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Teacher's Book

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1 Family matters

Życie rodzinne i towarzyskie ▶ okresy życia, członkowie rodziny, czynności życia codziennego

► Vocabulary

Ages and stages of life

- 1 Work in pairs. Match the photos with these words. What ages go with each stage of life?

baby child middle-aged adult
senior citizen teenager young adult

e baby, 0-3 approximately

- 2 Put the stages of life in order. Begin with birth.

adolescence birth childhood
death middle age old age

- 3  1.01 Listen, check and repeat.

The family

- 4 Divide these words into three lists: Male/Female/Male or Female.

aunt brother-in-law cousin
daughter grandfather grandson
husband nephew niece
stepfather uncle wife

Male	Female	Male or Female
brother-in-law	aunt	cousin
grandfather	daughter	—
grandson	niece	—
husband	wife	—
nephew	—	—
stepfather	—	—
uncle	—	—

- 5 Match the words in 4 with these descriptions.

- the man that a woman is married to husband
- the brother of one of your parents uncle
- your mother's new husband in a second or later marriage stepfather
- the daughter of your brother or sister niece
- the son of one of your children grandson
- the brother of your husband or wife brother-in-law

- 6 **SPEAKING** Work in pairs. Take it in turns to define the other words in 4. Can your partner say the family member?

It's the son of your brother or sister.


Nephew.



- 7 Complete the sentences with these words.

born divorced one-parent only child partner single

- If you are single, you aren't married.
- An only child doesn't have brothers or sisters.
- You can use the word partner to describe either a husband or wife or the person that someone lives with.
- If you are married and then end the marriage, you are divorced.
- One-parent families are families where only the father or the mother lives at home and looks after the children.
- Approximately 670,000 babies are born every year in Britain.

- 8 **LISTENING**  1.02 Listen to three people talking about themselves and their families. Choose the correct alternative for each person.

- Joshua is a child/a teenager. He has a big/small family.
- Olivia is a child/a teenager. She has got a big/small family. She lives with her father/grandfather. She spends a lot of time with her aunt/cousin.
- Jessica is a senior citizen. She's got four/twelve children. She is married/divorced.

- 9a Make notes about your family. Use the words from this page.

I live with mum and dad, one sister, often visit grandparents

- 9b **SPEAKING** Tell other people about your family using your notes.

I live with my mum, dad and sister. My mum's name is ...

Warmer

In pairs, students discuss the meaning of the unit title *Family matters* and what they think the unit is going to be about. Elicit ideas from around the class.

Suggested answer

Matters (plural noun) refers to a situation that someone is involved in. In this case, it means that the unit is going to be about situations related to the family. You could point out that there is a play on words here. The verb *to matter* means to be important so the title could also be read as *Family is important*.


Ages and stages of life

- 1 In pairs, students match the photos with the words and write down what ages (approximately) go with each stage of life. Draw attention to the example before they begin.

Key

All ages are approximate. Accept any appropriate answers.

- | | |
|-----------------------|----------------------------|
| a child, 4–12 | d middle-aged adult, 35–64 |
| b senior citizen, 65+ | e baby, 0–3 |
| c teenager, 13–19 | f young adult, 20–34 |

- 2 Ask students to work again in pairs to put the stages of life in order, beginning with *birth*.
- 3  **1.01** Play the CD for students to check their answers. Play it again and ask them to repeat the words.

Audioscript and Key

birth	adolescence	old age
childhood	middle age	death

TEACHER DEVELOPMENT: PRONUNCIATION**Connected speech**

When a word ending in a consonant is directly followed by a word beginning with a vowel sound, the two words are often pronounced as one word. Write *old age* on the board and drill the pronunciation.

The family

- 4 Ask students to write each word under the relevant heading. Check answers by asking different students.

Fast finishers

Ask students to add other family words they know to the lists (e.g. *stepmother*, *sister-in-law*, etc.). Encourage them to use the Macmillan Dictionary to find additional words (e.g. *sibling*, *spouse*, *twin*, etc.). Ask them to share their lists with the class when everyone has finished.

- 5 Ask students to read the descriptions and match them with the words from 4.
- 6 **SPEAKING** In pairs, students read the other words in 4 (and also the words added to the list by the fast finishers if applicable) and take it in turns to define a word for their partner to guess. Draw attention to the model dialogue and/or practise the activity in open pairs before they begin.

TEACHER DEVELOPMENT: CLASSROOM TIPS**Using English in class**

At the beginning of the school year, students may be shy about using English. Be a good model for your students by making simple and natural comments in English, e.g. *Really? That's a good idea, Sylvie. What do you think, Jacob? I enjoyed your dialogues. Who's next? Now let's look at ...* Limit yourself to a small range of comments and use them consistently. In time, students will start to imitate you and you can establish an English-only environment.


It is also useful to teach expressions students can use for pair and groupwork. Put these expressions on posters around the classroom and point to them to remind students to always use English.

Pairwork: *Do you have a partner yet? Let's work together for this activity. Are you ready? I'll start. I'll be A and you'll be B.*

Groupwork: *We need one more person in our group. Can I join your group? Who wants to go first?*

Comparing answers: *What did you get for number 1? I got ... for number 1. How about you? I have the same/a different answer. I didn't get that one.*

Finally, teach a few expressions that students can use to ask for meaning, pronunciation, spelling, repetition or clarification: *Could you say that again, please? Can you speak more slowly, please? How do you say ... in English/Polish? How do you pronounce/say this word? What does ... mean? How do you spell ...?*

- 7 Students complete the sentences with the words in the box. Ask them to compare their answers in pairs before you check answers with the class.
- 8 **LISTENING**  **1.02** Tell students they are going to listen to three people talking about themselves and their families. Play the CD and ask students to choose the correct alternatives. Play the CD again and ask some comprehension questions: *How old is Joshua? How many brothers and sisters does he have? Who is very special to Joshua and why? How old is Olivia? What's the name of Olivia's cousin? How old is Jessica? How many children has she got? When did she get married?*

Audioscript

- 1 My name's Joshua. I'm ten years old. I've got three brothers and three sisters. One of my sisters is very special to me. I think that's because she's almost the same age as me. She's eleven.
- 2 Hi, I'm Olivia and I'm fifteen. I'm an only child. My parents are divorced and I live with my father. I've got one cousin. Her name is Olivia too! We spend a lot of time together.
- 3 My name's Jessica and I'm 78 years old. I've got four children, six grandsons and six granddaughters. I love being with them all; it's great having a big family. And even after all this time, my husband is so important to me. We got married 55 years ago. Can you believe it? ... 55 years, but it feels like it was yesterday!

- 9a Individually, students make notes about their own family, using words from the page. Walk round the class, providing help if necessary.
- 9b **SPEAKING** In pairs or small groups, students use their notes to tell each other about their family. Focus their attention on the model dialogue before they begin.

Homework

▶ Refer students to the **Workbook, page 2**.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Recorded reading texts

The reading texts are recorded so students can listen to them as they read and these can be found at Gateway plus Interactive Classroom. This recorded material provides exposure to correct pronunciation, stress, accent and sentence rhythm.

Warmer

Write this statement on the board: *Parents need to know where their teenagers are at all times.* Ask students to discuss the statement in small groups and think of arguments for and against it.

Suggested answers

Arguments for: Parents need to know their children are safe. Some teenagers lie to their parents so it's important parents know the truth. If there is a family emergency, parents need to know where to find their child.

Arguments against: Teenagers need to have their own lives, separate from their parents. Teenagers need to learn to be independent and take responsibility for their own safety. Parents should trust their children.

- 1 Tell students to look at the photos and note down what they see. Elicit the answers and ask them to predict what the text is about (spying to find out where people are).

Key

a jacket, a security camera, a mobile phone showing a map

- 2 Set a time limit of two minutes for students to read the text quickly for gist. Then ask students to suggest a suitable title.

- 3 Students read the text again more carefully. Then tell them to read the questions and choose the best answers. Encourage them to look up any words they don't know in the Macmillan Essential Dictionary.
- 4 Ask students to read the definitions and match them with the underlined words in the text. Elicit the answers.

TEACHER DEVELOPMENT: PRONUNCIATION

The /aɪ/ sound

Point out that the /aɪ/ sound in the word *spy* is a long vowel sound. A good w to help students remember this sound is to get them to point to their eye as they say it. Refer students to the *Pronunciation guide* in the Student's Book, page 170.

Fast finishers

Students find other words in the reading text with the /aɪ/ sound (*finding, high, inside, online, arrive, time, outside*).

5 SPEAKING What about you?

In pairs, students discuss the two questions. Draw attention to the model dialogue. Encourage them to give reasons for their answers and provide as much detail as possible. Ask students to share the key points from their discussion with the class.

Extra activity

Ask students to write about the advantages and disadvantages of having a mobile phone, e.g. your friends and family can always contact you; people expect you to answer your phone 24 hours a day; you can get help quickly in an emergency.

Homework

▶ Refer students to the **Workbook, page 3**.

- 1** Look at the photos. What can you see in them? What do you think the text is about? Guess.
- 2** Read the text and choose a good title.
- 1 *New technology in the USA* 2 *Protection 24 hours a day – is it a good idea?* 3 *Unhappy families*

WHAT ARE YOUR FEAR?
 Maybe they're watching you, listening to you or finding out where you are. How?
 It's all thanks to new high-tech equipment from specialist companies in the USA.

A company called BladeRunner has a jacket with a GPS system inside. It costs \$500, and for \$20 a month your parents can always see where you are (or where your jacket is!). But that's nothing. Do your parents want to know what you're eating? No problem. MyNutriKids tells them what you're having for lunch at school. Do your parents want to know your exam results? GradeSpeed is a service which gives them that information. Do they want to know what online conversations you're having? IMSafer tells them. You usually arrive on time for extracurricular sports classes. But if one day you don't arrive on time, there's a service which informs your parents. And there's another service which sends them a message if you go outside a specific area.



So, are your parents protecting you or are they spying on you? Babies and small children need constant care and protection. But is it really important for parents to know where their teenage kids are every minute of the day? Adolescents need to take their own decisions and make their own mistakes. Mistakes are an important part of growing up, of passing from childhood to independence. We think it's important for parents to give their children the opportunity to do this.

- 1 Do your parents usually know what you are doing?
- 2 Imagine your parents give you a GPS jacket. Would you wear it? Why?/Why not?

Me too. My parents always call me when I'm not at home.

GRAMMAR GUIDE

Present simple and present continuous

1a Read these sentences. Which sentences are in present simple and which are in present continuous?

- 1 You usually arrive on time for sports classes. *present simple*
- 2 They're watching you now. *present continuous*
- 3 We think it's important. *present simple*
- 4 The Moon goes round the Earth. *present simple*

1b Match the sentences in 1a with the explanation of their uses in a–d.

- a For actions that are happening now or temporary actions. *2*
- b For regular or routine actions. *1*
- c For things that are always or generally true. *4*
- d With certain verbs like *love, like, hate, think, believe, know, understand, want, need*. *3*

1c Complete the sentences with the correct form of *study*.

Present simple

Affirmative: He *studies* history.

Negative: He *doesn't study* physics.

Question: *Does* he *study* English?

Present continuous

Affirmative: She *is studying* English now.

Negative: She *isn't studying* maths now.

Question: *Is* she *studying* French?

GRAMMAR REFERENCE ► str. 14

2 Look at the picture. Describe what the people are doing. Use the present continuous form of these verbs.

call chat drink laugh listen ride run sit study walk wear

A boy is listening to music.



Present simple and present continuous

Test before you teach

It is helpful to test students' prior knowledge so you can assess how much time you need to spend on the grammar activities in this section. Write the following sentences on the board:

- 1 Sshhh! Be quiet. John _____. (*sleep*)
- 2 John _____ eight hours every night. (*sleep*)

Ask students to complete them with either the present simple or present continuous form of the verb in brackets. Then ask students to write another two sentences using the same verb – one in present simple and one in present continuous. Monitor carefully to check each student's knowledge of these tenses.

Key

- 1 is sleeping 2 sleeps

- 1a Give students a few minutes to read the sentences and identify the tense.
- 1b Read uses a–d as a class and provide further explanation and examples if necessary. Ask students to match sentences 1–4 from 1a with the four uses.

TEACHER DEVELOPMENT: LANGUAGE

Actions vs. states

State verbs (*love, like, hate, think, believe, know, understand, want, need*) are not usually used in present continuous because they describe states not actions. In 1a, sentence 3, *think* is a state verb (have an opinion) so must appear in present simple. However, *think* can also describe a mental process, e.g. *I'm thinking about going to Paris next week*, and then it is used in present continuous.

Other common verbs that can describe actions or states, depending on their context and use, include:
be: I'm being silly. (action) I'm French. (state)
see: I'm seeing Tom tomorrow. (action) I see what you mean. (state)
weigh: He's weighing the bag. (action) He weighs 70 kilos. (state)

- 1c Students complete the sentences with the correct form of *study*. Elicit the correct forms and write them on the board.
- ▶ Refer students to the *Grammar reference* on **page 14**.

TEACHER DEVELOPMENT: LANGUAGE

Present tense usage

Highlight the need for *do/does* for questions in present simple and *don't/doesn't* for negatives.

Remind students of the spelling rule for verbs ending in -y, i.e. the -y changes to -ies in the third person.

Students may get confused because in their language they use present simple to ask about a particular moment. Ask students to translate *Where are you going?* and *What are you doing here?* to point out this difference.

- 2 Ask students to read the example sentence and find the corresponding person in the picture (the boy in the blue jacket). Then, in pairs, students use the verbs to make more present continuous sentences about the picture. Walk round, helping students and noting common problem areas. Elicit sentences from students and feed back on errors.

Suggested answers

A girl is calling her friend. A man is running. Two friends are chatting. Five people are sitting on the grass. Two boys are drinking soft drinks. A girl is studying. The girl in the pink top is laughing. An old woman is walking (with) her dog. A boy is wearing a blue jacket and a white T-shirt. A boy is riding a bike.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Error correction and accuracy

Before pointing out errors, encourage students to recognise and correct their own mistakes. You can do this by asking a student to repeat what he/she has said, or by echoing what the student said and placing emphasis on the error. You can also reformulate the sentence and repeat it correctly. Students could create a *Mistakes list* in their notebooks to remind themselves of the errors they should try to avoid.

- 3 Ask students to look back at the picture on page 8 and complete the dialogue with either the present simple or present continuous form of each verb.

Fast finishers

Ask students to role-play the dialogue in pairs.

- 4 Tell students to find the words and phrases in 3 and associate them with the correct tense. Highlight the position of adverbs of frequency in the dialogue (before the main verb).

Key

- | | |
|----------------------|----------------------|
| 1 present continuous | 5 present simple |
| 2 present simple | 6 present continuous |
| 3 present simple | 7 present simple* |
| 4 present continuous | 8 present simple |

* Usually this time phrase goes with present continuous.

Extra practice

Ask students to draw a horizontal line in their notebooks and write 0% at the end of the line on the left and 100% on the right. Write the following adverbs on the board: *sometimes, usually, often, always, never*. Tell students to write each word in the correct position on the line and write an example sentence using each adverb.

0% never sometimes often usually always 100%

- 5 Students complete the sentences with the present simple or present continuous form of the verbs.

TEACHER DEVELOPMENT: LANGUAGE

Spelling the -ing form

Remind students of spelling rules for the -ing form.

Verbs ending in -ie: change the -ie to -y and add -ing, e.g. *lie*→*lying*, *die*→*dying*.

Verbs with one syllable, ending in one vowel and one consonant: double the final consonant and add -ing, e.g. *get*→*getting*.

Verbs ending in -e: remove the -e and add -ing, e.g. *have*→*having*.

- 6 Students write questions for the answers. Draw attention to the example. Remind them of the word order for questions: QASV (Question word, Auxiliary, Subject, main Verb). Ask students to compare in pairs before checking answers with the class.
- 7 **SPEAKING** In pairs, students interview each other using the questions in 6. Encourage them to extend this activity by asking similar questions. Draw their attention to the model dialogue before they begin.

Homework

- Refer students to the **Workbook, page 4**.

Lesson 4 Developing vocabulary

Noun suffixes -ment, -ion, -ence

Listening ► Listening for specific information ► Family dinners

Noun suffixes -ment, -ion, -ence

Warmer

Make sure students know what a *suffix* is. Brainstorm different noun suffixes with the class, giving examples, e.g. -ness (*tiredness*), -ity (*anonymity*), -tion (*reaction*), -sion (*decision*), -ment (*development*), -ance (*annoyance*), -ence (*independence*), -ship (*friendship*), -hood (*brotherhood*), etc. Write sentences 1–6 up on the board. Ask students to change the words in brackets into nouns and compare them with their partner's. Check the answers with the class. Tell students to spend one minute thinking about the sentences and then finish each one appropriately. Have students discuss their sentences in small groups saying whether they agree or disagree with them.

- If children live with _____ (*tolerate*), they learn ...
- If children live with _____ (*accept*), they learn ...
- If children live with _____ (*approve*), they learn ...
- If children live with _____ (*honest*), they learn ...
- If children live with _____ (*secure*), they learn ...
- If children live with _____ (*friendly*), they learn ...

Key

- | | |
|--------------|---------------------------|
| 1 tolerance | 4 honesty |
| 2 acceptance | 5 security |
| 3 approval | 6 friendliness/friendship |

- 1 Students look at the words from the text on page 9 and read about suffixes. Provide further explanation/examples if necessary.

TEACHER DEVELOPMENT: LANGUAGE

Suffixes

A suffix is a letter or group of letters added to the end of a word to make a different kind of word. A good knowledge of English prefixes and suffixes will help students develop vocabulary without the need to always check their dictionary.

- 2 When you are happy that students understand the concept of suffixes, ask them to complete the tables. Once they have finished, they can check their answers by looking the words up in the Macmillan Essential Dictionary.
- 3 Tell students to use the nouns from 2 to complete the sentences.

Fast finishers

Students write more sentences using nouns and adjectives from 2. They then read them out to the class without saying the noun or adjective. The other students try to guess the missing word.

Homework

- Refer students to the **Workbook, page 5**.

3 Complete the dialogue about the picture using the present simple or present continuous form of the verbs given.

MUM: Can you see Mike?
DAD: Yes, I can.
MUM: What (a) is he doing (do) now?
DAD: Right now he's (b) riding (ride) a bike.
MUM: Impossible. He never (c) takes (take) his bike to school on Fridays. (d) Is he wearing (wear) a helmet at the moment?
DAD: No, he (e) isn't.
MUM: He normally (f) wears (wear) a helmet when he (g) rides (ride) his bike.
DAD: Let me call him to find out what (h) is/s happening (happen) ... Mike? What (i) are you doing (do)?
MIKE: Oh, hi, Dad. Well, you know I usually (j) play (play) football on Fridays. But because this Friday is Pete's birthday, we decided to come to the park. Pete (k) has (have) his bike here.
DAD: Why (l) aren't you wearing (not wear) a helmet?
MIKE: How (m) do you know (know) that? Dad! (n) Are you spying (spy) on me again?!

4 Find these words and phrases in the dialogue in 3. Which go with present simple and which go with present continuous?

- | | | |
|-----------------|--------------|---------------|
| 1 at the moment | 4 now | 7 this Friday |
| 2 never | 5 on Fridays | 8 usually |
| 3 normally | 6 right now | |

at the moment = present continuous

5 Complete the sentences with the present simple or present continuous form of these verbs.

lie look after need not understand shout work

- I can't come out at the moment because I am/m looking after my baby sister.
- Why are you shouting? My grandfather can hear you.
- My cousin always works in a restaurant on Saturday afternoons.
- Can you say that again? I don't understand.
- Can I help you, Dad? Do you need anything?
- My sister is lying down right now because she doesn't feel well.

6 Write questions for these answers.

- What do you do on Fridays? I play basketball on Fridays.
- What is your mum doing at the moment? My mum is working at the moment.
- Where do your aunt and uncle live? My uncle and aunt live in Liverpool.
- Is your cousin studying at university? No, my cousin isn't studying at university.
- What do your grandparents do in the mornings? My grandparents go for a walk in the mornings.
- What do you and your family do at the weekend? My family and I usually go to the cinema at the weekend.

7 SPEAKING Work in pairs. Use the questions in 6 to interview your partner. When you finish, think of similar questions to ask.

What do you do on Fridays?

I go out with my friends.

Noun suffixes -ment, -ion, -ence

1 Read these words from the text on page 7.

equipment independence protection

The parts of the word in **bold** are suffixes. Suffixes change the type of word, e.g. from an adjective to a noun.

2 Complete the words in the table and then use your dictionary to check the words.

-ment

Verb	Noun
1 <u>equip</u>	equipment
move	2 <u>movement</u>
improve	3 <u>improvement</u>
4 <u>retire</u>	retirement

-ion

Verb	Noun
5 <u>protect</u>	protection
collect	6 <u>collection</u>
invent	7 <u>invention</u>
8 <u>discuss</u>	discussion

-ence

Adjective	Noun
9 <u>independent</u>	independence
10 <u>adolescent</u>	adolescence
different	11 <u>difference</u>
12 <u>confident</u>	confidence

3 Complete the sentences with nouns from 2.

- Adolescence is the period between childhood and being an adult.
- He and his brother are very similar. There isn't a big difference between them.
- The computer is a brilliant invention.
- She doesn't live with her family. She likes having complete independence.
- You can find a lot of discussions about many different topics on the Internet.
- A hat can give you protection from the sun.



1a SPEAKING Work in pairs. Describe the photos. Who can you see? Where are they? What are they doing? How are the people feeling, and why? If you are not sure of something, use *I think ...* and/or *I imagine ...*

1b Ask and answer these questions.

- 1 What time do you usually have dinner?
- 2 Where do you usually have dinner?
- 3 Who do you usually have dinner with?
- 4 What do you usually do when you have dinner – talk, watch TV, listen to music ... ?

2 LISTENING **1.03** Listen to a radio programme about family dinners. Match the speakers and their situations. There are two situations which do not match any of the speakers.

- A eats with the family just once a week
- B eats with the family but they don't talk
- C makes dinner for the family every day
- D never arrives home in time for dinner
- E eats and talks with the family every day
- F usually eats with the family but isn't eating with them today
- G always eats alone because mum and dad work
- H has to order pizza because nobody has time to cook

1 **D**2 **G**3 **E**4 **A**5 **F**6 **B**

3 SPEAKING What about you?

Do you think it's important to eat with your family? Why? Why not?

I think it's important to eat together.

Why?

Because you can talk about what you did that day or talk about your problems.

GRAMMAR GUIDE

Articles

1 Read these sentences and then complete rules 1–5 with *a/an*, *the* or – (*no article*).

- a I think family dinners are a great thing.
- b Family dinners are **an** important time for us.
- c **The** dinner I'm eating today isn't good.
- d **The** government talks a lot about family dinners.
- e I'm **a** computer technician.

- 1 We use **no article** when we talk about things in general.
- 2 We use **the** to talk about a specific person or thing or a person or thing mentioned before.
- 3 We use **a/an** to talk about a singular, countable person or thing for the first time, or to say that the person or thing is one of a number of things or people.
- 4 We use **the** to talk about someone or something that is unique.
- 5 We use **a/an** to say what somebody's profession is.

GRAMMAR REFERENCE ▶ str. 14

2a PRONUNCIATION **1.04** Listen to how we pronounce *the* in List A and in List B. What is the difference in pronunciation? Why is this?

List A	List B
the problem	the end
the dinner	the important thing
the government	the evening
the weekend	the afternoon

2b Listen again and repeat.

3 Complete the sentences with *the* if necessary.

- 1 Today on **the** programme, we're talking about **—** family dinners.
- 2 I'm going to **the** fridge to see if there's anything to eat.
- 3 I think **—** communication is essential.
- 4 In my house, **—** breakfast isn't an important meal.
- 5 Adults don't always arrive home on time because of **—** work.
- 6 I don't like **the** food at school.
- 7 In **—** films, they often show **—** families eating together.

Before you listen

Ask students to think about their favourite meal. Write these questions on the board: *What is it? How do you make it? Who usually makes it for you or do you make it yourself? When do you eat it? Where do you eat it? Who do you eat it with?* In pairs, students ask and answer the questions. Ask different pairs to report back to the class.

- 1a SPEAKING** Give students two minutes to look at the photos and make notes. Then ask them to work in pairs and talk about what they see. Ask students to share their ideas with the class.

TEACHER DEVELOPMENT: STUDENT TRAINING

Describing a photo

For oral examinations, students are often asked to describe a photo. It is useful to give them a framework of fixed expressions and prepositional phrases that they can memorise. They should also remember to always move from the general to the specific, i.e. start with a general description of the situation before giving more precise details.

General: *This is a photo of a/some ... , In this photo, I can see ... , The photo shows ... , There is/are ...*


Prepositional: *At the top/bottom of the photo ... , In the foreground/background ... , On the left/right/in the centre of the picture ... , Behind/In front of/Between/Next to the ... we can see ...*

Other things to think about: *Who can you see?*

What are they doing and what do they look like? Where are they?

How are the people feeling and why? When was this photo taken?

Personal reactions: *I think ... , I imagine ... , It seems to me that ... , If you ask me, ...*

- 1b** Ask students to read the questions and note down their answers. They then ask and answer the questions in pairs.
- 2 LISTENING**  **1.03** Play the CD for students to listen to a radio programme about family dinners and match the people with the situations. Tell students that there are two extra situations. Play the CD again if necessary, before checking answers. Then ask some comprehension questions to check students' understanding: *What's Mike's job? How many children has he got? What does Chris usually eat? Why do Sally and her sister have dinner late? Why does she think family dinners are important? How many people are there in Alice's family? Why is Jennifer eating alone tonight? Why doesn't anybody talk in Daniel's house at dinnertime?*

Audioscript

PRESENTER: And today on the programme we're talking about family dinners. Do families eat together these days or is the family dinner just a thing of the past? We wanted to find out what you think so we asked you to contact us. Here are some of the things you said.

SPEAKER 1: Hi, er... my name's Mike. I think family dinners are a really great idea, but I'm a computer technician and I can work 70 hours a week. I travel all over the country and when I finally get home at night, my two kids are often already in bed. Sometimes my wife has gone to bed too and is fast asleep! It's fine for the government to talk about how important family dinners are, but how can you have a family dinner when you get home late from work every day?

SPEAKER 2: Yeah hi, I'm Chris. Both my parents work so they're never there when I come back from school. We never sit down and have a meal together. To tell you the truth, I don't really have a proper dinner. I just go to the fridge, see what's there and that's it. I have a sandwich, a pizza or something like that. I just take whatever's there and eat it on my own. I don't mind.

SPEAKER 3: Hi there, my name's Sally. Both my parents work and they usually get home quite late, but my sister and I always wait for them and then we all eat together. I think family dinners are really important. It's a time when we all get together at the table and talk and find out what's going on with each other. It's so important for a family to talk, I think.

SPEAKER 4: Hello there. My name's Alice and I'd just like to make a comment about family dinners. I've got two children and three grandchildren and we always eat together at the weekend, either on Saturday or Sunday. Everyone's too busy to eat in the week, unfortunately, but we always make an effort at the weekend. We love eating together, even if it's just once a week.

SPEAKER 5: Hi. I'm Jennifer. My family loves eating together and we try to do it nearly every day. And ... well ... actually, that's why I'm calling. My parents have a meeting at school tonight so I made my own dinner and I'm eating it here now, on my own! You know, it makes me realise how lucky I am. It's just not the same if you're on your own.

SPEAKER 6: Hello, Daniel here. I want to ask 'What is a family dinner?' In my family, we always eat together, and it's either my mum or my dad who does the cooking. But the thing is, nobody says anything at dinnertime. You know why? Because the TV's always on and we all just sit and watch it! So my question is: is it a family dinner if nobody in the family says anything?!

3 SPEAKING What about you?

In pairs, students discuss if it is important to eat with their family. Draw attention to the model dialogue.

Lesson 5 Grammar in context ▶ Articles


Articles

- 1** Ask students to look at the sentences from the listening and complete rules 1–5 with *a/an, the* or *no article*.
- ▶ Refer students to the *Grammar reference* on **page 14**.

TEACHER DEVELOPMENT: LANGUAGE


Articles

Remind students that we use *an* before a vowel sound, not a vowel. For example, *university* starts with the same sound as *yacht* and so takes the article *a*.

- 2a PRONUNCIATION**  **1.04** Play the CD for students to listen and note the difference in pronunciation depending on whether *the* is stressed or unstressed.

Key

The is pronounced with a schwa (/ə/) before words beginning with consonants and with the /i:/ sound before words beginning with vowels and proper nouns. When *the* is stressed, it also has the /i:/ sound.

- 2b**  Play the CD again for students to listen and repeat.
- 3** Ask students to write *the* in the sentences that need it.

- 4 Ask students to read the text and choose the correct alternatives.
- 5 Students read the questions and write *a*, *an*, *the* or *(–)* in each gap. Check the answers with the class before you continue.

TEACHER DEVELOPMENT: STUDENT TRAINING

Teaching phonology

Phonemic awareness is a valuable tool for all language learners. If students are familiar with phonetic symbols, they can quickly learn the correct pronunciation of words by looking them up in a dictionary. Students must understand the relationship between the written letters of the alphabet (graphemes) and the individual sounds of spoken language (phonemes). Phonemes are the smallest parts of spoken language that combine to make up words. They are the speech sounds, not the actual letters, in a word.

Start by teaching each phoneme on a chart of the International Phonetic Alphabet (IPA), one by one over a series of weeks. You can review them regularly in class using a variety of activities:

- Focus on a vowel sound and ask students to list more words with the same sound, e.g. *but* /ʌ/ – What other words have /ʌ/? (*hut, shut, gut, us, up*, etc.)
- Students categorise words based on their sound, e.g. *ship* /ɪ/ or *sheep* /i:/ . Say the word and get them to categorise it by vowel sound or consonant sound, depending on which sound you would like to focus on.
- Students transcribe a few words of English into IPA symbols. One way to do this is to say some reduced forms, e.g. *wanna, gonna*. Students should write the words out in their full correct forms, but transcribe the pronunciation of the reduced form in IPA, e.g. *want to* /'wɒnə/ .
- Pre-teach vocabulary from a listening text by writing the words in IPA. This way students focus on how a word is said, rather than how it is written.
- Write out a few sentences in IPA and have students read them aloud. This could be a target language structure or part of a dialogue from a listening.

- 6 **SPEAKING** Students use the questions in 5 to interview each other. Draw students' attention to the model dialogue before they begin. This is another excellent opportunity in the unit to monitor and assess students' oral ability.

Fast finishers

Students write ten sentences to describe what is happening in the family dinner cartoon on page 11 of the Student's Book.

- **Teacher's Resource Multi-ROM:** See Unit 1 Grammar worksheet *Let's risk it*.

Extra activity

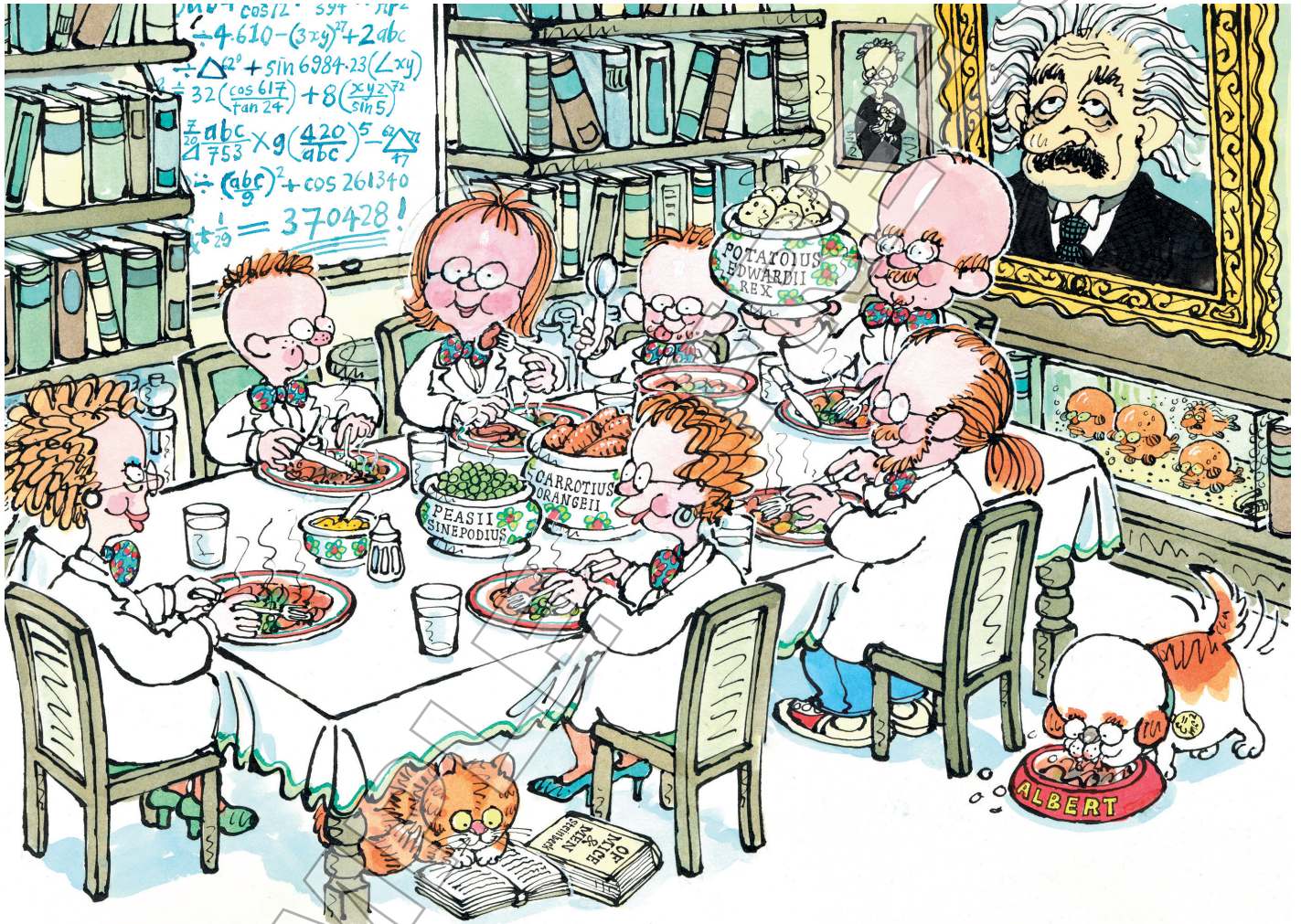
Ask the questions in 5 to the whole class and get students to vote *yes* or *no* for each one. Write the results on the board, e.g. *Question 1: yes – 16 students; no – 18 students*. Ask students to copy the results into their notebooks and write them up for homework. They can present the information however they wish, e.g. as a text, graphs, pie charts, etc. They should also write about the conclusions they can draw from the survey, e.g. *The results show that family dinners are still very important to people in our class*.

Homework

- Refer students to the **Workbook, page 6**.

4 Read the text and choose the correct alternative.

(a) An/The interesting study in the USA shows (b) the/- importance of family dinners. The results show that (c) -/the teenagers who eat with their families five or six times a week usually get (d) -/the top marks at school. There is probably (e) a/the simple explanation for this. Rakeish Bedesi is (f) -/the president of ApplyingToSchool.com. This is (g) a/the service helping students who want to go to (h) -/the university. He says he sees (i) a/the big difference between families that discuss things and families that don't. When you eat together and talk about (j) -/the different opinions and options, students can plan for the future. Do you want to be (k) -/a great inventor one day? Talk about it over dinner!



5 Read these questions. Add *a*, *an*, *the* or *-* if the question does not need an article.

- Do you think family dinners are important?
- Are - family dinners an important part of life in your country?
- Do you think - children and - parents talk a lot in your country?
- Do you talk about - important things when you have - dinner?
- Do you think the food you eat makes a difference to your school marks?
- Do you like the food at your school?
- Do you listen to - music at dinnertime?

6 **SPEAKING** Work in pairs. Interview your partner using the correct questions in 5.

Do you think family dinners are important?

Yes, I do. I think they are an important part of family life.

1 Complete this personal information file with information about you and your brothers, sisters or best friend.

Brothers/Sisters/Best friend:	What you usually do on Saturdays:
Age:	What you usually do on Sundays:
What they do:	Your likes/dislikes:
How often you see them:	

2 **SPEAKING** Look at these four people and read their personal information files. Work in pairs. Tell your partner which people are similar to you. Explain why.

Oliver is similar to me because he's got one brother and he does sport on Sundays.



Liam

- one brother, one sister
- brother at university, sister works
- goes out with friends on Saturdays
- plays tennis on Sundays



Oliver

- one brother
- brother at university
- goes out with friends on Saturdays
- does sport on Sundays



Emma

- one brother
- brother studies at school
- watches films on Saturdays
- doesn't like sport



Philippa

- one sister
- sister lives in the USA
- plays tennis on Saturdays
- plays computer games on Sundays

3 **LISTENING** 1.05 Listen to two teenagers talking at a party. Look at the personal information files in 2. Which two people are talking? *Emma and Oliver*

4 Work in pairs. Complete the dialogue with the correct questions. Look at the Speaking Bank for help.

EMMA: (a) *Have you got any brothers or sisters* ?

OLIVER: Yes, I've got one brother.

EMMA: Me too. (b) *How old is he* ?

OLIVER: He's 22.

EMMA: (c) *Does he live at home* ?

OLIVER: No, he doesn't. He's at university in Manchester.

EMMA: (d) *How often do you see him* ?

OLIVER: About once a month, when he comes home for the weekend.

EMMA: That's good! I see my brother every day because he's only fourteen. (e) *What do you usually do at the weekend* ?

OLIVER: I usually go out with my friends on Saturdays and we sometimes play football on Sundays. (f) *What about you* ?

EMMA: My brother and I often go to the cinema on Saturdays. But I never play football because I don't like sport.

5a **PRONUNCIATION** Listen again and check your answers.

Which questions in the dialogue go with Diagram A?
Which go with Diagram B?



5b Try to repeat the questions with proper intonation.

5c Complete the rules.

- 1 In *Wh-* questions (e.g. *What's your name?*) the intonation usually goes up/down at the end of the question.
- 2 In *Yes/No* questions (e.g. *Is your name Anna?*) the intonation usually goes up/down at the end of the question.

6 Practise the completed dialogue in 4 with your partner. Pay special attention to the correct intonation in questions.

Practice makes perfect

7a **SPEAKING** Work with a partner. Do this role-play using the dialogue in 4 and the Speaking Bank to help you.

You meet an English boy/girl at a party:

- find out if he/she has brothers or sisters,
- tell him/her about your family,
- find out what he/she does at the weekend,
- tell him/her what you do in your free time.

7b **SPEAKING** Change partners and repeat.

► Speaking Bank

Useful questions to ask for personal information

- Have you got any brothers or sisters?
- What do you do at the weekend/in the evenings/on Wednesdays?
- What about you?
- Do you like ... ?
- What do you think of ... ?
- How often do you ... ?

Asking for personal information

Warmer

Ask students to write down at least three questions that ask for personal information, e.g. *What's your name? Where do you live? What school do you go to?* etc. Set a time limit of two minutes and ask volunteers to write their questions on the board. Point out any errors and encourage students to self-correct.

- 1 Tell students to complete the personal information file with information about either their brothers, sisters or their best friend, and about themselves.
- 2 **SPEAKING** In pairs, students read the four personal information files and compare them to their own. Students should say which person they are most similar to and why. Draw their attention to the model sentence.
- 3 **LISTENING** **1.05** Tell students they are going to listen to two of the teenagers in 2 meeting and talking at a party. Play the CD and ask them to decide which two people are talking.

Audioscript

EMMA: Have you got any brothers or sisters?

OLIVER: Yes, I've got one brother.

EMMA: Me too. How old is he?

OLIVER: He's 22.

EMMA: Does he live at home?

OLIVER: No, he doesn't. He's at university in Manchester.

EMMA: How often do you see him?

OLIVER: About once a month, when he comes home for the weekend.

EMMA: That's good! I see my brother every day because he's only fourteen. What do you usually do at the weekend?

OLIVER: I usually go out with my friends on Saturdays and we sometimes play football on Sundays. What about you?

EMMA: My brother and I often go to the cinema on Saturdays. But I never play football because I don't like sport.

- 4 In pairs, students complete the dialogue with the correct questions. Refer them to the *Speaking Bank* for help.
- 5a **PRONUNCIATION** Draw attention to the diagrams showing two different kinds of intonation for questions. Play the CD again so students can check their answers to 4 and listen to the question intonation. Ask them to match the questions with the diagrams.

Key

Diagram A: a, c

Diagram B: b, d, e, f

- 5b If needed, play the CD again for students to repeat the questions.
- 5c Ask students to choose the correct alternative in each rule.

TEACHER DEVELOPMENT: PRONUNCIATION

Intonation in questions

There is a final rising pitch for a *Yes/No* question, e.g. *Is your name Anna?*, and a final falling pitch for a *Wh*-question, e.g. *What's your name?*

Intonation helps us to communicate meaning, i.e. whether a situation is open (rising pitch) or closed (falling pitch).

- 6 In pairs, students read the completed dialogue in 4 aloud, paying attention to the question intonation.

Practice makes perfect

7a SPEAKING Ask students to get into pairs and read the task. Remind them to use the dialogue in 4 and the *Speaking Bank* to help them construct their dialogue. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself or alternate the roles with you and a strong student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so it is true for themselves.

7b SPEAKING When they have finished, students change partners and repeat the role-play.

Model dialogue

A: Hi there. It's a nice party, isn't it? What's your name?

B: Yes, it is. My name's Sophie.

A: Hi, Sophie. My name's Jake. I'm a friend of Jill's.

B: Tell me something about your family. Have you got any brothers or sisters?

A: Yes, I have. I've got a sister. She's 17.

B: Me too. My sister's 16. I've got a brother too. He's only nine.

A: What do you usually do at the weekend?

B: I go swimming on Saturday morning and then I usually go to the cinema with my friends. What about you?

A: I go out with my friends on Saturday nights. I go to a BMX bike park on Saturday mornings.

B: What else do you do in your free time?

A: I play football, play computer games with my friends and go running.

B: You do a lot of things!

TEACHER DEVELOPMENT: CLASSROOM TIPS

Using role-plays in class

Role-plays enable students to take on different personalities in various situations in order to use new language. The goal is fluency and the focus is on getting students to speak freely about a topic. Before starting, make sure students have clear instructions (demonstrate the activity if necessary), set a time limit and give students time to think about what they are going to say.

▶ **Teacher's Resource Multi-ROM:** See Unit 1 Communication worksheet *What am I doing?*

Homework

▶ Refer students to the **Workbook, page 7**.

An informal email

Warmer

Ask students to look at the photos at the top of page 13 of the Student's Book. In pairs, students describe the photos to each other and guess which city it is.

- 1 Students read the advert and decide what Alanna wants. Ask students if they are interested in contacting her and to give reasons why or why not.

Key

Alanna wants to find an international e-pal.

- 2 Students read the reply and decide if this person is a good e-pal for Alanna, giving reasons why or why not.

Key

She is a good e-pal for Alanna because they have a lot in common. She comes from a big family. She also likes music, reading and is interested in practising her English as much as possible.

- 3 Students read the email again and complete the information in the *Writing Bank*.
- 4 Ask students to read the email again and match each paragraph with the descriptions of their content.

Practice makes perfect

- 5 Students write an email to a new e-pal using Silvia's email in 2 as a model. Remind them to include expressions and conventions from the *Writing Bank*. For students who are less confident, photocopy the model text below for extra support during the writing task.

Model text

Hi Giovanni!

I'm Adriana. I'm from Barcelona in Spain. Let me tell you about myself.

I've got a sister. She's older than me, but we have lot of similar hobbies. We go everywhere together. My mum is a doctor and my dad works at the airport.

I love listening to music, especially pop and rock.

My favourite groups are Estopa and Green Day.

Do you like them too? Right now, I'm listening to their latest song on my MP3 player.

English is one of my favourite subjects :), but I also like maths and science. I like sports too – swimming, running, cycling.

Anyway, that's all for now. Write back soon if you want to be my e-pal.

Best wishes,
Adriana :)

Homework

- Refer students to the **Workbook, page 8**.



- 1 Read this advert from a teenager called Alanna. What does Alanna want? Would you be interested in contacting her? Why?/Why not?



Name Alanna
My country Ireland
My age 14-18



Category Language – English
Main aim Find an international e-pal
I speak English and a little Spanish
My interests Music, books, travel
Message Hi! I'm from Dublin. I've got two brothers, two sisters and a pet dog called Buttons! I love travelling and discovering new countries, new music and new books. If you want to practise your English and make new friends, write to me.

Reply



- 2 Read this reply to Alanna's advert. Do you think this person is a good e-pal for Alanna? Why?/Why not?

Message - Hi Alanna!



From: Silvia <silvialombardi@mailnet.com> To: Alanna <teacakes@realmail.com>
Subject: Hi Alanna!

Hi Alanna!

- 1 I'm Silvia. I'm from Florence in Italy. Let me tell you about myself.
- 2 I'm from quite a big family. I've got two brothers and a sister. My sister and I are almost the same age and we go everywhere together. My father works in a bank and my mother is a teacher. My mum teaches at my school. That's often a good thing, but sometimes it can be really bad ;-).
- 3 I love listening to all types of music, but especially pop and rock. My favourite group is an Italian group called *Negramaro*. Do you know them? Right now I'm listening to their latest CD.
- 4 English is my favourite subject at school. This year I'm doing extra classes and I also read books in English. At the moment, I'm reading a *Sherlock Holmes* book.
- 5 Anyway, that's all for now. Write back soon if you'd like to be my e-pal.

Best wishes,
Silvia :-)



- 3 Read again the email in 2 and complete the information in the Writing Bank.

► Writing Bank

Useful words and expressions in informal emails

- To begin an informal email we usually use the word *Hi*.
- We use contractions like *I'm* or *I've*.
- We can use emoticons like *:-)* or *:(*.
- We can use the word *anyway* to change the subject.
- To finish an informal email letter we can use:
That's all for now.
Write back soon.
Best wishes.

- 4 Match the paragraphs in Silvia's email with their content.

- Paragraph 1 — favourite subject at school
Paragraph 2 — main hobby
Paragraph 3 — basic personal information
Paragraph 4 — asking for a reply
Paragraph 5 — family

Practice makes perfect

- 5 Read the task and write the email. Use Silvia's email and the Writing Bank to help you.

Write an email with information about yourself to a new e-pal. Include:

- basic personal information,
- information about your family,
- information about your main hobby,
- information about your favourite subject at school.

Present simple

Forma

Affirmative	I/You/We/They work . He/She/It works .
Negative	I/You/We/They don't (do not) work . He/She/It doesn't (does not) work .
Question	Do I/you/we/they work ? Does he/she/it work ?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

Określenia czasu często używane z czasem teraźniejszym prostym (present simple) to: **always, usually, often, sometimes, rarely, never, once/twice/three times a day/week/month/year, on Mondays/Tuesdays**.

Pisownia

Zasady pisowni czasownika w trzeciej osobie liczby pojedynczej znajdziesz na stronie 170 podręcznika.

Użycie

Czasu teraźniejszego prostego używamy, gdy mówimy o:

- zwyczajach i czynnościach wykonywanych regularnie, np.:
We have our English class on Thursdays.
- sytuacjach o charakterze stałym, np.:
They live in a big city.
- ogólnie znanych prawdach i faktach naukowych, np.:
Water boils at 100°C.

Aby dowiedzieć się więcej o podziale czasowników na czasowniki wyrażające czynności i stany, przeczytaj informacje dotyczące użycia i formy czasu teraźniejszego ciągłego (present continuous) poniżej.

Present continuous

Forma

Affirmative	Podmiot + am/are/is + czasownik z końcówką -ing . <i>We're waiting.</i>
Negative	Podmiot + am not/aren't/isn't + czasownik z końcówką -ing . <i>She isn't listening.</i>
Question	Am/Are/Is + podmiot + czasownik z końcówką -ing ? <i>Are they watching?</i>
Short answers	Yes , podmiot + am/are/is . No , podmiot + am not/aren't/isn't . <i>Yes, I am. No, they aren't.</i>

Określenia czasu często używane z czasem teraźniejszym ciągłym (present continuous) to: **now, right now, at the moment, today, this week**.

Pisownia

Zasady pisowni czasowników z końcówką **-ing** znajdziesz na stronie 170 podręcznika.

Użycie

Czasu teraźniejszego ciągłego używamy, gdy mówimy o:

- czynnościach trwających w chwili obecnej, np.:
I can't answer the phone. I'm having a shower.
- sytuacjach i działaniach dotyczących zawężonego okresu, niekoniecznie chwili, w której o nich mówimy, np.:
John's living in New York for a few months.

UWAGA: Niektórych czasowników nie używamy w formie ciągłej (z końcówką **-ing**), gdyż opisują stany, a nie działania: **have (=possess), need, love, hate, want, prefer, believe, know, understand, think (=have an opinion), mean, hear, see, seem**

Articles

A/An

Przedimka nieokreślonego **a/an** używamy przed rzeczownikami policzalnymi w liczbie pojedynczej w sytuacji, gdy wspominamy o czymś po raz pierwszy albo gdy osoba czy rzecz, o której mówimy, jest jedną z wielu takich osób bądź rzeczy.

I've got a dog. It's a Labrador.

Przedimka nieokreślonego **a/an** używamy również przed nazwami zawodów.

He's an engineer.

The

Przedimka określonego **the** używamy przed rzeczownikami policzalnymi (w liczbie pojedynczej i mnogiej) oraz przed rzeczownikami niepoliczalnymi. Gdy poprzedza rzeczownik w liczbie pojedynczej, odnosi się do rzeczy lub osoby już wspomnianej.

I've got a dog. The dog is really big.

Przedimka **the** używamy także, gdy mówimy o konkretnych rzeczach lub osobach.

The people I saw yesterday were friendly.

The cheese is in the fridge.

The dogs in that park don't look very dangerous.

Przedimka **the** używamy także, gdy odnosimy się do czegoś wyjątkowego, jedyne w swoim rodzaju:

the sun, the government (in a particular country), the world

Brak przedimka

Nie używamy przedimka przed rzeczownikami policzalnymi w liczbie mnogiej oraz przed rzeczownikami niepoliczalnymi, kiedy mówimy o osobach lub rzeczach w ogólnym rozumieniu.

People are friendly here.

I like cheese.

Tigers are dangerous.

Self-check Unit 1

► Grammar revision

Present simple and present continuous

- 1 Write the third person singular form and the -ing form of the verbs below.**

Verb	Third person singular	-ing form
1 have	<u>has</u>	<u>having</u>
2 lie	<u>lies</u>	<u>lying</u>
3 write	<u>writes</u>	<u>writing</u>
4 try	<u>tries</u>	<u>trying</u>
5 get	<u>gets</u>	<u>getting</u>
6 miss	<u>misses</u>	<u>missing</u>
7 do	<u>does</u>	<u>doing</u>
8 cut	<u>cuts</u>	<u>cutting</u>

ZESZYT ĆWICZEŃ ► str. 4

/ 8 points

- 2 Choose the correct word to complete the sentences.**

- He's wearing a new pair of jeans today.
a wears b carries **c wearing** d carrying
- When does your sister have English lessons?
a is b do **c does** d has
- I'm not sure if he 's studying French or German right now.
a studies b studys c study **d 's studying**
- I'm sorry, I don't understand what you're telling me.
a 'm not understanding b not understand
c not understanding **d don't understand**
- Where's your cousin? He normally arrives on time.
a come b is arriving **c arrives** d is coming
- Ah! Now I see what you mean.
a see b 'm seeing
c 'm knowing d 'm not understanding
- Stop talking to her because she isn't listening to you.
a don't listen **b isn't listening**
c 's listening d never listens
- Why isn't she doing anything?
a hasn't **b isn't** c doesn't d don't

ZESZYT ĆWICZEŃ ► str. 4

/ 8 points

Articles

- 3 Choose the correct alternative.**

- It's a/the beautiful day and a/the sun is shining.
- A/The young girl walks into a restaurant. A/The girl sits down and orders a pizza.
- My cousin loves a/the books. He's a/the writer.
- Pete's uncle is a/the doctor. He says a/the cigarettes are bad for your health.

ZESZYT ĆWICZEŃ ► str. 6

/ 8 points

► Vocabulary revision

Ages and stages of life – The family

- 1 Complete the text with the appropriate words.**

'My name's Harry. I live with my mum. She's middle-
(a) aged. I think she's 50 this year. My dad doesn't
live with us because my parents are (b) divorced.
I'm an (c) only child. I haven't got brothers or
sisters but I spend a lot of time with my (d) cousin,
George. He's the son of my uncle Jack. He's young. I remember
when he was born. In fact, I was there at the hospital on the
day of his (e) birth. My aunt Angela, uncle Jack's
(f) wife, is really nice too. My mum says she
wants to get married again, but I don't really want to have
a (g) stepfather. I prefer my mum not to get married
and to stay (h) single.'

ZESZYT ĆWICZEŃ ► str. 2

/ 8 points

Noun suffixes -ment, -ion, -ence

- 2 Complete the sentences with the correct form of these words.**

adolescent different improve independent
collect invent move protect

- She usually gets 50% or 60% in her exams but in this exam she has 90%. That's a big improvement.
- Can you move? I can't see the blackboard if you sit there.
- I love my MP3 player! What a great invention!
- This program protects your computer from viruses.
- There are two or three differences between present simple and present continuous.
- She wants to be a secondary school teacher because she likes working with adolescents.
- He has a great collection of stamps.
- He doesn't want to get married at the moment. He wants to be independent and free.

ZESZYT ĆWICZEŃ ► str. 5

/ 8 points

Total

/ 40 points

► Znajomość środków językowych – minidialogi – wybór wielokrotny

- 1 Work in pairs. Think of two possible ways of reacting to/ answering sentences and questions 1–5. Avoid Yes/No short answers.**

TIP Wyobraź sobie daną sytuację i zastanów się, czego rozmówca od Ciebie oczekuje. Pomyśl, czy masz zadać pytanie, odpowiedzieć na pytanie, wyrazić swoją opinię, zgodzić się na propozycję lub ją odrzucić, zasugerować coś itp.

1. Would you like to go skating with us tomorrow?
2. I think eating out is great.
3. Are you good at sport?
4. What are you doing at the weekend?
5. I can't find my car keys!

- 2 Match A–E below with 1–5 in exercise 1 to get the short dialogues.**

TIP Jeśli łączysz dwie części wypowiedzi, zwracaj uwagę na użyte struktury gramatyczne oraz słownictwo. Może się zdarzyć, że kilka zdań będzie dotyczyło tego samego tematu, ale dopiero konstrukcje gramatyczne lub użyte słowa wskażą, które ze zdań jest właściwe.

- | | |
|--|---|
| A. No, I'm not really a sporty type, are you? | 3 |
| B. Nothing, why are you asking? | 4 |
| C. What a great idea! | 1 |
| D. I think they're in your bag. | 5 |
| E. But it's also quite expensive, don't you think? | 2 |

- 3 Read the short dialogues 1–3 and choose the correct answer A–C. Then justify why the remaining answer options are incorrect in a given context.**

TIP W zadaniach typu *wybór wielokrotny* odpowiedzi mogą być do siebie bardzo podobne, ale tylko jedna z nich jest w pełni poprawna. Wybrana odpowiedź musi być nie tylko odpowiednia pod względem gramatycznym oraz leksykalnym, lecz także pasować do kontekstu całej wypowiedzi.

1. X: Do you often have dinner with your family?
Y: I seldom eat dinner with my family as I'm often busy after school.

? Która z odpowiedzi pasuje do pytania ze względu na użyty czas gramatyczny?

1. A. I'm having dinner with my family tomorrow.
B. I seldom eat dinner with my family as I'm often busy after school.
C. We had a great time over dinner on Sunday.
2. X: Are you doing anything special at the weekend?
Y: I'm going shopping with my mum.

? Które ze zdań, z gramatycznego punktu widzenia, może się odnosić wyłącznie do najbliższego weekendu?

1. A. I'm going shopping with my mum.
B. I often go shopping with my mum.
C. I'm shopping online now.
3. X: I think English grammar can be really difficult.
Y: Yes, I agree with you entirely.

? Która z wypowiedzi, jako jedyna, może być uznana za opinię na temat całej gramatyki angielskiej?

1. A. Yes, I think English words are so difficult to write.
B. Yes, I agree with you entirely.
C. Yes, the English exam was very difficult.

- 4a Read the fragment of a short dialogue below and decide which of the answers A–E complete it correctly.**

X: How often do you see your brother?

Y: B, C, D

- A. He studies in Wrocław.
- B. Not very often, as he studies in Wrocław.
- C. I visit him every weekend.
- D. As often as I can.
- E. I liked sharing a room with him.

- 4b Read the whole dialogue and decide which of the answers A–E in exercise 4a completes it best.**

TIP Pamiętaj, że brakujący fragment musi pasować do całego dialogu. Nie można sugerować się tylko tym, czy pasuje on do pierwszej części wypowiedzi. Wypowiedzi muszą do siebie pasować tak pod względem logicznym, jak i gramatycznym.

X: How often do you see your brother?

Y: Not very often, as he studies in Wrocław.

X: That's a pity. You must miss him.



► Zadanie maturalne

- 5 Uzupełnij minidialogi (5.1.–5.5.), wybierając brakującą wypowiedź jednej z osób. Zakreśl literę A, B albo C.**

5.1. X: Do you often watch films in English?

Y: I watch films in English from time to time.

- A. I'm watching a film now.
- B. I watch films in English from time to time.
- C. I saw a very funny comedy yesterday.

5.2. X: I love travelling and discovering new countries.

Y: Which countries would you like to visit?

- X: I would really like to go to Spain and France.
- A. Do you like travelling alone or with friends?
- B. Which countries would you like to visit?
- C. Which countries have you visited?

5.3. X: I'm going shopping on Sunday.

Y: What are you going to buy?

- X: I need some new shoes.
- A. I hate shopping.
- B. Can I join you?
- C. What are you going to buy?

5.4. X: Why don't we go swimming later? It's really hot.

Y: I'd love to!

- X: Great!
- A. I'd love to, but I can't.
- B. I'd love to!
- C. I love swimming.

5.5. X: I'm not very good at cooking.

Y: What do you mean?

- X: I always forget to add something.
- A. Shall we cook something?
- B. How about eating out tonight?
- C. What do you mean?

Warmer

Tell the students that your child or the child of your friend responds with *I dunno* to every question you/your friend ask(s). For example: *How was school today? I dunno; Are you hungry? I dunno; Do you have to do any homework? I dunno.*

Ask students if there is a similar situation in their homes. Why?/Why not? Tell students to work in pairs or small groups and think about what advice they could give to a parent of the child. If there is time, you may also elicit from students some different expressions that they could use instead of *I dunno*, e.g. *I have no idea, I don't have a clue, I'm not sure, I'm not certain*, etc.

- 1 Before students start doing the task, ask them to analyse and then follow the TIP. Brainstorm different situations in which utterances 1–5 might be used. Students work in pairs and think of two appropriate questions/responses for each of the utterances. Tell them to avoid Yes/No answers. Have a class feedback.

Suggested answer

- 1 Sorry, I'm busy. / Yes, that's a good idea.
- 2 Yeah, I agree with you. / It's quite expensive, don't you think?
- 3 Yes, I am. / No, not really.
- 4 Nothing special. / I don't know yet.
- 5 Don't you remember where you left them? / I think they're on the table.

- 2 Students analyse the TIP and read the task. Students match utterances A–E with points 1–5 in 1 to create short dialogues. Have a class feedback.

Extra practice

Ask students to write four different utterances similar to the ones in 1 on a slip of paper: questions, affirmative or imperative sentences, exclamations, etc. Students walk around the classroom and take turns to read out their sentences to as many people as possible in the time available. Each student has to give a response with as little hesitation as possible. The student who is reading their statement can count to three using their fingers to indicate the time limit. Monitor the activity. Ask volunteers to act out their mini dialogues in front of the class.

- 3 Students analyse the TIP and read the task. Students read the short dialogues 1–3 and choose the correct answer A–C. In pairs students compare their answers and justify why the remaining answer options are incorrect. Have a class feedback.

Extra practice

Tell students to work in pairs and think of the most appropriate context for the options they didn't choose in 3. Ask students to write mini dialogues by adding 1–2 utterances to each option.

- 4a Students read the fragment of a short dialogue and decide which of the answers (A–E) complete it correctly. Check the answers with the class.
- 4b Student read the whole dialogue and decide which of the answers A–E in exercise 4a completes it best. Have a class feedback and ask students to justify their choice.
- 5 Tell students they are going to do an exam task. Students complete mini dialogues 5.1.–5.5. with options A, B or C. Before checking the answers with the class, let students compare their suggestions with their partner.

Extra practice

Prepare mini dialogues (each consisting of two utterances only) and write each on a separate slip of paper. You need a slip for every student in the class. Give out the slips to random students and ask them to mingle and find their matching pair. Students walk around the class, say their sentences out loud and check whether the two utterances make sense when combined. Once, they've found their partner, they sit down. Have a class feedback.

Homework

- Refer students to the **Workbook, page 9**.

Zadanie 1. (4 minuty)

- A:** I'm so happy you're going to stay with us for two weeks!
B: I'm really excited about it, too, but I'm also worried that I won't know how to behave at your place. Do you have any advice for me?
A: Don't worry about anything. Just feel at home and ask if you don't know how to do something. My parents are very open and they both speak English.
B: Phew! That's good.
A: Maybe if I tell you what a typical day looks like in our house, it'll be easier for you to manage. So, we have breakfast together at 7:00 am and then my dad drives me and my brother to school. My mum leaves home later because she starts work at 9:30 am. I am back home before my parents and I usually do my homework while I'm waiting for them. We eat dinner together at 6:00 pm. Does it sound OK so far?
B: Yes, I think so.
A: We don't spend much time at home. On weekdays we all leave home at 7:30 am and get back at about 5:00 pm.
B: Why do you get back so late?
A: Twice a week I have extracurricular classes and sometimes I just hang about with my friends. Anyway, at home we all have our jobs to do, for example, my dad does the shopping, my mum cooks and I do the dishes. On Saturday we clean the flat together. I'm usually responsible for my room and the kitchen but don't worry, you won't have to do anything because you'll be our guest.
B: *I don't think that's fair.* I'll be staying at your place for two weeks so I ought to do something.
A: OK, if you don't mind you could sometimes vacuum the carpets because we always argue about who should do it.
B: *That's fine by me.*
A: As you know, you'll be going to school with me. I always start classes at 8:00 am, I have lunch with my friends in the canteen at 12:30 am but I finish school at different times, depending on the day, sometimes at 2:00 pm and sometimes even at 3:30 pm.
B: Really? In my school we always have lessons till 2:00 pm.
A: Cool. As for our free time I think we could do some sightseeing around Warsaw, ride bikes or have a barbecue with my friends from school. What do you reckon?
B: It all sounds great. Do you think it'd also be possible to visit Cracow, Zakopane or Gdańsk?
A: Well, we can go either to Cracow and Zakopane or to Gdańsk because they are in completely different parts of Poland.
B: And which do you recommend?
A: You like walking so let's go to Zakopane.

Zadanie 2. (3 minuty)

Uczeń A

In the picture I can see two women who must be mother and daughter. The daughter has got long bright pink hair and very heavy make-up. The mother is holding up her daughter's hair in disgust and pointing at it with her index finger. *Just by looking at her facial expression we can tell that she doesn't approve of her daughter's appearance.* The daughter, on the other hand, looks as if she had no idea what her mum expects from her. She is pointing at her mother and her face seems to be saying something like: 'Look, she's picking on me for no reason again!'

1. What is the woman probably telling her daughter?

It's obvious that the woman doesn't like her daughter's pink hair so I'm sure she's telling her off. She may be suggesting that her daughter has ruined her hair and now she looks awful. Also, she might be saying that she can be suspended from school because there's no way her teachers will approve.

2. Why do you think teenagers so often disagree with their parents?

Teenagers often disagree with their parents because of the so-called generation gap. Many parents seem to have forgotten what it was like to be a teenager. Thus, they often treat their adolescent sons and daughters as if they were still little children. Also, parents often criticise their children's appearance, hobbies or even their friends. *Little wonder that* teenagers who want to be independent don't like the way their parents treat them and often rebel against their decisions.

3. Describe the last time that you did something against your parents' will and their reaction to it.

I don't usually do anything against my parents' will but a few months ago I did and I don't regret it. I had always wanted a dog but my parents had always been against the idea. Last March my friend's dog had three puppies and he offered me one. I asked my parents if I could bring the dog home and

keep it but they said no. However, I took the puppy anyway. In the morning my mum found the dog sleeping at my feet and, surprisingly, she fell in love with it! It stayed and now we can't imagine our life without it.

Uczeń B

The photo shows a group of women of different ages. They are in a room, which looks like a kitchen or a dining room. They're standing around a big table on which there are lots of fruit and vegetables. On the right, I can see piles of pancakes or tortillas. The women are smiling and apparently posing for the photo.

1. What do you think the people in the picture are celebrating?

It's hard to say what the women in the picture are celebrating. I don't think it's a family celebration because there are no men in the picture. There aren't any special dishes or cakes, either, just raw fruit and vegetables and pancakes. I guess it might be a food festival or a meeting of the members of a women's association which is interested in cooking. It may also be a cookery course and the women might be celebrating either the beginning or the end of the course.

2. What are the advantages and disadvantages of growing up in a big family?

Well, there are obviously both advantages and disadvantages to living in a big family. As for the advantages, if you have a lot of brothers and sisters, you always have some company and your house is always full of life. What's more, you can share different household chores and, as a result, actually have less to do. On the other hand, in smaller families parents are able to spend more time with each of their children individually. The house of a smaller family might be less lively, but it's also less crowded and everyone can have their own room, which is a great advantage.

3. Tell us about the last time you went to a family celebration.

I last went to a family celebration a week ago. Last Saturday my cousin was getting married. After the ceremony in the church we all went to the wedding reception, which took place in a really nice hotel. The food was amazing and the music was so good that we danced till 3:00 am. My cousin and her newly-wed husband were very excited and happy. I liked their wedding a lot and I was glad I could meet my whole family and catch up with the cousins I hadn't seen for a while.

Zadanie 3. (5 minut)


If I were to choose a picture for a contest dedicated to memorable moments of family life, I'd choose the third option. This is the only photo out of the three presented here, which shows real emotions. Graduation day is one of the most memorable moments in many peoples' lives and the grandmother in this picture is obviously very happy for her granddaughter and she's clearly very proud of her. I definitely wouldn't go for the first option because I don't really know what the people are celebrating. It's really hard to say whether the picture shows a memorable moment in their life or not. The second option isn't very convincing either. The family may well be leaning over the pram just to check if the baby is fine. There is nothing about pictures 1 and 2 that suggests that they were taken to capture special moments in the life of each family. So, I'd choose the last option.

1. Why are there more and more patchwork families in Poland?

It seems to me that there are more and more patchwork families because nowadays young people find it very hard to make a commitment. They often get married too soon after meeting one another. The engagement doesn't last as long as it used to and as a result, people don't have enough time to get to know each other well. Once they're married, they find it hard to communicate effectively and when things go really wrong they're sometimes unable to compromise. So, they get divorced and then remarry when they meet someone new and the process starts all over again.

2. Would you agree with Ring Lardner that: The family you come from isn't as important as the family you're going to have?

I'm afraid I can't really agree with the statement. To my mind, both families are important but the family you come from seems to have an even greater impact on your life. First of all, our personality is shaped during the early days of our lives. What's more, we often copy our parents' behaviour and share similar values, beliefs and attitudes. We also tend to cultivate the same customs and traditions. We even tend to be attracted to people who resemble our parents and, as a result, very often the family we start ourselves is very similar to the one we come from.

 You can find the Unit 1 tests on the *Gateway plus 2* Test CD.

► Część ustna – zestaw zadań

► Zadanie 1. (4 minuty)

Pracujcie w parach. Odegrajcie zadanie egzaminacyjne. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Twoja rodzina będzie przez dwa tygodnie gościć u siebie ucznia z Wielkiej Brytanii w ramach wymiany międzynarodowej. Nowy kolega będzie mieszkał z Twoją rodziną, jadł z wami posiłki, chodził z Tobą do szkoły; razem będziecie spędzać też czas wolny. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Plan dnia i obowiązki domowe

Typowe posiłki i godziny posiłków

Typowy dzień w szkole

Atrakcje w czasie wolnym

Uczeń B

Jesteś uczniem z Wielkiej Brytanii, który przyjeżdża do Polski na dwa tygodnie w ramach wymiany międzynarodowej. Rozmawiasz z uczniem z Polski, u którego przez dwa tygodnie będziesz mieszkał i jadł posiłki, z którym będziesz chodził do szkoły i spędzał czas wolny. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/ wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- poproś, by uczeń A poradził Ci, jak zachowywać się w jego domu,
- zaproponuj odwiedzenie kilku miejsc w Polsce, o których wcześniej słyszałeś.

► Zadanie 2. (3 minuty)

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie na zmianę pytania i odpowiadajcie na nie.

Uczeń A



1. What is the woman probably telling her daughter? Why?
2. Why do you think teenagers so often disagree with their parents?
3. Describe the last time that you did something against your parents' will and their reaction to it.

Uczeń B



1. What do you think the people in the picture are celebrating?
2. What are the advantages and disadvantages of growing up in a big family?
3. Tell us about the last time you went to a family celebration.

► Zadanie 3. (5 minut)

Pracujcie w parach. Popatrzcie na zdjęcia. Wykonajcie zadanie egzaminacyjne, odgrywając na zmianę rolę egzaminującego i zdającego. Następnie odpowiedzcie na dwa pytania.

Współorganizujecie szkolny konkurs na najlepsze zdjęcie *Memorable moments in our family life*. Razem z kolegami z kółka fotograficznego musicie przygotować plakat reklamowy zachęcający do udziału w konkursie. Masz do wyboru trzy możliwości.

- Wybierz to zdjęcie, które Twoim zdaniem najlepiej wyraża temat konkursu, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1. Why are there more and more patchwork families in Poland?
2. Would you agree with Ring Lardner that: *The family you come from isn't as important as the family you're going to have?*

► Znajomość środków językowych

Uzupełnianie luk – wybór wielokrotny

- 1 Complete the gaps 1–5 to get a logical and grammatically correct text. Choose the best answer A, B or C.

Modern family

Due to social, biological and cultural factors, (1.) A has undergone a lot of changes recently. In the past, members of the same family used to live under one roof, and they helped and supported each other. Nowadays, young couples move away from their parents and (2.) B on their own, at least in western culture. Families are also smaller, they often consist (3.) B a father, mother and one or two children. Another change is that more and more people are getting (4.) C and when two people who were previously married start new families, these may consist of the parents, the children they have from their previous marriages, and the children they have together. The number of such families, often called patchwork families, (5.) B rapidly in some countries, including Poland.

- | | | |
|-------------------------------------|------------------------|----------------------|
| 1. <u>A</u> . the concept of family | B. a concept of family | C. concept of family |
| 2. <u>A</u> . are living | <u>B</u> . live | C. will live |
| 3. <u>A</u> . from | <u>B</u> . of | C. with |
| 4. <u>A</u> . single | B. lonely | <u>C</u> . divorced |
| 5. <u>A</u> . grows | <u>B</u> . is growing | C. grow |



Tłumaczenie fragmentów zdań – wybór wielokrotny

- 2 Complete the sentences with one of the options (A–C), which is the correct translation of the text in brackets.

- (**Obiad, który dziś przygotowuję**) is special – we're going to celebrate our mum's birthday.
A. The dinner I'm preparing today
 B. Dinner I'm preparing today
 C. The dinner I prepare today
- I'd love to live in a hot country where (**słońce świeci**) all year round.
 A. sun shines
B. the sun shines
 C. the sun is shining
- Do you know *Queens of the Stone Age*? Right now (**słucham**) their latest CD.
 A. I'm listening for
 B. I'm listening
C. I'm listening to
- My mother has got (**sióstrzenicę, która jest nauczycielką**)
A. a niece who is a teacher.
 B. a niece who is the teacher.
 C. niece who is teacher.
- (**Odprowadzam**) my younger sister to kindergarten this week because our mum has got flu and has to stay in bed.
 A. I take
 B. I'm going to take
C. I'm taking
- My sister who is 23 (**wychodzi za męża**) next month.
 A. gets married
 B. will get married
C. is getting married

► Vocabulary plus

- 1 Complete the collocations with **family**, **child** or **kin**. Then match the collocations with their definitions a–i. There is one definition that does not match any of the collocations.

- | | |
|-----------------------------|------------------------------|
| 1. extended <u>family.d</u> | 5. next of <u>kin.a</u> |
| 2. latchkey <u>child.f</u> | 6. nuclear <u>family.g</u> |
| 3. foster <u>family.b</u> | 7. only <u>child.c</u> |
| 4. middle <u>child.e</u> | 8. patchwork <u>family.h</u> |

- your closest relative, eg your mother, father, brother or sister
- a family who look after a child for a period of time because his/her own parents are not able to do so
- a child with no brothers or sisters
- a family group that contains grandparents, uncles, aunts etc.
- a child who is between the youngest and oldest children in the family
- a child whose parents work and he/she comes back from school to an empty house
- a family that consists of a mother and father and their unit children
- a new family made up of a couple bringing their children from previous marriages together into the new relationship
- a family with only one parent, often the mother

- 2 Use the words from the box to complete the gaps for sentences 1–6. Change the forms of the words given so that they end in **-ence/-ance, -ment, or -ion**.

adolescent celebrate connect
develop important obey

- Is there any connection between watching violence on TV and teenagers becoming more and more violent?
- The whole family came to my parents' anniversary celebration.
- Tori Amos, the American singer and songwriter, once said that adolescence is the cruellest time on Earth. It can be really heartless.
- My father hated his school as it demanded total obedience from its pupils.
- There are a number of theories on child development, regarding its mental, emotional and cognitive progress.
- Worldwide school organisations recognise the importance of using modern technologies in teaching and learning.

► Wordlist Unit 1

(adj) = adjective – przymiotnik
(adv) = adverb – przysłówek
(conj) = conjunction – spójnik
(det) = determiner – określnik (np.: a, an, the, that itp.)
(n) = noun – rzeczownik

(phr) = phrase – wyrażenie
(prep) = preposition – przypek
(pron) = pronoun – zaimek
(v) = verb – czasownik

*** = słowo bardzo często używane

** = często używane

* = dosyć często używane

Życie rodzinne i towarzyskie – okresy życia

adolescence (n)	/ˈædəˈles(ə)ns/	wiek dojrzewania
adult (n) ***	/ˈædʌlt/	osoba dorosła
baby (n) ***	/ˈbeɪbi/	niemowlę
birth (n) ***	/bɜː(r)θ/	narodziny
child (n) ***	/tʃaɪld/	dziecko
childhood (n) **	/ˈtʃaɪldˌhʊd/	dzieciństwo
death (n) ***	/deθ/	śmierć
middle-aged (adj)	/ˌmɪd(ə)l ˈeɪdʒd/	w średnim wieku
old age (n) *	/ˌəʊld ˈeɪdʒ/	starość
senior citizen (n)	/ˌsiːniə(r) ˈsɪtɪz(ə)n/	człowiek w podeszłym wieku
teenager (n) **	/ˈtiːnˌeɪdʒə(r)/	nastolatek
young adult (n)	/ˌjʌŋ ˈædʌlt/	młoda osoba dorosła

Życie rodzinne i towarzyskie – członkowie rodziny

aunt (n) ***	/ɑːnt/	ciotka
born (adj) ***	/bɔː(r)n/	urodzony
brother (n) ***	/ˈbrʌðə(r)/	brat
brother-in-law (n)	/ˈbrʌðər ɪn ˌlɔː/	szwagier
cousin (n) **	/ˈkʌz(ə)n/	kuzyn/kuzynka, brat cioteczny/siostra cioteczna
daughter (n) ***	/ˈdɔːtə(r)/	córka
divorced (adj)	/dɪˈvɔː(r)st/	rozwódzony
father-in-law (n)	/ˈfɑːðər ɪn ˌlɔː/	teść
grandfather/ mother (n) **	/ˈgræn(d)ˌfɑːðə(r)/	dziadek/babcia
grandson/ daughter (n) *	/ˈgræn(d)ˌsʌn/	wnuk/wnuczka
husband (n) ***	/ˈhʌzbənd/	mąż
mother-in-law (n)	/ˈmʌðər ɪn ˌlɔː/	teściowa
nephew (n) *	/ˈnefjuː/	siostrzeniec/bratanek
niece (n) *	/niːs/	siostrzenica/bratanica
one-parent family	/ˌwʌn ˌpeərənt ˈfæm(ə)li/	rodzina niepełna
only child (n)	/ˌəʊnli ˈtʃaɪld/	jedynak
single (adj) ***	/ˈsɪŋɡ(ə)l/	samotny
sister (n) ***	/ˈsɪstə(r)/	siostra
sister-in-law (n)	/ˈsɪstər ɪn ˌlɔː/	szwagierka/bratowa
son (n) ***	/sʌn/	syn
stepfather/mother (n)	/ˈstepˌfɑːðə(r)/	ojczym/macocha
uncle (n) **	/ˈʌŋk(ə)l/	wujek
wife (n) ***	/waɪf/	żona

Inne

alone (adj) ***	/əˈləʊn/	sam
approximately (adv) **	/əˈprɒksɪməti/	około
boil (v) *	/bɔɪl/	wrzeć, gotować (się)
care (n) ***	/keə(r)/	opieka
celebrity (n) *	/səˈleɪbrəti/	celebryta
chance (n) ***	/tʃɑːns/	szansa, okazja
company (n) ***	/ˈkʌmp(ə)ni/	firma
computer technician (n)	/kəmˌpijuːtə(r) ˈtekˌnɪʃ(ə)n/	technik komputerowy
connected (adj) *	/kəˈnektɪd/	połączony
constant (adj) ***	/ˈkɒnstənt/	stały, ciągły
cost (v) ***	/kɒst/	kosztować
cultural values (n)	/ˈkʌltʃ(ə)rəl ˌvæljuːz/	wartości kulturowe
dangerous (adj) ***	/ˈdeɪndʒərəs/	niebezpieczny
decision (n) ***	/dɪˈsɪʒ(ə)n/	decyzja
difference (n) ***	/ˈdɪfrəns/	różnica
difficult (adj) ***	/ˈdɪfɪk(ə)lt/	trudny
discuss (v) ***	/dɪˈskʌs/	dyskutować
enter (v)	/ˈentə(r)/	wchodzić
e-pal (n)	/ˈiːpæl/	e-przyjaciel
equipment (n) ***	/ˈekwɪpmənt/	sprzęt
experiment (n) ***	/ɪkˈsperɪmənt/	eksperyment

extracurricular (adj)	/ˌekstrəkəˈrɪkjʊlə(r)/	pozaekscyenne
fashion (n) ***	/ˈfæʃ(ə)n/	moda
fast (adv) ***	/fɑːst/	szybko
female (n) ***	/ˈfiːmeɪl/	kobieta
free (adj) ***	/friː/	wolny
fridge (n) *	/ˈfrɪdʒ/	lodówka
government (n) ***	/ˈgʌvə(r)nənt/	rząd
GPS system (n)	/ˌdʒiː piː ˈes ˌsɪstəm/	system nawigacji satelitarnej
grow up (v)	/ˌgrəʊ ˈʌp/	dorastać
health (n) ***	/helθ/	zdrowie
helmet (n) *	/ˈhelmt/	kask
improvement (n) ***	/ɪmˈpruːvmənt/	udoskonalenie, poprawa
independence (n) ***	/ɪndɪˈpendəns/	niezależność
inform (v) ***	/ɪnˈfɔː(r)m/	powiadamiać
information (n) ***	/ɪnfə(r)ˈmeɪʃ(ə)n/	informacja
invention (n) **	/ɪnˈvenʃ(ə)n/	wynalazek
jacket (n) ***	/ˈdʒækt/	kurtka
late (adj/adv) ***	/leɪt/	późny, późno
later (adj/adv)	/ˈleɪtə(r)/	kolejny, później
lie (v) ***	/laɪ/	kłamać
look after (v)	/lʊk ˈɑːftə(r)/	opiekować się
lyrics (n)	/ˈlɪrɪks/	tekst piosenki
male (n) ***	/meɪl/	mężczyzna
marriage (n) ***	/ˈmærɪdʒ/	małżeństwo
meal (n) ***	/miːl/	posiłek
message (n) ***	/ˈmesɪdʒ/	wiadomość
mistake (n) ***	/mɪˈsteɪk/	błąd, pomyłka
month (n) ***	/mʌnθ/	miesiąc
movement (n) ***	/ˈmuːvmənt/	ruch
newspaper (n) ***	/ˈnjuːzˌpeɪpə(r)/	gazeta
obey (v) **	/əˈbeɪ/	śluchać (się)
on time (adj)	/ɒn ˈtaɪm/	punktualnie
opportunity (n) ***	/ˌɒpə(r)ˈtjuːnəti/	okazja, szansa
option (n) ***	/ˈɒpʃ(ə)n/	opcja
particular (adj) ***	/pə(r)ˈtɪkjʊlə(r)/	konkretny, określony
permanent (adj) ***	/ˈpɜː(r)mənənt/	trwały, stały
place (n) ***	/pleɪs/	miejsce
protection (n) ***	/prəˈtektʃ(ə)n/	ochrona
regularly (adv) ***	/ˈregjʊlə(r)li/	regularnie
result (n) ***	/rɪˈzʌlt/	wynik
service (n) ***	/ˈsɜː(r)vɪs/	usługa
shout (v) ***	/ʃaʊt/	krzyczeć
specialist (n) **	/ˈspeʃəlist/	specjalista
spy (v) *	/spaɪ/	szpiegować
stress (n) ***	/stres/	stres
technology (n) ***	/tekˈnɒlədʒi/	technologia
zone (n) **	/zəʊn/	strefa

► Vocabulary plus

celebration (n) **	/səˈleɪbrɪʃ(ə)n/	obchody, uroczystość
connection (n) ***	/kəˈnektʃ(ə)n/	związek
development (n) ***	/dɪˈveləpmənt/	rozwój
extended family (n)	/ɪkˌstendɪd ˈfæm(ə)li/	dalejsza rodzina
foster family (n)	/ˈfɒstə(r) ˈfæm(ə)li/	rodzina zastępcza
importance (n) ***	/ɪmˈpɔː(r)t(ə)ns/	ważność, waga
latchkey child (n)	/ˈlætʃˌkiː ˈtʃaɪld/	dziecko „z kluczem na szyi”
middle child (n) ***	/ˌmɪd(ə)l ˈtʃaɪld/	„środkowe” dziecko
next of kin (n)	/ˌnekst əv ˈkɪn/	najbliższy krewny
nuclear family (n)	/ˌnjuːˈkliə(r) ˈfæm(ə)li/	najbliższa rodzina (rodzice i dzieci)
obedience (n)	/əˈbiːdiəns/	posłuszeństwo