

A NEW START

Unit overview

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1 Warm-up: Introductory pitches

1 a

Listening
Track 1

You want to become a member of *Students of the world*, a non-profit association which helps teenagers to find pen friends all around the world. The website gives members the possibility to upload introductory pitches on their profiles. Listen to three teenagers introducing themselves. While listening, take notes. Then get into pairs and compare your results.



1 Simon

age: family:
place of residence: hobbies:
school: social media:



2 Bethany

age: family:
place of residence: hobbies:
school: social media:



3 Thomas

age: family:
place of residence: hobbies:
school: social media:

1 b

Speaking

Get into groups of three and discuss the following questions.

- Which introductory pitch do you like best? Give reasons.
- Which introductory pitch do you like least and why? What could they have done better?
- What is important when giving an introductory pitch? What makes it successful? Explain.

1 c

Speaking
Test format
Individual
long turn

You subscribed to *Students of the world* and have now decided to upload your own introductory pitch.

Step 1: Prepare your introductory pitch. In your pitch you should

- give information about yourself (*name, age, place of residence, family, etc.*)
- speak about your school and your favourite subjects
- talk about your hobbies and your favourite social media networks.





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Speak for about two minutes. Use the phrases from the VocabBooster and the introductory pitches from activity 1a as a model.

VocabBooster

to be born and raised in ...
 to have two/three ... siblings/to not have any siblings/to be an only child/to have a small/big family
 to be divorced/to live with ...
 to attend the Higher Technical/Vocational College for ... (*ask your teacher for further details*)/
 to be a student at ... (*name of school*)
 to enjoy ... (verb+ -ing)
 to like/dislike doing sports/playing football/meeting with one's friends ...
 to be usually busy ... (verb+ -ing)
 to have always been interested in ... (verb+ -ing) one's entire life
 my hobbies are .../my other hobbies include ...
 to spend some hours a day ... (verb+ -ing)
 to prefer spending time with one's friends/family ...

Step 2: Get into pairs and give your introductory pitch. Take turns.

2 Language in use: Word order

Trouble-free grammar: Word order

General rule for simple sentences: **subject + verb + object**

subject	verb	object
I	like	sports.
My sister	passed	the test.

In more complex sentences, remember the following rule:

subject + verb + indirect object + direct object

subject	verb	indirect object	direct object
Sarah	is sending	her mother	a text message.
The teacher	gave	the students	a homework assignment.

Please note: **Prepositional phrases** come **after** the direct object:

Sarah is sending a text message **to her mother**.

The sponsor will buy new football dresses **for the team**.

Adverbs of time can be either at the beginning or at the end of a sentence, whereas adverbs of place are always at the end of a sentence (before the adverb of time).

adverb of time + subject + verb + object (indirect and/or direct) + adverb of place + adverb of time

adverb of time	subject	verb	object (indirect and/or direct)	adverb of place	adverb of time
This evening	My sister	forgot	her textbook	in the classroom	yesterday.
	I	will meet	my best friend	at the cinema.	
	Simon's team	won	the rugby cup	in Johannesburg	last year.
	Nick	does not have to wear	glasses	at home	all the time.
Yesterday	The students	will not go		to the art gallery	next week.
	she	did not show	her classmates the presentation.		

2 a

Language
in use

Put the words in the correct order to form positive sentences. Sometimes there is more than one possibility. Compare your results with a partner.

1 I/give/her/tomorrow/the present/will/.

2 my best friend and I/at the cinema/met/yesterday evening/.

3 Tony/in his free time/playing the guitar/likes/.

4 to Croatia/last summer/she/went/.

5 my dad/will/the marathon/run/next year/in Vienna/.

6 Sarah/one hour a day/on social media/spends/.

7 with his best friend/Matthew/playing basketball/likes/.

8 the school's football team/about three times a week/trains/.

9 introduced/I/to my parents/my classmates/.



2 b

Language
in use

Put the words in the correct order to form negative sentences. Sometimes there is more than one possibility. Compare your results with a partner.

1 she/like/posting pictures/does not/on *Instagram*/.

2 his brother/does not/to the cinema/want to go/on Saturday/.

3 to the party/my best friend and I/were not/last weekend/invited/.

4 will not/to my little siblings/I/show/the crime movie.

5 Simon/did not/you/the truth/tell/.

6 a test/we/did not/at school/take/yesterday/.

7 my brother/have/breakfast/in the morning/does not/.

8 in winter/do not/I/ice-cream/eat/.

9 to Spain/in summer/go/my family and I/will not/.



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3 Listening: Describing a person's appearance and personality

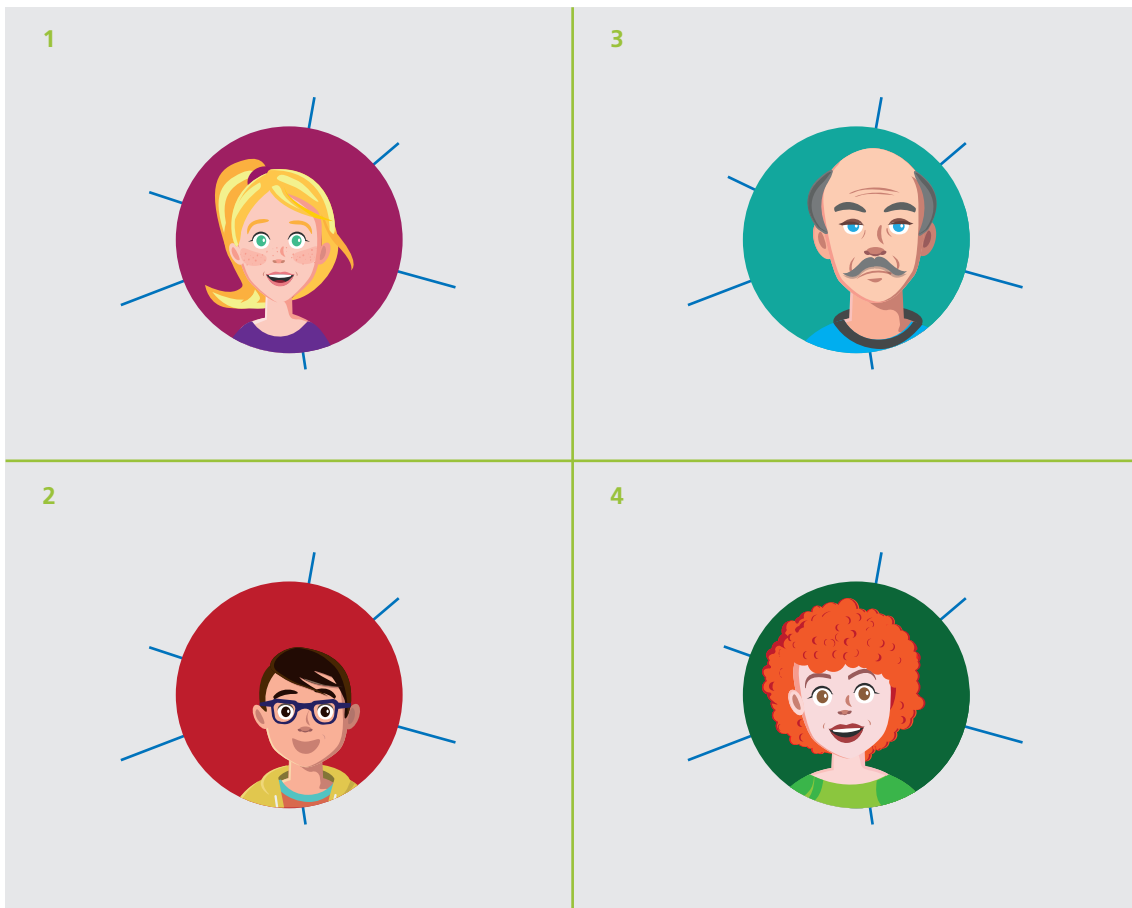
3 a

Vocabulary
www

VocabBooster

Have a look at the VocabBooster. Then label the different pictures (1–4). Look up all the words you do not know in an online dictionary. Compare your results with a partner.

Eyes	Hair	Nose	Face	Body	Height
blue green brown hazel grey glasses beady clear	dark blonde light-brown brunette red ponytail bald straight curly wavy short long	long short straight snub nose pointed flat upturned	round oval pale tanned freckles beard moustache pointed chin wrinkles	slim thin well-trained overweight skinny obese athletic muscular bony	tall short medium-height huge petite average



3 b

Vocabulary

Complete the sentences (1–9). Use the words from the VocabBooster (activity 3a). Sometimes there is more than one possibility. Compare your results with a partner.

- 1 Tina has got brown _____.
- 2 She has got a very pale _____.
- 3 The twins have both got dark, curly _____.
- 4 I would say that her _____ nose makes her look really sweet.

- 5 My boyfriend has got a very muscular _____.
- 6 Both men were very well-_____.
- 7 My parents are rather short, but nevertheless I am medium-_____.
- 8 I got nicely _____ from so much exposure to the sun during my internship on the building site.
- 9 Melinda is really _____ even though she seems to eat the whole day.

3 c

Writing

Write a description of yourself. Include information about the following:

eyes – hair – nose – face – body – height

Use the words from the VocabBooster (activity 3a). Write about 100 words. Use Rebecca's description as a model.

My name is Rebecca and I am 14 years old. I am 1.65 metres tall and I weigh about 50 kilos. I go running three times a week and I am a member of the local volleyball club. This is why my body is really athletic. My eyes are brown and I have straight, light-brown hair. My face is round and I have some freckles. I do not have to wear glasses because my eyesight is good. All in all, I am quite happy with the way I look.



3 d

Listening
Track 2

Listen to four people describing themselves. Tick the words/phrases they use to speak about their appearance. Compare your results with a partner.

Steve

- | | | |
|--|--|---|
| <input type="checkbox"/> grey eyes | <input type="checkbox"/> muscular | <input type="checkbox"/> straight nose |
| <input type="checkbox"/> short brunette hair | <input type="checkbox"/> medium-height | <input type="checkbox"/> tanned |
| <input type="checkbox"/> flat nose | <input type="checkbox"/> greenish eyes | <input type="checkbox"/> well-trained |
| <input type="checkbox"/> freckles | <input type="checkbox"/> short blonde hair | <input type="checkbox"/> average height |

Barbara

- | | | |
|---|---|---|
| <input type="checkbox"/> shoulder-length, wavy brown hair | <input type="checkbox"/> slim | <input type="checkbox"/> round face |
| <input type="checkbox"/> flat nose | <input type="checkbox"/> petite | <input type="checkbox"/> thin |
| <input type="checkbox"/> oval face | <input type="checkbox"/> short, wavy brown hair | <input type="checkbox"/> short |
| | <input type="checkbox"/> straight nose | <input type="checkbox"/> average height |

Sandra

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> long, curly brunette hair | <input type="checkbox"/> athletic | <input type="checkbox"/> quite tall |
| <input type="checkbox"/> green eyes | <input type="checkbox"/> long, straight black hair | <input type="checkbox"/> well-trained |
| <input type="checkbox"/> pointed nose | <input type="checkbox"/> grey eyes | |
| <input type="checkbox"/> very tall | <input type="checkbox"/> upturned nose | |

Marcus

- | | | |
|--|---|--|
| <input type="checkbox"/> blue eyes | <input type="checkbox"/> huge and thin | <input type="checkbox"/> three-day beard |
| <input type="checkbox"/> long light-brown hair | <input type="checkbox"/> beady eyes | <input type="checkbox"/> tall and skinny |
| <input type="checkbox"/> snub nose | <input type="checkbox"/> long dark-brown hair | |
| <input type="checkbox"/> moustache | <input type="checkbox"/> flat nose | |



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3 e

Vocabulary
www

VocabBooster

Have a look at the VocabBooster. Write down the adjectives next to their appropriate definitions in the table below. Use an online dictionary if you need help. Compare your results with a partner.

friendly ■ lazy ■ anxious ■ talkative ■ untidy ■ brave ■ stubborn ■ energetic ■ trustworthy ■ shy ■ optimistic ■ sensible ■ helpful ■ impatient ■ curious ■ sensitive ■ moody ■ confident ■ bossy ■ generous

A	B
1	having a desire to learn or know more about sth. or so.
2	feeling worried and nervous
3	refusing to change your ideas or to stop doing sth.
4	willing to help others
5	not willing to wait for sth. or so.
6	not liking to work hard or to be active
7	telling other people what to do in a way that annoys them
8	willing to share one's time or things with others
9	expecting good things to happen in the future
10	behaving in a pleasant, kind way towards so.
11	having a feeling or belief that you can do sth. well or succeed at sth.
12	easily upset by the things that people think or say about you; understanding what other people need and being helpful to them
13	feeling or showing no fear
14	able to be trusted
15	having or showing a lot of energy
16	often unhappy or unfriendly
17	feeling nervous and uncomfortable about meeting and talking to people
18	tending to talk a lot or to enjoy having conversations with people
19	having a good understanding of a situation
20	not neat or clean

3 f

Vocabulary
www

Find a picture of a very important person in your life (*parent, relative, actor, singer, etc.*) and describe him/her. In your 3-minute description you should include the person's appearance as well as their character traits. Use the phrases from the VocabBooster in activities 3a and 3e. Get into pairs and give your descriptions. Take turns.

3 g

Listening
Track 3
Test format
Multiple
matching

Listen to Steve, Barbara, Sandra and Marcus again. While listening, match the speakers (1–4) with the appropriate adjectives (A–K). There are two extra adjectives that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

Which speaker describes himself / herself as ...?

A	stubborn	E	brave	I	impatient
B	bossy	F	anxious	J	trustworthy
C	sensible	G	optimistic	K	lazy
D	sensitive	H	confident		

Speaker 1 – Steve	0	A	1		2	
Speaker 2 – Barbara	3		4			
Speaker 3 – Sandra	5		6			
Speaker 4 – Marcus	7		8			

3 h

Speaking

Get into pairs and discuss the following questions.

- 1 How would you describe your character? Choose four adjectives that describe you best. Explain.
- 2 What do you value most in a friend? Explain.
- 3 What character traits do you find most important in a teacher? Give reasons.

4 Writing: An informal email: Penpals

4 a

Reading

You have just received the following email from Brian, a student from the US who also registered with *Students of the world*. Read his email and take notes in the table below. Compare your findings with a partner.



From: brian_miller@gmail.com
To: ... (your email address)
Subject: Introducing myself

Dear fellow student of the world

My name is Brian. I'd like to briefly introduce myself to you, so that you know a little bit about me. I'm a high school student in Concord, Massachusetts, in the United States of America. I'm 16 years old, and I have two siblings – an older brother and a younger sister. My family's house is an old brick building in the center of Concord, and I've lived there my entire life. I like playing tennis, swimming (in the summer, of course!), and I also play the tenor saxophone.

I attend a public school called the *Concord-Carlisle Regional High School*. My favorite subjects are Spanish and Math, which might sound like a strange combination, but Math is kind of like a foreign language sometimes, so I think they go well together. I'm in the school jazz band and I sometimes go to chess club meetings, but I mostly concentrate on my studies when I'm not practicing the saxophone. We start school at 7:45 in the morning, and each of our classes lasts for 50 minutes. It's sometimes difficult to get to certain classes on time, since we have to move between different classrooms that are sometimes far apart from each other, and there are only five minutes between classes. The school day ends at 3:30, and then students can do different activities like sports (we have soccer, basketball, football, and track & field), take music lessons, or rehearse for upcoming performances.

Now I'd like to know a bit more about you! Where did you grow up? What is your family like? What does a typical school day look like for you? How did you decide to pick the activities you are involved in right now? I'm excited to hear from you.

All the best!

Yours
Brian

	my notes
personal data	
type of school	
favourite subjects	
clubs	
classes / regular school day	



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4 b

Speaking

Get into pairs. Have a look at the email in activity 4a again and discuss the following questions.

- 1 Whom do you usually write informal emails to?
- 2 How do you start an informal email politely?
- 3 How do you end an informal email?
- 4 How is an informal email structured? What are the different parts?

4 c

Writing

Text type
Informal email
> page 191

You have decided to reply to Brian's email. In your email you should

- introduce yourself
- describe your school (*type of school, main subjects, regular school day, etc.*)
- inform him about your hobbies and free time activities.

Use the email in activity 4a as a model. Write about 180 words.

5 Language in use: Asking questions

Trouble-free grammar: Asking questions

☐ How to ask **yes-/no-questions**

Yes-/No-questions refer to simple questions we ask **to receive either a yes or no as a response**. Yes-/No-questions **do not** use question words and always begin with the auxiliary verb.

auxiliary	subject	verb	object	adverb of place / time
Do	you	play	soccer	every day?
Does	Sarah	have	freckles?	
Did	they	do	the Maths homework	yesterday?
Did	the students	meet		at the mall in the afternoon?

Please note: Yes-/No-questions with any form of the verb **to be** are formed differently:

Am I really late?

Is your father at home?

Are the teachers at your school encouraging?

present tense

Was he really ill yesterday?

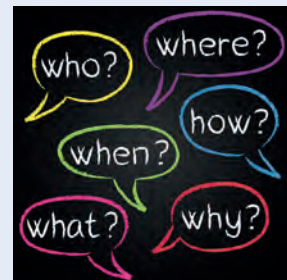
Were you taking part in the competition?

past tense

Will you **pass** the test?

Are you **going to fly** to London next weekend?

future tense



☐ How to ask **wh-questions**

Wh-questions are the most common type of question in English.

Wh-questions are used **to ask for information**, the answer **cannot** be yes or no. They always begin with a question word.

question word	auxiliary	subject	verb	object
Who	is	this girl?		
What	is	your name?		
Where	do	you	come from?	
When	were	you	born?	
Why	did	Peter	do	that?
How old	are	your parents?		
How long	has	Simon	been studying	English?
Whose		bag	is	this?
Which		pen	is	yours?
Whom	should	I	contact?	

5 a

Language
in use

Step 1: Match the questions (1–9) with the appropriate answers. Compare your results with a partner.

	A	B
Which school do you attend?	1	a I am fifteen years old.
Have you got a pet?	2	b I was born in Linz.
Where were you born?	3	c Yes, I have got two cats and one dog.
What are your hobbies?	4	d No, I am single.
Where do you come from?	5	e I attend the Higher Technical/ Vocational College for ... <i>(Ask your teacher for further details.)</i>
Have you got any brothers or sisters?	6	f I come from Vienna.
What is your nickname?	7	g It is Chrissy.
How old are you?	8	h I like playing football and reading.
Do you have a girlfriend/boyfriend?	9	i Yes, I have got two sisters.

Step 2: Walk around in class and ask your classmates the questions from Step 1. Take turns.

5 b

Language
in use

Write down suitable questions to the following answers. Mind the tenses. The first one (0) has been done for you. Sometimes there is more than one possibility. Compare your results with a partner.

- 0 What are you doing? – I am doing my homework.
- 1 _____ – Yes, I have a dog called Bruto.
- 2 _____ – I have been reading for two hours now.
- 3 _____ – Ok, I will be there at 4 pm.
- 4 _____ – I am fine. Thank you.
- 5 _____ – He is a civil engineer.
- 6 _____ – I am going to wash my dad's car.
- 7 _____ – I bought it online in the sale.
- 8 _____ – No, I am an only child.
- 9 _____ – Science and PE.

6 Speaking: Describing your school

6 a

Vocabulary

Have a look at the VocabBooster on page 10 and write the phrases into the appropriate category in the table below. Sometimes there is more than one possibility. Compare your results with a partner.





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VocabBooster

a relaxed classroom atmosphere ■ a rather old/modern/high-tech school building ■ to support each other ■ to use modern equipment ■ to have high expectations ■ to do practical work ■ to be allowed to use a smartphone in the lessons ■ to see one's friends every day ■ teachers who are passionate about their students ■ to work individually/in groups ■ to develop interpersonal skills ■ to support students' individual learning ■ to take part in interesting lessons ■ to acquire the necessary IT skills ■ to focus on project work ■ patient teachers ■ to establish strict classroom routines/rules ■ a supportive and friendly form teacher

1 describing the school and the teachers

2 activities at school/in the lessons

3 describing the classroom atmosphere

6 b

Speaking
Test format
Individual
long turn

A bilingual Austrian radio station is running a series on teenagers attending a new school. As you are new at a Higher Technical/Vocational College you have been asked to give a 3-minute talk about your experiences. In your talk you should

- give information about your school's main focus
- explain what you like/dislike about your new school
- describe the classroom atmosphere.

Presentation
phrases
> page 190

Use the phrases from the VocabBooster in activity 6a. Get into pairs and give your talk. Take turns.

7 Reading: Teenagers and the importance of friends

7 a

Vocabulary

Have a look at the VocabBooster. Match the words in A with the ones in B to make meaningful phrases. Sometimes there is more than one possibility. Compare your results with a partner.

VocabBooster

	A		B
to spend time with	1 <input type="checkbox"/>	a	on track
to avoid	2 <input type="checkbox"/>	b	peers
to be affected by	3 <input type="checkbox"/>	c	success in school
to share	4 <input type="checkbox"/>	d	some of the challenges of adolescence
to encourage	5 <input type="checkbox"/>	e	bullying
to get back	6 <input type="checkbox"/>	f	common goals and interests
to deal with	7 <input type="checkbox"/>	g	fun and excitement
to engage	8 <input type="checkbox"/>	h	lawbreaking
to promote	9 <input type="checkbox"/>	i	in negative behaviour

7 b

Reading
Test format
Multiple choice

Read the article about teenagers and the importance of friends. Then choose the correct answer (A, B, C or D) for questions 1–6. Write your answers in the spaces provided. The first one (0) has been done for you.



Teenagers and the importance of friends

- 1 During the teenage years, friendships are important for several reasons. Teenagers typically spend more time with their peers than they do with their parents, siblings or other social contacts. Therefore, friends influence many aspects of a teenager's life. Healthy friendships can help teenagers avoid lawbreaking, isolation and many of the negative characteristics that are associated with this period of life.
- 10 **Acceptance and confidence**
Healthy friendships help teenagers feel accepted and confident and can pave the way for the development of other positive social ties. Confidence and feeling accepted are integral characteristics for a teen's social and emotional development. When a teenager feels as if he/she is a part of a group, he/she is less likely to be negatively affected by bullying and other forms of rejection. Teens who feel confident and accepted may also be less likely to engage in the bullying of others.

Positive influence

- Friends can be positive influences in the academic, social and personal aspects of a teenager's life. Because friends often share common goals and/or interests, they can persuade a teen to make good choices. They can prevent lawbreaking and conflict, encourage success in school and provide the basis for a larger network of social connections that will be helpful later in life. Friendships can also help teens get back on track with their goals and/or plans for the future when other, more negative influences are present.

Trustworthy confidant

The teenage years are often stressful. Having



trustworthy, loyal friends is important to help teenagers deal with the stress and uncertainty that is a normal part of development. As noted by adolescent specialist Maria de Guzman, Associate Professor and Youth Development Extension Specialist, "healthy friendships provide youths with social support for dealing with some of the challenges of adolescence." Friends can serve as a sounding board for issues such as relationships, school, work and conflict with parents.

Healthy fun and excitement

Friends are also outlets for fun and excitement. Friendships or peer groups help teenagers find healthy ways to have fun outside of home, school and work. With unhealthy peer influences, a teenager may engage in negative behavior. Healthy friendships, on the other hand, encourage pastimes that do not involve risk of lawbreaking again or harm. An article posted in the *University of Illinois Extension* notes that through companionship, recreation and common goals, friendships promote fun and excitement.

- 0 Teenagers spend most of their time with

- A people of their own age.
- B people from their hometowns.
- C their parents.
- D a variety of other social contacts.

- 1 To reduce the problems that teenagers face, it is helpful if they

- A confide in their parents.
- B cultivate healthy relationships with peers.
- C ensure that they stay away from the wrong crowd.
- D don't spend too much time alone.





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- 2 Healthy friendships allow teens to
- A develop emotionally, academically and socially.
 - B take on the mentality of their friend group.
 - C permanently avoid being bullied.
 - D escape from negative events in their lives.

- 3 Teens who have strong friendships are less likely to
- A start taking drugs.
 - B run away from home.
 - C skip school.
 - D bully others.

- 4 Teens make better choices when they have friendships because
- A they listen to their friends.
 - B their friends force them to behave.
 - C their friends have similar goals and motivations.
 - D they want to impress their peers.

- 5 Friends help teens deal with stress by
- A distracting them and allowing them to get away from the problem.
 - B fostering unity by being equally uncertain about what will happen.
 - C helping them with their homework to take their mind off of a stressful situation.
 - D giving them the opportunity to talk about their problems.

- 6 An atmosphere of fun and excitement in a healthy friendship
- A can also be unhealthy at times.
 - B reduces the risk that teens get involved in harmful activities.
 - C makes teens more likely to attend university.
 - D has no measurable effect on teens' behaviour.

0	1	2	3	4	5	6
A						

7 c
Speaking

Get into pairs. Summarise the article in your own words. Use the phrases from the VocabBooster in activity 7a and the phrases from the LanguageBox. Take turns.

LanguageBox

The article offers information about ...
In general, it is important to ...
Furthermore, ...
The article also says that ...
Another important aspect/fact mentioned is that ...
Finally, it can be said that ...

7 d
Speaking

Get into pairs and discuss the following questions.

- 1 Do you have many friends or just a few that you are close to? Explain.
- 2 What is your best friend like? Describe him/her.
- 3 Why do we need friends? What can happen if a person has no friends?
- 4 What is the best way to make new friends?



8 Review

8 a

Form questions. Compare your results with a partner.

Language
in use

1 old / you / how / are / ?

2 you / do / where / live / ?

3 long / you / have / English / learning / how / been / ?

4 attend / do / school / which / you / ?

5 are / favourite / your / hobbies / what / ?

6 did / her / holidays / in / she / do / what / ?

7 got / brothers / any / have / you / sisters / or / ?

8 next / going / are / to / they / what / do / weekend / ?

9 favourite / who / is / teacher / your / ?

8 b

Complete the questions (1–9) using *do/does/did*. First answer the questions yourself. Write down your answers. Then get into pairs and interview your partner.Language
in use

1 Where _____ you live?

2 _____ you have any siblings?

3 What _____ you do last night?

4 What _____ your parents do?

5 When _____ you usually get up in the morning?

6 _____ you have a girlfriend/boyfriend?

7 How long _____ it take you to finish your last book?

8 What _____ you like doing in your free time?

9 Why _____ you choose this school?



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8 c

Vocabulary

Have a look at the sentences (1–9) and complete them with an appropriate word/phrase from the box. Compare your results with a partner.

to take part in ■ supportive and friendly ■
necessary IT skills ■ practical work ■ passionate
about ■ interpersonal skills ■ individual learning ■
high expectations ■ classroom rules



- 1 In general, having _____ is regarded as a good thing for encouraging teenagers to reach high goals.
- 2 At my school we have theory lessons, but we also do a lot of _____.
- 3 Many teachers are _____ their students' learning.
- 4 Do you know how to develop your _____?
- 5 Mr Brown supports his students' _____ by doing project work quite often.
- 6 The students are looking forward to being able to _____ interesting lessons.
- 7 It is important to acquire the _____ in order to be digitally literate.
- 8 At the beginning of the school year we established some quite strict _____ which everyone agreed on.
- 9 My classmates and I are very happy that our form teacher is _____.

8 d

Speaking

Step 1: Create a mind map about yourself. Include information about your appearance, your character traits and your hobbies. Use appropriate word/phrases from the VocabBooster in activities 3a and 3e. Take notes in the mind map.



Step 2: Get into pairs and give your description. Speak for about three minutes. Take turns.

8 e

Writing

The *Amazing Kids! Magazine*, an award-winning online publication created by kids and teens, has asked its readers to send in descriptions of their best friends. The best descriptions will be published on their website. You have decided to send in a description. In your description you should

- include information about your best friend's hobbies and his/her family
- talk about his/her appearance and personality
- say why he/she is your best friend.

Use the phrases from the VocabBooster in activities 3a and 3e. Write about 180 words.

Key vocabulary

Introducing yourself

to be born and raised in ...
 to have two/three ... siblings/to not have any siblings/to be an only child /to have a small/big family
 to be divorced/to live with ...
 to attend the Higher Technical/Vocational College for ... (*ask your teacher for further details*)
 to be a student at ... (*name of school*)
 to enjoy ... (verb + *-ing*)
 to like/dislike doing sports/playing football/meeting with one's friends ...
 to be usually busy ... (verb + *-ing*)
 to have always been interested in ... (verb + *-ing*) one's entire life
 my hobbies are .../my other hobbies include ...
 to spend some hours a day ... (verb + *-ing*)
 to prefer spending time with one's friends/family ...

Describing a person's appearance

Eyes

blue
 green
 brown
 hazel
 grey
 glasses
 beady
 clear

Hair

dark
 blonde
 light-brown
 brunette
 red
 ponytail
 bald
 straight
 curly
 wavy
 short
 long

Nose

long
 short
 straight
 snub nose
 pointed
 flat
 upturned

Face

round
 oval
 pale
 tanned
 freckles
 beard
 moustache
 pointed chin
 wrinkles

Body

slim
 thin
 well-trained
 overweight
 skinny
 obese
 athletic
 muscular
 bony

Height

tall
 short
 medium-height
 huge
 petite
 average

Describing a person's personality

friendly
 lazy
 anxious
 talkative

untidy
 brave
 stubborn
 energetic

trustworthy
 optimistic
 sensible
 helpful

impatient
 curious
 sensitive
 shy

moody
 confident
 bossy
 generous

Describing your school / class atmosphere / teachers

rather old/modern/high-tech school building
 a relaxed classroom atmosphere
 to establish strict classroom routines/rules
 to use modern equipment
 to be allowed to use a smartphone in the lessons
 to do practical work
 to acquire the necessary IT skills
 to work individually/in groups
 to support each other

to develop interpersonal skills
 to take part in interesting lessons
 to focus on project work
 to see one's friends every day
 to have high expectations
 teachers who are passionate about their students
 patient teachers
 a supportive and friendly form teacher
 to support students' individual learning

Talking about friends / friendship

to spend time with peers
 to avoid lawbreaking
 to be affected by bullying
 to share common goals and interests
 to encourage success in school

to get back on track
 to deal with some of the challenges of adolescence
 to engage in negative behaviour
 to promote fun and excitement