GRAMMAR

## PREPOSITIONS OF TIME

Read the dialogue and note the prepositions of time. Then look at the table and decide which prepositions *on*, *in*, or *at* belong to groups 1-3.

Ann *Let's meet tomorrow at 6.00.*

Keith *I'm afraid I can't. On Wednesdays I work from 10.30 till 6.30.*

Ann *OK, then. Do you want to meet in the evening, at around 8.00?*

Keith *Sure, and we can go to the new Italian restaurant. I went there two weeks ago and the food was delicious.*

1	nine o'clock / the weekend noon/night/midday/midnight the age of five
2	the morning/afternoon/evening August / autumn / 2017 / the 21 <sup>st</sup> century
3	Tuesday / 4 July a winter's night / a cold morning a Sunday afternoon

## Other prepositions of time:

during from...to/till/until  
before after ago

## 3. PRACTICE

Complete the sentences with the correct prepositions of time. Write the answers in your notebook.

- Iris is meeting Helen  noon.
- Paul always reads articles online  Sunday afternoon.
- I usually drink a warm cup of milk  the morning.
- Tanya takes lots of photos  her holiday.
- They went to Berlin  June.
- I was in Spain  29 January.
- My brother left ten minutes .

## 4. INTONATION

A. Listen and repeat. What do you notice about the stress on *in* and *at* in the two sentences?

I sometimes read books in the evenings.  
Let's visit Mary at the weekend.

B. Listen and repeat.

- Jane worked from eight to seven last year.
- There were no mobile phones in the 19<sup>th</sup> century.
- I usually do housework on Mondays.
- Jack called at noon.

## 5. SPEAKING

Talk in pairs about the things you like and don't like. Use some of the ideas in the box.

*I'm fond of jogging.*

*How often do you go jogging?*

*About four times a week.*

*When do you find the time to go?*

*I usually go in the morning before I go to work.*

*What about you?*

*Oh, I hate jogging. I find it boring.*

rock music classical music  
horror films comedies  
football table tennis  
jogging swimming  
maths history

## 6. LISTENING

## A. Discuss.

- Do you watch TV in your free time?
- What kind of programmes do you like watching?
- What do you think of chat shows, talent shows and soap operas?

B. Listen to three people introducing themselves and decide what kind of TV programme they are on. Choose a, b or c. Write the answer in your notebook.  
a. chat show b. talent show c. soap opera

C. Listen again and decide if the statements are True or False. Write T for True or F for False in your notebook.

- Brian is studying music at the University of Kent.
- Brian finds reading interesting.
- James works part time at a hairdresser's.
- James can't stand art galleries.
- Tina is a dance student.
- Tina can't play the piano.

## 7. WRITING

A. Read the blog entry and answer the questions.

## A BLOG

http://www.bristoluniblog.com

BristolUni blog

Back to uni again! I had a great holiday and I can't believe the summer is over!

My name is Matt Roberts and I'm nineteen years old. I'm looking for a new flatmate because I hate living alone and I want someone to share the expenses with. I'm studying music and I'm a big fan of jazz and rock. I also play in a band. My friends and I practise three times a week. On Wednesdays we practise at my flat. So, I hope you're into rock music! In my free time, I enjoy watching films, chatting on the Internet or going out with friends. I'm also interested in photography, so I joined a photography group recently. I can't stand housework, but I'm really into cooking. I'm not a great cook, but I'm improving. I usually study for my classes early in the morning or late at night, so I like it to be quiet during those hours.

- Who is writing the entry in the blog?
- Why is he writing it?
- Who is going to read this entry?
- What words does the writer use to link his ideas?

B. Imagine that you've decided to write back to Matt. Decide which of the following you would include.

- name interests  
age what you did last week  
your life story things you don't like  
what you're studying where you're going on holiday  
where your parents live

## WRITING TASK

C. Now write back to Matt, telling him about yourself. Expand on the ideas you have noted in activity B. Your reply should be between 80-100 words.

When writing a paragraph presenting yourself:

- include only relevant information.
- use the appropriate tenses. Use the **Present Simple** for routines, the **Present Progressive** for temporary situations and the **Past Simple** for past events.
- link your ideas. Use **- and** to join similar ideas.
  - but** to join two opposite ideas.
  - so** to express result/consequence.
  - because** to show reason.
  - or** to show alternative.

# Good role models

## 1. READING (10)

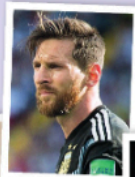
### A. Discuss.

- What do you know about these people?
- Are they good role models? Why? / Why not?

Ryan Reynolds



Lionel Messi



Scarlett Johansson



Helen Keller



Adele



### B. Read the texts and find out why the two people are good role models.

## LEWIS HAMILTON



British-born Formula One driver, Lewis Hamilton, is one of the best drivers of the sport ever. With Lewis, the sport has become more popular, especially with young people in the UK.

Lewis began karting as a hobby at the age of eight. One thing was clear. He was very talented, and he soon won races and championships.

Today, Lewis spends many hours at the gym every day and doesn't have much free time on his hands. Few people know that F1 drivers need to train hard and be very fit. They need to have strong, muscular bodies and very little body fat.

After winning his first F1 World Drivers' Championship in 2008, Hamilton has continued competing in races all over the world and has won more than eighty so far. Driving is his passion and he's at his happiest when he's **behind the wheel**.

## ANGELINA JOLIE



Angelina Jolie is one of the most famous actresses in the world. She is a very beautiful woman and she is **well-known** for her charity work.

Angelina Jolie has played many roles **on screen** and won an Academy award for her role in the film *Girl Interrupted* in 1999. However, she became an international superstar after her performances in the *Lara Croft* films.

During filming for *Lara Croft: Tomb Raider*, Angelina spent some time in Cambodia. There, she **became aware** of the poverty in Asia and the problems refugees face all over the world. She realised that she **was in a position** to do something and became a goodwill ambassador.

Her charity work has also affected her family. She has six children in all; three of them adopted from Cambodia, Vietnam and Ethiopia.

### C. Read again and complete the sentences with *Lewis* or *Angelina*. Write the answers in your notebook.

1.  showed great talent at an early age.
2.  won an award in 1999.
3.  tries to help other people.
4.  turned a hobby into a career.
5.  needs to be very fit for his/her job.
6.  has a big family.

### D. Look at the highlighted words/phrases in the texts and choose a or b. Write the answers in your notebook.

1. behind the wheel  
a. driving a car  
b. training at the gym
2. well-known  
a. famous  
b. clever
3. on screen  
a. in her life  
b. in films
4. became aware of  
a. realised  
b. got bored with
5. was in a position to  
a. could  
b. was at the right place

### E. Discuss

- Do you know of any other famous people who are good role models for young people?
- Why do you consider them role models?

## 2. VOCABULARY

### WORDS EASILY CONFUSED

Choose the correct word in each sentence and write it in your notebook, e.g. 1-win.

1. Did your team **win** / **beat** the match today?
2. I **won** / **beat** my brother at a game of chess yesterday.
3. Jenkins has **trained** / **performed** hard and is ready for the big match.
4. It is the first time my brother has **trained** / **performed** live and he's very nervous.
5. Skiing isn't very **popular** / **famous** in my country.
6. He became internationally **popular** / **famous** after winning the award.
7. I don't speak French, so I couldn't really **understand** / **realise** her.
8. I didn't **understand** / **realise** you worked at home.

## 3. GRAMMAR

QUANTIFIERS: some, any, no, much, many, a lot of, lots of, (a) few, (a) little

### A. Read the dialogue, complete the rules and write them in your notebook.

A: Is there **any** coffee left?

B: Yeah, there is. Have **some**.

A: Can I have **some** milk?

B: I'm sorry, there's **no** milk left.

A: How about biscuits?

B: Sorry, we don't have **any**.

Use  in affirmative sentences, offers and requests. Use  in questions and negative sentences.

Use  in affirmative sentences to give a negative meaning.

### B. Read the extract from the text about Lewis Hamilton, complete the rules with *much*, *many*, *a few* and *a little* and write them in your notebook. Which of the words in bold can we replace with a lot of / lots of?

Today, Lewis spends **many** hours at the gym every day and doesn't have **much** free time on his hands. **Few** people know that F1 drivers need to train hard and be very fit. They need to have strong, muscular bodies and very **little** body fat.

Use  and  before plural countable nouns.

Use  and  before uncountable nouns.

Use a lot of / lots of before uncountable or plural countable nouns.

### C. Read the examples and notice the words in bold. Which of them means *enough* and which means *not enough*?

- I have **a little** money with me; perhaps we can buy a sandwich.
- I don't think we can buy it; I have **very little** money with me.

## 4. PRACTICE

Read, choose the correct word in each sentence and write it in your notebook.

1.

Tom: Hey, Jill. Are you going to the gym again?

Jill: Yep. I have (1) **lots of** / **much** time on my hands these days, so I go to the gym every day now.

Tom: Wow! I do very (2) **a little** / **little** exercise. I have (3) **no** / **any** free time.

2.

Tony James has starred in (4) **many** / **much** adventure films. (5) **Few** / **A few** actors train so hard before making a film. That's why he doesn't see his family (6) **much** / **a lot of**. He is a very good actor but he hasn't won (7) **any** / **some** Oscars. Maybe next year.

# Friendly faces

## 1. VOCABULARY

### ADJECTIVES DESCRIBING PERSONALITY

Read the sentences and match the words in bold with the definitions a-h by writing the corresponding items in your notebook.

- I can't talk to Bill about anything. He's so **quick-tempered!**
- One of Mary's bad qualities is that she's **bossy**. She keeps telling us what to do and what not to do!
- Julia is so **lazy**. She just sits there all day doing nothing.
- Don't be **shy**. Come and say hello to my family.
- Oliver is an **outgoing** person and loves meeting new people.
- My sister's an **honest** person. She never lies to me.
- A very **kind** young man helped me carry my shopping bags up the stairs.
- Wendy is a **confident** woman, so job interviews are very easy for her.

- not wanting to work / not very active
- believing in yourself and your abilities
- fond of telling people what to do
- friendly, enjoying meeting other people
- always telling the truth
- afraid to meet or talk to other people
- becoming angry quickly
- helpful and friendly

Learn new words in context (in sentences describing situations). This way, it is easier to remember them.



## 3. SPEAKING

Talk in groups and discuss the questions. Use the prompts in the box.

- What are your friends like?
- Do you always get along with them?
- Do you think you are a good friend?
- How would you describe the ideal friend?

- My friends are...
- We usually get along fine, but we sometimes argue about...
- I think/believe I am / am not a good friend because...
- The ideal friend should be...



## 2. LISTENING

A. Listen to a man and a woman discussing three new colleagues of theirs. Match the people with the adjectives. There is one extra adjective which you do not need to use. Write the answers in your notebook.



- outgoing
- lazy
- shy
- bossy

B. Listen again and write *man* or *woman* to complete the sentences. Write the answers in your notebook.

- The  thinks Karen doesn't like her job.
- The  goes out with David a lot.
- The  thinks David is a different person at work.
- The  thinks Isabel is shy.
- The  has a problem with Isabel.

## 4. WRITING

### A DESCRIPTION OF A PERSON

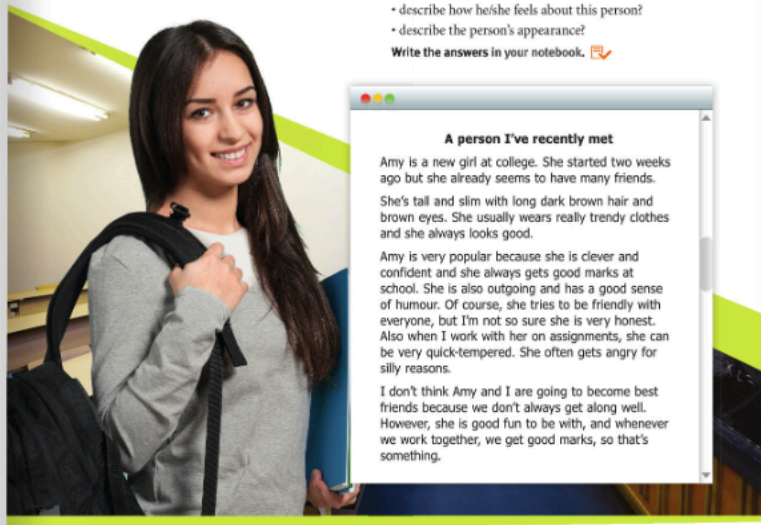
#### A. Discuss.

- What does the girl look like?
- What do you think she's like?

B. Read the description of the girl and compare your answers in activity A. In which paragraph does the writer:

- describe the person's personality?
- introduce the person?
- describe how he/she feels about this person?
- describe the person's appearance?

Write the answers in your notebook.



#### A person I've recently met

Amy is a new girl at college. She started two weeks ago but she already seems to have many friends.

She's tall and slim with long dark brown hair and brown eyes. She usually wears really trendy clothes and she always looks good.

Amy is very popular because she is clever and confident and she always gets good marks at school. She is also outgoing and has a good sense of humour. Of course, she tries to be friendly with everyone, but I'm not so sure she is very honest. Also when I work with her on assignments, she can be very quick-tempered. She often gets angry for silly reasons.

I don't think Amy and I are going to become best friends because we don't always get along well. However, she is good fun to be with, and whenever we work together, we get good marks, so that's something.

C. Read the statements and decide which ones apply to the description of Amy in activity 4B. Write the numbers in your notebook.

- The writer:
- uses a variety of adjectives
  - gives details about how they met
  - uses the past tense only
  - suggests how this person can change personality
  - gives related ideas together
  - gives his/her general opinion about the person
  - gives some examples to explain what he/she means

### WRITING TASK

D. Write a description of a person you have recently met. Your description should be between 100-120 words.



When writing a description of a person:

- ▶ group related ideas together. Organise your description into paragraphs as shown in activity 4B.
- ▶ use a variety of adjectives to describe the person's appearance and personality.
- ▶ use examples to explain what you mean.
- ▶ give your general opinion about this person in the last paragraph.




## VOCABULARY

A. Choose *a*, *b* or *c*. Write the answers in your notebook.

- I want to have a [ ] with you tonight.
  - talk
  - word
  - reply
- Ryan doesn't get [ ] with his brother. They always argue.
  - over
  - up
  - along
- Tanya is [ ] in modern art.
  - interested
  - fund
  - a fan
- The athletes [ ] really hard weeks before the race.
  - performed
  - beat
  - trained
- Do you want to keep in [ ]?
  - note
  - message
  - touch
- I get very [ ] when people lie to me.
  - angry
  - honest
  - confident

## GRAMMAR

B. Complete the sentences with the options *a*, *b* or *c* that mean the same as the Polish translation. Write the answers in your notebook. 

- A: Where [ ] (gdzie James)?  
B: To the sports centre. He [ ] (gra w) table tennis with Ryan on Mondays.
  - is James going, plays
  - does James go, plays
  - is James going, is playing
- Peter [ ] (nie wie) that Mr Martin is Sue's father.
  - know
  - don't
  - doesn't know
- A: Tom and I [ ] (malujemy) the house this week.  
B: [ ] (Czy potrzebujecie) any help? I'm free.
  - paint, Do you need
  - are painting, Do you need
  - are painting, No need
- What [ ] (gotujesz), Mum? It [ ] (pachnie) really nice!
  - are you cooking, smells
  - are you cooking, is smelling
  - do you cook, smells

C. Complete the dialogues with the Past Simple of the verbs in brackets. Write the answers in your notebook.

- A: Why [ ] (be) Kelly angry at Jim yesterday?  
B: Because Jim [ ] (break) her smartphone and he [ ] (not want) to buy her a new one.
- A: [ ] your mum [ ] (tell) you that I [ ] (call) last night?  
B: Yes, she [ ] (tell) me but I [ ] (not can) return your call. Sorry.  
A: Where [ ] (you / be)?  
B: At home, but my little brother [ ] (have) an assignment for school and he [ ] (need) my help.

D. Choose the correct word in each sentence and write it in your notebook, e.g. 1-0n.

- Are you coming back from Rome in / on 11 February?
- Every year, from / during March in / till September, my grandfather lives on the island. In / At the winter, he comes to the city.
- I began playing tennis at / in the age of ten.
- Helen usually goes to bed during / at midnight.
- I lost touch with my classmates years before / ago.

E. Complete the sentences with the correct form of *used to* and the verbs in the box. Write the answers in your notebook.

visit   drive   work   not eat   live

- Samantha [ ] strawberries and cherries, but now she loves them.
- Henry [ ] his parents every weekend, but now he doesn't have time.
- I [ ] to university, but now I take the bus.
- A: [ ] you [ ] in London?  
B: Yes, I [ ] in a bank there.

F. Choose the correct word in each sentence and write it in your notebook, e.g. 1A-few.

- A: There are very little / few / no chairs in the living room. Where is everyone going to sit?  
B: Don't worry. There are some / lots / few chairs in the kitchen too.
- A: Would you like much / some / no milk in your coffee?  
B: Yes, please and little / a little / a few sugar.
- A: I receive a lot of / much / no emails every day.  
B: Really? Some days I don't receive some / no / any.

## WRITING

A. Read the email and complete it with the phrases in the box. Write the answers in your notebook.

- a. short, straight, black hair
- b. Best wishes,
- c. How's everything?
- d. trendy boots
- e. Isn't she wonderful?
- f. get along well
- g. Jessy is outgoing

Dear Chris,

(1) \_\_\_\_\_ I still don't have many friends here at uni, but last week I met this girl and we seem to (2) \_\_\_\_\_.

Her name is Jessy and she's tall, with (3) \_\_\_\_\_. She's quite attractive. She likes wearing jeans and (4) \_\_\_\_\_.

(5) \_\_\_\_\_ and we have lots of fun together. She's kind and always wants to help everyone out. (6) \_\_\_\_\_ I think we're going to become best friends.

Anyway, write back soon and tell me your news from uni. OK?

(7) \_\_\_\_\_  
Karen

## B. Write the following email.

Masz nową dziewczynę / nowego chłopaka. Napisz wiadomość e-mail do kolegi z Wielkiej Brytanii.

Napisz:

- gdzie ją / go poznałeś /-as,
- jak ona / on wygląda,
- jakie są jej / jego zainteresowania,
- jakie cechy charakteru najbardziej ci w niej / nim się podobają.

Podpisz się jako XYZ. W zadaniu nie jest określony limit słów.

## LISTENING

Listen to two friends talking and answer the questions. Choose a, b or c. Write the answers in your notebook.

- What does Jenny usually use to keep in touch with her friends?
  - a. a mobile phone
  - b. emails
  - c. a social media site
- When does Jenny usually go jogging?
  - a. in the morning
  - b. in the afternoon
  - c. in the evening
- What sport is Gary a big fan of?
  - a. football
  - b. basketball
  - c. tennis
- What kind of music isn't Gary fond of?
  - a. rock
  - b. jazz
  - c. hip hop

## SPEAKING

1

A. Look at the picture and complete the blanks. Write the answers in your notebook.



In the picture, I can see \_\_\_\_\_ three girls and two boys. They're probably \_\_\_\_\_ and go to the same school. At the moment, they are outside their school.

They \_\_\_\_\_ on the grass and they are looking at \_\_\_\_\_. I think they are using \_\_\_\_\_, sending \_\_\_\_\_ or playing \_\_\_\_\_. They all seem happy and relaxed so I think they are having \_\_\_\_\_. They look very trendy. They're all wearing \_\_\_\_\_. It's probably spring or the beginning of \_\_\_\_\_.

B. Describe the picture. Don't forget to use the Present Progressive wherever needed.



C. In pairs, answer the questions.

- What are your best friends like?
- How often do you hang out and what do you do?
- What kind of people do you like?
- What kind of people do you dislike?

2

A. Answer the following questions in pairs.

- Why do people need friends?
- What do you and your best friend have in common?
- How do you usually communicate with your friends?

B. Act out the following conversation.

Uczeń A

Na kursie językowym w Kanadzie kilka osób poproszono o przygotowanie prezentacji na temat przyjaźni. Rozmawiasz z kolegą/koleżanką na ten temat. Poniżej podane są cztery kwestie, które musisz poruszyć w rozmowie.

Cechy charakteru przyjaciela/przyjaciółki

Znaczenie przyjaźni w życiu człowieka

Definicja przyjaźni

Przyjaźń między płciami przeciwnymi

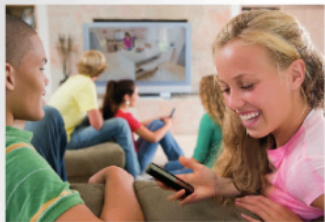
Uczeń B

Wysłuchaj wypowiedzi Ucznia A i w zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do rozmowy poniższe punkty:

- ➔ Poproś Ucznia A, by dokładniej przedstawił swój punkt widzenia.
- ➔ Zgódź się lub nie z jedną z poruszanych przez Ucznia A kwestii, tak by podał kolejne argumenty lub sugestie.
- ➔ Poproś Ucznia A o uzasadnienie swojej opinii przykładami z własnego życia.

## Developing Skills

C. Work in pairs. Describe the picture and answer the following questions. 🗨️



1. Do you think these people like spending time together? Why?/Why not?
2. Describe your best friend/a close friend.
3. Say how you met your best friend/a close friend.

D. Discuss in pairs.

Dziadkowie jednego/jednej z Was zaprosili Was i Waszą koleżankę z Wielkiej Brytanii do swojego domu na kolację.

- Wybierzcie rodzaj ubrania (patrz zdjęcia 1, 2 i 3), który będzie Waszym zdaniem najbardziej odpowiedni, i uzasadnijcie swój wybór.
- Wyjaśnijcie, dlaczego odrzucacie pozostałe propozycje. 🗨️



Zdjęcie 1



Zdjęcie 2



Zdjęcie 3

1. How important is somebody's appearance to you?
2. Do you think that the clothes we wear reflect our personality?
3. How do you dress at school? Do you wear the same clothes when you go out?
4. Why is it important to dress appropriately when you go somewhere?

## What an experience!

Tematy z podstawy programowej:

- ▶ Życie prywatne – formy spędzania czasu wolnego
- ▶ Żywność



Discuss:

- ▶ Can you think of any unforgettable moments in your life?
- ▶ Do you get excited about new experiences, or do they frighten you?



In this module you will learn...

- ▶ to describe your feelings
- ▶ to use the Past Progressive
- ▶ to narrate a story and experiences
- ▶ to write a story
- ▶ to talk about unusual food and what it's like
- ▶ to use the Present Perfect Simple
- ▶ to write an email giving news



In this module you will practise the following skills:

- ▶ p. 25 **speaking**: narrating events (opowiadanie o czynnościach, doświadczeniach i wydarzeniach z przeszłości)
- ▶ p. 30 **reading** (ex. C): multiple choice (wybór wielokrotny – znajdowanie w tekście określonych informacji)
- ▶ p. 32 **listening** (ex. B): matching (dobieranie – znajdowanie w wypowiedzi określonych informacji)
- ▶ p. 36 **listening**: multiple choice (wybór wielokrotny – znajdowanie w wypowiedzi określonych informacji)
- ▶ pp. 37-40 **Developing Skills**
  - **writing**: an email (wiadomość e-mailowa, opowiadanie o wydarzeniach z teraźniejszości)
  - **speaking**: reporting events (opowiadanie o czynnościach, doświadczeniach i wydarzeniach, uzyskiwanie i przekazywanie informacji), describing a picture (opisywanie ludzi, przedmiotów, miejsc, zjawisk)
  - **listening**: open questions (pytania otwarte – znajdowanie w wypowiedzi określonych informacji)