Marta Rosińska Lynda Edwards

B1+

Password Reset







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Nr MEN 954/2/2019 Nr MEN 955/2/2019

Student's Book

Podręcznik dopuszczony do użytku szkolnego w nowych typach szkół, uwzględniający podstawę programową kształcenia ogólnego określoną w rozporządzeniu Ministra Edukacji Narodowej z dnia 30 stycznia 2018 r. (Dz.U. 2018 poz. 467), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr. Mariusza Marczaka, dr. Łukasza Salskiego, dr Marzeny Kryszczuk.

Poziom ESOKJ: B1+

Etap edukacyjny: III

Typ szkoły: szkoły ponadpodstawowe (liceum ogólnokształcące i technikum)

Zakres kształcenia: podstawowy i rozszerzony

Poziom zaawansowania: III.1.P, III.1.R

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Podręcznik dopuszczony do użytku szkolnego, uwzględniający podstawę programową kształcenia ogólnego określoną w rozporządzeniu Ministra Edukacji Narodowej z dnia 27 sierpnia 2012 r. (Dz. U. poz. 977 z późn. zm.), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr. Mariusza Marczaka, dr. Łukasza Salskiego, dr Marzeny Kryszczuk.

Poziom ESOKJ: B1+

Etap edukacyjny: IV

Typ szkoły: szkoły ponadgimnazjalne

Zakres kształcenia: podstawowy i rozszerzony

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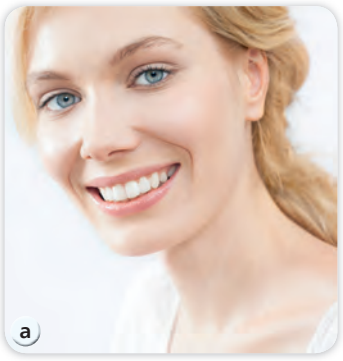
GRAMMAR CHALLENGE, pp108-114

Unit 1 verb patterns after *remember, forget and stop*
Unit 2 past simple and present perfect to talk about finished and unfinished time
Unit 3 verb + preposition in questions
Unit 4 present perfect in the future time clauses
Unit 5 *in bed* and *in the bed, etc.*
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p122 TEST EACH OTHER Student A
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pp130–134 LEXICAL PATTERNS
pp135–146 AUDIOSCRIPT
p147 IRREGULAR VERBS

1 The image makers

VOCABULARY appearance


a


b


c


d


e


f

1 Work in pairs and answer the questions.

1 Do you look similar to one of your parents, or somebody else in your family? What's similar and what's different about your appearance?

2 What do people do to their appearance to look different from others? Why do you think people want to look different?

3 Look at the photos a–f above and answer the questions. Which features cannot be found in the photos?

Which person

1 *is dark-skinned?*
2 *has a beard?*
3 *is wearing braces?*
4 *is wearing lipstick?*
5 *has his/her hair in bunches?*
6 *is wearing designer glasses?*
7 *is dark-haired?*
8 *has a pale complexion?*

4 Copy the table in your notebook. Complete it with the words and phrases below. Add more words to each category.

slim a tattoo a piercing blond / fair muscular bald wavy overweight short plain spots / spotty skinny a scar / scarred ugly youngish wrinkles / wrinkled shoulder-length good-looking straight tallish freckles a ponytail a moustache well-built tubby plump broad-shouldered tanned short-haired a high forehead a dimple gorgeous handsome hollow-cheeked

Hair	dark-haired, in bunches, ___, …
Complexion	dark-skinned, pale, ___, …
Build	___, ___, ___, ___, ___, …
Features	a beard, wear glasses/braces/lipstick, ___, …
General	___, ___, ___, ___, ___, …

5 Read the sentences below. Are they true (T) or false (F)? In your notebook, write five similar sentences for your partner using other words and phrases from exercises 3 and 4. Make sure there are three true sentences and two false ones.

1 You can see dimples on people's faces.
2 The opposite of a tanned complexion is a pale complexion.
3 People wear braces on their hands.
4 Freckles can only be seen on people's faces.
5 Gorgeous is the opposite of ugly.
6 Fair hair is the same as thin hair.
7 Young people usually have a lot of wrinkles.

6 Work in pairs. Go to page 115 and do the speaking task.

» **Vocabulary challenge!** Unit 1, page 108, exercises 1 and 2

7 WHAT DO YOU THINK? Work in pairs. Read the sayings below. What do they mean? Do you agree or disagree? Why? Use the ideas below to help you.

1 Beauty is only skin deep.
I agree: personality more important • can change appearance
I don't agree: people's faces show their personality • for example, appearance shows kindness/intelligence

2 Beauty is in the eye of the beholder.

LISTENING AND VOCABULARY

listening for detail • clothes and fashion

1

1 Where do you get your ideas about what clothes to buy or wear? Think about fashion magazines, blogs or other people.

2 Work in pairs. How many different types of clothes can you write down in two minutes?

3 Look at the pictures of four people from a fashion magazine. In your notebook, match 1–12 with the clothes below. Do you dress similarly to any of these people? Do you know anybody who does?

designer dress tie tights cotton suit bracelet
tight-fitting jacket knee-length skirt
open-toed sandals V-neck jumper
high-heeled shoes striped shirt skinny jeans



4 CD 1.01 Listen to the radio programme. In your notebook, write down the items of clothing the speakers mention.

5 CD 1.01 Listen again. Match the statements 1–5 with the speakers: Anna, Robby, Izzy, Grant. There is one extra statement.

1	I like to copy the look of famous people.
2	I follow the latest designs to look good.
3	I go to fashion shows.
4	I decide what to wear depending on the weather.
5	I don't like to be different from other people.

6 In your notebook, complete the sentences with the adjectives below.

trendy smart elegant scruffy casual

1 When I get home from school I change into ___ clothes – they're more comfortable.
2 It's important to look ___ at weddings and other special occasions.
3 When my sister got married, she looked so ___ in her long white dress.
4 Our English teacher is quite ___ and wears the latest designer clothes.
5 My cousin Matt often looks ___ – he sometimes wears T-shirts which have got holes in them.

7 Describe the style of your friends or people in your family, using the adjectives from exercise 6.

8 Work in pairs and answer the questions.

1 Is there anything in your wardrobe that is out-of-date but you think may come into fashion again in the future?
2 Do you think it's OK to use very slim models in magazines and advertisements? Why?/Why not?

9 CD 1.02 Listen to two friends talking about fashion magazines. In your notebook, complete the gaps with the correct words or expressions. Write between one and three words in each gap.

1 Judy says that slim models ___ better than overweight ones.
2 Mark believes that showing only thin models sends out ___ to young people.
3 Judy says that people should make ___ in life.
4 Airbrushing is a technique used by ___ to make celebrities look better in photos.
5 At the end of the conversation, Judy says that it's normal for people to want to look ___ in magazine photos.

10 Which person in exercise 9 do you most agree with? Why?

» **Vocabulary challenge!** Unit 1, page 108, exercise 3

11 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 If you could buy only one new outfit next month, what would it be? Why?
2 Do you agree that we can learn a lot about a person from the clothes they wear? Why?/Why not?

1 GRAMMAR

Present simple and present continuous

1 Work in pairs. What do you think about advertising on TV or online? Does it encourage you to buy more things than you need?

2 CD 1.03 LANGUAGE IN CONTEXT Read and listen to the dialogue. What do Ben and Jax think about advertising? Why?

Ben What are you doing, Jax?

Jax I'm just browsing a website. I usually go online when I finish school and check out some clothes sites. But look at this pop-up advert. Oh, they make me angry! I hate this type of advert because you can't escape them. And these days they're putting more and more of them online. In fact, I can't stand adverts in general. They don't persuade me to buy anything!

Ben But we need adverts! They give us ideas. My dad saw a car advert last year and now he's driving around in that car!

Jax Look, here's another one!

Ben Sorry! I have to go. I'm meeting Robby in half an hour. We're watching a film at his house, but we can cut out all the adverts because it's recorded!

3 ANALYSE Read the dialogue in exercise 2 again. Find examples of the present simple and present continuous which match the rules below.

1 We use the present simple to talk about regular actions and routines: ___
2 We use the present simple to talk about facts that are generally true: ___
3 We use the present continuous to talk about something that is happening now: ___
4 We use the present continuous to talk about something that is happening around now: ___
5 We use the present continuous to talk about a future arrangement: ___
6 We usually use stative verbs (e.g. *hate*, *love*, *like*, *know*, *believe*, *need*, *have*, *see*, *hear*) in the present simple: ___

4 Copy the table in your notebook. Then complete it with the verbs below. Which of the highlighted verbs in the dialogue are stative and which are dynamic?

read have recognise understand take put agree prefer play listen love believe get work mean talk

Dynamic (describe actions)	*read*
Stative (describe emotions, opinions, senses)	*have*

5 PRACTISE In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the present simple or present continuous.

1 I ___ (*go*) shopping with my friends every Saturday, but this weekend I ___ (*stay*) at home.
2 Jake ___ (*wear*) his new suit to his brother's wedding next week.
3 ___ (*Ella* / *study*) French this year?
4 The company ___ (*bring out*) a new perfume every year. They ___ (*advertise*) a new perfume at the moment. It's quite expensive.
5 Ken and Penny ___ (*not live*) here any more. They moved to Bristol last month.
6 Sorry, I can't talk now. I ___ (*chat*) to Mick online.
7 Our school always ___ (*put*) on a charity fashion show in the summer.
8 They ___ (*build*) a new shopping mall in the centre. It's nearly finished.
9 I ___ (*not wear*) woolly jumpers because they ___ (*make*) me hot.
10 ___ (*we* / *go*) to the clothes exhibition next month?

6 Choose the correct option to complete the sentences.

1 What *are you meaning* / *do you mean*? I'm afraid I *'m not understanding* / *don't understand*.
2 I *am recognising* / *recognise* you! You're Matty's cousin.
3 I *'m taking* / *take* an umbrella because it might rain later.
4 I *am not wanting* / *don't want* to hear about the party now. Tell me later.
5 My mum *is making* / *makes* a cake for a dinner party at the moment.
6 I *am agreeing* / *agree* with you. We *aren't having* / *don't have* enough time right now to finish this.

» **Grammar challenge!** Unit 1, page 108, exercise 1

7 NOW YOU DO IT Write questions in your notebook. Use the present simple or present continuous.

1 What interesting things / you / study / at school at the moment?
2 How many adverts / you / see / every day?
3 What / the people in this class / wear / now?
4 Which adverts / you / like (hate) / most?
5 When / you / next / go shopping?
6 How many fashion designers / you / know?
7 What colours / you / prefer / wear?
8 Which singer or band / young people in Poland / listen to / at the moment?

8 Work in pairs. Ask and answer the questions in exercise 7.

Verb + *-ing* form / infinitive

1〉 Which famous person's style and appearance do you most admire? Why?

2〉 LANGUAGE IN CONTEXT Read people's comments about clothes choices. Which of the comments do you most agree with? Why?



1 Some people love talking about fashion models and celebrities. They're more interested in looking like them than in developing their own style. That isn't a good thing.



2 I always hoped to look just like my older brother. I tried to copy his style, but I think I just looked silly!



3 Most of my friends seem to spend a long time choosing clothes. They also spend a lot of money on looking good. They enjoy wearing the same clothes as each other! That's crazy!



4 I can't stand being different from other people. I'd love to spend money on designer clothes, but my mum won't allow me to do that. I don't expect to wear expensive designer clothes ALL the time, but at school and when I'm out? Come on!

3〉 ANALYSE In your notebook, complete the sentences using the correct forms of the verbs from the texts in exercise 2.

Verb + infinitive:

1 *I hoped ___ just like my older brother.*
2 *I'd love ___ money on designer clothes.*
3 *My mum won't allow me ___ that.*

Verb + *-ing*:

4 *They're more interested in ___ like them.*
5 *I can't stand ___ different.*
6 *They enjoy ___ the same clothes.*

4〉 Copy the table in your notebook. Then complete it with the verbs below.

afford finish advise miss prevent from promise practise agree invite offer fancy imagine refuse manage get tired of warn ask persuade

verb + *-ing*	verb + *to* + infinitive
___	___

5〉 PRACTISE Choose the correct option to complete the dialogue.

Lily Hi! Do you fancy [1]*to come* / *coming* into town tomorrow? Dad's offered [2]*to give* / *giving* me a lift.

Kate Yeah, I'd love [3]*to come* / *coming*. But I can't afford [4]*to spend* / *spending* a lot of money! And I need [5]*to get* / *getting* back early to finish [6]*to do* / *doing* my English homework!

Lily Oh! I haven't started mine yet. I've promised [7]*to help* / *helping* my little sister with her French. We're going to practise [8]*to speak* / *speaking* French for her oral test tomorrow.

Kate You're so kind! We'll be in touch!

6〉 In your notebook, complete the sentences with the correct form of the verbs below.

chat send not buy see revise wait live watch look go spend

1 I warned my sister ___ those red jeans. They are a horrible colour.
2 Do you mind ___ for a few minutes while I talk to Miss Davis about my homework?
3 I'm glad you enjoy ___ in London, but don't you miss ___ all your old friends?
4 The teacher advised us ___ all the grammar on pages 15 and 16 for the test.
5 I'd like ___ more time ___ at clothes and less time ___ with friends when we go shopping!
6 I get tired of ___ old TV series. They can get very boring.
7 Have you finished ___ your emails? Dinner's ready.
8 What's preventing you from ___ on holiday with us? You need a break!

» **Grammar challenge!** Unit 1, page 108, exercises 2 and 3

7〉 NOW YOU DO IT Work in pairs. Talk about the things below.

1 Something you spend a long time doing every day.
2 Something you can't afford to do.
3 Something you quickly get tired of doing.
4 Something you have refused to do recently.
5 Something you haven't finished doing yet.
6 Something you fancy doing at the weekend, but can't.

1 READING AND VOCABULARY

reading for gist and detail • fashion industry • ethical issues

1 Work in pairs. Describe the pictures below. What is the possible connection between them?





2 Read the text below. Match the highlighted words in the text with their Polish equivalents.

a nieludzki
b wykorzystywać
c zakład wyzyskujący pracowników
d nieszczęśliwy, przygnębiający
e sklep sieciowy
f zysk

3 Read the text again and match each paragraph 1–4 with the correct heading (a–f). There are two extra headings.

a Work or starve
b Cheap fashions
c Poor but happy
d A need for change
e Living in hell
f Travel and see

Look at your clothes. Do you know where they come from? Do you know anything about the people who made them? How old are they? How much do they get paid every month? What are their lives like? How fair was the deal for you and for them? Now read on and find out.

1 ___

Three wealthy young fashion bloggers, Anniken, Frida and Ludvig, are sent by a Norwegian reality show to Phnom Penh, the Cambodian capital, for a month. They are going to live the lives of the workers in the local sweatshops who make the clothes they buy in well-known chain stores back in Norway. The story they tell is one of total horror and sadness.

2 ___

It's 5:30 a.m. and the three teenagers and their teenage host Sokty are waking up for work. The place where they are staying is smaller than their bathrooms back in Norway. A sleepless night on the concrete floor has made them feel exhausted, yet they have no choice but to go to work for at least eight hours. Their working conditions are inhumane. The room is small, windowless and very stuffy. There is a hole in the ground for the toilet and no time to have a break. The work is extremely dangerous to their health, especially for their backs and eyes.

3 ___

The bloggers are horrified when they learn they will be paid $3 a day, but they get the shock of their lives when they hear stories of girls who leave school to help their poor families survive, stories of their miserable lives where there is no time for fun. They find out that the sweatshop workers do not complain too much because they are grateful to have jobs. Without them their families would probably die of hunger. After just a few days, the Norwegian teenagers have had enough and break down in tears.

4 ___

The three friends leave Cambodia absolutely devastated, but with a promise to tell everyone about the girls and the price they pay for us to wear cheap fashions. They have already managed to make the Norwegian Parliament take action against companies which produce clothes in such an unethical way. Their programme, *Deadly Fashion*, has been seen online by millions of people around the world and turned into a documentary. Will this encourage people to boycott firms which do not care about the idea of fair trade and exploit children to make huge profits? Time will tell!



Norwegian *Deadly Fashion* bloggers: Anniken Jørgensen, Frida Ottensen, Ludvig Hambro

4 Read the text again and answer the questions. There is one question which has no answer in the text.

In which paragraph does the author …?

a describe the attitude of the Cambodians to their work
b explain why the Norwegians went to Cambodia
c mention the reason for somebody's tiredness
d criticise the sweatshop owners
e say what surprised the bloggers the most
f mention what has been done to fight the problem

5 Read the text again. Answer the questions in your notebook. Write no more than two sentences.

1 What were the working conditions in Cambodian sweatshops like?
2 What health problems may the workers suffer from?
3 How did the bloggers feel after just a few days in Cambodia?
4 What did the bloggers decide to do as they were leaving Cambodia?
5 How did the Norwegian Parliament respond to the friends' reports?

6 Work in pairs and answer the questions.

1 Why do you think the three bloggers decided to take part in the programme? Would you be prepared to do the same? Why?/Why not?
2 Do you think that campaigns like this will help change the situation described in the article for the better? Why?/Why not?

Vocabulary development

7 In your notebook, complete the phrases with the words below.

sweatshops unethical price idea chain stores miserable profit

1 buy clothes in ___
2 work in ___
3 pay a high ___
4 care about the ___ of something
5 take action against / boycott ___ clothing companies
6 lead a ___ life
7 make a ___

8 In your notebook, complete the text with the correct words from exercise 7.



Most of us buy clothes in [1] ___, but how many of us know that the people who make these clothes get paid very little for their work and often [2] ___ miserable lives. They work in [3] ___ in very bad conditions, often for more than ten hours a day.

I strongly believe that we should [4] ___ companies which employ children and exploit them so much and show that we [5] ___ about the idea of fair trade by refusing to buy clothes made in such an unethical way.

Watch out!

Przymiotniki stopniowalne (***gradable adjectives***) opisują cechy, które można posiadać w różnym natężeniu, np. ktoś może być bardziej lub mniej zmęczony. Przymiotniki niestopniowalne (***non-gradable adjectives***) opisują cechy, których nie można zmierzyć, np. ktoś jest lub nie jest wyczerpany.

9 In your notebook, match the gradable adjectives 1–10 with their non-gradable equivalents below.

terrified boiling delicious huge gorgeous devastated delighted starving fascinating filthy

1 sad
2 hungry
3 happy
4 pretty
5 dirty
6 interesting
7 hot
8 afraid
9 big
10 tasty

10 In your notebook, rewrite the sentences below using either a gradable or a non-gradable adjective.

1 I was afraid to ask for help.
2 The girls working in the sweatshops were very hungry.
3 We were devastated to hear the stories of underage workers in Asian countries.
4 The room where we had to sleep was really filthy.
5 I was happy to leave that place. It was so depressing.
6 It was really hot outside.

» **Vocabulary challenge!** Unit 1, page 108, exercises 4 and 5

11 Write a short internet forum entry about the problem of children working in sweatshops. Include the points below.

- Write where you found out about the problem.
- Describe the problem.
- Say how it makes you feel.
- Suggest what teenagers could do to help change the situation.

1 SPEAKING

describing a picture

1 Work in pairs and answer the questions.

1 Have you ever had an idol? Who was he/she? Why did you like this person so much?
2 Would you like to meet that person? What questions would you ask if you had the chance to talk to them?



2 CD 1.04 Read and listen to the description of the selfie in exercise 1. In your notebook, put the questions in the order that they are answered.

a How are they feeling?
b What are they doing? What are the people wearing?
c Who is the main person in the picture? Who else is in the picture? Where might they come from?
d Where was the photograph taken?

Jo I believe that the picture was taken during some music or film festival. In the foreground, I can see a celebrity and her fan. In the background, there are other fans probably waiting to take a photo with their idol. Judging from her reaction she's pleased to meet her fans. It looks like the celebrity is enjoying the experience. She is taking a selfie of herself and her fans. The star has long, blonde, wavy hair and she is wearing an elegant black dress. She has some make-up on and she is smiling at the camera. The fans are taking photos of her, and waving at her. Everybody seems to be happy. This is a lovely image. I find it really appealing.

3 In your notebook, choose the correct option to complete the sentences in the Phrase Bank. Then check your answers with the text in exercise 2.

Phrase Bank

▸ Describing a picture

I believe the picture was [1]*made* / *taken* during some music or film festival.
[2]*In* / *On* the foreground, I can see a celebrity and her fans.
[3]*Judging* / *seeing* from her reaction, she's pleased to meet her fans.
It looks [4]*like* / *that* the celebrity is enjoying the experience.
The star [5]*wears* / *is wearing* an elegant black dress.
Everybody [6]*seems* / *is seeming* to be happy.

4 In your notebook, match the parts of the sentences.

1 She looks	a she's going to a party. (+ phrase)
2 She looks like	b a film star. (+ noun)
3 She looks as if	c quite friendly. (+ adjective)

5 In your notebook, complete the gaps with appropriate words.

1 The woman in the picture looks ___ a friendly person.
2 The people look ___ ___ they are having a good time.
3 The boy ___ stressed out.
4 The men look as if they ___ ___ an argument.
5 The teenager looks like ___ music fan.
6 The girls look ___ ballet dancers.

6 Cover the description of the selfie in exercise 2. Describe the picture from memory, using the questions from exercise 2 to help you. Use the phrases from the lesson.

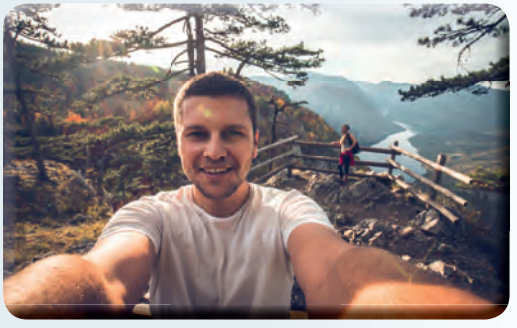
7 Work in pairs. Describe one picture each. Make sure your partner mentions: a) who is in the picture, b) where they are, c) what they are doing. Then answer the two questions about the pictures.

Student A



1 What is the woman probably looking at?
2 Do you prefer wearing more formal or more casual clothes? Why?

Student B



1 Why is the boy taking a selfie?
2 Do you like it when other people take photos of you? Why?/Why not?

WRITING
a private letter

1 Work in pairs and answer the questions.

1 Who is the most original-looking person you know?
2 What makes this person look so unusual?
3 Why do some people have a strong need to look different from others?
4 How would you describe your style?

2 Read the writing task below and answer the questions.

1 Why are you writing?
2 How many points do you have to include in the letter?
3 What tenses will you use for each point?

Od niedawna spotykasz się z nową dziewczyną / nowym chłopakiem. W liście (80–130 słów) do kolegi Anglika / koleżanki Angielki:
- przeproś za brak kontaktu, podając przyczynę,
- opisz wygląd zewnętrzny swojej nowej dziewczyny/swojego nowego chłopaka,
- opisz jego/jej styl ubierania się i to, co w nim/w niej Ci się podoba,
- poinformuj o planach wyjścia na imprezę i poproś kolegę/koleżankę o pożyczenie stosownego ubrania.

Hi Sophie,

How are you?

[1] ___ However, I have great news for you. I have a boyfriend! His name is Alan. He's tall and slim. [2] ___

I must say he has fantastic taste in clothes. [3] ___ He has a casual style and he wears bright colours. Because of this I think he comes across as somebody very unusual. I just love his style!

And finally, we're going to a party together next Saturday. [4] ___ I'd be very grateful.

Please let me know asap.

Take care.

Love,
Lilka



3 Read the writing task in exercise 2 again. In your notebook, match sentences a–f with gaps 1–4 in the email below. There are two extra sentences.

a For a boy he has an unusual talent for putting together great outfits.
b I hope you're fine and things at school are going well.
c So, could I possibly borrow your beautiful new red dress?
d He comes across as a very cheerful and outgoing person.
e His short black hair, incredibly blue eyes and a great smile make him look really handsome.
f I'm sorry I haven't been in touch recently but I've been very busy at school.

4 In your notebook, complete the sentences in the Phrase Bank with words from the email. Then translate the phrases into your own language.

Phrase Bank

▸ Describing people
His/Her [1] ___ blue eyes make him/her look very handsome/ pretty.
He/She has fantastic [2] ___ in clothes.
He/She has a [3] ___ /sporty/smart style.
He/She [4] ___ across as somebody unusual/interesting.
He/She has a real [5] ___ for putting together great outfits.

▸ Asking for permission and giving permission
Could I possibly [6] ___ your new dress?
Is it all right if I borrow your dress?
Can I …? | May I …?
Sure, no problem. | Of course, I can lend you …

Watch out!

Opisując osoby, miejsca czy rzeczy, często przed rzeczownikiem używamy kilku przymiotników. W języku angielskim te przymiotniki występują w określonej kolejności:
opinia – rozmiar/wielkość – wiek – kształt – kolor – narodowość/pochodzenie – materiał

np. *elegant black Italian leather shoes,*
a strange tall American man.

Pamiętaj, że rzadko używa się więcej niż trzech przymiotników przed jednym rzeczownikiem.

5 In your notebook, rewrite the descriptions in the correct order.

1 **a jacket:** leather – fashionable – black
2 **a man:** handsome – young – friendly
3 **a car:** American – black – big
4 **hair:** ginger – straight – long
5 **girls:** young – tall – French
6 **a watch:** square – plastic – modern

6 Read the instructions and do the writing task in your notebook.

Do Twojej klasy dołączyła właśnie nowa uczennica. Napisz **list** (100–150 słów) do swojego kolegi/swojej koleżanki z Anglii i:
- przeproś za zwłokę w odpisaniu na jego/jej wiadomość, podając powód,
- przedstaw nową koleżankę i wyjaśnij, kiedy dołączyła do Waszej klasy,
- opisz, jakie pierwsze wrażenie zrobiła na Tobie ta osoba,
- poinformuj o planowanej wycieczce klasowej do Londynu i zapytaj o możliwość spotkania w tym czasie.

1 ENGLISH IN USE

1〉 Work in pairs and describe the two Facebook profile pictures. Then discuss the questions below.

1 What can you say about life and personality of the people in pictures 1 and 2 based on their looks (face, hairstyle and clothes)?
2 Who would you prefer to talk to at a party? Why?

Watch out!

Po czasownikach ***make*** (zmuszać kogoś do zrobienia czegoś) i ***let*** (pozwalać komuś na zrobienie czegoś) używamy bezokolicznika bez ***to***.

The teachers do not let us wear make-up to school.

Do your parents make you help at home?

2〉 In your notebook, complete the sentences with the correct form of *make* or *let*.

1 I often ___ my best friend borrow my clothes because she ___ me borrow hers.
2 Tom hates wearing smart clothes, but his mum ___ him buy an elegant suit before his first job interview.
3 I forgot my English book, but Julia ___ me share hers.
4 Ann is sometimes lazy, but her maths teacher ___ her study hard.

3〉 Read the text and choose the correct answer: a, b or c.



It may sound strange, but we form opinions about other people based on their hairstyle. Our hair allows us [1] ___ more than just how neat we are; it says a lot about our personality too. So, long [2] ___ hair is associated with people who care about their appearance and are fun, but may be money-oriented. Medium-length hair [3] ___ the impression that you are bright and kind, while short hair suggests you tend to be outgoing and self-confident. Individuals with a fringe can't stand [4] ___ bored as they are highly motivated, action-oriented people.

As for the colour, bright shades make you [5] ___ open-minded and eccentric. The texture, on the other hand, informs us how friendly the person is. People with curly or wavy hair come [6] ___ as more easygoing than those with straight hair. So, look around and see how true this is!



1	a communicate	b communicating	c to communicate
2	a pale	b straight	c scruffy
3	a give	b gives	c is giving
4	a feeling	b to feel	c of feeling
5	a looking	b look	c to look
6	a off	b out	c across





4〉 Complete the sentences with the correct form of the words in brackets. Add extra words where necessary. Use no more than five words.

1 I ___ (*wear* / *a skirt*) today because I need to look elegant, but I ___ (*usually* / *wear* / *trousers*).
2 Olivia ___ (*not* / *fancy* / *go*) shopping today. She's too tired.
3 Kate loves her pet cat so much that she ___ (*let* / *he* / *sleep*) on her bed.
4 The government ___ (*take action*) unethical clothing companies at the moment.
5 George ___ (*offer* / *lend* / *I*) his rucksack when I go on my school trip.
6 I ___ (*not* / *interested* / *talk*) about fashion. I really don't care about what is trendy and what isn't.

5〉 CD 1.05 Listen to questions (1–4) and choose the correct reactions (a–e). There is one extra reaction which you do not need to use.

a I'd say flowery dresses.
b Well, I just fancied a change.
c I really don't care.
d Honestly, I don't mind.
e Not really.

6〉 Translate the Polish parts of the sentences into English. Use no more than five words.

1 Why ___ (*wąchasz*) her clothes? Do you think she smokes?
2 ___ (*Nie rozróżniam*) between the twins. They both look the same to me.
3 I can't meet you today because ___ (*widzę się z moim chłopakiem*) at 6.
4 I don't recognise the man. I don't remember ___ (*abyśmy kiedykolwiek się spotkali*).
5 ___ (*Zapomniałem spakować*) my warm jumper, so I borrowed one from my friend.

7〉 WHAT DO YOU THINK? Work in pairs and answer the questions. Use the ideas below to help you.

1 In what situations do people want to make the best impression on others? Why?
People want to make the best impression on others when they … go to a job interview/on a date/to a new school …
They want to … make friends/look fashionable/ be accepted/ get a job …
2 What type of women/ men do you find the prettiest/ most handsome?

Tip

Zwróć uwagę na wyrazy i zwroty w zacytowanych zdaniach. Nawiązują one do tekstu przed luką lub po niej. Mogą być to zaimki osobowe (np.: *he*, *she*, *they*), dzierżawcze (*mine*, *yours*) oraz wskazujące (*that*, *these*), odnoszące się do osób i rzeczy wspomnianych wcześniej, lub określenia, takie jak: *there*, *then*, które nawiązują do miejsc i okresów czasu wymienionych w zdaniach poprzedzających.

1 Read texts 1–3 below. Which words in sentences a–c refer to the words in bold?

1 In ancient Greece and ancient Rome **women** did not apply too much make-up because it wasn't socially acceptable. It usually consisted of **cheek rouge and lipstick**.

a In many cases they did not even have those to use.

2 **In the Middle Ages** the philosophy was *less is more*. **The reason was** to do with religion – changing your looks was seen as sinful.

b That's why in those days women wore almost no make-up. Fresh looks were in fashion.

3 In the 16th century **a wealthy woman** would want to look pale, so she would **apply lead powder, water and vinegar to whiten her complexion**.

c This process was very dangerous as the mixture was highly toxic and often damaged her skin.

Tip

Pamiętaj, że zdanie, które uzupełnia lukę, musi logicznie pasować do zdania przed luką i po niej. Zwróć uwagę na spójniki, które łączą następujące po sobie zdania. Po wstawieniu zdania przeczytaj cały tekst, aby upewnić się, czy jest on spójny i logiczny oraz poprawny gramatycznie.

2 In your notebook, match the sentences 1–5 with the sentences a–e. Explain which words, phrases or ideas show that the two are connected.

1 I don't usually wear much make-up.
2 The lesson was about the history of make-up, and I found it quite interesting.
3 I remember getting my first make-up set when I was a teenager.
4 Some experts say that wearing even light make-up damages your skin.
5 Last time I was going out. I put too much perfume on and you could smell me a mile off.

a It was full of fascinating facts about lipstick and eye shadows.
b Therefore, I never wear any.
c I haven't repeated that mistake ever again.
d However, it changes when I go to a party.
e It was a gift from my grandmother which I have kept since then.

Tip

Zwróć uwagę na związki logiczne między zdaniami w tekście. Czasami drugie zdanie uzupełnia o dodatkowe szczegóły informację wymienioną w zdaniu poprzedzającym lub zawiera przykłady ilustrujące wcześniej wspomniane treści.

3 In your notebook, complete gaps 1–3 with sentences a–c.

1 I hate wearing make-up. ___ So, what's the point?
2 Lots of my family were at the party. ___ We had a really interesting conversation.
3 I can't imagine leaving home without any make-up on. ___ I guess, I'd just feel ugly.

a I would think that everyone was looking at me.
b It simply irritates my skin.
c I met some cousins who I didn't know existed.

4 **TEST IT!** Przeczytaj poniższy tekst, z którego usunięto cztery zdania. Wstaw zdania oznaczone literami (A–E) w luki (1–4), tak aby powstał spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Zapisz odpowiedzi w zeszycie.

The history of make-up is probably as old as that of humankind. People, both men and women, have been applying make-up for thousands of years. [1] ___ What we learn from historians is that at first, make-up was used for religious ceremonies, in wars or to show that you were part of a certain tribe.

One of the first civilisations to put make-up on were the Egyptians. They used mixtures of natural substances and animal or vegetable fat to create cosmetics for women and men. [2] ___ For example, kohl, a black paint, was used to make the eyes appear larger, while red ochre was applied to the lips to make them look fuller. Other popular lipstick colours were red, orange, magenta, and blue-black. [3] ___ What's more, they used more sophisticated tools to put the make-up on and stored their make-up sets in beautifully decorated boxes made of ivory and precious stones.

[4] ___ They practised painting their nails and used to wear perfume. For their nail care, this ancient society took advantage of henna and painted their nails in any shade of yellow, orange or brown. As for perfume, Egyptians loved wearing fragrances which smelt of flowers such as lilies and irises. Anything to be attractive!

How much has changed since then? Very little it seems. We still wear similar make-up or perfume, still for similar reasons. There are those who can afford to buy top brands, and those who can't.

A It also seems that the rich people wore more make-up than the poor.
B There have been periods in history when it was in fashion, and others when it was less welcome.
C Apart from facial improvements, Egyptians cared about the other parts of their bodies too.
D However, only women used to comb their hair or decorate it in any way.
E Both used to wear heavy eye make-up, lipstick and cheek rouge to improve their looks and to imitate gods.

1 REVIEW 1

Complete all the exercises on this page in your notebook.

1 Choose the adjective which does not go with the noun on the right.

1 straight / shoulder-length / spotty / wavy **hair**
2 pale / wrinkled / overweight / tanned **face**
3 broad-shouldered / high / ugly / youngish **man**
4 designer / tight-fitting / striped / open-toed **dress**
5 high-heeled / gorgeous / tallish / plump **woman**

__/5

2 Complete the sentences with the words below. There are three extra words.

do scruffy sweatshops boycott make casual care chain stores bracelet

1 Put on something ___. It's only a barbecue party.
2 She had a lovely silver ___ on her wrist.
3 Most people buy clothes in ___.
4 People should ___ companies which exploit children.
5 Some clothing companies ___ profits in an unethical way.
6 More and more teenagers ___ about the idea of fair trade.

__/6

3 Complete the sentences with the correct form of the verbs in brackets. Use the present simple or present continuous.

1 Sheila used to like skirts, but now she ___ (*hate*) wearing them. She ___ (*prefer*) wearing trousers.
2 My parents ___ (*do*) the shopping every Saturday, but this week they ___ (*go*) shopping on Friday.
3 ___ (*you and your classmates / meet*) tomorrow to finish your fashion project?
4 I ___ (*not believe*) fashion models when they ___ (*say*) they aren't on a diet.
5 I can't talk at the moment because I ___ (*get*) changed.
6 Our art teacher ___ (*want*) us to design our T-shirts during the class this week.

__/6



4 Translate the Polish parts of the sentences into English. Use the verbs below.

afford agree refuse advise fancy finish make let

1 The teacher ___ (*zgodził się nam pomóc*) with the project.
2 I ___ (*nie mam ochoty na pójście*) to this party. I've got nothing to wear.
3 Most people ___ (*nie mogą sobie pozwolić na kupienie*) expensive clothes.
4 The boy ___ (*odmówił założenia*) his new shoes, which made his mum angry.
5 I ___ (*skończyłem pracować*) on my presentation about ethical clothes production.
6 My mother ___ (*zawsze doradza mi kupowanie*) clothes in second-hand shops.
7 My dad ___ (*nie pozwolił mi na*) a tattoo on my arm.
8 I wanted to have a piercing, but my girlfriend ___ (*sprawiła, że zmieniłem zdanie*).

__/8

5 Complete the sentences with appropriate words. Do you know any people who fit the descriptions?

1 He/She has got fantastic taste ___ clothes.
2 His/Her green eyes and ginger hair ___ him/her look really original.
3 He/She comes ___ as a trendy person.
4 His/Her style really appeals ___ me.
5 He/She looks ___ a top model.
6 He/She has a real talent ___ finding bargains in the clothes shops.
7 Judging ___ his/her clothes, he/she isn't really into fashion.

__/7

6 Correct the adjective order only where necessary.

1 Japanese blue old kimono
2 silk long beautiful Indian sari
3 stunning curly ginger hair
4 French 16th century round table
5 dark blue huge amazing eyes

__/5

7 Work in pairs and test each other.

Student A: go to page 122.
Student B: go to page 129.

WORDLIST

1

Appearance / Wygląd

Hair /heə(r)/ **Włosy**
bald /bɔ:ld/ łysy
blond/fair /blɒnd, feə(r)/ blond / jasne
in bunches /ɪn bʌntʃɪz/ kucyki
ponytail /'pəʊni,teɪl/ kucyk, koński ogon
short-haired /,ʃɔ:(r)t 'heə(r)d/ krótkowłosy
shoulder-length /'ʃəʊldə(r) ,leŋθ/ do ramion
straight /streɪt/ proste
wavy /'weɪvi/ faliste
Complexion /kəm'plekʃ(ə)n/ **Cera, karnacja**
dark-skinned /dɑ:(r)k 'skɪnd/ ciemnoskóry
freckles /'frek(ə)lz/ piegi
pale complexion /'peɪl kəm,plekʃ(ə)n/ blada cera
spots/spotty /spɒts, 'spɒti/ pryszcze/pryszczaty
tanned /tænd/ opalony
wrinkles/wrinkled /'rɪŋk(ə)lz, 'rɪŋk(ə)ld/ zmarszczki/pomarszczony
Build /bɪld/ **Budowa ciała**
broad-shouldered /,brɔ:d 'ʃəʊldə(r)d/ barczysty
muscular /'mʌskjʊlə(r)/ umięśniony, muskularny
overweight /,əʊvə(r)'weɪt/ z nadwagą
plump /plʌmp/ pulchny
skinny /'skɪni/ chudy
slim /slɪm/ szczupły
tubby /'tʌbi/ przysadzisty, grubawy
well-built /,wel 'bɪlt/ dobrze zbudowany
Features /'fi:tʃə(r)z/ **Cechy szczególne**
beard /bɪə(r)d/ broda (zarost)
designer glasses /dɪ,zaɪnə(r) 'glɑ:sɪz/ markowe okulary
dimples /'dɪmp(ə)lz/ dołeczki na policzkach
high forehead /,haɪ 'fɔ:(r),hed/ wysokie czoło
hollow-cheeked /'hɒləʊ ,tʃi:kt/ z zapadniętymi policzkami
moustache /mə'stɑ:ʃ/ wąsy
piercing /'pɪə(r)sɪŋ/ kolczyki w różnych częściach ciała, piercing
scar/scarred /skɑ:(r), skɑ:(r)d/ blizna/z blizną
tattoo /tæ'tu:/ tatuaż
wear braces/lipstick /,weə(r) 'breɪsɪz, 'lɪp,stɪk/ nosić aparat na zębach/mieć na ustach szminkę
General /'dʒen(ə)rəl/ **Wygląd ogólny**
good-looking /,gʊd 'lʊkɪŋ/ atrakcyjny, przystojny
gorgeous /'gɔ:(r)dʒəs/ olśniewający, zachwycający
handsome /'hæns(ə)m/ przystojny
plain /pleɪn/ przeciętny, zwyczajny
short /ʃɔ:(r)t/ niski
tallish /'tɔ:lɪʃ/ dość wysoki
ugly /'ʌgli/ brzydki
youngish /'jʌŋɪʃ/ dość młody

Clothes and fashion / Ubrania i moda

bracelet /'breɪslət/ bransoletka
casual /'kæʒuəl/ swobodny, nieformalny
cotton /'kɒt(ə)n/ bawełniany
designer dress /dɪ,zaɪnə(r) 'dres/ markowa sukienka
elegant /'elɪgənt/ elegancki
high-heeled shoes /,haɪ hi:ld 'ʃu:z/ buty na wysokim obcasie
jacket /'dʒækɪt/ marynarka, żakiet, kurtka
knee-length /'ni: leŋθ/ do kolan
open-toed sandals /,əʊpən təʊd 'sænd(ə)lz/ sandały z odkrytymi palcami
scruffy /'skrʌfi/ niechlujny
shirt /ʃɜ:(r)t/ koszula
skinny jeans /,skɪni 'dʒi:nz/ dżinsy rurki
skirt /skɜ:(r)t/ spódnica
smart /smɑ:(r)t/ elegancki
striped /straɪpt/ w paski
suit /su:t/ garnitur; kostium
tie /taɪ/ krawat
tight-fitting /taɪt 'fɪtɪŋ/ obcisły, dopasowany
tights /taɪts/ rajstopy
trendy /'trendi/ modny
V-neck jumper /,vi: nek 'dʒʌmpə(r)/ sweter z dekoltem w szpic

Fashion industry / Branża modowa

boycott /'bɔɪ,kɒt/ bojkotować
care about the idea of sth /'keə(r) ə,baʊt ðɪ aɪ'dɪə əv ,sʌmθɪŋ/ interesować się czymś
chain store /'tʃeɪn ,stɔ:(r)/ sklep sieciowy
exploit /ɪk'splɔɪt/ wykorzystywać, eksploatować
inhumane /,ɪnhju:'meɪn/ nieludzki
lead a miserable life /li:d ə ,mɪz(ə)rəb(ə)l 'laɪf/ żyć w nędzy
make a profit /meɪk ə 'prɒfɪt/ osiągać zysk
pay a high price /peɪ ə ,haɪ 'praɪs/ płacić wysoką cenę
sweatshop /'swet,ʃɒp/ zakład wyzyskujący siłę roboczą
take action against sth /,teɪk 'ækʃ(ə)n ə,genst ,sʌmθɪŋ / podejmować działania przeciwko czemuś
unethical /ʌn'eθɪk(ə)l/ nieetyczny
clothing companies /,kləʊðɪŋ 'kʌmp(ə)niz/ firmy odzieżowe

Non-gradable adjectives / Przymiotniki niestopniowalne

boiling /'bɔɪlɪŋ/ upalny, skwarny
delicious /dɪ'lɪʃəs/ pyszny
delighted /dɪ'laɪtɪd/ zachwycony
devastated /'devə,steɪtɪd/ zdruzgotany, załamany
fascinating /'fæsɪneɪtɪŋ/ fascynujący
filthy /'fɪlθi/ bardzo brudny
huge /hju:dʒ/ ogromny
starving /'stɑ:(r)vɪŋ/ wygłodzony
terrified /'terəfaɪd/ przerażony

Other words / Pozostałe wyrażenia

airbrushing /'eə(r),brʌʃɪŋ/ retuszowanie zdjęć
appeal /ə'pi:l/ podobać się komuś, przemawiać do kogoś
apply make-up /ə,plaɪ 'meɪkʌp/ nakładać makijaż
associate with sth /ə'səʊsi,eɪt wɪð ,sʌmθɪŋ / kojarzyć z czymś
be concerned about sth /bi kən'sɜ:(r)nd ə,baʊt ,sʌmθɪŋ/ przejmować się, martwić się czymś
beauty /'bju:ti/ piękno, uroda
beholder /bɪ'həʊldə(r)/ patrzący, obserwator
cheek rouge /tʃi:k 'ru:ʒ/ róż na policzki
clean-shaven /,kli:n 'ʃeɪv(ə)n/ gładko ogolony
come across as /,kʌm ə'krɒs əz/ sprawiać wrażenie, wydawać się
escape /ɪ'skeɪp/ uciekać od czegoś, unikać czegoś
fair trade /feə(r) 'treɪd/ sprawiedliwy handel
fashionable /'fæʃ(ə)nəb(ə)l/ modny
get tired of sth /get 'taɪə(r)d əv ,sʌmθɪŋ/ znużyć się czymś, znudzić
ginger /'dʒɪndʒə(r)/ rude (włosy)
grateful /'greɪtf(ə)l/ wdzięczny
have a fantastic taste in clothes /,həv ə fæn,tæstɪk 'teɪst ɪn ,kləʊðz/ bardzo gustownie się ubierać
have an unusual talent for sth /,həv ən ʌn,ju:ʒʊəl 'tælənt fə(r) ,sʌmθɪŋ / mieć niezwykły talent do czegoś
image /'ɪmɪdʒ/ wizerunek
image maker /,ɪmɪdʒ 'meɪkə(r)/ specjalista od kreowania wizerunku
incredibly /ɪn'kredəbli/ niezwykle
ivory /'aɪv(ə)ri/ kość słoniowa
lead powder /led 'paʊdə(r)/ sproszkowany ołów
open-minded /,əʊpən 'maɪndɪd/ otwarty, pozbawiony uprzedzeń
out-of-date /,aʊt əv 'deɪt/ staromodny, przestarzały
outfit /'aʊtfɪt/ strój, ubiór
outgoing /'aʊtgəʊɪŋ/ towarzyski, łatwo nawiązujący kontakt
persuade /pə(r)'sweɪd/ namawiać, przekonywać
pop-up advert /,pɒpʌp 'ædvɜ:(r)t/ reklama w wyskakującym okienku
recognise /'rekəgnaɪz/ rozpoznawać
responsibility /rɪ,spɒnsə'bɪləti/ odpowiedzialność
self-confident /self'kɒnfɪd(ə)nt/ pewny siebie
sinful /'sɪnfʊl/ grzeszny
smell /smel/ wąchać, pachnieć
socially acceptable /,səʊʃ(ə)li ək'septəb(ə)l/ akceptowany przez społeczeństwo
square /skweə(r)/ kwadratowy
stuff /stʌf/ rzeczy, ciuchy
tears /tɪə(r)z/ łzy
texture /'tekstʃə(r)/ faktura, struktura
the red carpet /ðə ,red 'kɑ:(r)pɪt/ czerwony dywan
tribe /trʌɪb/ plemię
vinegar /'vɪnɪgə(r)/ ocet
wardrobe /'wɔ:(r)drəʊb/ szafa
woolly jumper /,wʊli 'dʒʌmpə(r)/ wełniany sweter
working conditions /,wɜ:(r)kɪŋ kən'dɪʃ(ə)nz/ warunki pracy

Challenge!

absolutely /'æbsəlu:tli/ całkowicie
be down to common sense /bi 'daʊn tʊ ,kɒmən 'sens/ (być) kwestią zdrowego rozsądku
dye your hair /,daɪ jə(r) 'heə(r)/ farbować włosy
extremely /ɪk'stri:mli/ niezwykle, nadzwyczaj
fairly /'feə(r)li/ dość
grow a moustache /,grəʊ ə mə'stɑ:ʃ/ zapuszczać wąsy
have an influence on sb /həv ən 'ɪnfluəns ɒn ,sʌmbədi/ mieć na kogoś wpływ
have your lip pierced /,həv jə(r) ,lɪp 'pɪə(r)st/ przekłuć sobie wargę
paint your nails red /,peɪnt jə(r) ,neɪlz 'red/ malować paznokcie na czerwono
put on your make-up /,pʊt 'ɒn jə(r) 'meɪkʌp/ nakładać makijaż
send out the wrong message /,send 'aʊt ðə ,rɒŋ 'mesɪdʒ/ wysyłać niewłaściwy komunikat
shave off your beard /,ʃeɪv 'ɒf jə(r) 'bɪə(r)d/ zgolić brodę
straighten your hair /'streɪt(ə)n jə(r) 'heə(r)/ prostować włosy
tell the difference /,tel ðə 'dɪfrəns/ rozróżniać, zauważać różnicę
wear contact lenses /,weə(r) 'kɒntækt ,lenzɪz/ nosić soczewki kontaktowe

2 Work and play

VOCABULARY jobs and typical activities

A



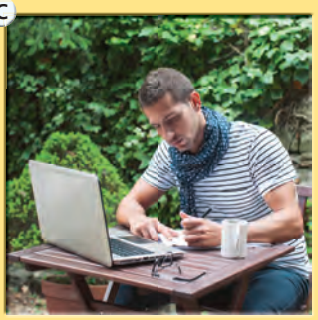
JACKIE DEAN
- receptionist
- employed
- part-time

B



MARK BANFORD
- electrician
- unemployed
- looking for work with regular hours

C



JACK RICHARDS
- novelist
- self-employed

D



KAREN WOODS
- businesswoman
- company director
- employed
- full-time

1〉 Work in pairs. In your notebooks, write down the names of as many jobs as you can in two minutes.

2〉 Read professional profiles A–D and answer the questions.

1 Which person works a few hours every day?
2 Which person doesn't have a job?
3 Which person has their own business?
4 Which person would like a job working eight hours every day?
5 Which person is a boss?

3〉 In your notebook, match the jobs below with questions 1–10.

accountant surgeon counsellor beautician executive nanny sales representative architect editor presenter

Which person …?
1 gives advice to people with problems
2 designs buildings
3 looks after a company's money
4 operates on people in hospital
5 prepares books or newspapers for publication
6 introduces people and shows on TV
7 looks after other people's young children
8 sells and advertises products
9 manages a company
10 gives beauty treatments

4〉 In your notebook, write the names of jobs, using the suffixes in the table below. Add another job to each column.

politic- journal- physic- dent- technic- instruct- headhunt- librar- scient- soldi- teach-

-er / -or	*-ist*	*-ian*
programmer	*chemist*	*comedian*

5〉 Which of the jobs in exercises 2–4 …?
- are often **stressful**
- are sometimes **badly paid**
- involve **responsibility**
- have good **promotion opportunities**
- involve **dealing with clients**
- involve **working outside**

6〉 CD 1.06 Listen to four people talking about why they like their work. What do they do?

7〉 In your notebook, match the parts of the sentences.

1 My dad **works**
2 If you **get**
3 You have to be able to **work**
4 My sister **quit**
5 Some people **change**
6 My mum **earns**

a **jobs** frequently to progress in their careers.
b **her job** as a beautician after only two weeks.
c **in a team** to get the best results.
d **a good salary** as a doctor.
e **promotion**, it increases your motivation.
f **overtime** on Fridays, and gets home very late.

» **Vocabulary challenge!** Unit 2, page 108 exercises 1 and 2

8〉 Think about a job and describe it for your partner to guess. Use the ideas from this lesson and the phrases below to help you.

This job involves … • I need to …
I deal with people / customers … • I'm in charge of … • Every day I …

9〉 WHAT DO YOU THINK? Read the English saying below. What do you think it means? Do you agree with it? Why? / Why not?

All work and no play makes Jack a dull boy.

LISTENING AND VOCABULARY

listening for intention and detail • workplaces

2

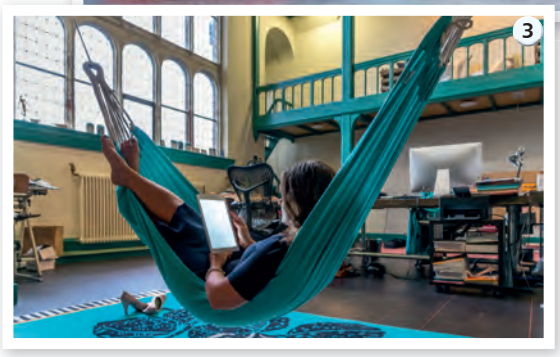
1 Work in pairs. Which of these things is most important to create a good workplace? Why?

helpful colleagues a big office modern equipment
a fun atmosphere a possibility to take a power nap
lots of breaks free coffee and food

2 Describe the pictures below. Would you like to work in any of these places? Why? / Why not?







3 CD 1.07 Listen to six recordings. Which one (1–6) mentions an after-work event?

4 CD 1.07 Listen again. Choose the correct answers and write them in your notebook.

1 Why does Nadia like her new job?
- a She doesn't get very tired.
- b She gets paid a lot of money.
- c She can take breaks when she wants to.

2 When is the administrator talking to the staff?
- a before lunch
- b during the lunch break
- c after working hours

3 What is the speaker doing?
- a advising managers how to make their workplace more fun
- b advertising a TV show about motivation
- c asking employees to comment on their workplaces

4 What is Helen's attitude to work?
- a She believes that people should concentrate more on their work.
- b She enjoys working in an open-plan office.
- c She doesn't like the people she works with very much.

5 Why do people complain about young employees?
- a They only want to have fun in life.
- b They do not work hard enough.
- c They cannot communicate with their bosses.

6 Who is Marion?
- a Ola's workmate b Ola's manager c Ola's secretary

5 What would be your ideal workplace? In your notebook, write a description of 100–150 words.

6 CD 1.08 Listen to a radio interview with a company director. Choose the correct answer and give reasons to explain your choice.

1 Dan is
- a explaining how to motivate employees through a fun working environment.
- b describing how his employees relax at work.
- c outlining a new approach to providing a good working atmosphere.

7 CD 1.08 Listen again. In your notebook, complete the sentences from the interview with the missing phrases.

1 Well, we have done ___ – you know, setting up interdepartmental competitions …
2 … it's better for management to create an environment where the fun and games are ___ and not ordered by the company.
3 … Doesn't that just mean that the employer ___ the responsibility?
4 It's better if they come ___.
5 I don't mind if the job ___.
6 People just ___ ingredients for e.g. a salad.

8 CD 1.08 Listen again. In your notebook, answer the questions in one sentence.

1 What did Dan's company use to do in the past?
2 Why is it a good idea to ask the employees for ideas?
3 How did Dan feel about the idea of naps at work to start with?
4 How does a nap help the employees to complete their work?
5 Why do the employees like preparing meals together?

» **Vocabulary challenge!** Unit 2, page 109, exercise 3

9 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Do you work better if you concentrate hard on your work for a long time or if you take regular breaks?
2 Imagine you're designing an office with a fun atmosphere. What would you put in it and why?

2 GRAMMAR

Past simple and present perfect

1〉 Work in pairs. What's a vlog? Do you follow any? If yes, which ones?

2〉 **LANGUAGE IN CONTEXT** Read Ben's blog below and answer the questions.

1 Why is his sister not happy today?
2 What's his sister's job?
3 How did she start it?

BEN'S BLOG 15 July

My sister's computer has crashed, so she's not very happy today! And for her that means she's already lost a lot of money this morning. Why? Because she's a vlogger and so far this year she's earned thousands of pounds giving video make-up advice every day. It's unbelievable! She's done lots of jobs since leaving school, but she's never found anything that interests her – that is until a few months ago! Last year she got a job in a department store, selling make-up. She's loved make-up and fashion since she was a kid. She stayed for two months and then resigned – it was boring, she said. Then she posted a video online about a make-up idea she had. Now it's her full-time job! Lucky Lucy! Except when her computer crashes …

3〉 **ANALYSE** Look at the examples of the past simple and present perfect forms in the blog in exercise 2. Then match the underlined sentences with the rules below.

We use **the past simple**

1 for a completed action or repeated actions in the past at a specific time:
I watched an interesting programme yesterday.
2 for a finished period in the past:
She studied Spanish for two years when she was a teenager.

We use **the present perfect**

3 for an action or repeated actions in the past when the time is not given:
I've run marathons before.
4 for a period that is not finished:
I've worked here for a year and I love it.
5 for an action in the past that has a result in the present, often with *just*, *yet*, *already*:
Help! I've lost my phone. I can't get online.
A hundred people have already watched my vlog!
I have only just posted a new video.

4〉 Copy and complete the table with the time expressions below. Some phrases can go in both columns.

this morning so far this year in 2015
a few months ago last year since she was a kid
for two months then after that When …?
in the last few days How long …? ever recently

the past simple	the present perfect
last year	*never*

5〉 **PRACTISE** Choose the correct options. Write the answers in your notebook.

1 Kate ***has worked*** / ***worked*** for the same company for ten years. She loves it there.
2 When ***has your uncle retired*** / ***did your uncle retire***?
3 Jack ***hasn't met*** / ***didn't meet*** any of my colleagues yet, but he will on Friday.
4 My brother ***has done*** / ***did*** an apprenticeship in 2015 to become an electrician.
5 Coco Chanel (1883–1971) was a fashion designer. She ***has designed*** / ***designed*** elegant clothes for French women, and ***introduced*** / ***has introduced*** a very successful brand of perfume.
6 My dad ***has changed*** / ***changed*** jobs three times in the last few years.

6〉 Write sentences from the prompts in your notebook. Use the past simple or present perfect.

1 you / apply for / the job / yet?
2 the teacher / not tell us / about the test / yesterday.
3 I / like / this band's music / for three years / since / I / be / 13.
4 My dad / just get / promotion!
5 I / not speak / to my cousin / since his birthday.
6 How many / video clips / you put online / this month?
7 First, I make / a video / then / I / upload it / online.
8 I / eat too much / and now I feel sick!
9 A you / ever / write / a blog?
B Yes, I / write a blog / for six months / last year.

» **Grammar challenge!** Unit 2, page 109, exercise 1

7〉 **NOW YOU DO IT** Work in pairs. Talk about the things below.

1 Some things you did this morning before school and some things you have done since school started.
2 Something you haven't done for a long time.
3 An ambition you've had for a long time and when you first had this ambition.

Present perfect continuous

1〉 Which of your interests or hobbies could lead to a full-time job?

2〉 CD 1.09 **LANGUAGE IN CONTEXT** Read and listen to the dialogue. Where are the girls? Why does Sasha look tired? What is her new job?

Vicky Hi, Sasha! I've been sitting here for half an hour. My coffee's cold. Where have you been?
Sasha I'm so sorry. I've been on my computer.
Vicky You look really tired. What have you been doing? Have you been chatting to Marvin online?
Sasha No, he's been working in his dad's shop all week. I've been playing computer games all day.

Vicky All day! Are you mad?
Sasha It's my new job. I'm a computer games tester! I test new games and check for any problems.
Vicky Wow! Cool job! How long have you been doing that?
Sasha I've had the job since March. You know I've loved computer gaming for years – now I get paid for it.

3 ANALYSE Find present perfect continuous forms in the dialogue. Then copy and complete the table with the correct words.

Present perfect continuous	
Affirmative	I [1] ___ computer games all day. (*play*) She [2] ___ computer games all day. (*play*)
Negative	I [3] ___ to Marvin online. (*not chat*) He [4] ___ to Marvin online. (*not chat*)
Yes/No question	[5] ___ to Marvin online? (*you* / *chat*) [6] ___ to Marvin online? (*she* / *chat*)
How long?	How long [7] ___ this? (*you* / *do*) How long [8] ___ this? (*he* / *do*)

WHAT'S RIGHT?
1 How long have you been working?
2 How long have been you working?
3 How long are you working?

4 Read the rules below. Find sentences in the dialogue in exercise 2 to illustrate each rule.

We use **the present perfect continuous** to talk about
a an action that started in the past and is still continuing now.
b how a recent continuous activity has caused the present situation.

5 PRACTISE In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the present perfect continuous.

1 I ___ (*do*) my homework for 3 hours and I've got a headache. I'll finish it this evening.
2 James ___ (*not work*) very much recently and his marks are getting worse.
3 I'm sorry I'm late. ___ (*you* / *wait*) here for a long time?
4 My colleagues ___ (*use*) old computers for a long time.
5 Tina ___ (*not get on*) very well with her boss recently. I think she'll resign soon.
6 Where ___ (*you* / *cycle*)? Your wheels are all dirty!
7 We ___ (*travel*) all day and we're tired and hungry!
8 How long ___ (*they* / *talk*) on the phone? It's 9.30 now!

Tip
Sometimes we can use either the present perfect simple or continuous without changing the meaning:
I've lived / *have been living here for five years.*
Our teacher's taught / *has been teaching our class for two terms.*

6 Read the rules about the present perfect simple and the present perfect continuous below. Then match sentences a–c with the rules.

We use the present perfect simple and NOT the present perfect continuous
1 with stative verbs (e.g. *love*, *like*, *have*, *need*).
2 to give details of how many or how much.
3 to describe a single completed action.
a I've written two reports on computer games this week.
b He's had that laptop for six months.
c I'm really pleased because my boss has promoted me!

7 Which of the time expressions below do we use with the present perfect continuous, the present perfect simple or with both tenses? Write the answers in your notebook.

all morning five times this week for three hours
How long ...? since 6 July How many ...?
this month today once

8 Choose the correct option. Sometimes both forms are possible. Write the answers in your notebook.

1 How many applications *have you filled in* / *have you been filling in* this month?
2 I*'ve met* / *'ve been meeting* the boss once since I arrived.
3 I*'ve browsed* / *'ve been browsing* the Internet for two hours and I still *haven't found* / *haven't been finding* the right information.
4 Ron is crying because he*'s heard* / *'s been hearing* some bad news.
5 We*'ve lived* / *'ve been living* in the city for ten years.
6 I*'ve read* / *'ve been reading* this magazine, so you can have it now.
7 We*'ve jogged* / *'ve been jogging* for an hour and we're really tired.
8 How long *have you had* / *have you been having* that laptop?
9 I *haven't known* / *haven't been knowing* Fred for very long – maybe two months.
10 I*'ve played* / *'ve been playing* tennis since I was seven.

9 NOW YOU DO IT Work in pairs. Choose four time expressions from exercise 7 and write sentences which are true for you or someone you know. Use the present perfect continuous or present perfect simple.

We've been learning about the present perfect continuous for one hour.
I have read two books this month.

2 READING AND VOCABULARY

reading for gist and detail • careers advising

1 Read the statements below and choose the answers which are true for you.

1. I feel rules and regulations are essential / unnecessary.
2. I make decisions easily / with difficulty.
3. I find it easy / difficult to communicate with other people.
4. I prefer creative ideas / practical solutions.
5. I rely on careful planning / I improvise.
6. I find organising things hard / easy.

2 Which of the following jobs might a careers adviser suggest for you based on your answers in exercise 1? Why do you think so?

a doctor a manager a teacher
a graphic designer a politician a journalist
a scientist an artist

I think a careers adviser might suggest becoming a journalist to me because I find it easy to communicate with other people and I have a lot of creative ideas.

3 Read the interview with a careers adviser on the right. Then match questions a–f with gaps 1–4. There are two extra questions.

a Can you tell us about a case you've been working on lately?
b Why do teenagers need careers advisers?
c What did you do next?
d What has been your most difficult case so far?
e So, how exactly do you help teenagers make up their minds about their future jobs?
f What questions do young people ask you most often?

4 Read the interview again and summarise the key ideas in Polish.

5 Read the interview again. Are the statements below true (T) or false (F)?

1 The careers adviser thinks that these days most schools focus on practical knowledge.
2 The careers adviser says that teenagers want only well-paid jobs.
3 Ken Robinson suggests that schools ignore students' interests.
4 The 17-year-old boy does not mind his parents' choice of career for him.
5 The boy was surprised to learn that he could work as a cartoonist.
6 Shadowing allows young people to earn money for the first time.
7 In the interview, the careers adviser is explaining how to achieve job satisfaction.



Sue Chapman, Careers Adviser

Interviewer [1] ___

Careers Adviser Firstly, teenagers rarely know what they want to do for a living. Secondly, school doesn't really help because it is about standardised exams which mainly test their academic knowledge. So, unless they do well in those tests, they feel unsure as to their future career. And finally, because of parents who want their teenage children to follow a career which guarantees a good income. Of course, they mean well, but often don't know much about the fast-changing job market and future career opportunities. That's why young people need advice.

Interviewer [2] ___

Careers Adviser By testing what most schools don't – things like your creativity, leadership skills and reliability; features which actually help you find employment. My work has been inspired by Sir Ken Robinson, a British author and educationalist, who thinks that schools should focus on developing students' unique talents and passions rather than just teaching them academic subjects. This would help teenagers to find and realise their potential.

Interviewer [3] ___

Careers Adviser Recently I've been trying to help a 17-year-old boy choose his future job. His school grades are average but he has a terrific imagination. His parents suggested that he should study computer graphics but he wasn't too keen on the idea. To advise the boy, I did an exercise called the 'Seven Stories'. I asked him to give twenty examples of times in his life when he enjoyed doing something and felt successful. Then I told him to pick out the top seven and I analysed them. It turned out that the boy liked everything to do with cartoon characters. I asked him whether he would consider a career as a cartoonist. 'Can you do a job like that?' he asked in amazement.

Interviewer Wow! [4] ___

Careers Adviser Well, I've just put this boy's parents in touch with a cartoonist I know. He's going to let the boy watch him work and invite him to make a cartoon strip together. The boy will have the chance to see for himself if that's the career he would like to follow and whether or not he's suitable for it. This type of work practice is called shadowing and is unpaid.

Interviewer A brilliant idea!

6 In your notebook, complete the email below. Write no more than four words in each gap.

Cześć Zosiu!

Pamiętasz naszą rozmowę na temat tego, że podobno jako młodzi ludzie nie wiemy, jak pokierować swoją przyszłością, co studiować i tak dalej? Właśnie przeczytałam ciekawy wywiad z panią, która jest [1] ___. Potwierdziła, że rodzice często nalegają, abyśmy wybrali zawód, który [2] ___, ale jednocześnie nie wiedzą, jak będzie się zmieniał rynek pracy. Z wywiadu dowiedziałam się też o pracy Sir Kena Robinsona, który podkreśla, że szkoła powinna nie tylko uczyć przedmiotów, ale powinna [3] ___ . Pani doradca podała przykład [4] ___, który miał niesamowitą wyobraźnię, ale z testów uzyskiwał tylko [5] ___ . Nie wiedział, co ma robić w przyszłości, dopóki nie zrobił ćwiczenia, które nazywa się [6] ___, i nie zdał sobie sprawy z tego, że chce zostać [7] ___. Opowiem Ci o nim, kiedy się zobaczymy. To, co mnie zaciekawiło, to to, że pani doradca [8] ___ tego chłopca z rysownikiem komiksów i teraz chłopak ma szansę się sprawdzić.

Może coś takiego zaproponować w naszej szkole?

Do zobaczenia jutro!

Witek

7 Work in pairs and answer the questions.

1 Do your parents want you to follow a certain career? How do you feel about this?
2 How could your school help you find out more about your strengths and weaknesses?
3 Can you name the top seven activities you enjoy doing? What do they tell you about your strong points?
4 Would you like to get some advice from a careers adviser? Why?/Why not?



Vocabulary development

8 In your notebook, complete each group of sentences with one of the words below. There are two extra words.

make career work find job do

1 a Most young people don't know what they would like to ___ for a living.
  b Unless you ___ well in academic tests, you have a sense of failure.
  c Teenagers should ___ psychological tests to find out more about their strengths and weaknesses.
2 a Every young person should get some ___ advice at school.
  b There are a number of ___ opportunities in the field of science.
  c I'd like to follow a ___ in medicine when I finish my studies.
3 a Careers advisers know more about the fast-changing ___ market than parents do.
  b It's not easy for many young people to find their first ___.
  c When you look for a ___, show that you are communicative and creative.
4 a Careers advisers help you ___ and realise your potential.
  b It's good to ___ out what your strengths and weaknesses are.
  c Leadership skills and creativity will help you ___ employment.

9 Work in pairs. Choose three statements from exercise 8 and tell your partner whether you agree or disagree with them. Give reasons to support your opinions. Use the phrases below to help you.

I agree / disagree with this statement because …
This is definitely right / wrong because …
In my opinion, it's a good / bad idea because …
I'm not sure but I think …

» **Vocabulary challenge!** Unit 2, page 109, exercises 4, 5 and 6

10 Work in pairs. Take turns to encourage each other to apply for one of the jobs below. Use the given phrases to help you.

a babysitter a lorry driver a dancer a detective
a gardener a hairdresser a computer expert

You should follow a career in this profession because you are good at …
You would be a perfect candidate for this job because you can … very well.
This job is a great career opportunity for you because you have a talent for …
If you are looking for a job, this one is definitely for you because you know how to …

2 SPEAKING

a job interview

1 Complete the job interview questions with the correct forms of the verbs below.

hire enjoy prepare be look



APPLY

1. Why are you ___ for a job?
2. Why should we ___ you?
3. Do you ___ working in a team?
4. What has ___ your greatest achievement so far?
5. How has your school ___ you for work?

2 Read the job advertisement below. Would you like to apply for this job? Why? / Why not?



We are looking for a sports activities organiser to work at our youth club. We want to hire a person who likes sports and is good at organising sports events. Ability to work in a team and creativity essential.

3 Imagine you have applied for a job as a sports activities organiser at a youth club in the UK. Work in pairs and think of the best answers to the questions in exercise 1.

4 CD 1.10 Listen to Rosie being interviewed for the job in exercise 2 and answer the questions. Write the answers in your notebook.

1 What experience does Rosie have?
2 Which two character traits help Rosie to be a good team member?
3 Why does Rosie think the job might be difficult for her?

5 CD 1.10 Listen to the interview again and complete the Phrase Bank in your notebook. Then translate the phrases into your own language.

Phrase Bank

▸ Talking about your strengths and weaknesses

For a start, I'm [1] ___ *children / animals / numbers.*
I [2] ___ *working in a team / talking to people.*
Organising events such as sports competitions has always been one of my [3] ___.
Sometimes I may be a little [4] ___.

▸ Talking about your experience

I have had [5] ___ *working with children / dealing with customers.*
I have been [6] ___ *for designing an extra activities programme.*

6 Work in pairs. Talk about your work experience as well as strengths and weaknesses. Use the phrases from the Phrase Bank.

7 CD 1.11 Listen to Rosie calling the company to ask about pay and conditions. What do the numbers below refer to?

a 10.30 b 12th c 6.30

8 CD 1.12 Write questions from the prompts in your notebook. Then listen to the sentences from the dialogue and check your answers.

1 I / call / ask / a couple of questions / job / you / offered / me.
2 it / involve / work / weekends?
3 What time / I start / weekends?
4 I / be paid / weekly / or / monthly?
5 When you want / me / start?
6 I / bring / documents / with me?

9 Express the following in English.

Powiedz, że:

1 masz duże doświadczenie w pracy w restauracji.
2 czasami bywasz trochę niecierpliwy/niecierpliwa.
3 od czterech lat jesteś odpowiedzialny/odpowiedzialna za prowadzenie kółka teatralnego (*run a drama club*) w szkole.
4 organizowanie zajęć dla dzieci zawsze było Twoją mocną stroną.

Zapytaj:

5 czy będziesz otrzymywać wypłatę tygodniową czy miesięczną?
6 czy masz przynieść jakieś dokumenty?
7 ile godzin dziennie masz pracować?
8 jakie będą Twoje obowiązki w nowej pracy?

10 Work in pairs. Role-play the dialogue. Use the phrases and ideas from this lesson to help you.

Uczeń A
Jesteś kierownikiem na obozie młodzieżowym. Szukasz kogoś na stanowisko prowadzącego zajęcia artystyczne dla dzieci (*art workshop instructor*). W rozmowie z kandydatem na to stanowisko omów:
- Twoje wymagania,
- zakres obowiązków kandydata,
- godziny pracy kandydata,
- warunki zatrudnienia.

Uczeń B
Szukasz pracy wakacyjnej. Znalazłeś/Znalazłaś ofertę pracy na stanowisku prowadzącego zajęcia artystyczne dla dzieci (*art workshop instructor*). W rozmowie o pracę:
- zapytaj o dokładny zakres obowiązków,
- zapytaj, jak często będziesz otrzymywał/otrzymywała wypłatę,
- powiedz, że wieczory chciałbyś/chciałabyś mieć wolne,
- pochwal się swoimi osiągnięciami artystycznymi.



WRITING
a job application

2

1〉 Work in pairs. Imagine you want to apply for a part-time job at one of the places below. Answer the questions.

a computer shop a pizza place a coffee shop
a clothes store

1 Which of these places would you like to work in the most? Why?
2 What do you think the duties usually include?
3 What should you write about yourself in a job application letter?

2〉 Read the writing task below. What information do you need to include in the letter?

Starasz się o posadę sprzedawcy w sklepie komputerowym w Londynie. Napisz **list motywacyjny**, w którym opiszesz swoje dotychczasowe doświadczenia zawodowe i umiejętności językowe oraz cechy charakteru, które sprawiają, że jesteś właściwą osobą na to stanowisko.

3〉 Read Tomasz's job application below. What is the purpose of each of the four main paragraphs?

Dear Sir/Madam,

(1) I am writing in response to the job advertisement which I found on your website. I am a seventeen-year-old student. I am looking for a summer job in England and I would like to apply for the position of shop assistant in your store in London.

(2) I believe I would be a suitable candidate for this post. First of all, I have worked as a shop assistant for a computer store before. Thanks to this, I have learned a great deal about hi-tech products and customer service. What is more, my interests include computer graphics and website design. I also hold certificates in English and German at B2 level, so I am able to communicate easily with foreign customers.

(3) Secondly, I am an ambitious person and I consider myself to be well organised and flexible. I am also always keen to learn new skills. In addition, I am an excellent team player.

(4) I believe that my experience and my personality make me a suitable candidate for the position you are offering. I enclose my CV and copies of my language certificates.

Please do not hesitate to contact me if you need more information. I am available for an interview at any time.

I look forward to hearing from you.

Yours faithfully,

Tomasz Kłos

4〉 Read the letter in exercise 3 again and complete the Phrase Bank in your notebook.

Phrase Bank

▸ Starting and ending a letter of application
I am writing in [1] ___ *to the job advertisement I found on your website.*
I would like to apply for the [2] ___ *of shop assistant in your store.*
I [3] ___ *my CV and copies of my language certificates.*

▸ Talking about your personality, skills and experience
I believe I would be a [4] ___ *candidate for the position.*
I also [5] ___ *certificates in English and German at B2 level.*
I consider [6] ___ *to be well organised.*

▸ Ordering your points
Firstly, | First of all, | Secondly, | Finally, | Lastly, …
What is more, | Moreover, | In addition, …

Watch out!

Gdy piszesz list motywacyjny, stosuj oficjalną odmianę języka. Używaj:
- formalnych słów i zwrotów, np.: ***post*** zamiast ***job***, ***a great deal*** zamiast ***a lot of***, ***I would like to attend*** zamiast ***I want to go/come*** itp.
- oficjalnych zwrotów rozpoczynających i kończących list, np.: ***Dear Sir/Madam***, ***I look forward to hearing from you***, ***Yours faithfully***.
- pełnych form czasowników, np. ***I am*** zamiast ***I'm***.
- różnych łączników, które pozwalają spajać informacje w logiczną całość, np.: ***firstly***, ***secondly, lastly, moreover***.

5〉 Rewrite the sentences, using more formal language. Use the phrases from the Phrase Bank and the letter.

1 I want to ask for the job of a waiter in your restaurant.
2 I am interested in football, tennis and orienteering.
3 I know quite a lot about fashion.
4 I can come to a job interview any time.
5 I think I'm the right person for the job.
6 To finish off, I'm hard-working and just love working with other people.
7 I can't wait to hear from you.
8 And one more thing, I'm just great at organising things.

6〉 Complete the following paragraph with your own ideas. Make sure you use formal language.

I believe I am a suitable candidate for the position of waiter at one of your pizza restaurants for a number of reasons. First of all, ___. Secondly, ___. Lastly, ___.

7〉 Read the instructions and do the writing task.

Znalazłeś/Znalazłaś w swojej szkole ogłoszenie na tablicy informacyjnej. Organizatorzy międzynarodowych targów książki (*international book fair*) poszukują młodych osób do pomocy przy obsłudze gości odwiedzających stoiska konferencyjne (*stand host/hostess*). Napisz **list motywacyjny**, w którym opiszesz swoje doświadczenie w pracy przy podobnym projekcie oraz przedstawisz swoje predyspozycje do wykonywania takiej pracy.

2 ENGLISH IN USE

1〉 Work in pairs. In your notebooks, rewrite the parts of the sentences in bold in two different ways. Use the words given.

1 **I can swim very well**, so I could work as a lifeguard.
   a GOOD *I am good at swimming*.
   b SWIMMER ___

2 **I'm never successful at** maths tests.
   a FAIL ___
   b DO WELL ___

3 My uncle **earns a lot of money**.
   a WELL-PAID ___
   b SALARY ___

2〉 Choose the answer which has the same meaning as the underlined words.

1 My brother <u>quit</u> his new job a week ago because he didn't like the boss.
   a left
   b found
   c started

2 Tom <u>has been employed at</u> this company since he graduated from university.
   a has found employment at
   b has applied for
   c has worked for

3 <u>I am responsible for</u> tasting different flavours of ice cream.
   a I work overtime
   b My duties include
   c I'm keen on

4 People often ask me <u>what I would like to do for a living</u> in the future.
   a where I want to live
   b what career I would like to follow
   c how much I hope to earn

5 <u>Robert hasn't had a break from work since last May</u>. He's very tired.
   a The last time Robert had a break was last May.
   b Robert had no break last month.
   c Robert hasn't been working since last May.

6 My computer gaming skills are quite advanced. <u>Moreover</u>, I hold an FCE certificate.
   a Additionally
   b However
   c Lastly

3〉 Translate the Polish parts of the sentences into English. Use no more than five words.

1 ___ (*Szukam*) for a job the last three months, but I haven't had much luck.

2 You have a new job again! How many times ___ (*zmieniłeś*) your job this year?

3 My older sister has been to three job interviews ___ (*odkąd zaczęła*) look for work.

4 My boss promised ___ (*że da mi awans*) if I complete the project on time.

5 Teamwork ___ (*zawsze była moją mocną stroną*) and that's why I'd like to be a project manager.

6 I am writing in response to the job advertisement for ___ (*stanowisko redaktora*) at your company.

7 I wasn't ___ (*zadowolona z mojej pensji*), so I asked for a pay rise.

8 My father ___ (*pracował w Londynie*) for two years. Then he moved to Manchester.

4〉 Find and correct eight mistakes in the text below. The mistakes may be grammatical or lexical. Write the answers in your notebook.

Some people are not interested in doing an ordinary career, but instead try to find an unusual work which would raise people's eyebrows. They hate normal jobs and dream of doing something extraordinary. One such individual is Dan Thomas, who was totally unsatisfying with his career as an office clerk. Luckily for him, one day he was fired because his company was closing down. So, that day he promised himself he would never have a boring, sedentary job ever again, and he has kept his promise. Since that time he worked as a chocolate taster, a video game tester and a Lego master builder. He says he has enjoyed every one of these jobs, but the most rewarded was working as a video game tester. He could play new video games on his console for the whole day, and then tell his employee what he thought of the game and how he would improve it. This month he even started blogging to encourage other people to leave their boring careers and look for fun jobs elsewhere.



5〉 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Would you like to do any volunteer work? If so, what kind? Why?

2 Which of these summer jobs would interest you? Why?
a fruit picker • a lifeguard • an au pair • a waiter / waitress • a youth camp leader

Tip

Zwróć uwagę, że każda z podanych odpowiedzi, również nieprawidłowa, nawiązuje do treści nagrania, np. często w nagraniu możesz usłyszeć te same wyrazy, których użyto w podanych odpowiedziach. Aby zaznaczyć właściwą odpowiedź, upewnij się, że wyrazy w podanych odpowiedziach dotyczą tej samej sytuacji, o której jest mowa w nagraniu.

1 Read the question and the options a–c. Find the parts of the transcript which refer to the options. Which answer is correct? Why? Why are the other answers wrong?

What is Molly worried about?

a She has no work experience.

b She does not know how to write her CV.

c She does not know what to say in her job interview.

I must say I find the whole situation extremely stressful. I've never applied for a job, and I don't know where to start. I keep panicking that I won't get employed because I'm too young and don't have enough work experience. I worry about my performance in the job interview. What if I can't say a word because of all that stress? And the CV too. I think I'm able to write one, but will it be OK enough? Oh, somebody help, please.

Tip

Niektóre pytania w tym zadaniu dotyczą kontekstu wypowiedzi. Są to np. pytania o to, gdzie odbywa się rozmowa, kto jest autorem wypowiedzi lub do kogo jest ona adresowana. Mogą one też dotyczyć formy tekstu, np. należy określić, czy tekst jest wiadomością radiową, reklamą, recenzją itp. Aby odpowiedzieć na to pytanie, skup się na zrozumieniu sensu całej wypowiedzi.

2 Read the questions and the audioscripts below. Choose the correct answer. Which words and phrases helped you choose your answer?

1 The speaker is

a a new employee.

b a manager.

c a business owner.

To be honest, I am getting a little fed up with my job. It's nothing to do with the company itself. I get a lot of perks. After all, I'm in charge of a huge department. My problem is I need to get some new qualifications, acquire some new skills so that one day I could set up my own business. I know I'm very good with people, especially new employees. I can train them up, and all that, but I really must move on.

2 The conversation takes place

a in a car.

b on the Underground.

c on a bus.

Tom Hi Jan! Are you going a long way?

Jan No, just a few stops. I didn't feel like walking in the rain with all this shopping.

Tom True. Now you can just watch other people getting wet! Look at that rain!

Jan Yeah! It's good to be inside. I know it can take a long time at this time of the day because of the traffic but at least we're dry.



Barcelona

3 TEST IT! CD 1.13 Usłyszysz dwukrotnie sześć nagrań. Z podanych odpowiedzi (A–C) wybierz właściwą, zgodną z ich treścią. Zapisz odpowiedzi w zeszycie.

Tekst 1.

1 Why does the man want to make a speech?

A It isn't stressful for him.

B It won't take too long.

C It's definitely going to succeed.

Tekst 2.

2 The text is

A an advertisement of the company.

B a part of a speech in the staff meeting.

C information for the current staff.

Tekst 3.

3 The conversation takes place

A in the office canteen.

B in the office car park.

C in the manager's office.

Tekst 4.

4 Which information is stated last?

A You need to build a good reputation.

B Getting to know people is a big plus.

C You can't expect to earn a fortune.

Tekst 5.

5 What do companies do as part of CSR according to Adam?

A They sell their products for less.

B They support environmental initiatives.

C They employ disabled people.

Tekst 6.

6 The speaker

A encourages students to ignore grades completely.

B tells students to learn to think creatively.

C advises students to take learning seriously.

2 REVIEW 2

Complete all the exercises on this page in your notebook.

1 Are the sentences true or false? Correct the false ones.

1 An executive operates on people.
2 A nanny looks after small children.
3 A beautician gives treatments for your skin and hair.
4 A physicist treats people for illnesses.
5 A counsellor deals with a company's financial documents.
6 An instructor teaches you a sport or a practical skill.

__/ 6

2 Complete the dialogue with the words below.

adviser overtime living salary badly paid unemployed job looking opportunities quit

Martha What does Peter do for a [1] ___?
Jim At the moment he doesn't have a job – he's [2] ___. He [3] ___ his job last month.
Martha Why? Was it [4] ___ or stressful?
Jim Both. He had to work [5] ___ and didn't earn a good [6] ___.
Martha Is he [7] ___ for a new job now? It can't be easy to find one on the [8] ___ market these days.
Jim Yes, he is, but there aren't too many job [9] ___ here. He will probably have to get some new qualifications. I think he's been talking to a careers [10] ___ to see what his options are.

__/ 10

2 Translate the Polish parts of the sentences into English.

1 My older sister ___ (*zmieniła pracę*) three times this year.
2 My uncle John ___ (*pracował jako policjant*) for many years. Now he's retired.
3 ___ (*Jak długo jesteś*) a manager here?
4 Look at the news. They ___ (*właśnie powiedzieli*) that there will be more jobs for young people.
5 In the last few months ___ (*nie znalazłam*) any work I'd like to do.
6 ___ (*Czy pracowałeś*) anywhere last summer?
7 My father ___ (*nigdy nie narzekał*) about his boss while he was working for that firm.

__/ 7



3 Complete the sentences with the correct form of the verbs in brackets. Use the present perfect simple or present perfect continuous. Sometimes both forms are correct.

1 How many jobs ___ (*you* / *have*) so far?
2 I ___ (*try*) to finish this project all morning, but I still need more time.
3 How long ___ (*your father* / *work*) for this company?
4 I ___ (*jog*) all morning and I'm exhausted now.
5 I ___ (*not experience*) too many problems at work since I started last month.
6 My mother ___ (*look for*) a job for the last ten months.
7 A girl from a call centre ___ (*call*) me five times this week to sell me a new phone!

__/ 7

4 Rewrite the sentences, starting with the phrases given.

1 I know how to deal with children.
I'm good ___.
2 My responsibility is to look after the clients.
I am responsible ___.
3 I'm good at organising events.
Organising events is ___.
4 Impatience is sometimes my weakness.
I may ___.
5 I have worked with children before.
I have ___.

__/ 5

5 Complete the sentences from an application letter with appropriate words. Then put them in the correct order.

1 I ___ my CV and copies of language ___.
2 I ___ forward to ___ from you.
3 I believe I would be a ___ candidate for this position.
4 I would like to apply ___ the post ___ lifeguard at the Aqua Centre.
5 I am very fit. What is ___, I consider ___ to be an excellent swimmer.
6 I am writing ___ response ___ the job advertisement I found online.

__/ 6

6 Work in pairs and test each other.

Student A: go to page 122.
Student B: go to page 129.

» **SPEAKING TEST 1**, page 116

Jobs / Zawody

accountant /əˈkaʊntənt/ księgowy/księgowa
architect /ˈɑː(r)kɪˌtekt/ architekt
beautician /bjuːˈtɪʃ(ə)n/ kosmetyczka
boss /bɒs/ szef/szefowa
businessman / businesswoman /ˈbɪznəsmæn, ˈbɪznəsˌwʊmən/ biznesmen/biznesmenka
chemist /ˈkemɪst/ aptekarz, chemik
comedian /kəˈmiːdiən/ komik
counsellor /ˈkaʊns(ə)lə(r)/ psycholog szkolny/psycholożka szkolna
dentist /ˈdentɪst/ dentysta/dentystka
editor /ˈedɪtə(r)/ redaktor/redaktorka
electrician /ɪˌlekˈtrɪʃ(ə)n/ elektryk
employee /ˌemplɔɪˈiː/ pracownik/pracownica
executive /ɪgˈzekjʊtɪv/ kierownik/kierowniczka
graphic designer /ˌgræfɪk dɪˈzaɪnə(r)/ grafik
headhunter /ˈhedˌhʌntə(r)/ łowca/łowczyni głów
instructor /ɪnˈstrʌktə(r)/ instruktor/instruktorka
journalist /ˈdʒɜː(r)nəlɪst/ dziennikarz/dziennikarka
librarian /laɪˈbreəriən/ bibliotekarz/bibliotekarka
nanny /ˈnæni/ niania
novelist /ˈnɒvəlɪst/ powieściopisarz/powieściopisarka
owner of a company /ˈəʊnə(r) əv ə ˌkʌmp(ə)ni/ właściciel/właścicielka firmy
physician /fɪˈzɪʃ(ə)n/ lekarz/lekarka
physicist /ˈfɪzɪsɪst/ fizyk/fizyczka
politician /ˌpɒləˈtɪʃ(ə)n/ polityk
presenter /prɪˈzentə(r)/ prezenter/prezenterka
programmer /ˈprəʊˌgræmə(r)/ programista/programistka
receptionist /rɪˈsepʃ(ə)nɪst/ recepcjonista/recepcjonistka
sales representative /ˌseɪlz reprɪˈzentətɪv/ przedstawiciel handlowy/przedstawicielka handlowa
scientist /ˈsaɪəntɪst/ naukowiec
soldier /ˈsəʊldʒə(r)/ żołnierz
surgeon /ˈsɜː(r)dʒ(ə)n/ chirurg
technician /tekˈnɪʃ(ə)n/ technik

Work adjectives/collocations / Przymiotniki i zwroty związane z pracą

badly paid /ˌbædli ˈpeɪd/ kiepsko płatny
be in charge of sth /ˌbi ɪn ˈtʃɑː(r)dʒ əv ˌsʌmθɪŋ/ być odpowiedzialnym za coś, zarządzać czymś
change jobs /ˌtʃeɪndʒ ˈdʒɒbz/ zmieniać pracę
deal with clients /ˌdiːl wɪð ˈklaɪənts/ obsługiwać klientów
earn a good salary /ˌɜː(r)n ə ˌgʊd ˈsælәri/ dobrze zarabiać, dostawać niezłą pensję
employed /ɪmˈplɔɪd/ zatrudniony
full-time /fʊlˈtaɪm/ na cały etat
get promotion /ˌget prəˈməʊʃ(ə)n/ dostawać awans
have promotion opportunities /ˌhəv prəˌməʊʃ(ə)n ˌɒpə(r)ˈtjuːnətiz/ mieć możliwość awansu
involve responsibility /ɪnˌvɒlv rɪˌspɒnsəˈbɪlәti/ wymagać odpowiedzialności, wiązać się z odpowiedzialnością
part-time /pɑː(r)tˈtaɪm/ na pół etatu
quit your job /ˌkwɪt jə(r) ˈdʒɒb/ odejść z pracy, rzucić pracę
self-employed /ˌself ɪmˈplɔɪd/ posiadający własną działalność gospodarczą
stressful /ˈstresf(ə)l/ stresujący
unemployed /ˌʌnɪmˈplɔɪd/ bezrobotny
work outside/in a team /ˌwɜː(r)k ˌaʊtˈsaɪd, ɪn ə ˈtiːm/ pracować na zewnątrz / w zespole
work overtime /ˌwɜː(r)k ˈəʊvə(r)ˌtaɪm/ pracować po godzinach

Workplaces / Miejsca pracy

fun atmosphere /ˌfʌn ˈætməsˌfɪə(r)/ przyjemna atmosfera
helpful colleagues /ˌhelpf(ə)l ˈkɒliːgz/ pomocni współpracownicy
modern equipment /ˌmɒdə(r)n ɪˈkwɪpmənt/ nowoczesny sprzęt
regular breaks /ˌregjʊlə(r) ˈbreɪks/ regularne przerwy
working environment /ˌwɜː(r)kɪŋ ɪnˈvaɪrənmənt/ środowisko pracy

Careers advising / Doradztwo zawodowe

career opportunities /kəˌrɪə(r) ˌɒpə(r)ˈtjuːnətiz/ możliwości rozwoju zawodowego
careers adviser /kəˌrɪə(r)z ədˈvaɪzə(r)/ doradca zawodowy
do a test /ˌduː ə ˈtest/ pisać test, zdawać egzamin
do sth for a living /ˌduː ˌsʌmθɪŋ fə(r) ə ˈlɪvɪŋ/ zajmować się czymś zawodowo, wykonywać jakiś zawód
do well in sth /ˌduː ˈwel ɪn ˌsʌmθɪŋ/ dobrze sobie w czymś radzić, osiągać dobre wyniki
fast-changing job market /ˈfɑːst ˌtʃeɪndʒɪŋ ˈdʒɒb ˌmɑː(r)kɪt/ szybko zmieniający się rynek pracy
find/realise your potential /ˌfaɪnd, ˌrɪəlaɪz jə(r) pəˈtenʃ(ə)l/ odkryć / wykorzystywać swój potencjał
find employment /ˌfaɪnd ɪmˈplɔɪmənt/ znaleźć pracę
find sth out /ˌfaɪnd ˌsʌmθɪŋ ˈaʊt/ dowiedzieć się czegoś
follow a career /ˌfɒləʊ ə kəˈrɪə(r)/ wybierać drogę zawodową
look for a job /ˌlʊk fə(r) ə ˈdʒɒb/ szukać pracy

Looking for a job / Poszukiwanie pracy

apply for the post / position of /əˌplaɪ fə(r) ðə ˈpəʊst, pəˈzɪʃ(ə)n əv/ ubiegać się o stanowisko / posadę
be good at (doing sth) /bi ˈgʊd ət ˈduːɪŋ ˌsʌmθɪŋ/ być dobrym w (czymś)
be good with children/numbers /bi ˈgʊd wɪθ ˈtʃɪldrən, ˈnʌmbə(r)z/ mieć podejście do dzieci / mieć głowę do liczb
be paid weekly/monthly /bi ˌpeɪd ˈwiːkli, ˈmʌnθli/ być opłacanym co tydzień / miesiąc
be responsible for sth /bi rɪˈspɒnsəb(ə)l fə(r) ˌsʌmθɪŋ/ być odpowiedzialnym za coś
enclose a CV /ɪnˌkləʊz ə ˌsiː ˈviː/ załączać CV
have experience with sth /həv ɪkˈspɪəriəns wɪθ ˌsʌmθɪŋ/ mieć doświadczenie w czymś
hire sb /ˈhaɪə(r) ˌsʌmbədi/ zatrudnić kogoś
hold a certificate /ˌhəʊld ə sə(r)ˈtɪfɪkət/ posiadać certyfikat
strength /streŋθ/ mocna strona
strong point /strɒŋ ˈpɔɪnt/ mocna strona
suitable candidate /ˌsuːtəb(ə)l ˈkændɪdət/ odpowiedni kandydat/kandydatka
summer job /ˌsʌmə(r) ˈdʒəʊb/ praca wakacyjna
team player /ˈtiːm ˌpleɪə(r)/ osoba umiejąca pracować w zespole
weakness /ˈwiːknəs/ słaba strona

Other words / Pozostałe wyrażenia

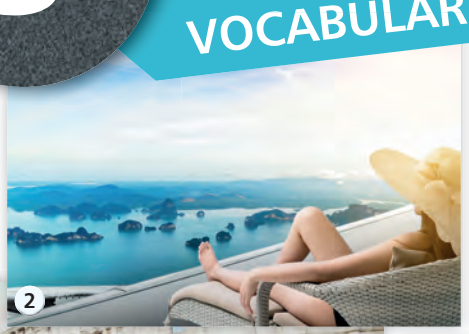
as still as the grave /əz ˈstɪl əz ðə ˈgreɪv/ (panowała) śmiertelna cisza
attitude /ˈætɪˌtjuːd/ postawa, nastawienie
badge /bædʒ/ identyfikator
boot /buːt/ bagażnik (samochodu)
cartoon strip /kɑː(r)ˌtuːn ˈstrɪp/ komiks
cartoonist /kɑː(r)ˈtuːnɪst/ rysownik kreskówek, karykaturzysta
corporate social responsibility /ˌkɔːp(ə)rət ˌsəʊʃ(ə)l rɪˌspɒnsɪˈbɪlәti/ społeczna odpowiedzialność przedsiębiorstw
do an apprenticeship /ˌduː ən əˈprentɪsʃɪp/ odbywać praktykę
drop out /drɒp ˈaʊt/ rezygnować (ze studiów, nauki w szkole)
flexible /ˈfleksəb(ə)l/ elastyczny
get paid /get ˈpeɪd/ zarabiać, dostawać pieniądze
hesitate /ˈhezɪteɪt/ wahać się
income /ˈɪnkʌm/ dochód
open-plan office /ˌəʊpən plæn ˈɒfɪs/ otwarta przestrzeń biurowa
outline /ˈaʊtlaɪn/ zarysować, przedstawić w skrócie
raise eyebrows /ˌreɪz ˈaɪˌbraʊz/ zadziwiać
reflect /rɪˈflekt/ odzwierciedlać
regulation /ˌregjʊˈleɪʃ(ə)n/ przepis, nakaz
spread one's wings /ˌspred wʌn ˈwɪŋz/ rozwinąć skrzydła
work and play /ˈwɜː(r)k ənd ˈpleɪ/ praca i zabawa

Challenge!

challenging /ˈtʃælɪndʒɪŋ/ wymagający, ambitny
career /kəˈrɪə(r)/ kariera
colleagues /ˈkɒliːgz/ koledzy/koleżanki z pracy, współpracownicy
create/creation/creativity /kriˈeɪt, kriˈeɪʃ(ə)n, ˌkriːeɪˈtɪvəti/ tworzyć / dzieło, wytwór / kreatywność
creator /kriˈeɪtə(r)/ twórca, wynalazca
creative /kriˈeɪtɪv/ twórczy, kreatywny
employ/employment /ɪmˈplɔɪ, ɪmˈplɔɪmənt/ zatrudniać / zatrudnienie
employer/employee /emˈplɔɪə(r), ˌemplɔɪˈiː/ pracodawca / pracownik
employable/unemployable /ɪmˈplɔɪəb(ə)l, ˌʌnɪmˈplɔɪəb(ə)l/ zdolny do pracy / bez szans na zatrudnienie
fire /ˈfaɪə(r)/ zwalniać, wyrzucać z pracy
help/helper /help, ˈhelpə(r)/ pomagać / pomocnik
helpful/unhelpful/helpless /ˈhelpf(ə)l, ʌnˈhelpf(ə)l, ˈhelpləs/ pomocny / mało pomocny / bezradny
imagine/imagination /ɪˈmædʒɪn, ɪˌmædʒɪˈneɪʃ(ə)n/ wyobrażać sobie / wyobraźnia
imaginary/imaginable /ɪˈmædʒɪnəri, ɪˈmædʒɪnəb(ə)l/ zmyślony, urojony / dający się wyobrazić
imaginative/unimaginative /ɪˈmædʒɪnətɪv, ˌʌnɪˈmædʒɪnətɪv/ pomysłowy, z wyobraźnią / bez wyobraźni
job /dʒəʊb/ praca, stanowisko
lay off /leɪ ˈɒf/ zwalniać kogoś z pracy (przy redukcji zatrudnienia)
lead/leadership /liːd, ˈliːdə(r)ʃɪp/ prowadzić, przewodniczyć / kierownictwo, przywództwo
leader /ˈliːdə(r)/ szef, lider, przywódca
leading /ˈliːdɪŋ/ wiodący, czołowy
lucrative /ˈluːkrətɪv/ intratny, dochodowy
manual /ˈmænjʊəl/ ręczny, manualny, fizyczny
pay /peɪ/ płaca, gaża, wynagrodzenie
profession /prəˈfeʃ(ə)n/ profesja, zawód (z wyższymi wymaganiami co do kwalifikacji, wykształcenia)
resign /rɪˈzaɪn/ zwalniać się z pracy, rezygnować
repetitive /rɪˈpetətɪv/ powtarzalny, monotonny
rewarding /rɪˈwɔː(r)dɪŋ/ dający satysfakcję
salary /ˈsælәri/ stała pensja, wynagrodzenie (płatne co miesiąc)
skilled /skɪld/ wykwalifikowany
staff /stɑːf/ pracownicy, personel
succeed/success /səkˈsiːd, səkˈses/ odnosić sukces / sukces
successful/unsuccessful /səkˈsesf(ə)l, ˌʌnsəkˈsesf(ə)l/ udany, odnoszący sukcesy / nieudany, bez powodzenia
tedious /ˈtiːdiəs/ żmudny, monotonny
wages /weɪdʒɪz/ płaca, zarobki (płatne za dzień lub tydzień pracy)
work /wɜː(r)k/ praca (zarobkowa), płatne zajęcie

3 Escape!

VOCABULARY holidays and travel













1 In your notebook, match the pictures with the types of holiday.

cruise all-inclusive holiday city break staycation
winter holiday activity holiday

2 Which types of holiday in exercise 1 are comments 1–6 about? Write the answers in your notebook.

1 Looks great! I've been on a **package holiday** before, but not an all-inclusive. Have you **been on many excursions** or do you just **sunbathe**? What's the **hotel** like? Is it **five-star**?

2 Lucky you! I guess you're staying in a **chalet**. Are the other guests nice? And don't **fall over** too often when you **go down the slopes** this year!

3 We did that last year. No packing! **Went on** lots of **day trips to different cities** and **checked out** loads of local restaurants.

4 Cool! Are you **stopping at many ports**? Is it very rough? I **get seasick** just thinking about you! Do you have a **cabin** with a **porthole**?

5 Well, I hope you're in a **bed and breakfast** or a hotel this year and not **camping** in a **tent** at a campsite! Wet sleeping bags would be horrid!

6 It's such a romantic city, isn't it? When we were there, we stayed in a **youth hostel** near the river. We **went on a tour** and **saw** lots of **sights** and **galleries**. The guide was brilliant.

3 In your notebook, copy and complete the table with the words in bold from exercise 2.

Type of holiday	Accommodation	Activities
package holiday	*five-star hotel*	*go on an excursion, sunbathe*

4 Complete the sentences with appropriate words in your notebook.

1 On our winter holiday we ___ down some difficult slopes.
2 I never get ___ when I'm on a boat. I love sailing.
3 We went on lots of day trips during our ___ last summer.
4 During the holiday I went on an ___ to a local wildlife park.
5 It's good to see the ___ when you visit a city.
6 The cruise ship didn't stop at many ___ and I was a bit disappointed.
7 When you go to Madrid, ___ out the shops and cafés in the centre.

5 CD 1.14 Listen to Mark and Diane talking about holidays and answer the questions.

1 What sort of holiday is Mark having soon?
2 What sort of holiday is Diane going on this year?
3 What type of holidays do they prefer? Why?

6 Work in pairs. Go to page 115 and do the speaking task.

7 Work in pairs. Choose a type of holiday and describe a typical day for your partner to guess what holiday you are on.

We get up at … • First thing in the morning we … • For lunch we …

» **Vocabulary challenge!** Unit 3, page 110, exercise 1

8 WHAT DO YOU THINK? Work in pairs and discuss the question.

Is it better to stay in your own country and learn more about it or go abroad on holiday? Why?

own country – many beautiful / interesting places
abroad – new culture / practise the language

LISTENING AND VOCABULARY 3

listening for context, gist and detail • phrasal verbs • tourism

1 What do you love and hate about holidays?

2 CD 1.15 Listen to a radio phone-in programme. In your notebook, match the people below with pictures A–C.

1 David: ___ 2 Anna: ___ 3 Owen: ___



3 CD 1.15 Listen again. Are the statements true or false?

1 David enjoys leaving early for the airport.
2 Anna usually packs the right clothes for her holidays.
3 Owen has a similar opinion to the interviewer about holiday preparations.
4 Owen looks forward to coming home after a holiday.
5 The programme is about holidays that people recommend.

4 In your notebook, match phrasal verbs 1–8 with their meanings a–h.

1 set out / set off	a say goodbye to someone who's starting a journey
2 check in	b decide
3 take off	c board or leave a means of transport
4 break down	d go to a place and collect someone
5 work out	e stop working
6 pick up	f start to fly
7 see off	g start a journey
8 get on / off	h report your arrival

Tip

Some phrasal verbs take an object (transitive). The object can go after the verb and the particle or between the verb and the particle: *I put on my coat. I put my coat on.*

When the object of a separable phrasal verb is a pronoun, we can only place it between the verb and the particle: *I put it on.*

Some phrasal verbs are inseparable: *Sue got off the bus.* (Not: ~~*got the bus off*~~)

Other phrasal verbs do not take an object (intransitive), e.g. *We set off early the next morning.*

5 Find and correct the mistakes in the sentences. There are three correct sentences.

1 Your brother left this morning, didn't he? Did you see off him?
2 When the train arrived, we got on it.
3 We've just checked in at the hotel.
4 Bob had some problems getting a visa, but he managed to work out them.
5 The plane took at 9 o'clock off.

6 In your notebook, complete the sentences with the phrasal verbs from exercise 4.

1 I can't ___ this maths problem. It's too hard.
2 What time does the plane ___?
3 Did you ___ very early this morning to get to the airport on time?
4 Can you ___ Gary after school?
5 Apparently, you can ___ online now. That saves time!
6 My parents always ___ my brother at the train station when he goes away to university.

7 CD 1.16 Listen to an interview. Choose the correct answer and write it in your notebook.

The interview is about

a the long-term health risks of long holidays.
b the benefits of short breaks.
c the disadvantages of long journeys.

8 CD 1.16 Listen to the interview again. In your notebook, complete the email below, using the information from the recording. Write your answers in Polish.

Cześć Zuza!

Co u Ciebie? Planujesz już wakacje? Właśnie wysłuchałam krótkiego wywiadu na temat powakacyjnej depresji i, w przeciwieństwie do [1]___ udzielającego wywiadu, trochę się zdziwiłam tym, co usłyszałam. Psycholog twierdzi, że ludzie [2]___ cierpią na depresję powakacyjną. Wynika to z tego, że, żyjąc pod ciągłą presją, marzymy o wakacjach i [3]___ do ich początku. W trakcie urlopu chcemy zrobić jak najwięcej ciekawych rzeczy, a wakacje szybko mijają i nie udaje nam się podczas nich porządnie wypocząć. Wracamy więc do pracy lub szkoły [4]___. W wywiadzie padła sugestia, aby, zamiast jechać na długie wakacje, [5]___ bo wtedy rozkładamy nasz urlop na kilka etapów. Najlepiej jest jechać na wypoczynek [6]___. Może to i dobry pomysł… Jak myślisz?

Pozdrawiam!

Kuba

» **Vocabulary challenge!** Unit 3, page 110, exercise 2

9 WHAT DO YOU THINK? Work in pairs and discuss the statements.

1 Do you think it's better to have one long school holiday a year or lots of shorter breaks? Why?
2 Describe the longest journey you have ever had.

3 GRAMMAR

Narrative tenses

1 What are the advantages and disadvantages of going on holiday with your family?

2 LANGUAGE IN CONTEXT Read the unfinished story and answer the questions.

1 Why was the writer's family angry?
2 Can you imagine the final sentence of the story?

I used to really enjoy family holidays when I was young, but everything changed one day when I was fifteen.
On that awful day I woke up at nine thirty. The sun was shining, but I wasn't interested in the weather. My alarm had gone off at eight o'clock but I hadn't heard it. I was late. I panicked and threw on a pair of shorts and a T-shirt, and combed my hair. I splashed my face with cold water and ran down the stairs. The family were sitting in silence at the breakfast table when I ran into the dining room. They had obviously finished eating a while back. 'Did you have a good time last night?' my mother asked icily. 'We tried knocking on your door, but you were clearly sleeping very deeply.'
I'd been out with some new friends, overslept and we'd missed an expensive excursion. As a punishment my parents ...

3 ANALYSE In your notebook, match the underlined examples in the story with the names of the tenses.

a past simple
b past continuous
c past perfect
d *used to*

4 In your notebook, match the examples from the text in exercise 2 with the rules below.

1 We use the past continuous to describe the background of a story.
2 To describe the main events in a story we use the past simple (complete actions that happened one after another).
3 We often use the past continuous for 'longer' actions in progress in the past which are interrupted by 'shorter' actions in the past simple.
4 We use the past simple for single completed actions.
5 To show that one action happened before another action in the past we use the past perfect.
6 To describe a past habit we use *used to*.

5 PRACTISE In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the correct past tense or *used to*.

1 We ___ (*go*) to the same seaside town on holiday every year, and then one year my dad ___ (*decide*) he wanted to go somewhere different.
2 While we ___ (*eat*) dinner, a woman ___ (*come*) into the restaurant. I ___ (*never / see*) her before.
3 After we ___ (*get*) on the plane, I ___ (*watch*) a film and then ___ (*go*) to sleep for an hour.
4 It ___ (*rain*) when we ___ (*get*) to the beach, so we ___ (*stay*) in the car and ___ (*read*) our books.
5 Dad was angry because some other guests at the hotel ___ (*pay*) a lot less than us.
6 I ___ (*not like*) swimming in the sea, but when we ___ (*go*) to Greece, I ___ (*try*) it and loved it!
7 I went into the computer lab at lunchtime. Mark ___ (*be*) there. He ___ (*do*) some research online.
8 By the time I ___ (*get*) to the restaurant, my friends ___ (*already / arrive*).

6 Answer the questions in your notebook.

Which of the words below do you use
1 to show that two actions happened at the same time?
2 to show that one action happened immediately after the other?
3 to show that one action happened before another?

while when as the moment as soon as by the time after before

7 Find the wrong option in each sentence. Explain why it is wrong.

1 *As / By the time / While* I was driving to Cornwall, the countryside became more beautiful and greener.
2 *By the time / The moment / Before* we reached the beach, it had become much cooler.
3 The plane landed *when / after / while* I'd finished reading my magazine.
4 *Before / When / As* we got to the hotel, we checked in at reception.
5 *As soon as / While / The moment* I read your email, I started laughing.

8 CD 1.17 Translate the Polish parts of the text into English. Use the correct past tenses or *used to*. Then listen and check your answers.

After we [1] ___ (*byliśmy*) on the beach for two hours, we [2] ___ (*czuliśmy się*) very hot and Katy [3] ___ (*postanowiła*) to go to the souvenir shop to buy some presents. When we [4] ___ (*weszliśmy*) into the shop, a man [5] ___ (*oglądał*) at some jewellery, and a young woman [6] ___ (*kupowała*) a magazine. Katy and I [7] ___ (*poszliśmy*) to look at the postcards. Suddenly, the man [8] ___ (*wybiegł*) out of the shop. The shop owner [9] ___ (*krzyknął*): 'Stop!' The man [10] ___ (*ukradł*) a necklace! I [11] ___ (*zacząłem*) to run after him, but the young woman [12] ___ (*już go dogoniła*) with the man and [13] ___ (*przewróciła*) him over. She [14] ___ (*dała*) the owner the necklace. She [15] ___ (*nawet nie miała zadyszki*)! She smiled: 'I [16] ___ (*kiedyś byłam*) a runner at school,' she said. 'And a black belt in judo!'

9 NOW YOU DO IT Work in pairs. Describe something unusual that happened during a recent holiday. Use each narrative tense at least once. Describe:

- where you were; the start of the day;
- what happened before the event;
- the event itself;
- what happened after the event;
- how you and others felt.

Question forms; object and subject questions

1 Where's the best place to go on a day trip in your area? Why?

2 LANGUAGE IN CONTEXT Read the questionnaire about day trips. Work in pairs. Ask and answer the questions.

QUESTIONNAIRE

1 How many day trips have you been on this year?
2 Do you prefer going on day trips with friends or family? Why?
3 Where did you go on your last trip?
4 Do you remember a trip with your family when you were a child?
5 Who usually organises day trips in your family?
6 Are you planning any trips in the near future?
7 What would be your ideal place to go on a day trip?

3 ANALYSE Copy and complete the table with the question forms from exercise 2. Then add questions a–c below.

Question word	Auxiliary verb	Subject	Verb	Complement/ Object
	1 ___	you	remember	a trip with your family when you were a child?
	Are	you	2 ___	any trips in the near future?
3 ___	did	you	go	on your last trip?
How many day trips	4 ___	you	been on	this year?

a Had he visited Scotland before?
b How many languages can you speak?
c How long has your dad been working in England?

WHAT'S RIGHT?

1 a Have you seen the Eiffel Tower?
  b Have seen you the Eiffel Tower?
2 a What does she wants?
  b What does she want?
3 a Where are these people going?
  b Where these people are going?

4 PRACTISE In your notebook, put the words in the correct order to make questions.

1 winter / does / skiing / go / in / Nina / ?
2 you / that / where / buy / T-shirt / did / ?
3 send / can / from / me / France / you / card / a?
4 are / running / you / why / ?
5 did / which / watch / plane / on / film / you / the / ?
6 look / do / tired / so / you / why / ?
7 here / have / been / time / you / long / a / ?

5 ANALYSE Answer the questions.

1 Which of the underlined words in the sentence is the subject [S] and which is the object [O]?
My dad usuallly organises our family trips.
2 Which question is about the subject [S] and which is about the object [O] of the sentence?
  a *Who usually organises your family trips?*
  b *What does your dad usually organise?*

6 In your notebook, choose the correct option to complete the rule.

When the question word (*who*, *what*) is the subject of the verb, we ***use*** / ***don't use*** auxiliary verbs: *do*, *does*, *did* etc.

7 In your notebook, choose the correct forms to complete the sentences.

1 Who ***left*** / ***did leave*** this guidebook on the table?
2 Who ***does pack*** / ***packs*** the most clothes for holiday?
3 Where ***you have decided*** / ***have you decided*** to go next?
4 What ***changed*** / ***did change*** your mind about going on a cruise?
5 What ***you saw*** / ***did you see*** in Paris?
6 Who ***posted*** / ***did post*** this terrible review of the hotel?
7 Which cabin ***you will stay*** / ***will you stay*** in on the boat?

8 In your notebook, write questions to ask about the underlined parts of the sentences.

1 Danny bought a guidebook to take on holiday.
2 The tour guide is meeting them outside the airport.
3 Dad always takes a phrase book when we visit a new country.
4 Penny is going to the USA in November.
5 My younger sister used to love going on bus tours.
6 My cousin has been to ten different countries.

» **Gramar challenge!** Unit 3, page 110, exercise 1

9 Write questions from the prompts in your notebook.

1 Where / you / go / on holiday last year?
2 you / ever try / skiing?
3 Who / teach / you / speak English?
4 Which websites / you / often go on?
5 How many / photos / you / take / on holiday?
6 What / you / want / to do / in the next school holidays?
7 Who / you / usually phone / in the evenings?

10 NOW YOU DO IT Work in pairs. Ask and answer the questions from exercise 9.

3 READING AND VOCABULARY

reading for detail, coherence and cohesion • means of transport • accidents

1 Complete words 1–8 in your notebook. Which of the people below are these means of transport usually used by? Give reasons to support your answers.

Lorries are used by business people to transport goods.

children holidaymakers commuters sailors passengers students tourists car drivers

1 
■o■■h

2 
s■i■■■g
■o■t

3 
■c■■t■■

4 
■■r■■

5 
■■■p■■

6 
■r■■l■■■u■

7 
■■d■■■r■■■■

8 
■■r■■

9 
c■■i■■ l■n■■

2 Which of the phrases refer to unpleasant travel experiences? If necessary, use a dictionary to help you.

catch a bus get stuck in a traffic jam
miss the train / bus get on / off a tram
arrive at the railway station feel carsick
depart on time cancel the flight be delayed
get a flat tyre lose your boarding pass
board the plane take a taxi

3 In your notebook, complete the sentences with the correct form of the verbs from exercise 2.

1 I ___ my bus to school, so I had to ___ a taxi to get there on time.
2 When I ___ at the airport, I learned that the flight ___ by two hours.
3 The car journey was terrible. I ___ carsick all the time and then we ___ a flat tyre.
4 All the passengers ___ the plane quickly and we ___ on time.
5 The bus ___ stuck in a huge traffic jam, so I decided to ___ off it and walk.





4 Work in pairs and answer the questions.

1 Who are these people and what do they have in common?
2 What do you know about their expeditions?
3 What positive and negative experiences might people have while travelling?

5 Read the newspaper article about Kira Salak, an American traveller, and answer the questions.

1 Why is she often called 'the craziest woman adventurer of our times' or 'a real-life Lara Croft'?
2 What motivates her to go on such expeditions?



Kira Salak (born 1971) is not just another travel writer, journalist and explorer. She is also the only traveller in the world who is called 'the craziest woman adventurer of our times' or 'a real-life Lara Croft'. [1] ___ Since her first trip to Africa at the age of just 20, she has become the first woman to kayak solo 600 miles down the Niger River, cross Papua New Guinea on foot and cycle 700 miles across Alaska to the Arctic Ocean. She says that's only the beginning of what she wants to achieve.

Salak's passion for extreme travelling started in her childhood when she took an interest in great historical explorers such as Christopher Columbus and James Cook. [2] ___ Taking on challenges, as she says in her interviews, is something that inspires and motivates her.

For most people experiences such as getting lost in a jungle, surviving an emergency landing or a plane crash, being in pain or suffering from tropical fever are pretty frightening, but for Kira Salak 'accidents' of this kind seem like nothing special. [3] ___ She had a few more similar narrow escapes, but luckily she always escaped unhurt. It seems

6 Read the article again. Match sentences a–f with gaps 1–4. There are two extra sentences.

a During her travels she has experienced far worse – for example, while she was backpacking in Mozambique, she was kidnapped by a gang of rebel soldiers.
b What's more, some people say that she is irresponsible and takes unnecessary risks.
c She admired their determination to go on dangerous expeditions to discover new places, despite all the difficulties.
d She wants the world to know about these tragedies and do something to help those in need.
e Unfortunately, there have been a few very serious accidents in her life which almost stopped her from exploring the world.
f She has earned those nicknames thanks to her adventurous solo expeditions to almost every continent during which she was often in great danger and risked her life.

7 Put the questions in the order that the answers appear in the text. There are three extra questions which cannot be answered from the text.

a What are her greatest achievements?
b What is she planning to do in the future?
c Where did she travel in her childhood?
d How did her interest in travelling start?
e How did she manage to escape from the hands of criminals?
f What problems is Salak concerned about?
g What is her attitude to dangerous situations?
h How is Kira Salak often described?
i Which incidents discouraged her from solo expeditions?

8 Complete sentences with the information from the text in exercise 6. Write the answers in your notebook.

1 Kira Salak explores the world ___ her travels in her blog, books and magazine articles.
2 She ___ for the first time when she was 20.
3 Christopher Columbus and James Cook were among the explorers she got interested in as ___.
4 She's had a lot of dangerous accidents, but she has never ___.
5 She isn't ___ serious problems that TV stations seldom mention.



that Salak is addicted to adrenaline and she has a mission.

She travels to countries which are dangerous in order to show situations that TV stations rarely talk about, such as slavery in Timbuktu or killings in the Congo. [4] ___ As you read this text, she's probably planning another incredible trip to some faraway place to look for adventure again.

9 Work in pairs. Answer the questions.

1 Which of Kira Salak's achievements do you consider the greatest? Why?
2 Do you think it's a good idea to travel alone? Why?/Why not?
3 If you had the chance to meet Kira Salak, what questions would you like to ask her? How might she answer them?
4 Some people say that travellers like Kira Salak are irresponsible. Do you agree with them? Why?/Why not?

Vocabulary development

10 Match the highlighted words or phrases in the text in exercise 6 with their definitions below.

1 plane accident
2 having a high temperature caused by an illness found in the tropics
3 not being able to find your way
4 new, exciting and possibly dangerous – not afraid of taking risks
5 was not injured
6 only just avoided a dangerous situation
7 put her life in danger
8 an unexpected, dangerous situation

11 Complete the text with words or phrases from exercise 10.



I have always dreamed of exploring parts of the world like Papua New Guinea. I'm just a very [1] ___ person. I'm not afraid of [2] ___ ___ somewhere in the middle of a jungle and being unable to find my way back. I have had a few [3] ___ ___ in my life which almost cost me my life. I have been kidnapped once, suffered from [4] ___ ___ and survived a [5] ___ ___ while I was flying to Sweden. However, one thing I wouldn't like to experience is an [6] ___ landing on the sea because I can't swim!

» **Vocabulary challenge!** Unit 3, page 110, exercises 3 and 4

12 Work in pairs. Discuss the questions. Use the prompts below and your own ideas.

Do you like the idea of extreme holidays?
What are the pros and cons of such holidays?
pros: experience something new • test yourself
cons: may be dangerous • risk your life

13 Imagine you were on a trip during which something dangerous happened. Write a blog entry in your notebook. Include the information below:

- where you went;
- what happened during the trip;
- why this situation was dangerous;
- how you felt and coped with the situation.

3 SPEAKING

at a tourist information office • making a reservation

1 Read the advertisement for one of the attractions at the Warsaw Tourist Information Centre and answer the questions.



1 Why do you think such trips may be popular with foreign tourists?
2 Would you be interested in a trip like this? Why?/Why not?

2 CD 1.18 Read the task below and listen to a student doing the task. Which point from the task does the student not mention? What could you say to mention that point?

Pracujesz w centrum informacji turystycznej w Warszawie. Dzwoni obcokrajowiec zainteresowany jedną z wycieczek z Waszej oferty. Omów z nim:
- termin i cenę wycieczki,
- rezerwację wycieczki,
- planowane atrakcje,
- zniżki dla uczniów.

3 CD 1.18 Listen again. Which questions from the Phrase Bank have you heard in the dialogue? Then translate them into Polish.

Phrase Bank

1 *Could you recommend a good hotel to me, please?*
2 *Could you tell me how much it is exactly and what the price includes?*
3 *Can I have your name and surname / email address, please?*
4 *I'd like some information about one of the trips you offer.*
5 *I wonder if there are any discounts for university students.*
6 *May I interest you in one of our trips to Wilanów Palace?*

4 Choose the correct word. Write the answer in your notebook.

1 The price ***includes*** / ***consists*** accommodation and transfer from and to the airport.
2 I'm afraid we can't ***offer*** / ***suggest*** any discounts.
3 You'll have the chance ***visiting*** / ***to visit*** a lot of historical sites.
4 During the ***trip*** / ***travel*** you will stop to see the oldest building in the world.
5 Personally, I'd ***recommend*** / ***advise*** the Nice Hotel.

5 In your notebook, rewrite the questions as indirect questions, using the phrases below. Remember about the correct word order.

I wonder ... Could you tell me ... I would like to know ...

1 What is the price of this trip?
I wonder what the price of this trip is.
2 Is Monday, 1 August a possible date?
3 What places are we going to visit?
4 What time does the coach leave?
5 Are there any discounts for children?
6 Does the price cover the transfer from the airport?

6 CD 1.19 Listen to the dialogue at a hotel. In your notebook, correct the information in the booking form where necessary.

Dates: *14 – 16 May*
Total price: *£145*
Name: *Simon Thomson*
Room Type: *single*
Breakfast: *no*

30 Winks Hotel

7 CD 1.20 Complete the sentences in your notebook. Then listen and check.

1 I'd like to ___ a room at your hotel.
2 Could you give me the date of your ___ and your ___, please?
3 A ___ or a ___ room?
4 I'm afraid there are no ___ single rooms for those dates.
5 You'll have to pay £20 ___ but you get a larger bathroom.
6 How do I ___?

8 Work in pairs. Role-play the dialogues, using the prompts below.

1 A Zapytaj, co zawiera cena wycieczki?
B Powiedz, że cena wycieczki zawiera zakwaterowanie, przejazd z lotniska (*transfer*) oraz posiłki.
2 A Zapytaj, czy są zniżki dla uczniów na bilety do lokalnego muzeum?
B Przeproś za brak zniżek. Poleć tańsze bilety do parku wodnego (*aquapark*).
3 A Powiedz, że nie ma pokoju jednoosobowego na dzisiejszy wieczór i zaproponuj klientowi pokój dwuosobowy.
B Zapytaj, czy pokój dwuosobowy jest droższy.
A Odpowiedz i opisz zalety droższego pokoju.

9 Work in pairs. Role-play the dialogue, using the language and ideas from the lesson. Then swap roles and do the task again.

Twoja rodzina planuje wakacje za granicą. Na stronie biura informacji turystycznej zainteresowała Was reklama wycieczki śladem lokalnych atrakcji. W rozmowie z pracownikiem biura omów:
- cenę wycieczki i zniżki dla młodzieży,
- planowane atrakcje,
- możliwość rezerwacji pokojów hotelowych,
- płatności za hotel i wycieczkę.

WRITING
an article

3



1〉 Work in pairs. Describe the pictures and answer the questions.

1 Are holidays such as these popular in Poland? Why? / Why not?
2 What can you learn on a holiday like this?

2〉 Read the task and the example article below. Answer the questions.

1 Has the author covered both aspects of the topic mentioned in the task?
2 What is the purpose of each paragraph?

Wyjazdy wakacyjne, które łączą wypoczynek z pracą wolontariusza, stają się coraz bardziej popularne wśród młodych ludzi na świecie. Napisz **artykuł do gazety** w odpowiedzi na zaproszenie do wyrażenia własnej opinii na ten temat. Opisz tego typu doświadczenia znanej Ci osoby oraz wyraź swoje zdanie.

3〉 Choose the best title for the article. Explain your choice.

a What To Do in the Summer?
b Interesting Holidays
c Adventurous and Kind-Hearted

What comes to your mind first when you think of summer holidays? For most of us holidays are a time to relax on the beach, sunbathe and swim in the sea. However, more and more young people are choosing so-called learning holidays, which combine learning something new with doing voluntary work.

Last year my friend Joe signed up to go to Malta on a camping holiday which involved teaching English to a group of immigrant children and learning to surf in his free time. While he was teaching English to the children, he managed to make friends with them and learn a lot about their culture. After work, he also went to surfing classes and by the end of his stay he had become a good surfer. When he was leaving, he felt that he hadn't just learned a new sport, but had also made a difference to other people's lives.

To my mind, this type of holiday must be extremely rewarding. It is certainly time well spent, as you do something useful for other people and learn new skills. I am also convinced that such summer breaks are a fantastic opportunity for young people to find out more about the world and its problems, and meet people from different countries and cultures. What could be better than practising your favourite sport and doing voluntary work at the same time? You also become more mature and make the world a better place! Don't you agree?

4〉 Which of the phrases below are used in the article? Translate them into Polish.

Phrase Bank

▸ Engaging the reader
What comes to your mind first when you think of …?
Can you imagine …? | Have you ever thought of …?
What could be better than …? | Don't you agree that …?

▸ Expressing opinions
To my mind, this type of holiday must be extremely rewarding.
Personally speaking, I think that a holiday like this is certainly time well spent.
I am convinced that … | It is my opinion that …

5〉 In your notebook, complete the sentences with pharses from the Phrase Bank.

1 ___ extreme sports?
2 ___ going on an activity holiday?
3 ___ that it is wrong to practise an extreme sport and risk your life?
4 ___ going on a cruise and sailing round the world?
5 ___ lying on a long sandy beach is the best way to relax.

6〉 In your notebook, write 2–3 sentences to justify the opinions below.

1 It is my opinion that holidays abroad are better than holidays in Poland. *Firstly, it is easier to get away from it all when you go abroad.*
2 I am convinced that hitchhiking is the best way to travel.
3 To my mind, working during the holidays is a bad idea.
4 Personally speaking, I think that extreme sports are not for everybody.

Watch out!
Pamiętaj, żeby artykuł był interesujący dla odbiorcy, nadaj mu ciekawy tytuł. Możesz też przytoczyć zaskakujące fakty lub dane, stosować pytania retoryczne i zwracać się bezpośrednio do odbiorcy, np. *Don't you think so? What could be better than a great holiday in Greece?*
Przytocz logiczne argumenty na uzasadnienie swojej opinii.

7〉 Read the task in exercise 8 below. Work in pairs. Think of three possible titles for the article.

8〉 Read the instructions and do the writing task in your notebook.

Coraz więcej młodych osób szuka wyjazdów wakacyjnych polegających na uprawianiu sportów ekstremalnych. Niektórzy uważają szukanie wrażeń za zbędne. Napisz **artykuł do gazety** w odpowiedzi na zaproszenie do wyrażenia własnej opinii na ten temat. Opisz tego typu doświadczenia znanej Ci osoby oraz wyraź swoje zdanie.

3 ENGLISH IN USE

1〉 In your notebook, write two possible sentences to answer the questions or react to what has been said. Use the prompts in brackets.

1 What was the most enjoyable part of your holiday? (a sights b slopes)
   a We saw some amazing sights.
   b I loved skiing down the slopes.
2 How do you get to school? (a catch b foot)
3 What time did you leave? (a set off b depart)
4 The cruise was horrible. (a seasick b rough)
5 You're late again! (a get stuck b delayed)

2〉 CD 1.21 Listen to questions 1–5. For each question, choose the correct reaction A–D. Write the answers in your notebook.

1 A We offer cheap accommodation.
   B A package tour seems like a good idea.
   C I'd go by car if I were you.
   D Why don't you book double rooms?
2 A It's free.
   B It consists of two single rooms.
   C Accommodation, meals and transfers.
   D Breakfast is also included.
3 A It is available.
   B We can't recommend any trips.
   C Students usually travel on a budget.
   D On museum tickets which are half price.
4 A Comfortable enough and inexpensive.
   B Hostels are not for me.
   C It's situated in the suburbs.
   D I prefer hotels.
5 A I'm sorry. I'm a stranger here myself.
   B Is it far away?
   C It's on the way.
   D Who knows?

3〉 In your notebook, complete the second sentence so that it means the same as the first, using the word given. Write no more than five words. Do not change the word given.

1 My friend came to the station with me to say goodbye. SAW
   My friend ___ at the station.
2 He lost his boarding pass just after getting it. MOMENT
   He lost his boarding pass ___.
3 It was my first time on a cruise and I really loved it. BEEN
   I ___ on a cruise before and I really loved it.
4 We got lost while we were walking in the forest. COULDN'T
   We ___ through the forest when we went for a walk there.
5 My father does not travel as often as before. USED
   My father ___.

4〉 In your notebook, complete the text with appropriate words. Put one word in each gap.



Which holiday will you never forget [1] ___? Well, as for me, I'll always remember my last holiday in the Canadian Rocky Mountains when I had the chance to go heli-hiking. I [2] ___ never heard of this type of activity until my friend introduced me to it. When he told me it involved walking in the mountains and travelling by air, I [3] ___ for it because I just love both!
The trip began with a 30-minute flight in a helicopter. We landed in the [4] ___ of nowhere, somewhere high in the mountains. [5] ___ arrival, we were met by our guide who took us on a 5-hour hike around some truly unique places. [6] ___ we were walking and admiring the beauty of the place, the guide was telling us about the flora and fauna of that region. The whole experience was just awesome and I wanted to [7] ___ the most of it. It felt so good to be there that I didn't really want to take the helicopter back to our hotel. As [8] ___ as I got back to my hotel, I booked another trip for the next day.

5〉 WHAT DO YOU THINK? Work in pairs. In your notebook, create a word snake on the topic of travelling, using the words from this unit. Each word must begin with the last letter of the previous one. When you finish, swap your word snakes and find the hidden words.

*sightseeing**g**ues**t**ent …*





STEP BY STEP 3

English in use

1 Work in pairs and interview each other. Do you agree or disagree with your partner?

Student A:

1 Which continent would you like to visit the most?
2 Why do exotic holidays usually appeal to people?

Student B:

1 If you could visit one of these countries, which one would you choose: Japan or China? Why?
2 Holidays to Asian countries are becoming more and more popular. Why do you think it's the case?

Tip

Wykonując zadanie polegające na uzupełnieniu luk w dialogu, najpierw przeczytaj cały tekst rozmowy i dowiedz się, czego ona dotyczy. Wyszukaj w zdaniu przed i po luce słowa lub sformułowania, które mogą podpowiedzieć Ci prawidłową odpowiedź.

2 Read the dialogue. Look at the time expressions and decide if the suggested answers are correct. If they are not, correct them. Write the answers in your notebook.

Hannah: [1] ___ (BE) to Japan before? *Were you*
Mary: No, unfortunately not. Why are you asking?
Hannah: Well, [2] ___ (LIKE) to go there, and I'm looking for someone who has been there. I need to get some advice. *I like*
Mary: Why [3] ___ (ASK) Mark? His dad works all over the world, so maybe he's been to Japan as well. *don't you ask*
Hannah: What [4] ___ (IDEA)! Thanks. *good idea*

3 **TEST IT!** Uzupełnij dialog. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójny I logiczny tekst. Wykorzystaj wyrazy w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.

X So, are you ready for your trip to Japan?
Y Almost! I [1] ___ (*wait*) for my visa, and when I get it, I'm off.
X Where are you going to stay? The accommodation there can't be cheap.
Y I [2] ___, (*book*) a room in a capsule hotel, you know one of these pod hotels.
X Pod hotels? What are they? I [3] ___ (*hear*) them.
Y They offer tiny rooms, but are air-conditioned and clean, and not too expensive. No windows though …
X I can't [4] ___ (*imagine*) in a room like that. So claustrophobic!
Y I don't mind. I'm going to [5] ___ (*make*) of my stay there, so I need the money for sightseeing more than for my accommodation.

Tip

Zadanie polegające na uzupełnianiu minidialogów jest zadaniem otwartym, a więc poprawna może być więcej niż jedna odpowiedź. Wyrażenie, którym uzupełniasz lukę, musi logicznie łączyć się z resztą dialogu. Po uzupełnieniu luki, przeczytaj cały dialog, aby upewnić się, czy Twoja odpowiedź do niego pasuje.

4 Read the dialogues. Work in pairs and suggest two more correct answers.

1 X How long was your flight? A ___ B ___
Y Over 12 hours.
X Wow! That's a long time on a plane!
2 X Do you know that in Tokyo there are cafés where you can hug different animals like rabbits or goats?
Y Really?! A ___ B ___
X I'm not kidding.
3 X Shall I ring the hotel to book a room? A ___ B ___
Y Yes, please.
X Ok. I'll do it straightaway.
4 X Can you give me a lift to the centre, please?
A ___ B ___
Y Yes, sure.
X What time will you pick me up then?

5 Read the dialogues and choose which of the answers below fits each gap. There are three extra answers.

Would you like to fly there? a safe journey I'm going to Do you like flying? I'm planning a good holiday

1 X Where are you off to this summer?
Y ___ stay in Italy for a couple of weeks.
X Sounds nice. I'd love that too!
2 X We're leaving. Good bye.
Y Good bye, and have ___ back home. Ring us when you get there.
X Thanks. We will.
3 X ___
Y No, I don't. I fact, I hate it. Planes are not for me.

6 **TEST IT!** Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Zapisz odpowiedzi w zeszycie.

1 X Where ___ going for your summer break next year?
Y How about Spain?
2 X ___ please? I need to get some flowers.
Y Go straight on, and then take the first turning on the right. It'll be on your left.
X Thanks.
3 X ___?
Y Tom's from New Zealand and Marco's Italian.
4 X ___? You know, like a long weekend.
Y Not at all. They are too short and tiring.
X Oh! What a pity! I thought we could go to Paris together.
5 X Are you free at the weekend? We could go out.
Y I'm sorry, but I've got other plans. ___?
X Fine. Tonight is great. About 7 p.m. then?

3 REVIEW 3

Complete all the exercises on this page in your notebook.

1 Complete the sentences with the correct form of the words below.

package holiday flat tyre get stuck city break
youth hostel go on excursions go camping
sunbathe tent see lots of sights

1 We want to ___ this summer, so we must get a big ___ and a couple of sleeping bags.
2 Our car journey was a real nightmare. First, we ___ in a huge traffic jam, and then we got a ___.
3 During our winter holiday we stayed in a cheap ___. We ___ every day and had lots of fun.
4 I enjoy going on ___ where everything is organised for me and I can just spend my time ___ on the beach.
5 ___ are just great. I love visiting capital cities the most because I can ___.

__/5

2 Choose the correct option. Sometimes both options are correct.

1 We arrived *to* / *at* the airport and *checked in our luggage* / *checked our luggage in*.
2 The plane didn't take *up* / *off* on time because the engine had broken *down* / *off*.
3 I got *on* / *off* the wrong train, so I had to get *off* / *on* at the next station.
4 When I go on school trips, my parents always see me *off* / *out* and then come to *pick up me* / *pick me up*.
5 After we checked *in* / *out* at the hotel, we went *off* / *on* an excursion round the city.

__/5

3 Are the sentences true or false? Correct the false ones.

1 When you **board the plane**, you get on it.
2 When you **have had a narrow escape**, you have managed to have a good holiday.
3 When your **flight is cancelled**, you can catch it later.
4 When you're in **an emergency situation**, you may feel unsafe.

__/4

4 Complete the sentences with the correct form of the verbs in brackets. Use the correct past tenses or *used to*.

1 When I ___ (*be*) a child, I ___ (*spend*) my winter holidays in the Tatra Mountains with my parents.
2 I ___ (*fall*) over while I ___ (*go*) down the slope and hurt myself.
3 We ___ (*not fly*) before, so we ___ (*feel*) quite stressed out. Luckily, everything was OK in the end.
4 The weather was horrible. It ___ (*rain*) heavily, so we ___ (*decide*) to stay inside.
5 I ___ (*know*) Josh for two years before we ___ (*decide*) to spend our holidays together and we had a great time.
6 My friend ___ (*cycle*) to school when the accident ___ (*happen*).
7 A man ___ (*go*) into the hotel and ___ (*ask*) for a room.

__/14

5 Complete the questions with the correct words so that they match the answers.

1 A ___ did you go on holiday ___?
B Mark and Julian.
2 A ___ are you looking ___?
B My keys. I've lost them somewhere.
3 A ___ are you looking ___?
B The strange man over there.
4 A ___ did you give my camera ___?
B Mary.
5 A ___ of holiday have you decided ___?
B A city break.

__/5

6 Complete the text with appropriate words.

Have you ever [1] ___ of going camping? I haven't. Personally [2] ___, I'm not too keen on this type of holiday. To my [3] ___, a five-star hotel close to the beach would be a much better option. I love comfort and I am [4] ___ that most people think just like me. What could be [5] ___ than living in luxury?

__/5

7 Translate the following sentences into English.

1 Chciałbym zarezerwować pokój dwuosobowy od 2 do 3 maja.
2 Czy mogłaby Pani polecić mi jakiś niedrogi hotel?
3 Czy może mi Pan powiedzieć, czy oferują Państwo jakieś zniżki dla uczniów?
4 Chciałabym się dowiedzieć, czy cena obejmuje przejazd z lotniska i na lotnisko?
5 Niestety, nie mamy żadnych wolnych pokoi w tym terminie.

__/5

8 Work in pairs and test each other.

Student A: go to page 122.
Student B: go to page 129.



Holidays and travel / Wakacje i podróże

activity holiday /æk,tɪvəti 'hɒlɪdeɪ/ aktywny wypoczynek
all-inclusive holiday /ɔ:l ɪn,klu:sɪv 'hɒlɪdeɪ/ wakacje, których cena obejmuje wszystkie atrakcje
bed and breakfast /'bed ənd 'brekfəst/ pensjonat oferujący nocleg ze śniadaniem
cabin /'kæbɪn/ kajuta
chalet /'ʃæleɪ/ górska chata, domek w górach
check out local restaurants /tʃek ,aʊt ,ləʊk(ə)l 'rest(ə)rɒnts/ wypróbować lokalne restauracje
city break /'sɪti ,breɪk/ wycieczka do miasta
cruise /kru:z/ rejs
fall over /fɔ:l 'əʊvə(r)/ przewracać się, upadać
five-star hotel /,faɪv stɑ:(r) həʊ'tel/ pięciogwiazdkowy hotel
get seasick /get 'si:,sɪk/ dostać choroby morskiej
go camping / hiking /gəʊ 'kæmpɪŋ, 'haɪkɪŋ/ jechać na biwak / udawać się na pieszą wycieczkę
go down the slope /,gəʊ daʊn ðə 'sləʊp/ zjeżdżać ze stoku
go on a tour /,gəʊ ɒn ə 'tʊə(r)/ jechać na wycieczkę objazdową
go on an excursion /,gəʊ ɒn ən ɪk'skɜ:(r)ʃ(ə)n/ jechać na wycieczkę
go on day trips /,gəʊ ɒn 'deɪ ,trɪps/ jeździć na wycieczki jednodniowe
go skiing /gəʊ 'ski:ɪŋ/ jechać na narty
package holiday /,pækɪdʒ 'hɒlɪdeɪ/ zorganizowane wczasy
porthole /'pɔ:(r)t,həʊl/ bulaj, okienko na statku
see lots of sights /,si: lɒts əv 'saɪts/ dużo zwiedzać
staycation /steɪ'keɪʃ(ə)n/ wakacje spędzane w domu
stop at many ports /,stɒp ət ,meni 'pɔ:(r)ts/ zawijać do wielu portów
sunbathe /'sʌn,beɪð/ opalać się
tent /tent/ namiot
winter holiday /,wɪntə(r) 'hɒlɪdeɪ/ ferie zimowe
youth hostel /'ju:θ ,hɒst(ə)l/ schronisko młodzieżowe

Phrasal verbs / Czasowniki frazowe

break down /breɪk 'daʊn/ popsuć się
check in /tʃek 'ɪn/ zameldować się (w hotelu), zgłosić się do odprawy
get on / off /get 'ɒn, 'ɒf/ wsiadać / wysiadać
pick up /pɪk 'ʌp/ odbierać kogoś, podwozić
see off /si: 'ɒf/ odprowadzać kogoś (np. do pociągu), pożegnać
set out / off /set 'aʊt, 'ɒf/ wyruszać, rozpoczynać podróż
take off /teɪk 'ɒf/ startować (o samolocie)
work out /wɜ:(r)k 'aʊt/ rozwiązać (problem, zadanie)

Transport / Transport

arrive at the railway station /ə,raɪv ət ðə 'reɪlweɪ ,steɪʃ(ə)n/ przyjeżdżać na stację kolejową
be delayed /bi dɪ'leɪd/ być opóźnionym
board the plane /,bɔ:(r)d ðə 'pleɪn/ wsiadać do samolotu
camper /'kæmpə(r)/ samochód kempingowy z częścią mieszkalną
cancel the flight /,kæns(ə)l ðə 'flaɪt/ odwołać lot
catch a bus /,kætʃ ə 'bʌs/ łapać autobus
coach /kəʊtʃ/ autokar
cruise liner /'kru:z ,laɪnə(r)/ statek wycieczkowy
depart on time /dɪ,pɑ:(r)t ɒn 'taɪm/ odjeżdżać / odlatywać o czasie
feel carsick /fi:l 'kɑ:(r),sɪk/ mieć chorobę lokomocyjną
ferry /'feri/ prom
get a flat tyre /get ə ,flæt 'taɪə(r)/ złapać gumę
get on / off a tram /get 'ɒn, 'ɒf ə ,træm/ wsiadać do / wysiadać z tramwaju
get stuck in a traffic jam /get 'stʌk ɪn ə 'træfɪk ,dʒæm/ utknąć w korku
lorry /'lɒri/ ciężarówka
lose your boarding pass /,lu:z jə(r) 'bɔ:(r)dɪŋ pɑ:s/ zgubić kartę pokładową
miss the train / bus /'mɪs ðə ,treɪn, ,bʌs/ spóźnić się na pociąg / autobus
sailing boat /'seɪlɪŋ bəʊt/ żaglówka
scooter /'sku:tə(r)/ hulajnoga, skuter
take a taxi /,teɪk ə 'tæksi/ brać taksówkę
underground /'ʌndə(r),graʊnd/ metro

Travel problems / Kłopoty w podróży

adventurous /əd'ventʃ(ə)rəs/ odważny, śmiały, ryzykowny
emergency /ɪ'mɜ:(r)dʒ(ə)nsi/ nagły wypadek; awaryjny
escape unhurt /ɪ,skeɪp ʌn'hɜ:(r)t/ wyjść bez szwanku
get lost /get 'lɒst/ zgubić się, zaginąć
have a narrow escape /həv ə ,nærəʊ ɪ'skeɪp/ o włos uniknąć nieszczęścia
plane crash /'pleɪn kræʃ/ katastrofa lotnicza
risk your life /,rɪsk jə(r) 'laɪf/ ryzykować życie
suffer from tropical fever /,sʌfə(r) frəm 'trɒpɪk(ə)l ,fi:və(r)/ zapaść na gorączkę tropikalną

Other words / Inne wyrazy

bugbear /'bʌg,beə(r)/ szkopuł, problem
caravan /'kærəvæn/ przyczepa kempingowa
catch up /kætʃ 'ʌp/ doganiać, nadrabiać zaległości
cover /'kʌvə(r)/ pokrywać, obejmować
cruise ship /'kru:z ʃɪp/ statek rejsowy
destination /,destɪ'neɪʃ(ə)n/ miejsce przeznaczenia, cel podróży
discount /'dɪs,kaʊnt/ zniżka
enjoyable /ɪn'dʒɔɪəb(ə)l/ przyjemny
escape /ɪ'skeɪp/ uciekać
expedition /,ekspə'dɪʃ(ə)n/ wyprawa, ekspedycja
explore the world /ɪk,splɔ:(r) ðə 'wɜ:(r)ld/ poznawać świat, zwiedzać
explorer /ɪk'splɔ:rə(r)/ badacz, odkrywca
flight attendant /,flaɪt ə'tendənt/ steward / stewardessa
get an early flight /get ən ,ɜ:(r)li 'flaɪt/ lecieć porannym lotem
go heli-hiking /gəʊ 'helɪ,haɪkɪŋ/ uprawiać piesze wędrówki połączone z przelotami helikopterem
guest /gest/ gość
guidebook /'gaɪd,bʊk/ przewodnik
herring /'herɪŋ/ śledź
hypothetical /,haɪpə'θetɪk(ə)l/ hipotetyczny
in advance /ɪn əd'vɑ:ns/ z wyprzedzeniem
include /ɪn'klu:d/ zawierać, obejmować
isolated /'aɪsə,leɪtɪd/ odludny
kayak /'kaɪæk/ kajak, pływać kajakiem
kidnap /'kɪdnæp/ porywać
knock sb over /nɒk ,sʌmbədi 'əʊvə(r)/ przewrócić kogoś, powalić
lard /lɑ:(r)d/ smalec
monument /'mɒnjʊmənt/ pomnik
paradise beach /,pærədaɪs 'bi:tʃ/ rajska plaża
phrase book /'freɪz ,bʊk/ słowniczek, rozmówki
queue up /kju: 'ʌp/ stać w kolejce
sleeping bag /'sli:pɪŋ bæg/ śpiwór
splash /splæʃ/ ochlapać, popryskać
suitcase /'su:t,keɪs/ walizka
sympathetic /,sɪmpə'θetɪk/ pełen współczucia
the flora and fauna /ðə 'flɔ:rə ənd 'fɔ:nə/ flora i fauna
transfer from the airport /trænsfɜ:(r) frəm ði 'eə(r),pɔ:(r)t/ przejazd z lotniska
upcoming /'ʌp,kʌmɪŋ/ nadchodzący
voluntary work /'vɒlənt(ə)ri ,wɜ:(r)k/ wolontariat
welcome sb /'welkəm ,sʌmbədi/ witać kogoś

Challenge!

at sea /ət 'si:/ na morzu
be all set for sth /bi ,ɔ:l 'set fə(r) ,sʌmθɪŋ/ być w pełni gotowym, przygotowanym do czegoś
be in the middle of nowhere /bi ɪn ðə 'mɪd(ə)l əv ,nəʊweə(r)/ mieścić się w kompletnej dziurze, być na zupełnym odludziu
be under pressure /bi ,ʌndə(r) 'preʃə(r)/ być pod presją
by air /baɪ 'eə(r)/ drogą lotniczą
by land /baɪ 'lænd/ lądem, drogą lądową
by mistake /baɪ 'mɪ'steɪk/ przez pomyłkę
count down the days /,kaʊnt 'daʊn ðə 'deɪz/ odliczać dni
have the time of your life /həv ðə 'taɪm əv jə(r) 'laɪf/ bawić się jak nigdy w życiu
hit the road /hɪt ðə 'rəʊd/ wyruszać w drogę
in danger /ɪn 'deɪndʒə(r)/ w niebezpieczeństwie
in pain /ɪn 'peɪn/ w bólu, cierpieniu
let your hair down /let jə(r) ,heə(r) 'daʊn/ wyluzować się
make the most of your time /,meɪk ðə 'məʊst əv jə(r) ,taɪm/ w pełni wykorzystywać czas
on arrival /ɒn ə'raɪv(ə)l/ w chwili przybycia, po przyjeździe
on business /ɒn 'bɪznəs/ w interesach
on foot /ɒn 'fʊt/ pieszo
on the way /ɒn ðə 'weɪ/ po drodze
post-holiday depression /,pəʊst ,hɒlɪdeɪ dɪ'preʃ(ə)n/ powakacyjna chandra
soak up the sun /,səʊk 'ʌp ðə 'sʌn/ chłonąć słońce, napawać się słońcem
unwind /ʌn'waɪnd/ rozluźniać się, relaksować się

4 A new reality

VOCABULARY technology • digital skills

a 

c 

d

Internet & Networking

- **Networking** (402 viewing)
- **Web & Email** (288 viewing)
- **Web design** (154 viewing)

1〉 Are your digital skills: a) poor b) satisfactory c) good d) excellent? Give some examples of what you can and can't do on a computer.

2〉 Read the digital skills checklist. Match some of the phrases below with the pictures.

DIGITAL SKILLS CHECK!

HOW OFTEN DO YOU DO THESE THINGS? VERY OFTEN, RARELY OR NEVER?

1. make a video call
2. navigate a website
3. post on a forum
4. leave feedback on a shopping site
5. update antivirus software
6. write code
7. bookmark a website
8. create a website
9. share music or photos online
10. store data on a device
11. use a new search engine

e 

f 

g



b 

3〉 Do the digital questionnaire in exercise 2 in pairs. Give some extra details. When did you last do these things? Why do you never do this? Do you have other digital skills?

4〉 In your notebook, complete the sentences with the words from exercise 2.

1 This website is very complicated. It's hard to ___.
2 I've had some strange problems with my computer recently. I must ___ my antivirus software.
3 I never ___ feedback on shopping sites. I just don't think anyone reads it.
4 I can go straight to the websites I want. I ___ my favourite ones to make it quick.
5 Lots of people have their own websites today. My brother could help you ___ one if you like.
6 In the future more and more people will work with computers. That's why we need to learn to write ___ when we're young.
7 I'm going to work on this document at home on my laptop. I'll ___ it on this pen drive to take home.

5〉 Find and correct a mistake in each question in your notebook. Then ask and answer the questions in pairs.

1 Which search engine do you usually create? Why?
2 Have you left on a forum recently? What did you write about?
3 What sort of photos do you like storing with your friends on Facebook?
4 Do you know data which are easy or difficult to navigate? Give examples.
5 When was the last video call you took?

6〉 Look at the photographs. Work in pairs and answer the questions.

1 

2 

3 

1 What would you imagine these people use technology for?
2 What may they like the most about using technology?
3 What may they find difficult about using technology?

7〉 CD 1.22 Listen to David talking about his grandma's digital skills. Which of the activities in the questionnaire in exercise 2 can his grandma do? What doesn't she do?

8〉 CD 1.22 Listen again and answer the questions.

1 Why does David think young people are better at using technology than adults?
2 Why does David's grandma find coding hard to learn?
3 What does Dave think of his grandma's digital skills?

» **Vocabulary challenge!** Unit 4, page 110, exercises 1 and 2

9〉 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Do you think that it's important for children to learn to code when they are at primary school? Why?/Why not?
2 Do you think that increased use of computers means that we won't have to write by hand at all in the future?

LISTENING AND VOCABULARY listening for context, intention, gist and detail • distinguishing fact and opinion • inventions • collocations with *make*/*take*/*do*

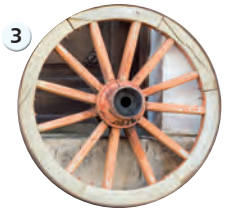
4

1 How many important inventions can you name in two minutes?

2 What (or which of these) do you think is the most important invention? Why?







3 CD 1.23 Listen to three recordings and answer questions 1–2 for each one in your notebook.

1 Which inventions in exercise 2 are mentioned in the recording?
2 Where are the speakers in each of the recordings?
a at home b on the radio c at the cinema d on TV e in a school

4 CD 1.23 Listen again. Choose the correct answers. Write them in your notebook.

1 What is Professor Marshall going to talk about?
a The life of Charles Babbage.
b The development of the computer.
c The value of the computer to modern society.
2 Which statement is true about the man?
a He doesn't give a straight answer.
b He's thought about the question a lot.
c He reminds the students to consider life-saving discoveries too.
3 What is the man doing?
a Advertising a documentary.
b Reviewing a documentary.
c Presenting viewers' opinions about a documentary.

5 In your notebook, complete the sentences with the correct form of *make*, *do* or *take*.

1 People often ___ mistakes.
2 Charles Babbage ___ a lot of work on the first computer.
3 Professor Marshall is here to ___ a look at the complications of computer history.
4 You are all ___ lots of notes.
5 Lots of people have ___ research on this.
6 We couldn't ___ without phones.
7 I can't ___ a decision.
8 It's not the same as ___ a discovery.
9 Last month we ___ an experiment.
10 Please ___ the time to ___ a comment about this week's programmes.

6 In your notebook, complete the questions with the correct form of *make*, *do* or *take*. Then ask and answer the questions in pairs.

1 Which gadget couldn't you ___ without?
2 What have you ___ research into recently?
3 What have you recently ___ a lot of work on?
4 What type of test do you usually ___ most mistakes in?
5 What important decision have you ___ in the last two weeks?
6 What's the most interesting experiment you've ___ during a science class?
7 Do you usually ___ notes in class or try to remember things?

7 CD 1.24 Listen to the conversation. What inventions are mentioned by the speakers? Would you like to have access to such inventions? Which would make your life much easier? Which one would you most like to have? Why?

8 CD 1.24 Listen again. Complete the summary of the conversation. Write the answers in your notebook.

It's a conversation between two friends, Helen and Jim, about inventions that would help us [1] ___. Helen read an article which mentions some inventions, and she sounds [2] ___ about them. In particular, she would appreciate having a [3] ___ that could be used for all the mobile devices in one place. Another invention Helen likes is having one secure password that she [4] ___ for all her online activity. Jim sounds sceptical about it for fear of [5] ___. Both Jim and Helen would like to have a machine that reads your mind and [6] ___.

9 CD 1.25 Listen to a dialogue between two friends. Which of the statements below are facts and not opinions?

1 The programme was very interesting.
2 The Internet has changed people's lives considerably.
3 Using smartphones when we're out has a negative influence on relationships.
4 In the TV clip one boy ignored his friend because he was shopping online.

10 Work in pairs and discuss the questions.

1 In what situations should we turn off our mobile phones? Why?
2 What would you do if the Internet collapsed for a week?

4 GRAMMAR

Future forms: *will*, *going to*, present simple, present continuous

1〉 What is an android? What sort of jobs do you think androids can do today and what might they do in the future?



2〉 CD 1.26 **LANGUAGE IN CONTEXT** Read and listen to the dialogue. Match the underlined phrases with the tenses below.

Lily Hiya. Have you seen the advert for the android exhibition at the science museum?

Harry Yeah. Dad's taking me this afternoon after school.

Lily Oh – that's brilliant! I've decided to see it with a friend. I'm going to ask Hannah if she wants to go tomorrow or on Friday.

Harry Well, I'll tell you all about it in the morning. But remember, it closes at 5 p.m. on Friday.

Lily You're right. I'll give Hannah a ring now. Have a great time. It's going to be busy today – I saw some pictures of it yesterday on the news. Everybody's interested in the androids! In Tokyo there's an android in a store who welcomes all the shoppers. And they had one reading the news on TV!

Harry I know. I'm sure there will be androids everywhere soon! See you later.

1 present simple
2 present continuous
3 *going to*
4 *will*

3〉 **ANALYSE** Answer the questions about future forms in your notebook.

Which form do we use

a when we talk about fixed timetables and schedules?
b when we talk about future plans and intentions?
c when we talk about things we have already arranged for the future (fixed plans)?
d when we decide what to do at the moment of speaking?
e when we predict something because of what we can see or know?
f when we give our opinion about something in the future?

4〉 **PRACTISE** In your notebook, complete the sentences with the correct form of the verbs in brackets. Use *going to*, *will*, the present continuous or present simple.

1 A Katy and I ___ (*play*) tennis at 10.15 on Tuesday.
B Oh, really? I ___ (*come*) and watch.
A Great! The courts ___ (*not open*) until 10.00, so don't come before then.

2 A I ___ (*look*) round the new shopping mall this afternoon. Do you want to come?
B That's a good idea. I ___ (*phone*) dad now and ask him to give me a lift.

3 A ___ (*you watch*) the programme about inventions tonight? I've heard it's good.
B No, I ___ (*not watch*) anything tonight. I want to finish all my homework.

4 A What time ___ (*your plane* / *take off*) this afternoon?
B Oh, we ___ (*not fly*) to Spain, we ___ (*take*) the ferry! The boat ___ (*leave*) at 3.30. Here's my ticket. Exciting, isn't it?

5〉 Choose the correct options. Write them in your notebook.

1 Oh, look! Those cars *will* / *are going to* crash!
2 You *'ll do* / *are doing* really well in the exam. I know it!
3 Oh dear – I don't feel very well. I *'ll* / *'m going to* be sick!
4 Sue looks really upset. I think she *'ll* / *is going to* cry.
5 Dave is working hard. He *'ll definitely pass* / *'s definitely passing* the exam.
6 Dave *is coming* / *comes* round in half an hour to fix dad's PC.

? WHAT'S RIGHT?

1 Will you help me with that?
2 Shall you help me with that?
3 Will I help you with that?
4 Shall I help you with that?

6〉 ⌂ In your notebook, complete the sentences, using the prompts below.

1 I've just spoken to dad. We / leave / at 4.30 on the dot!
2 Here's the DVD you wanted. You / love / it!
3 You'd better go now. The shop / close / at 5.30.
4 I've decided. I / be / a scientist.
5 I'm sorry that you can't come to the party. I / send / you / some photos.
6 Hurry up and come inside. It / rain / any moment.
7 That looks difficult. I / help / you with it?
8 The art gallery / not close / until 6.30 today.
9 I / buy / some new boots soon. These have got holes in them!
10 Paul / not / play / in the school football match on Saturday. They have chosen someone else.

7〉 NOW YOU DO IT Work in pairs. Tell your partner about the things below.

1 The time of an interesting programme on TV.
2 An arrangement you've made for the weekend.
3 Some plans you have for your next holiday.
4 Some predictions about what careers the students in your class will have.
5 Something you've decided to do right now.

Future time clauses

1〉 What can your smartphone do? What would you like your smartphone to be able to do?

2〉 LANGUAGE IN CONTEXT Read the article. Answer the questions.

The oPhone

What an amazing invention! This is a unique phone and it has a very special app. When you install the app on the phone, you'll be able to send and receive different smells!
It's possible to buy the app now, but you won't be able to use it just yet unless you have the right phone. When everyone has an oPhone, it will be possible to tag a smell, for example fresh bread or smells of the forest, and send it to a friend! However, scientists will have to do a lot of hard work before this happens. At the moment you can only use these phones in a small number of places, or oPhone hotspots. 'As soon as you can use them everywhere, I'll buy one!' says one enthusiastic reader. 'But I hope there's a volume button that will be able to reduce the smell – in case it's not very nice!' We definitely agree!



1 What is special about the oPhone?
2 Is it possible to buy the app today?
3 What does one reader want on this phone? Why?

3〉 ANALYSE Read the article again, look at the highlighted words and complete the rule.

We use a ___ tense to talk about the future after conjunctions like *if*, *unless*, ___.

4〉 PRACTISE Choose the correct options and write them in your notebook.

1 I'll buy the phone ***unless*** / ***if*** it's very expensive.
2 Take your credit card ***in case*** / ***unless*** you haven't got enough cash.
3 Shall we go to the phone store at lunchtime ***when*** / ***if*** you have got enough time?
4 ***Before*** / ***As soon as*** I get the phone, I'll send you a message!

5〉 Find and correct a mistake in each sentence in your notebook.

1 We'll stay home and watch a movie unless you want to.
2 In case it will rain, I'll take an umbrella.
3 Please phone me as soon as you'll get there.
4 Dave can't go to university unless he doesn't pass his exams.
5 When they will arrive, the party can start.
6 Unless it isn't windy, we'll have the barbecue in the back garden.
7 After you'll finish your exam, give me a call.

6〉 In your notebook, complete the sentences with the correct form of the verbs in brackets.

1 I'm not sure what the weather forecast is, but if it ___ (***be***) sunny, we ___ (***go***) to the beach.
2 I promise you, as soon as I ___ (***get***) my exam results, I ___ (***let***) you know!
3 I don't know how long the journey will be, but I ___ (***make***) some sandwiches in case it ___ (***be***) a long one.
4 ___ (***you*** / ***phone***) me with the price before you ___ (***buy***) the concert tickets, please?
5 I ___ (***not buy***) a new laptop unless it ___ (***be***) cheap.
6 Where ___ (***we*** / ***meet***) before we ___ (***go***) to the concert?

7〉 In your notebook, rewrite the sentences, using the words given.

1 If the laptop is too expensive, I won't buy it. **UNLESS**
I'll buy ___.
2 There's a possibility that the English test will include questions about the future tenses, so I must study them. **CASE**
I must study ___.
3 First, I need to check out a couple of websites, and then write the essay. **BEFORE**
I need to check out ___.
4 I want a hot shower the moment that I get home. **SOON**
I'll have ___.
5 The library closes at 4.30 and I'll leave then. **UNTIL**
I'll stay ___.

» **Grammar challenge!** Unit 4, page 111 , exercise 1

8〉 NOW YOU DO IT In your notebook, complete the sentences so that they are true for you.

1 I'll do some homework tonight unless ___.
2 When we've finished this lesson, ___.
3 If I have enough time at the weekend, ___.
4 As soon as I've had dinner tonight, ___.
5 Before I leave school today, ___.

4 READING AND VOCABULARY

reading for gist and detail • space travel

1 Read the factfile about Mars and check the meaning of the words in bold in a dictionary. Find one false statement.

FACTFILE

1 Mars is the fourth planet from the Sun.

2 **Gravity** on Mars is lower than on Earth, which means you can jump three times as high there.

3 The temperature on Mars is more or less the same as on Earth.

4 The atmosphere on Mars is very thin, so water cannot exist there in a **liquid** form.

5 You can't survive on Mars without a spacesuit as the low **pressure** would turn your blood into bubbles.

6 Mars has huge **dust storms** which last for weeks and cover the whole planet.

2 CD 1.27 Listen and check your answers to the factfile.

3 Work in pairs and answer the questions.

1 What else do you know about Mars or other planets in the solar system?

2 What famous astronauts do you know? What were their achievements?

4 Think about one word which you could use with the words below to make compound nouns. Which of the phrases refer to a) people, b) objects and c) activities?

suit travel shuttle tourist mission station exploration

5 Read the article below. What do the numbers refer to?

2012 2035 7 60 50

6 Read the text again and choose the correct answers.

1 Mars One is an example of a space project which
- a was initiated by a group of people.
- b caused little controversy.
- c will be run over a period of time.
- d was an international idea.

2 According to the text, the worst problem for some of the astronauts could be
- a difficult living conditions.
- b a long trip to Mars.
- c the idea of being filmed.
- d low temperatures.

3 The project volunteers
- a have not been put off by their uncertain future.
- b are not interested in the development of science.
- c were hard to find.
- d may come back to Earth one day in the future.

4 Some experts disapprove of the project because
- a it is mainly paid for by private people.
- b it is someone's private business.
- c it may not help science in any way.
- d it is risky in nature.

5 What is the author's purpose in writing this text?
- a To question the need for projects such as Mars One.
- b To explain how Mars One may help develop space exploration.
- c To consider the pros and cons of Mars One.
- d To praise Mars One as a brave initiative.



The human desire to colonise the universe has always met with mixed reactions. On the one hand, space missions enable teams of astronauts from all over the world to explore space for the sake of science. On the other, all space projects cost a fortune and critics say that the money could be better spent here on Earth. So it comes as no surprise that a new space exploration project called Mars One, announced a few years ago, has divided public opinion.

This private space project was launched in the Netherlands in 2012 by a Dutch businessman. The plan is to establish a human settlement on Mars by 2027. Unless something goes wrong, the first four astronauts will land on Mars after a seven-month journey from Earth and will then be joined by two or three more astronauts every two years so that by the year 2035 there will be over twenty people living on the planet.

One thing is certain – the living conditions will be extreme. As the average temperature is only –60°C and the atmosphere is unbreathable, the Martian colonists will spend most of their time inside capsules which provide about 50 square metres of space per person. And, what may be the hardest thing for some of them, they will live with almost no privacy at all, as their every move will be shown on reality TV back on Earth.

It may sound like just another brave space project but there is one big difference – the volunteers only get a one-way ticket; they will never be able to return to Earth. The prospect of dying on Mars, however, has not discouraged thousands of volunteers from all over the world from wanting to become space crew members.

No one can predict what the outcome for the Martian colonists will be, but they believe that it will benefit the human race and science in

7 Read the text in exercise 5 again. Complete the conversation in your notebook. Write between one and three words in each gap.

Amanda Can you remind me what this article about Mars One was about? I may use it for my project.

Liam Well, a Dutch businessman would like people [1] ___ on Mars by 2035. He intends to build a human settlement for [2] ___ there.

Amanda Ambitious plan! But the conditions on Mars are quite extreme, aren't they?

Liam Yes, humans can't [3] ___ there and the temperatures reach well below –60°C, so the astronauts will have to stay in special capsules.

Amanda Yes, I remember you saying that it is going to [4] ___ on Mars very uncomfortable. And didn't you say that people who go there [5] ___ to Earth?

Liam Yes, they'll have to stay there for the rest of their lives.

Amanda Why would anyone want to launch such a project?

Liam Mainly for [6] ___ reasons – to watch humans live in extreme conditions on an alien planet.

Amanda Cruel, I'd say. You also mentioned that the crew members are likely [7] ___ various medical problems and will stand no chance of getting any help. I don't like this idea, do you?

Liam I don't, but there are hundreds of [8] ___ willing to go there and colonise Mars …

general. It will allow scientists to observe how humans cope with living in isolation and whether or not it is possible to colonise another planet.

However, many experts consider the whole idea unethical, dangerous and even dishonest. They have accused the Dutch organisation of promising people something completely unrealistic and collecting huge amounts of money from both individuals and other organisations to sponsor the project. Additionally, they have pointed out serious problems the astronauts will have to face, such as lack of medicines, depression or another crew member's death. There's no denying though that if the mission succeeds, it will make history.



8 Work in pairs and answer the questions.

1 Do you think that the volunteers for Mars One are brave or just irresponsible? Why?
2 What other problems may the astronauts face while they live on Mars?
3 Should you learn more about space exploration at school? Why?/Why not?

Vocabulary development

9 In your notebook, complete the phrases with the correct words from the text in exercise 5. Then match them with their Polish translations.

1 explore ___
2 colonise the ___
3 land ___
4 establish a human ___ on Mars
5 benefit the ___
6 make ___

a przysłużyć się ludzkości
b skolonizować wszechświat
c założyć kolonię na Marsie
d badać kosmos
e przejść do historii
f wylądować na Marsie

10 Translate the Polish parts of the text into English. Use the phrases from exercise 9.



[1] ___ (*Kiedy ludzie wylądują*) on Mars, it [2] ___ (*przejdzie do historii*). Personally, I wouldn't like to live on a different planet, but I think it's a good idea [3] ___ (*aby badać kosmos*). Space exploration [4] ___ (*przysłuży się ludzkości*) and science, and who knows what discoveries will be made. Another thing is that [5] ___ (*jeśli nie założymy kolonii na Marsie*), we may never find out if life exists there.

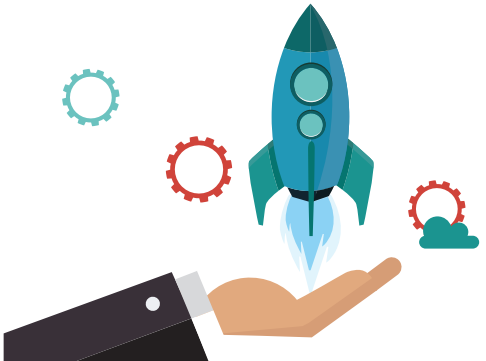
» **Vocabulary challenge!** Unit 1, page 110, exercises 3 and 4

11 Work in pairs. Discuss the pros and cons of space travel.

Student A: Think of as many advantages as you can.
Student B: Think of as many disadvantages as you can.

For:
1 People explore space for scientific reasons so that we can learn more about the universe.
2 ___

Against:
1 Building space shuttles is too expensive. We could use the money to help poor people.
2 ___



4 SPEAKING

a stimulus-based discussion

1 Read the list of different areas of science and answer the questions.

social science **astronomy** **physics** **neuroscience** **computer science** **linguistics** **archaeology**

1 Which areas of science deal with the topics below?
   a the nervous system
   b the structure of language
   c ancient societies
   d physical objects and natural forces
2 What do the other sciences deal with?
3 Which sciences do you find the most interesting? Why?

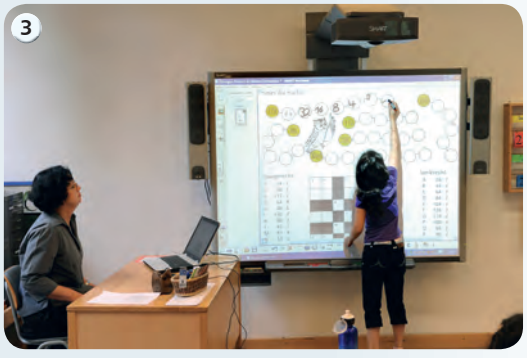
2 CD 1.28 Listen to Adam doing the speaking task below and answer the questions.

1 Which option does Adam choose? What reasons does he give?
2 Why does he reject the other options?

Popatrz na zdjęcia 1–3. Twój wychowawca planuje zorganizować w szkole festiwal nauki. Masz do wyboru trzy poniższe propozycje zajęć naukowych.
- Wybierz te zajęcia, które będą, Twoim zdaniem, najciekawsze i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.







3 CD 1.28 Listen again and complete the Phrase Bank in your notebook.

Phrase Bank

▶ Expressing preference; giving arguments

The best [1] ___ *for me would be the workshop in picture 3.*
Lessons with interactive whiteboards appeal to me [2] ___ */ the least because …*
On top of this, I'd prefer [3] ___ *an interactive whiteboard because …*
I wouldn't [4] ___ *for / choose the option of doing experiments.*
I'd [5] ___ *study by myself than in a group.*
It is [6] ___ *more motivating / less interesting for me.*
I [7] ___ *doing experiments quite boring / interesting / engaging.*

4 Work in pairs. Take turns to do the task in exercise 2.

Watch out!

prefer + ***-ing*** form / noun + ***to*** + ***-ing*** form / noun
I prefer watching science programmes to reading science books.
Mark prefers physics to maths.

would prefer + ***to*** + infinitive + ***rather than*** + infinitive
I'd prefer to go to a multimedia presentation rather than watch a science documentary.

would rather + infinitive + ***than*** + infinitive
I'd rather do some project work than go to a multimedia presentation during the science days at school.

5 In your notebook, rewrite the sentences, starting with the phrases given.

1 I prefer studying sciences to humanities. **I'd rather** ___.
2 I wouldn't choose the science centre. **I wouldn't go** ___.
3 The option in the first picture is the best for me. **The option in the first picture appeals** ___.
4 Learning through modern technologies is interesting for me. **I find** ___.
5 I think it's better to do experiments than learn from a book. **I prefer** ___.
6 Studying physics would be more interesting to me than studying chemistry. **I'd prefer** ___.
7 Group work is better for me than individual work. **I prefer** ___.

6 Work in pairs and answer the questions, using the expressions from the Phrase Bank. Give reasons to support your answers.

1 What would you rather study more of: biology or maths?
2 Would you rather visit an interactive science museum or a sea life centre?
3 Would you rather work as an IT scientist or a doctor?
4 Which invention do you consider more useful to people: the car or the plane?
5 Do you prefer working alone or in a group? Why?

7 Work in pairs. Go to page 115. Take turns to do the speaking task.

WRITING 4

letter to the editor



1〉 Work in pairs and answer the questions.

1 Do you think a smartwatch is a good idea? Why? / Why not?
2 What does a smartwatch allow its user to do?

2〉 Read the letter and, in your notebook, complete it with the words below. Do you agree with the author of the letter? Why? / Why not?

handy addicted gimmicky inventions generation

Dear Editor,

I have recently read your article on the popularity of technological gadgets, and I feel I should make my voice heard. Like most youngsters I am interested in technology and what it offers to my [1] ___.

I am of the opinion that technological gadgets are meant to help people in their everyday life. For instance, let us examine the smartwatch. It goes without saying that it is a very [2] ___, easy-to-use, multi-function appliance which can replace our smartphone. However, one must bear in mind that not all gadgets are as useful. Very often, manufacturers produce novel [3] ___ objects and market them as 'indispensable', only to convince us of their value. Thus, it is essential that we buy only those devices which will truly make our lives easier rather than those currently in fashion.

As regards the future, I am utterly convinced that there will be more and more gadgets sold all over the world. People will always be keen to see what technology is capable of doing, and I am certain that our homes are sure to be full of new [4] ___. What is more, robots are likely to take over some of our household chores, which means that technology is bound to become part of our lives. What is vital, therefore, is that we remain sensible and do not get [6] ___ to gadgets. I am in favour of technological progress; yet, I hold that humans should be able to live free of technology too, and, above all, think for themselves.

In conclusion, let me stress that we need to strike some balance between using and not using technology. What matters is that we use it when it genuinely facilitates our lives. I object to it when it adds nothing to our lives except for making us look fashionable!

3〉 Read the task below. Find the parts of the letter where the student refers to the points in the task. What arguments does the author give?

Jedno z młodzieżowych czasopism zapytało czytelników o to, co sądzą o coraz to nowszych gadżetach technologicznych. Napisz **list do redakcji**, w którym wyrazisz opinię i przedstawisz swoje przemyślenia na temat przyszłości tych gadżetów.

4〉 Read the Phrase Bank. Choose the correct options and write them in your notebook. Sometimes more than one answer is correct.

Phrase Bank 1

▸ Expressing opinions in a formal way
I feel I should [1] ***make*** / ***take*** my voice heard.
I am of the opinion that …
It [2] ***goes*** / ***means*** without saying that …
One must bear in [3] ***opinion*** / ***mind*** that …
I am utterly convinced … | I am in favour of …
I object [4] ***on*** / ***to*** it when … | I hold that …

▸ Expressing probability
Our homes are [5] ***sure*** / ***certain*** to be full of inventions.
Robots are likely to take over our homes.
Technology is [6] ***bound*** / ***expect*** to become part of our lives.

▸ Expressing results
Therefore / ***Thus***, … | As a [7] ***result*** / ***consequence***, …
It may [8] ***lead*** / ***result*** to …

5〉 Read the expressions in the Phrase Bank below. Find the ones which have been used in the letter in exercise 2. Then translate all the expressions into Polish.

Phrase Bank 2

▸ Expressing importance
It is essential/necessary that … | What is crucial/vital is …
Let me emphasise/stress … | What matters/counts is that …
It is of paramount importance to realise/worth remembering that …

6〉 Work in pairs and answer the questions. Use the expressions from Phrase Bank 2.

What is important when you …
1 buy a new smartphone?
2 buy products online?
3 share information about yourself online?

7〉 In your notebook, translate the sentences into English. Use a different expression from the Phrase Banks each time.

1 Należy pamiętać, że technologia powinna służyć człowiekowi.
2 To, co się liczy to użyteczność danego gadżetu.
3 Jestem za tym, aby roboty zastępowały ludzi w wykonywaniu obowiązków domowych.
4 Z pewnością będziemy korzystali z technologii coraz częściej.
5 Chciałbym podkreślić rolę technologii w medycynie.
6 Jestem głęboko przekonana, że roboty nigdy nie zastąpią człowieka.

8〉 Read the instructions and do the writing task in your notebook.

Jedno z młodzieżowych czasopism zapytało czytelników o to, co sądzą na temat możliwości zastąpienia ludzi przez roboty w niektórych sferach życia. Napisz **list do redakcji**, w którym wyrazisz swoje zdanie na ten temat oraz przedstawisz swoje przemyślenia dotyczące konsekwencji tego zjawiska.

4 ENGLISH IN USE

1〉 Choose the translation which is the closest to the original sentence. Write the answers in your notebook.

1 Pomyślałem, że moglibyśmy pójść na ten festiwal nauki.
- a I thought we could go to this science festival.
- b I thought of going to this science festival.

2 Jeżeli nie uzbieram wystarczającej ilości pieniędzy, nie kupię sobie nowego aparatu cyfrowego.
- a If I collect enough money, I won't buy a new digital camera.
- b Unless I collect enough money, I won't get a new digital camera.

3 Naukowcy prowadzą liczne badania na ludzkim mózgu.
- a Scientists do a lot of research into the human brain.
- b Scientists often do experiments on the human brain.

4 Może weźmiemy udział w tym konkursie naukowym?
- a Are we going to take part in this science competition?
- b Shall we take part in this science competition?

5 Wpisz swoje hasło dostępu – i powinno działać.
- a Enter your password and it should work.
- b When you enter your password, it will work.

2〉 Choose the answer which means the same as the Polish parts of the sentences in brackets.

1 Take your phone ___ (*na wypadek, gdybyś miał*) any problems finding the science centre.
- a unless you have
- b in case you have
- c as soon as you have

2 ___ (*Wolałabym dostać*) a smartwatch than a tablet for my birthday.
- a I'd love to get
- b I prefer getting
- c I'd rather get

3 In your opinion who ___ (*dokonał*) the greatest discovery in history?
- a has made
- b has taken
- c has done

4 ___ (*Nie mógłbym się obejść*) without my phone.
- a I won't survive
- b I can't live
- c I couldn't do

5 I won't be able to use the laptop until ___ (*ktoś go naprawi*).
- a someone will fix it.
- b someone fixes it.
- c someone has to fix it.

6 ___ (*Czy dasz mi znać*) as soon as you find out the results of your physics exam?
- a Will you let me know
- b Are you going to let me know
- c Do you intend to let me know

3〉 Read the text and choose the correct answers.

futureMe.org



Have you ever thought of sending yourself an email that you could read in the future? If not, [1] ___ a look at FutureMe.org. It is a website which allows you to write yourself a letter and send it to your email account at any date up to thirty years in the future. The service will store the data for you [2] ___ it is ready to be sent.

If it [3] ___ like fun to you, go to the website, set your password and register [4] ___ its user. Once you [5] ___ it, you can post the message you would like to receive in a few years from now. You can make your letter private or public, and attach a photograph [6] ___ it.

Why would anyone want to do something like this? Well, you could remind yourself of what dreams and hopes for the future you used to have in the past or what your life was like a [7] ___ years back. The people behind the service believe that their idea will [8] ___ many people as it will function as a historical record of one's past.

1	a make	b take	c give	d keep
2	a unless	b until	c in case	d when
3	a will sound	b sounds	c is sounding	d sounded
4	a as	b with	c like	d for
5	a are doing	b did	c have done	d will do
6	a with	b to	c on	d up
7	a few	b lot	c many	d some
8	a encourage	b offer	c invest	d benefit

4〉 Read the dialogue. In your notebook, complete the sentences using the words in brackets and any other suitable words. Do not change the words given.

Alan So, what happened? Where was your phone stolen?
Asia Well, I was in the shopping centre. I [1] ___ (***talk***) to my boyfriend on the phone when a man ran past me and grabbed my phone. That's all.
Alan Did you report it to the police?
Asia Of course. I went to the police station [2] ___ (***soon***) I realised what had happened.
Alan Did they check the CCTV to identify the man?
Asia They said they would, and let me know when they find the thief. The worst thing is that I had all my photos on that phone! I forgot [3] ___ (***back***) on my laptop.
Alan [4] ___ (***pity***)! I'm so sorry to hear it. I hope the police will find the guy, and your phone.
Asia Well, I [5] ___ (***optimistic***) as you are. I've lost hope. ☹

5〉 Work in pairs. Write a list of words and phrases connected with technology and science beginning with each letter of the alphabet. Include as many words as you can for each letter. Compare your lists in class. Who has the most items?

A – attachment, astronaut, astronomy …



Tip

Pamiętaj, aby w czasie rozmowy odnieść się do wszystkich punktów zadania oraz rozwinąć je, np. poprzez podanie dodatkowych informacji czy przykładów.

1〉 CD 1.29 **Listen to a student doing the speaking task below and answer the questions.**

1 Which point has the student NOT developed?
2 What could you say to develop that point?

TEST IT! 4 minuty

Planujesz wraz z kolegą z Anglii wyjazd do muzeum w dużym mieście. W rozmowie omów poniższe kwestie:

dojazd do muzeum | wybór muzeum | zaproszenie innych osób | termin

(*Rozmowę rozpoczynasz Ty.*)

Tip

Pamiętaj, aby w trakcie rozmowy odpowiednio reagować na to, co mówi rozmówca. Jeśli odrzuca on Twoje propozycje lub ma odmienne zdanie, rozpocznij negocjacje, podając inne rozwiązania lub dodatkowe argumenty na poparcie swojego stanowiska. Spróbuj znaleźć rozwiązanie kompromisowe.

2〉 CD 1.29 **Listen to the dialogue again and complete phrases 1–11 in your notebook.**

1 Why ___ we go to the new exhibition at the science museum?
2 That ___ good.
3 ___ we ask Ruth and Gary to come too?
4 I'm not ___.
5 Good ___.
6 ___ go next Saturday morning.
7 ___ we go in the afternoon?
8 OK, that's ___ with me.
9 We ___ go up by train.
10 I don't think ___.
11 ___ enough.

3〉 **Copy and complete the table with the phrases from exercise 2.**

Make a suggestion	Accept a suggestion	Reject a suggestion
___	___	___

4〉 **Work in pairs. Role-play the dialogues using the prompts.**

STEP BY STEP 4

speaking

1 A Let's meet in front of the school on Saturday.
B *Nie zgódź się, podając przyczynę.*
A *Zaproponuj inne miejsce / termin.*
B Good idea. See you then.

2 A Why don't we go to see the new Benedict Cumberbatch film at the cinema?
B *Odrzuć propozycję, podając przyczynę.*
A *Zaproponuj inny film i wyjaśnij, dlaczego warto go zobaczyć.*
B Fine. Let's see that.

3 A I've got to buy a laptop. Can you come with me on Friday after school?
B *Zgódź się, ale zaproponuj inny termin.*
A *Wyjaśnij, dlaczego zaproponowany termin Ci nie odpowiada i zasugeruj inny.*
B That's fine. We can go then.

4 A A new TV series started last night. You must watch it.
B *Poproś o więcej informacji.*
A *Odpowiedz i zachęć kolegę/koleżankę do obejrzenia programu.*
B OK, I'll watch the next episode then.

5〉 **Work in pairs and do the speaking task below. Then swap roles and do the task again.**

TEST IT! 4 minuty

Uczeń A

Wraz z kolegą/koleżanką ze Szkocji planujesz wyjście do kina na film science fiction. W rozmowie omówcie poniższe cztery kwestie:

wybór filmu | zaproszenie innych osób | termin i miejsce spotkania | cena biletu

(*Rozmowę rozpoczynasz Ty.*)

Uczeń B

Jesteś kolegą/koleżanką ucznia A ze Szkocji. Rozmawiacie na temat wspólnego wyjścia do kina na film science fiction. W zależności od tego, jak potoczy się rozmowa, porusz **wszystkie/wybrane** punkty.

- Poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii.
- Uprzejmie nie zgódź się z uczniem A w jednej z kwestii.
- Nie jesteś zainteresowany/zainteresowana filmem zaproponowanym przez ucznia A.
- Nie odpowiada Ci zaproponowane miejsce spotkania.
- Nie chcesz płacić za droższy bilet do kina w weekend.



4 REVIEW 4

Complete all the exercises on this page in your notebook.

1 Complete the sentences with the words and phrases below. There is one extra item.

software **space shuttle** **websites** **feedback** **search engine** **space** **data** **human race**

1 I often bookmark my favourite ___ to find them quickly when I need them.
2 I store a lot of ___ on my pen drive.
3 Most people never leave ___ on shopping sites.
4 It must be fascinating to explore ___ and see part of the universe for yourself.
5 I think everybody knows how to use a ___ to find information online.
6 Scientists believe that space exploration will benefit the ___.
7 It's necessary to update antivirus ___ regularly.

___/7

2 Translate the Polish parts of the sentences into English. Use *do*, *make* or *take*.

1 When I ___ (*robię notatki*) quickly, I ___ (*robię dużo błędów*).
2 ___ (*Nie spiesz się*). You have a week ___ (*aby podjąć decyzję*).
3 This group of scientists ___ (*wykonała wiele eksperymentów*) and ___ (*dokonała wielu odkryć*).
4 I ___ (*wykonuję dużo pracy*) on my laptop and I ___ (*nie mógłym obejść się*) without it.

___/4

3 Complete the sentences with the correct forms of the verbs in brackets. Use *will*, *going to*, the present simple or present continuous.

1 Do you know what time the science festival ___ (*start*) tomorrow?
2 We ___ (*go*) to an exhibition of the newest gadgets today.
3 Look at those clouds. It ___ (*rain*).
4 The phone's ringing. Don't get up, Mum, I ___ (*answer*) it.
5 What subject ___ (*you* / *study*) when you finish high school?
6 Bob ___ (*have*) his first English lesson on Skype tonight.
7 We can't go to the club yet because it ___ (*not open*) until 10 a.m.
8 I'm sure you ___ (*pass*) your chemistry exam very well.

___/8

4 Write sentences using the prompts and the expressions in brackets.

1 I / buy / the tablet / too expensive. (*unless*)
2 We / text you / we / get home. (*as soon as*)
3 Sheila / go / to the planetarium / she / have / some free time. (*when*)
4 Take some cash / you / not can / pay by card. (*in case*)
5 My younger brother / not stop playing computer games / my parents / take the computer out of his room. (*until*)

___/5

5 Choose the correct option and write it in your notebook.

Liam I'd [1]*rather* / *prefer* study the science than humanities. How about you?
Ella Well, I [2]*prefer* / *would prefer* studying history [3]*than* / *to* maths.
Liam I'm just the opposite. I [4]*think* / *find* science much more engaging. I would never go [5]*for* / *at* a university course in history.
Ella Well, everyone is different. Anyway, I thought we [6]*will* / *could* go to the cinema tomorrow. [7]*Will* / *Shall* I book the tickets?

___/7

6 Complete the instructions with appropriate words.

How to use a PDF reader

To [1] ___ with, you [2] ___ find PDF reader software online. [3] ___ that, you can start the installation process. You [4] ___ click on INSTALL and wait for the program to install itself on your laptop. It only takes a few seconds. [5] ___ this is done, just agree to the terms and conditions of using this program, and it's ready to use.

___/5

7 Work in pairs and test each other.

Student A: go to page 122.
Student B: go to page 129.



» **SPEAKING TEST 2**, page 117

Digital skills / Umiejętności cyfrowe

bookmark a website /ˈbʊkˌmɑː(r)k ə ˈwebˌsaɪt/ dodawać stronę internetową do zakładek
create a website /kriˌeɪt ə ˈwebˌsaɪt/ tworzyć stronę internetową
leave feedback on a shopping site /ˌliːv ˈfiːdbæk ɒn ə ˈʃɒpɪŋ ˌsaɪt/ zostawiać komentarz na stronie sklepu internetowego
make a video call /ˌmeɪk ə ˈvɪdiəʊ ˌkɔːl/ przeprowadzić wideorozmowę
navigate a website /ˌnævɪgeɪt ə ˈwebˌsaɪt/ poruszać się po stronie internetowej
post on a forum /ˌpəʊst ɒn ə ˈfɔːrəm/ zamieszczać komentarze na forum internetowym
share music or photos /ˌʃeə(r) ˈmjuːzɪk ɔː(r) ˈfəʊtəʊz/ udostępniać muzykę lub zdjęcia
store data on a device /ˌstɔː(r) ˈdeɪtə ɒn ə dɪˌvaɪs/ przechowywać dane na urządzeniu
update antivirus software /ʌpˌdeɪt ˈæntiˌvaɪrəs ˈsɒf(t)ˌweə(r)/ aktualizować oprogramowanie antywirusowe
use a new search engine /ˌjuːz ə ˌnjuː ˈsɜː(r)tʃ ˌendʒɪn/ korzystać z nowej wyszukiwarki
write code /raɪt ˈkəʊd/ programować, kodować

Collocations with *do* / *make* / *take* / Kolokacje z *do* / *make* / *take*

cannot do without sth /ˈkænɒt duː wɪðˈaʊt ˌsʌmθɪŋ/ nie móc się bez czegoś obejść
do a lot of work /ˌduː ə lɒt əv ˈwɜː(r)k/ dużo pracować, wykonywać dużo pracy
do an experiment /ˌduː ən ɪkˈsperɪmənt/ przeprowadzać eksperyment
do research /ˌduː ˈriːsɜː(r)tʃ/ prowadzić badania naukowe, gromadzić informacje
make a comment /ˌmeɪk ə ˈkɒment/ skomentować coś
make a discovery /ˌmeɪk ə dɪˈskʌv(ə)ri/ dokonać odkrycia, odkryć coś
make mistakes /ˌmeɪk mɪˈsteɪks/ popełniać błędy
make/take notes /ˌmeɪk, ˌteɪk nəʊts/ robić notatki
make/take a decision /ˌmeɪk, ˌteɪk ə dɪˈsɪʒ(ə)n/ podejmować decyzję
take a look at sth /ˌteɪk ə ˈlʊk ət ˌsʌmθɪŋ/ rzucać okiem na coś
take the time /ˌteɪk ðə ˈtaɪm/ znaleźć czas (żeby coś zrobić)

Space travel / Podróże kosmiczne

benefit the human race /ˌbenɪfɪt ðə ˌhjuːmən ˈreɪs/ przynosić korzyści ludzkości
breathe /briːð/ oddychać
colonise the universe /ˌkɒlənaɪz ðə ˈjuːnɪˌvɜː(r)s/ kolonizować wszechświat
dust storm /ˈdʌst stɔː(r)m/ burza piaskowa
establish a human settlement on Mars /ɪˌstæblɪʃ ə ˌhjuːmən ˈset(ə)lmənt ɒn ˈmɑː(r)z/ zakładać ludzką osadę na Marsie
explore space /ɪkˌsplɔː(r) ˈspeɪs/ badać kosmos
gravity /ˈgrævəti/ grawitacja
land on Mars /ˌlænd ɒn ˈmɑː(r)z/ lądować na Marsie
liquid /ˈlɪkwɪd/ płynny
make history /ˌmeɪk ˈhɪst(ə)ri/ przejść do historii
planet /ˈplænɪt/ planeta
pressure /ˈpreʃə(r)/ ciśnienie
return /rɪˈtɜːn/ powracać
scientific /ˌsaɪənˈtɪfɪk/ naukowy
space exploration /speɪs ˌeksplə'reɪʃ(ə)n/ badanie kosmosu
space mission /ˈspeɪs ˌmɪʃ(ə)n/ misja kosmiczna
space shuttle /ˈspeɪs ʃʌt(ə)l/ prom kosmiczny
space station /ˈspeɪs ˌsteɪʃ(ə)n/ stacja kosmiczna
space tourist /ˈspeɪs ˌtʊərɪst/ turysta w przestrzeni kosmicznej
spacesuit /ˈspeɪsˌsuːt/ skafander kosmiczny
volunteers /ˌvɒlənˈtɪəz/ ochotnicy

Science / Nauka

area of science /ˌeəriə əv ˈsaɪəns/ dziedzina nauki
archaeology /ˌɑː(r)kiˈɒlədʒi/ archeologia
astronomy /əˈstrɒnəmi/ astronomia
computer science /kəmˈpjuːtə(r) ˌsaɪəns/ informatyka
humanities /hjuːˈmænətiz/ nauki humanistyczne
linguistics /lɪŋˈgwɪstɪks/ językoznawstwo
neuroscience /ˈnjʊərəʊˌsaɪəns/ nauka o mózgu i o układzie nerwowym
physics /ˈfɪzɪks/ fizyka
scientist /ˈsaɪəntɪst/ naukowiec
social science /ˈsəʊʃ(ə)l ˌsaɪəns/ nauki społeczne

Other words / Pozostałe wyrażenia

accuse sb of sth /əˈkjuːz ˌsʌmbədi əv ˌsʌmθɪŋ/ oskarżać kogoś o coś
armchair critic /ˌɑː(r)mˌtʃeə(r) ˈkrɪtɪk/ domorosły krytyk
astronaut /ˈæstrəˌnɔːt/ astronauta / astronautka
be addicted to sth /bi əˈdɪktɪd tʊ ˌsʌmθɪŋ/ być uzależnionym od czegoś
calculate /ˈkælkjʊleɪt/ obliczać, kalkulować
collapse /kəˈlæps/ mieć poważną awarię, zepsuć się nagle
considerably /kənˈsɪd(ə)rəbli/ znacznie
cope with sth /ˈkəʊp wɪθ ˌsʌmθɪŋ/ radzić sobie z czymś
cost a fortune /ˌkɒst ə ˈfɔː(r)tʃən/ kosztować majątek
crew member /ˈkruːˌmembə(r)/ członek załogi
device /dɪˈvaɪs/ urządzenie
exaggerate the problem /ɪgˌzædʒəreɪt ðə ˈprɒbləm/ wyolbrzymiać problem
facilitate /fəˈsɪlɪteɪ/ ułatwiać
gadget /ˈgædʒɪt/ gadżet
generation /ˌdʒenəˈreɪʃ(ə)n/ pokolenie
handy /ˈhændi/ przydatny, praktyczny
indispensable /ˌɪndɪˈspensəb(ə)l/ niezbędny
invent / invention / inventor /ɪnˈvent, ɪnˈvenʃ(ə)n, ɪnˈventə(r)/ wynaleźć / wynalazek / wynalazca
irresponsible /ˌɪrɪˈspɒnsəb(ə)l/ nieodpowiedzialny
launch a project /ˌlɔːntʃ ə ˈprɒdʒekt/ rozpoczynać realizację projektu
life-saving /ˈlaɪfˌseɪvɪŋ/ ratowniczy, ratujący życie
manufacturer /ˌmænjəˈfæktʃ(ə)rə(r)/ producent, wytwórca
market sth /ˈmɑːkɪt ˌsʌmθɪŋ/ promować coś
Martian /ˈmɑː(r)ʃ(ə)n/ marsjański
meet with mixed reactions /ˌmiːt wɪθ ˌmɪkst riˈækʃ(ə)nz/ spotykać się ze zmiennymi reakcjami
new reality /ˌnjuː riˈæləti/ nowa rzeczywistość
novel /ˈnɒv(ə)l/ nowy, nowatorski
on display /ɒn dɪˈspleɪ/ na wystawie
outcome /ˈaʊtˌkʌm/ wynik, rezultat
privacy /ˈprɪvəsi/ prywatność
sensible /ˈsensəb(ə)l/ rozsądny
smart devices /ˌsmɑː(r)t dɪˈvaɪsəz/ inteligentne urządzenia
smartwatch /ˈsmɑː(r)tˌwɒtʃ/ inteligentny zegarek
smell /smel/ zapach
speak face to face /ˌspiːk ˌfeɪs tʊ ˈfeɪs/ rozmawiać twarzą w twarz
strike balance /ˌstraɪk ˈbælәns/ zachowywać równowagę, znajdować złoty środek
survive /səˈ(r)vaɪv/ przetrwać, przeżyć
tag /tæg/ otagować, oznaczać kategorię czegoś
technological progress /teknəˌlɒdʒɪk(ə)l ˈprəʊgres/ postęp technologiczny
text /tekst/ wysyłać SMS
turn up the volume /ˌtɜː(r)n ˈʌp ðə ˈvɒlju:m/ pogłaśniać
wheel /wiːl/ koło
wristwatch /ˈrɪs(t)ˌwɒtʃ/ zegarek na rękę
youngster /ˈjʌŋstə(r)/ młoda osoba

Challenge!

avoid malicious software /əˌvɔɪd məˌlɪʃəs ˈsɒf(t)ˌweə(r)/ unikać złośliwego oprogramowania
coexist /ˌkəʊɪgˈzɪst/ koegzystować, współistnieć
cooperate /kəʊˈɒpəreɪt/ współpracować
disappear /ˌdɪsəˈpɪə(r)/ znikać
disapprove of sth /ˌdɪsəˈpruːv əv ˌsʌmθɪŋ/ nie popierać, nie aprobować
experience problems /ɪkˌspɪəriəns ˈprɒbləmz/ napotykać problemy
make threats /meɪk ˈθrets/ grozić (komuś)
mislead /mɪsˈliːd/ zmylić, wprowadzać w błąd
misunderstand /ˌmɪsʌndə(r)ˈstænd/ źle zrozumieć
overcrowded /ˌəʊvə(r)ˈkraʊdɪd/ przeludniony, zatłoczony
overspend /ˌəʊvə(r)ˈspend/ wydawać za dużo, przekraczać budżet
protect your personal data /prəˌtekt jə(r) ˈpɜː(r)s(ə)nəl ˌdeɪtə/ chronić swoje dane osobowe
report trolling /rɪˌpɔː(r)t ˈtrɒlɪŋ/ zgłaszać obraźliwe wpisy w internecie
retake /ˌriːˈteɪk/ podchodzić ponownie (do egzaminu)
rethink /ˌriːˈθɪŋk/ przemyśleć ponownie
social media /ˈsəʊʃ(ə)l ˌmiːdiə/ media społecznościowe
underachieve /ˌʌndərəˈtʃiːv/ wypadać poniżej oczekiwań
underpaid /ˌʌndə(r)ˈpeɪd/ źle wynagradzany
use parental controls /ˌjuːz pəˌrent(ə)l kənˈtrəʊlz/ korzystać z zabezpieczeń rodzicielskich
use privacy settings /ˌjuːz ˌprɪvəsi ˈsetɪŋz/ korzystać z ustawień prywatności
use secure websites /ˌjuːz sɪˌkjʊə(r) ˈwebˌsaɪts/ korzystać z bezpiecznych stron internetowych
virus /ˈvaɪrəs/ wirus
write hurtful things online /raɪt ˌhɜː(r)tf(ə)l ˈθɪŋz ˈɒnlaɪn/ pisać krzywdzące komentarze w Internecie

1–4 TEST PRACTICE

Rozumienie ze słuchu – poziom rozszerzony Dobieranie

1〉 CD 1.30 Usłyszysz dwukrotnie wypowiedzi czterech osób na temat wyglądu. Do każdej wypowiedzi (1–4) przyporządkuj właściwe zdanie (A–E). Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi. Zapisz numery wypowiedzi w zeszycie i obok nich dopisz litery A–E.

This speaker thinks that

A	the notion of body image starts at an early age.
B	images of slim celebrities affect the confidence of young people.
C	young people are influenced more by their friends than famous people.
D	rules should be introduced to control unrealistic images of attractive people.
E	representations of beauty are a reflection of changing opinions.

Rozumienie ze słuchu – poziom podstawowy Uzupełnianie luk

2〉 CD 1.31 Usłyszysz dwukrotnie wywiad ze zwyciężczynią zawodów. Na podstawie informacji zawartych w nagraniu uzupełnij luki (1–5) w poniższych zdaniach. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

1 The WorldSkills competition never ___ in the same country.
2 You must be between 17 and 22 years old to ___ in the competition.
3 In some countries people who win the competitions become ___.
4 Hayley liked the competition because of its fantastic ___.
5 The last competition ___ by many spectators.

Rozumienie pisanego tekstu – poziom podstawowy Wybór wielokrotny

3〉 Przeczytaj poniższe teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz numery pytań w zeszycie i obok nich wpisz litery A, B lub C.

Tekst 1.

Is this real?

Are you passionate about technology and obsessed with new gadgets and games? Then we're offering you the chance of a lifetime to check out the very latest in Virtual Reality. A new science series on Channel 15 is looking for volunteers to test and report live on new virtual reality gadgets. The show is called 'Is this real?' and will be looking at people's reactions when they're wearing special VR headsets. Who knows? You may find yourself underwater with sharks or escaping from a prison. Apply soon!

1 The author of the text
A describes a new gadget that uses virtual reality.
B gives information about a new game.
C explains the idea of a TV programme.

Tekst 2.

You know what a bad reputation our local computer shop has for customer service, don't you? Well, you can guess how worried I was when my laptop started making a terrible noise and crashing every time I tried to download something. Trudy had said her brother was good at fixing computers, but he didn't manage to solve the problem, so in the end I took it back to the shop and amazingly, they repaired it in a day. They worked very hard and showed me how to avoid the problem in future. I definitely needn't have worried.

2 The writer of the text wants to
A complain about a computer she bought.
B recommend a friend who can repair computers.
C praise a store for its efficiency.

Tekst 3.

The Present

'Close your eyes,' my brother said. Obediently I closed my eyes and waited. Every year we went through the same ritual. He placed his present on the table (usually chocolates or a book) and I opened my eyes and pretended to be surprised, although I had always sneaked a look at whatever he'd bought me. My brother, predictably, always hid it in the same place. This year, however I hadn't been able to find it. So this was going to be a REAL surprise.
'Open your eyes,' said a voice. I was confused. It wasn't my brother. I opened my eyes and sitting on the table was a tiny robot. It was looking at me with shining eyes and its mouth was curved in a smile. 'Happy birthday, Gemma!' it said in a thin metallic voice. I nearly fell off my chair.

3 The writer was shocked because
A the tradition on her birthday had changed.
B the present her brother had got her was unusual.
C the robot had the same voice as her brother.

Znajomość środków językowych – poziom rozszerzony Test luk

4 Przeczytaj poniższy tekst. Wpisz w każdą lukę jeden wyraz z ramki w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.

speak comment possible secure convenient depart

SILENT JOURNEY

Are you about to go on a plane? Maybe you're flying off on holiday or simply catching an internal flight to another part of the country. It sounds remarkable but you could [1] ___ make the whole journey without having a conversation with someone!

In the past you would have had to check in with an airline representative at the airport and show your tickets. Now you print out a ticket at home and check in with a machine. Then it's passport control, no speaking required, just your passport and the same with the [2] ___ checks. No questions, just bags through the scanner you go through the check. Onto the plane, read a magazine and then leave the plane on landing. More silent passport checking and you're out of the airport. Order a taxi online at your [3] ___ from your phone, key in your destination, pay the arranged fare on arrival and there you are. Not a word [4] ___ from door to door. Amazing!



Znajomość środków językowych Tłumaczenie

5 Na podstawie poniższych opisów (1–5) napisz, co mógłbyś/mogłabyś w danej sytuacji powiedzieć. Odpowiedź powinna być sformułowana w języku angielskim i nie przekraczać dwóch zdań.

1 Grzecznie odmów koledze wspólnego wyjścia do kina. Podaj powód, dla którego nie możesz pójść.
2 Wytłumacz przechodniowi, jak dojść do najbliższej stacji kolejowej z centrum miasta, w którym mieszkasz.
3 Pogratuluj koledze wygranej w zawodach sportowych. Powiedz, dlaczego jesteś z niego dumny.
4 Zaproś koleżankę do restauracji i uzasadnij wybór miejsca.
5 Przeproś nauczyciela za niewywiązanie się w terminie z zadania domowego. Wyjaśnij przyczynę opóźnienia.

Mówienie Rozmowa na podstawie ilustracji

6 In pairs, take turns to describe the picture and answer the three questions.



1 Why do you think the grandpa and the boy are not sitting at the table?
2 Do you enjoy big family meals? Why?/Why not?
3 Tell us about a recent family celebration you went to.

Wypowiedź pisemna – poziom podstawowy Wpis na blogu

7 Read the instructions and do the writing task in your notebook.

Niedawno uczestniczyłeś/uczestniczyłaś w rozmowie w sprawie pracy. Zredaguj wpis do zamieszczenia na blogu (100–150 wyrazów) i:
- wyjaśnij, dlaczego ubiegałeś się/ubiegałaś się o to stanowisko,
- zrelacjonuj przebieg rozmowy,
- napisz, jakie wrażenie zrobiła na Tobie osoba rekrutująca pracowników,
- udziel czytelnikom bloga wskazówek dotyczących rozmów w sprawie pracy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Wypowiedź pisemna – poziom rozszerzony Artykuł

8 Read the instructions and do the writing task in your notebook.

Niedawno obejrzałeś/obejrzałaś debatę szkolną na temat planów zniesienia obowiązku wykonywania prac domowych. Napisz **artykuł** na szkolną stronę internetową, w którym opiszesz przebieg debaty i wyrazisz swoją opinię na temat tej propozycji.

Wypowiedź powinna zawierać 200–250 wyrazów.

5 Food for thought!

VOCABULARY food items • describing food

1 Work in pairs and answer the questions.

1 What's your favourite meal?
2 What's the healthiest thing you've eaten today?
3 What's the least healthy thing you've eaten today?
4 What can you cook well?

2 Look at the two shopping baskets below. What is the difference between the food in each basket? Which would you choose? Why?

A



B



3 Match the items in the baskets with the words below. Write the answers in your notebook.

crisps strawberries butter lemon potatoes eggs beefburgers cake sweets carrots tomatoes roll cucumbers fizzy drink grapes broccoli salmon sausages chicken cheese olive oil brown bread ice cream strawberry jam apples

4 Copy and complete the table with the food items from exercise 2 and the words below. Which food items do not fit any category?

tuna chips plums yoghurt pork biscuits pasta mushrooms

Meat	*beef*, ___
Fish/Seafood	*prawns*, ___
Fruit	*oranges*, ___
Vegetables	*onion*, ___
Dairy products	*cream*, ___
Sweets and snacks	*pancakes*, ___
Cereal products	*cereal*, ___

5 Work in pairs. Use the names of the food products in exercises 4 and 5 to write a description of a tasty, three-course meal for the people below.

- a vegetarian
- a couch potato
- a person who wants to lose some weight

6 Choose the odd one out. Give reasons for your answers and write them in your notebooks.

1 orange lemon onion grapes
2 tomato broccoli carrots strawberries
3 jam yoghurt milk cream
4 ice cream biscuits cake crisps
5 chicken chips sausages pork

7 Match the quantity expressions 1–6 with items a–f in your notebook.

1 a bar of	a chocolates
2 a packet of	b bread
3 a jar of	c honey
4 a box of	d crisps
5 a bottle of	e chocolate
6 a slice of	f juice

8 Cover the quantity expressions in exercise 7. Choose a word from the second column and ask your partner to give the correct expression from the first column.

9 Work in pairs. Describe the picture by answering the questions below.

- Who / What can you see?
- What are the people doing?
- How are they feeling?
- What is likely to happen next?



10 CD 2.01 Listen to Val talking about a camping trip. In your notebook, write down the food that she wants to take on the trip.

11 Work in pairs. What food would you take with you on a camping trip? Why?

» **Vocabulary challenge!** Unit 5, page 111, exercise 1

12 Work in pairs. Tell your partner about the best or the worst meal you have ever had. Use the prompts below to help you.

The best/worst food I've ever tried was … • I've eaten … once/twice/several times. • I tried … when I was in … • It was/They were … delicious/disgusting. • It/They tasted …

LISTENING AND VOCABULARY

listening for gist and detail • food and diet

5

1 In your notebook, match comments 1–5 with the phrases below. Work in pairs and give another example for each type of food.

junk food vegetarian food takeaway food
a well-balanced meal a ready meal

1 Sometimes mum and dad order a pizza and we sit and eat it watching TV in the evening.

2 It's a pain to cook for my friend Greta because she won't eat meat. Usually I cook her pasta and cheese and tomatoes.

3 At our school we're not allowed to bring in things like crisps and chocolate bars, because they're not healthy.

4 I love Sunday dinner with my family. We usually have something like chicken with potatoes, peas and carrots.

5 If mum and dad are away, they leave us something from the supermarket that we can just put in the microwave for a few minutes.

2 Look at the food in the pictures. Would you like to eat it? Why? / Why not?

3 CD 2.02 Listen to six people talking about the food in the pictures. In your notebook, match the speakers with the food they talk about. What do you think a 'guilty pleasure' is?













4 CD 2.02 Listen again and, in your notebook, complete sentences 1–6 with the correct words.

1 Chip butties are ___ full of ___ with tomato sauce.
2 Lucy is a ___ addict. She likes eating Death by Chocolate with ___.
3 Cupcakes have become very ___ recently.
4 Ned eats his burgers with ___, ___ and sauce.
5 Jasmin ___ a lot of Parmesan cheese.
6 Quentin has a ___, so he eats a lot of ice cream and desserts.

5 Write a short text about your guilty pleasures. Then walk around the classroom and collect information from the other students. Use the information to summarise your classmates' preferences. Use the expressions below.

Most of us … Some of us …
Only a small percentage of our classmates …
Hardly anyone has mentioned …
Half / One third / Two thirds of our classmates …

6 CD 2.03 Listen to an interview with a food expert. Choose the correct answer and write it in your notebook.

In the interview Stacy
a gives advice about different diets.
b explains why her job is interesting.
c talks about the good points of guilty pleasures.
d recommends things to eat for a healthy life.

7 CD 2.03 Listen again. Complete the sentences so that they are true according to the interview.

1 We eat unhealthy foods despite ___.
2 People often eat unhealthy snacks as a result ___.
3 We eat chocolate because ___.
4 Eating an unhealthy snack from time to time ___.
5 Whether or not you follow your diet, ___.
6 Single people who are looking for a partner find it easier ___.

» **Vocabulary challenge!** Unit 5, page 111, exercises 2 and 3

8 WHAT DO YOU THINK? Work in pairs. Read and discuss the statements. Do you agree with them? Why? / Why not? Use the prompts below.

1 Diets are a waste of time.
Yes: when you stop, put on weight again
No: stay healthy • change eating habits
2 When you're on a diet, you should always keep to it.
Yes: then it works
No: no problem if just sometimes you eat …
3 The best diet is simply to cut down on what you eat and exercise more.

5 GRAMMAR

Articles *a/an, the*, zero article

1〉 Would you like to be a chef? Why? / Why not?

2〉 **LANGUAGE IN CONTEXT** Read the job blog and answer the questions below.

1 What's Ellie's job? Where does she work?
2 Who owns the restaurant?
3 What dish has she recently learned to cook?



Ellies' blog
- *stories*
- *recipes*

I'm Ellie and I'm a chef. I studied at college for two years and now I work at a restaurant in the centre of Westford. I love it! The restaurant is quite small but it's very good and a lot of people come here to have dinner. The restaurant's called *Lebrun's* because it's owned by a French man, Marcel Lebrun. He's from Paris, in France. He's the best chef I've ever met and I've learned a lot from him. Yesterday he taught me how to cook sausages in a special French sauce with rice. Amazing! French food is just brilliant!

3〉 **ANALYSE** Choose the correct option to complete the rules. Write the answers in your notebook.

1 Countable nouns are nouns which you *can* / *cannot* count. They *have* / *don't have* a singular and plural form.
2 Uncountable nouns are nouns that you *can* / *cannot* count. They *have* / *don't have* a plural form.

4〉 Copy and complete the table with the words below. Then add three more examples of your own to each column.

chef restaurant man food ham bread potato sausage rice milk

Countable nouns	Uncountable nouns
///	///

5〉 Read the rules about using *a/an*, *the* or [–] below. In your notebook, match the underlined sentences in the blog in exercise 2 with the rules.

1 We use the indefinite article a/an:
   a with singular, countable nouns when we mention something for the first time.
   b to say what job someone does or who someone is.
2 We use the definite article *the*:
   a when something has been mentioned before.
   b when there is only one of something.
   c before a superlative adjective.
3 We don't use articles:
   a with uncountable nouns when we talk about them generally.
   b with plural countable nouns when we talk about them generally.
   c with names of people, cities, roads, most countries.
   d with names of meals.

6〉 **PRACTISE** In your notebook, complete the sentences with *a/an*, *the* or put [–].

1 I had ___ breakfast late today.
2 That's ___ first book I have ever read in English.
3 We took ___ taxi last night. Unfortunately, ___ taxi went the wrong way!
4 ___ sun is very bright today. It's lovely for sunbathing.
5 My sister is ___ doctor and she works very hard.
6 We often have ___ bread and cheese for a snack.
7 Jack got ___ best grades in the class.
8 My young brother is afraid of ___ dogs.
9 Have you ever visited ___ Madrid?

7〉 ⌂ Choose the correct option to complete the email. Write the answers in your notebook.

Hi Jim,

I'm having [1]*a* / – party on Saturday to celebrate [2]*the* / *an* end of term! It's at my house in [3]*the* / – Grenville Road. Come at 8.30 and bring [4]*the* / *a* friend if you like. There will be [5]*the* / – snacks and music and lots of dancing and laughing I think! My brother's [6]*a* / – DJ so he'll probably play at [7]*a* / *the* party too. It will be [8]*a* / *the* first party of the holidays – so don't miss it!

Send me [9]*the* / *an* email if you can't make it.

Brad

» **Grammar challenge!** Unit 5, page 112, exercise 1

8〉 **NOW YOU DO IT** Find and correct a mistake in each sentence in your notebook. Then ask and answer the questions in pairs.

1 Do you like an English food? Why? / Why not?
2 Do you have the breakfast every day? Why? / Why not?
3 Which city do you think is most beautiful city in the world? Why?
4 Do you want to go to the university when you finish school? Why? / Why not?

Some, any, much, many; a few, a little; a lot of

1〉 What do you think a food and health diary is? Do you think it's a good idea to keep such a diary? Why?/ Why not?

2〉 **LANGUAGE IN CONTEXT** Read the page from Lizzi's food and health diary. She answers the same questions every day. Do you think she has a well-balanced diet?

Wednesday, 3rd October.

1 How much sleep did you get last night?
I got a lot of sleep – eight hours, which is good for me!

2 How much water did you drink?
I always forget that. I only had a little water this morning but then, I drank quite a lot of tea ... so that's OK, isn't it?

3 How many portions of fruit or vegetables did you eat?
Well, I had some fruit – but I didn't have much. I had an apple this morning and a banana at break. And I had some onions and potatoes at dinner. I didn't have any green vegetables though.

4 Did you have any snacks?
I didn't have any snacks. Apart from Patrick's birthday cake. He had a cake and I ate a few slices.

5 How much exercise did you get?
I got very little, I'm afraid. I walked to school and back, and I walked round the park with Sophie, but that's all.

3〉 **ANALYSE** Study the underlined phrases in the diary and complete the rules with *some* or *any* in your notebook.

We use *some* and *any* with uncountable nouns and plural countable nouns.

a We use ___ in affirmative sentences.

b We use ___ in negative sentences and questions.

4〉 Copy the table and complete it with *much*, *many*, *a lot of*, *a few* or *a little*. Check your answers with the text in exercise 2.

Countable nouns	Uncountable nouns
___	___

5〉 In your notebook, complete the sentences with *much*, *many* or *a lot of*. Use the most appropriate word in each sentence. Give reasons for your answers.

1 At the party I ate ___ cupcakes. They were lovely!
2 I didn't get ___ emails this morning. Only about three!
3 There isn't ___ time left before the lesson begins. Hurry up!
4 Did you get ___ questions correct in the test? I didn't.
5 Have you got ___ homework for tonight?

? WHAT'S RIGHT?

1 There weren't some books on the table.
2 There weren't any books on the table.
3 There were a few books on the table.
4 There were a little books on the table.

6〉 **PRACTISE** Choose the correct option to complete the dialogues. Write the answers in your notebook.

1 A Did you have a healthy lunch today?
B I went out with *some* / *any* friends. We had *some* / *any* chips but I didn't have *some* / *any* tomato sauce on mine. That's healthy!

2 A Have you got *some* / *any* biscuits? I'm really hungry.
B Yes – but I haven't got *many* / *much* left. I'm saving those for later.

3 A How *many* / *much* money did you spend in town today?
B I didn't spend *many* / *much* money. I only bought *a few* / *a little* things. I wanted *some* / *any* black boots but they didn't have *some* / *any*.

4 A How *much* / *many* people are coming to the party?
B Just *a few* / *a little*. I invited *a lot of* / *many* friends last time and it was too crowded.

5 A Have we got *some* / *any* milk? I don't like black coffee.
B There's *a little* / *a few* in the bottle but I'm afraid I didn't buy *some* / *any* when I went shopping today. Dad can get *some* / *any* tomorrow.

7〉 Write questions, starting with *How much* or *How many* in your notebook.

1 ___ lessons have you had today?
2 ___ time is left before the end of the lesson?
3 ___ exercises have we done during this lesson?
4 ___ phone calls have you made today?
5 ___ money do you spend on your phone contract?
6 ___ snacks have you eaten today?
7 ___ cousins have you got?
8 ___ sleep did you get last night?
9 ___ countries have you visited on holiday?

8〉 **NOW YOU DO IT** Work in pairs. Ask and answer the questions in exercise 7. Use *a few*, *a little*, *a lot of*, *not many / not much* or *any* where possible in your answers.

A *How many lessons have you had today?*
B *I've only had a few – English, chemistry and maths.*

9〉 Read the questions in exercise 2 again. Write your own answers about yesterday in your notebook. Then tell your partner about your day.

5 READING AND VOCABULARY

reading for detail • distinguishing fact and opinion • meals and preparing food

1〉 Work in pairs. What time of the day do you usually have these meals? What do you usually have to eat and drink?

supper lunch tea dinner breakfast

2〉 Read comments 1–7 about cooking. Match the phrases in bold with pictures a–g in your notebook. Which people do you think enjoy cooking?









1 I can't cook at all. I can only **boil an egg**.
2 I'm keen on cooking. I can even **bake a cake**!
3 I never get anything right in the kitchen. I just **add** too many **spices to the food**.
4 Making a salad is easy. You just **chop up some vegetables, add some oil** and that's it!
5 I've just made **roast chicken** for the first time. It smells delicious.
6 I once tried to **fry some meat** but it was a disaster! Cooking isn't my thing.
7 I love eating apple pies but I hate **peeling the apples**.







3〉 Cover the comments in exercise 2. Look at the pictures and say what each person is doing.

4〉 Read the two texts. Choose the correct answer and write it in your notebook.

The aim of both texts is to
a show people that cooking is easy.
b encourage people to cook.
c make people change their diet.

5〉 Read the texts again. Choose the correct answers and write them in your notebook.

Text 1

JOSHUA WEISSMAN isn't a typical young man. In my view, there aren't many guys his age who cook meals for their parents and love doing it. Joshua is now a gifted food blogger, food photographer and cookbook author but a few years ago he used to be overweight and bullied at college because of his looks. He had to do something about it, so he turned to healthy cooking. Joshua lost 100 pounds in the space of a year and a half and took to blogging about food. Losing weight was only part of his success. What thrilled him was that he won the respect of his schoolmates who now turned to him for advice on a healthy diet. What seemed impossible became possible!

Through his blog Slim Palate he shares photos and recipes designed to appeal to students and help them learn how to cook. The readers of Joshua's blog say that his meals are always a piece of cake to make but really mouth-watering at the same time. There are recipes for quick breakfasts, snacks and barbecue food, as well as more time-consuming main courses such as roast chicken and chips or grilled steak.

Joshua is also thinking of opening his own restaurant. Judging by his successful blog and a very popular Facebook fanpage, the restaurant will also be a spectacular success! At least, I believe so!



1 We learn from the first paragraph that
a Joshua has been interested in cooking since childhood.
b Joshua was not a popular boy in class.
c Joshua advises his friends on how to lose weight.
d Joshua's parents made him cook for himself.

2 All the recipes on Joshua's blog
a are vegetarian.
b are for the main course.
c will interest a typical teenager.
d seem quick and easy.

3 Which information appears in the text first?
a Joshua's reasons for losing weight.
b Opinions about Joshua's meals.
c Recipes available on his webpage.
d Joshua's talent for blogging.

Text 2

Cooking Academy 2: World Cuisine

Are you into cooking? Would you like to learn how to cook even better and score points for making delicious food? Do you dream of becoming a celebrity chef or at least cooking something amazing for your boyfriend or girlfriend? If so, why don't you play *Cooking Academy 2: World Cuisine*? According to www.bigfishgames.com, a website which offers online computer games, it's a very popular cooking game. The players usually give it 5 out of 5 stars.

This entertaining interactive family game:

- allows you to get a really good knowledge of cooking and preparing dishes from all over the world,
- presents a lot of fascinating recipes for dishes such as Chinese rice, Mexican tortillas or Japanese sushi,
- offers information about world cuisines, original ingredients and spices.

Play *Cooking Academy* and become brilliant at making different dishes. You will learn which go together to create fantastic desserts and meals. The players say it's just great – challenging and educational!

Throughout the game, you will try to get stars.
Win all 5 stars for each recipe to get the gold trophy.
Download it now!

4 The advert promises that the player will
   a get some basic knowledge of cooking.
   b learn how to cook dishes from three countries.
   c win the game easily.
   d learn how to combine different foods.

5 From both texts we learn that
   a making meals is easy.
   b preparing food is a popular hobby.
   c cooking can be an exciting experience.
   d knowing how to cook helps you get a job.

6 Read the two texts in exercise 4 again. Are the statements facts (F) or opinions (O)? Write the answers in your notebook.

1 Few teenagers are interested in cooking.
2 Joshua's fanpage is very popular.
3 Joshua's recipes aren't difficult to follow.
4 A lot of people like this game.
5 It is a competitive game.

7 Complete the sentences so that they are true about the text.

Text 1

1 What is surprising about Joshua Weisman is that ___.
2 Joshua was the happiest when he ___ by his classmates.
3 Joshua's recipes include meals which are quick to make and ___.

Text 2

1 The reviews that Cooking Academy gets ___.
2 By playing Cooking Academy you can learn how to cook meals which come ___.
3 The game is considered to offer educational value and a good level of ___.

8 Work in pairs and discuss the questions.

1 Are you interested in cooking and reading cookery blogs? Why?/Why not?
2 What can you cook?
3 Should young people know how to cook? Why?/Why not?
4 What do you think of *Cooking Academy*? Would you like to play such a game?

Vocabulary development

9 Complete the definitions with the highlighted words from the texts in exercise 4.

1 A ___ is someone who cooks in restaurants as their job.
2 A ___ is a book with instructions for preparing and cooking food.
3 A ___ is a small amount of food you eat between meals.
4 A ___ is a style of cooking food typical of a country or region.
5 A ___ is a substance made from plants which we add to food to make it taste better.
6 An ___ is one of the foods used to make a dish.
7 A ___ is a set of instructions for preparing food.

10 In your notebook, complete the dialogues with the correct words from exercise 9.

1 A Do you think that [1] ___ in big restaurants use [2] ___?
   B No, I don't think so. I think they have all the [3] ___ in their heads.
2 A Do you eat [4] ___ between meals?
   B Yes. Chocolate bars or crisps, but I know they aren't good for you.
3 A I really love Indian [5] ___.
   B Really? Why?
   A I just like all the [6] ___ used in it. They make the dishes so tasty.
4 A What [7] ___ do you need to make this salad?
   B Oh, just some fresh tomatoes and mozzarella cheese.

11 Copy and complete the table with the adjectives below. Then work in pairs and think of ten different food products and types of meals. Use the adjectives below to describe them.

Positive	Negative
___	___

tasty disgusting heavenly mouth-watering awful tasteless bland full of flavour yummy flavourless

» **Vocabulary challenge!** Unit 5, page 111, exercises 4 and 5

5 SPEAKING

ordering food

1 What type of food and drink can you order in these places?

bar an Italian takeaway fast food restaurant
café school canteen

2 CD 2.04 Read and listen to the dialogue. What does Olivia order?



Menu

Hot dishes

Pancakes with spinach	£3.60
Pancakes with cheese	£4.10
Veggie Burger	£3.80
Soup of the day	£2.50
Ham pizza	£2.80

Desserts

Chocolate cake	£1.70
Ice cream	£2.10

Drinks

Mineral water	80p
Juice	£1.20
Coffee/Tea	
regular:	£1.60
large:	£3.20
Fruit smoothie	£2.30

Cashier Hello, what can I do for you?
Olivia We'd like two pancakes, please. One with spinach and the other one with cheese.
Cashier Is that to eat in or take away?
Olivia Eat in, please.
Cashier How about something to drink? We have great fruit cocktails.
Olivia Well, I'd rather have mineral water, please. And juice for my friend.
Cashier Would you like the water still or sparkling? And what juice would you like?
Olivia Sparkling water and apple juice, please. And two coffees to take away later on.
Cashier Large or regular?
Olivia Regular with milk, please.
Cashier Anything else with that? Chocolate cake, ice cream?
Olivia No, thank you. That's all.
Cashier OK. That's £12.90 please.
Olivia There you go. Cheers.

3 Read the dialogue in exercise 2 again. Who do you think usually says the sentences in the Phrase Bank: the customer (C) or the cashier (CA)? Write the answers in your notebook.

Phrase Bank

1 *Still or sparkling?* (CA)
2 *How about something to drink?* (CA)
3 *That's all, cheers.* (C)
4 *Anything else?* (CA)
5 *I'd rather have mineral water, please.* (C)
6 *Large or regular?* (CA)
7 *Next, please.* (CA)
8 *Oh hi! We'd like two pancakes, please.* (C)
9 *That's £11.50, please.* (CA)
10 *Two coffees to take away, please.* (C)

4 Work in pairs. Practise reading the dialogue in exercise 2, changing the words in red. Use the menu and your own ideas.

5 In your notebook, complete the sentences with the correct words below.

green still white hot double large

1 Can I have a medium / ___ pepperoni pizza, please?
2 I'd like a bottle of ___ / sparkling water, please.
3 Would you prefer mild or ___ sauce with your kebab?
4 What tea would you like? Black or ___?
5 A single or ___ cheeseburger for you?
6 What coffee would you like? Black or ___?

6 CD 2.05 Listen to a telephone conversation. Answer the questions in your notebook.

1 What does the woman want to order?
2 What extras would she like to have?
3 How much does she pay?
4 How long does she have to wait for her takeaway?

7 CD 2.05 Write sentences from the prompts in your notebook. Then listen again and check.

1 I / like / order / two / takeaway pizzas / please.
2 Actuallly, we / have / special offer / large pizzas.
3 What / pizzas / you / like?
4 I / interest / you / extra toppings?
5 How much / it / be?
6 How long / we / have to wait?
7 you / pay / cash / credit card?

8 Work in pairs. Role-play the dialogue, using the phrases from this lesson. Then swap roles and do the task again.

Uczeń A
Pracujesz w restauracji włoskiej, która sprzedaje dania na wynos. Dzwoni klient, który chce zamówić dwa dania i napoje. Twoim zadaniem jest sprzedać jak najwięcej potraw.
- Zapytaj klienta, co zamawia do jedzenia i picia.
- Zaproponuj dodatki, np. sosy, gorące napoje, sałatki, pieczywo itd.
- Zapytaj o formę płatności i poproś o adres dostawy.

Uczeń B
Dzwonisz do restauracji włoskiej, aby zamówić dwa dania na wynos dla siebie i dla kolegi. Nie masz za dużo pieniędzy, więc nie jesteś zainteresowany / zainteresowana dodatkową ofertą proponowaną przez osobę, która Cię obsługuje.
- Zamów dania i napój.
- Zrezygnuj z dodatków.
- Zapytaj o możliwość płatności kartą i podaj swój adres.

9 Work in pairs. Go to page 115. Take turns to do the speaking task.

WRITING
an email invitation

5

1〉 Work in pairs and answer the questions about the different types of parties below.

a reunion a barbecue party a housewarming party
a birthday party a family get-together
a surprise party school-leaving ball

1 Which of these parties have you been to?
2 Which of these parties are the most fun for teens? Why?
3 What is typical party food and music at teenage parties?

Hi Natalie and Ellen,

How are you? How is your new school?

I'm writing to invite you to a barbecue party at my place next Friday. I miss everybody from our old class, so I thought we could organise a get-together to meet up again. I guess that first we need to get in touch with everybody and make sure they can come. I suggest using Facebook. It's the quickest way.

Why not ask everyone to bring something to put on the barbecue and something to drink? Maybe Jessica could bake a cake. She's very good at that, so we could ask her.

Let's not forget about plastic cups and plates, and the music too. Who could do that? Maybe the boys could sort this out?

What do you think of my idea? I hope you can come and help. ☺

Please get in touch and let me know.

Laura

2〉 Read Laura's email. What kind of party is it? What does she suggest doing?

Hi Laura,

Thanks for your invitation. Nice of you to throw a party like that. I can come and help you get ready for it. I'll bring some burgers for the barbecue and some orange juice. Is that OK? I'll talk to Peter and Mark to ask them about music too.

Take care and see you soon.

Natalie

Hello Laura,

Thanks for your email and for your invitation. What a fantastic idea! But I'm afraid I won't be able to make it. Sorry! Next Friday I'm going to my grandfather's 70th birthday. I hope you'll have lots of fun. Say hello to everyone from me.

Love,

Ellen

3〉 Read the replies to the email in exercise 2. How do Natalie and Ellen reply to Laura's email?

Phrase Bank

▸ Inviting
I'm writing to [1] ___ *you to a barbecue party at my place next Friday.*
We're having a housewarming party on Sunday. Would you like to come?

▸ Giving suggestions
I guess first we [2] ___ *get in touch with everyone.*
I [3] ___ *using Facebook. / Maybe Jessica* [4] ___ *bake a cake.*
[5] ___ *not ask everyone to bring something to eat?*

▸ Accepting and refusing invitations
Thank you for your [6] ___ */ for inviting me.*
It's very [7] ___ *of you to throw a party like that.*
I'm afraid I won't be able to [8] ___ *it. / I can't come.*

4〉 Read the emails in exercises 2 and 3 again and complete the Phrase Bank in your notebook.

5〉 Find the phrases in the emails in exercises 2 and 3 which mean the same as the expressions below. Write the answers in your notebook. Which phrases sound more informal?

1 I am pleased you want to organise a party.
2 I can help you prepare it.
3 I cannot come.
4 You will enjoy yourself.
5 Perhaps the boys could solve this problem.
6 Give my best wishes to everyone.

6〉 Express the ideas below in English. Write the answers in your notebooks.

1 Zaproś kolegę/koleżankę na swoje urodziny. Podaj termin.
2 Zaproponuj koledze/koleżance, co ma założyć na bal szkolny.
3 Podziękuj za zaproszenie i powiedz, co możesz przygotować na imprezę.
4 Powiedz, że nie możesz przyjść na grilla i podaj powód.
5 Doradź koledze, co mógłby ugotować dla swojej dziewczyny, którą zaprasza do domu na kolację.
6 Zasugeruj zorganizowanie przyjęcia-niespodzianki dla koleżanki z klasy. Zaproponuj miejsce i menu.

Watch out!

W listach skierowanych do przyjaciół i znajomych stosuj styl nieformalny. Używaj: krótszych zdań (czasami można opuścić podmiot), np. *Nice of you to ring me up*; form skróconych, np. *He isn't* zamiast *He is not*; potocznego słownictwa, np. *throw a party* zamiast *organise a party*; czasowników złożonych, np. *sort out the problem* zamiast *solve the problem*.

7〉 Read the instructions and do the writing task.

Koleżanka zaprasza Cię na imprezę mikołajkową, prosząc jednocześnie o pomoc przy jej organizacji. Odpowiedz na jej e-mail (100–150 słów) i:
- podziękuj za zaproszenie i wyraź opinię o pomyśle koleżanki,
- powiedz, co możesz ugotować na to przyjęcie,
- zasugeruj udział innych osób w organizacji imprezy,
- zaproponuj zmianę godziny imprezy, podając przyczynę.



5 ENGLISH IN USE

1〉 Work in pairs. What do the words in bold mean in each sentence?

1 a He won another **cup** in tennis.
  b She'd like a **cup** of tea.
2 a Helen's on a **diet**.
  b Mark has a healthy **diet**.
3 a **Tea** is my favourite meal.
  b I drink a lot of **tea** every day.
4 a This **recipe** for spinach pancakes is very simple.
  b Your bad behaviour is a **recipe** for disaster.

2〉 Choose the correct word to complete each pair of sentences. Write the answers in your notebook.

1 What ___ does this restaurant serve?
  Will you please wash up the ___ after dinner tonight?
  a meals b dishes c plates
2 Let's ___ the drinks first.
  I don't like it when you ___ me to do things.
  a order b make c serve
3 Teenagers aren't allowed into this ___ because it serves alcohol.
  I think I'll have a ___ of chocolate every day.
  a bit b piece c bar
4 What's for ___ today?
  ___ is a popular drink in many countries.
  a coffee b tea c cocktail
5 The recipe says you must ___ some fresh garlic in the salad.
  People ___ on weight when they eat junk food.
  a add b put c cut

3〉 In your notebook, complete the mini-dialogues with a suitable sentence or question.

1 X: ___
  Y: Black, please.
  X: Do you take sugar?
2 X: Are you ready to order?
  Y: Yes. I'll take spaghetti carbonara and some water, please.
  X: ___? Both can be served chilled or at room temperature.
3 X: That's all. How much does it come to?
  Y: 50 pounds, please. ___
  X: By card, please.
4 X: Do you mind if I open the window?
  Y: ___
  X: Thanks. It's so stuffy in here.
5 X: What shall we do tonight then?
  Y: ___
  X: OK. I can reserve the tickets.

4〉 Read the sentences. Which part of speech below do you need to complete each gap? Then, in your notebook, complete the sentences with the correct words.

noun verb article adjective preposition

1 We have ___ little sugar left, so you don't have to go to the shops to ___ some.
2 I got a ___ of honey from my grandfather. ___ honey tastes wonderful.
3 We went to ___ hospital to visit our friend. He's ___ his leg.
4 Chocolate is so ___ that I can't imagine my life ___ it.

5〉 In your notebook, complete the text with appropriate words. Put one word in each space.



CRISPS are very popular snacks. Most people like them but not [1] ___ know how they were invented. The history of crisps goes back to 1853 when George Crum, a Native American chef from New York became angry with one of his customers. [2] ___ customer ordered a portion of French fries for his main meal but complained that the fries he got were too [3] ___. Crum cut them into thinner slices, but still the man was dissatisfied. So, the chef finally made fries that were [4] ___ thin to eat with a fork to annoy the difficult client. However, the man was happy to get such thin fries. They were tasty [5] ___ crunchy! Soon, all the other customers wanted the same type of fries and that's how crisps became popular. George Crum did not make [6] ___ money on his invention but another man did. His name was Herman Lay – the guy responsible [7] ___ Lay's crisps. He was one of the first men who sold crisps in packets as we know them!

6〉 Work in pairs. Imagine you're inviting the following people home for a meal. What would you make to eat for these guests? Use the ideas below to help you.

1 Your new boyfriend/girlfriend who you want to impress a lot.
2 A good friend who is vegetarian.
3 A friend from England who is visiting your country.
4 A group of close friends who are coming to study with you for the whole day.

- I could make/cook/prepare …
- It's a simple dish.
- It's cheap to make.
- It tastes just great. It's healthy.
- You don't need too many ingredients.
- It's the most traditional Polish dish.
- It's the only dish I can make.

Tip

Pamiętaj, że informacje podane w pytaniach są sformułowane w tekście w odmienny sposób. Wybierając odpowiedź, nie kieruj się znaczeniem pojedynczych wyrazów. Znajdź w tekście te zdania, które potwierdzają wybraną przez Ciebie odpowiedź.

1〉 Read the first part of Tekst 1 below. Which option (A–D) in question 1 in exercise 4 does the underlined fragment refer to?

2〉 Which of the phrases below can identify a fact and which an opinion?

research shows ... it seems ... it is true to say
according to a survey, ... probably, ... I guess ...
the data suggests that ... it appears that ...
it is believed that ... statistics prove that ... many people have the idea that ...

Tip

Niektóre pytania w zadaniu typu wybór wielokrotny wymagają odróżnienia faktów od opinii. Fakty to informacje obiektywne, formułowane na ogół na podstawie wyników badań naukowych, statystycznych. Szukaj w tekście wskazówek, które pomogą Ci odróżnić opinię od faktu.

3〉 Now read Tekst 2 in exercise 4 and find phrases which refer to facts and opinions.

4〉 **TEST IT!** Przeczytaj dwa teksty dotyczące procesu przygotowywania i prezentacji potraw. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz odpowiedzi w zeszycie.

I had always been into cooking. I guess it was my grandfather's influence. When I was young, he used to involve me in the kitchen as much as possible. Initially, I wasn't too pleased, but soon I would dice vegetables for him, stir the sauces and season the dishes according to his instructions with a smile on my face.

My nostrils relished the enticing smell of all the ingredients, I learnt to eat with my eyes. When I grew up, I became a chef myself, and my passion became my job. What I inherited from my grandpa were two things: food had to look irresistible, and had to be described on the menu to appeal to the customer's senses. So, when the opportunity to take part in a food writing workshop came up, I didn't hesitate though it seemed a little too expensive.

The workshop proved useful. I understood that to describe the food you cook, you can't just resort to cliché expressions or endless lists of adjectives. Instead, you must select one or two really sensuous-sounding adjectives which cause a certain reaction. For example, change 'soft' for 'silky', or 'smooth' for 'velvety'. During the training session we were asked to write our own descriptions of the dishes that had been previously prepared. It was a bit of a challenge, but I must say it got me to reconsider the way I used to think about food. Time well spent. After the course I changed all the names of my dishes and their descriptions on my menus, and to my surprise I had more and more customers in every day. My grandpa would have been proud of me!

Tekst 1

1 What is true about the writer?
- A He had to clean the kitchen after dinner.
- B He helped prepare all the food.
- C He learnt how to cook from his parents.
- D He never enjoyed helping his grandpa.

2 What did the writer learn from his grandfather?
- A The fact that food has to smell tasty.
- B The fact that cooking can be a passion.
- C The fact that food must look fresh.
- D The fact that the menu has to intrigue the clients.

3 How did the author find the course he attended?
- A It was a waste of time for him.
- B It was quite hard for him.
- C It was good value for money.
- D It was the best experience in his life.

It is true to say that food which is nicely presented appeals to us more than food which is just casually thrown on our plates without much imagination or care. Research shows that we are more likely to buy or order food which looks sensuous than just plain ordinary. It's because we eat with our eyes as much as our mouths simply because great-looking food makes us perceive the smell and taste of the dish as better. That's why most adverts of food products are now almost like works of art and most meals we are served must look attractive enough to be worthy of an Instagram photo, which researchers confirm. As far as I can see, the trend to present food in such an alluring way is growing in popularity. The photo of a cheeseburger, for instance, is no longer just a photo of a cheeseburger. The stylist will show a lot of melted cheese, emphasise the greenness of the lettuce or show juicy-looking tomatoes to give us the feeling that the cheeseburger is truly irresistible. So next time you watch a food advert, try to detect all the tricks that will probably make millions of people buy the advertised product.

Tekst 2

4 Which of the following is stated in the text as an opinion not a fact?
- A Photographing food in an appealing way is more and more common.
- B People prefer food which is attractively presented.
- C These days food must look good enough to appear on social media.
- D Food stylists highlight certain features of the advertised food.

5 Which of the following statements is mentioned in both of the texts?
- A The reasons why we buy or order food are more complex than what we think.
- B The most important factor when ordering food is its taste.
- C Meals which do not look attractive do not sell at all.
- D Sensuous-looking food is always more expensive than ordinary-looking food.

5 REVIEW 5

Complete all the exercises on this page in your notebook.

1 Complete the table with the words below.

grapes plums carrots tomatoes salmon cheese roll olive oil pork cake butter nuts sausages onions lemons cream biscuits strawberries honey juice

Fruit	Vegetables	Meat/Fish	Dairy	Other

__/20

2 Write the English equivalents of the words below.

1 kromka chleba
2 słoik miodu
3 tabliczka czekolady
4 paczka chipsów
5 puszka fasoli

__/5

3 Read the sentences and put the words in brackets in the right places.

1 Celebrity chefs sell their own full of easy. (*recipes*, *cookbooks*)
2 This is so tasty because of all the I've added to it. (*dish*, *spices*)
3 Why don't you the vegetables and I'll them up. (*peel*, *chop*)
4 I don't like but sometimes I get a from my local Chinese restaurant. (*takeaway*, *ready meals*)
5 What are the most typical of Indian? (*cuisine*, *ingredients*)

__/5



4 Complete the sentences with *a/an*, *the* or put [–] for no article.

1 All doctors agree that ___ vegetables are good for your health, so please eat ___ salad I've just made.
2 There is ___ new Thai restaurant in ___ city centre.
3 Most children like ___ sweets. I think ___ chocolate is ___ most popular one.
4 We always have ___ lunch in the garden when ___ sun is out.
5 Ted works as ___ waiter somewhere in ___ London.
6 We took ___ train to get to ___ Italy. Unfortunately, ___ train was late, so we missed a whole day there.

__/6

5 Choose the most appropriate option to complete the sentences.

1 There were *a lot of* / *many* people at the party but we only knew *a few* / *any*.
2 How *much* / *many* bread do you need? I could get *some* / *a few* on the way back home.
3 Do you need *a lot of* / *many* ingredients to make this dish? Tell me what you need and how *many* / *much* it will cost.
4 There isn't *any* / *some* butter in the fridge. I need *some* / *any* to make a cake.
5 I have invited *a few* / *a little* people to my party. I think you will know *many* / *a lot of* them.
6 There's *a little* / *much* orange juice left. Would you like *some* / *any*?

__/6

6 Complete the emails with appropriate words.

Hi Vicky,
I'm writing to [1] ___ you to a barbecue party next Saturday. I [2] ___ you can come. I'd like Alex to come as well, but I can't get in [3] ___ with him. Could you let him [4] ___ for me, please?
Love,
Abby

Dear Abby,
Thanks for [5] ___ me but I'm afraid I won't be able to [6] ___ it. I'm going to the theatre next Saturday. I told Alex about the party and he says it's very [7] ___ of you to invite him. He'll be there. Why [8] ___ invite Kate as well? She's Alex's girlfriend.
Take care,
Vicky

__/8

7 Match 1–4 with a–d.

1 Two bottles of mineral water, please.
2 How about something to drink?
3 That's £20.
4 Two pancakes, please.

a Black coffee, please.
b There you go. Cheers.
c To eat in or take away?
d Still or sparkling?

__/4

8 Work in pairs and test each other.

Student A: go to page 122.
Student B: go to page 129.

Food items / Produkty spożywcze

Meat /miːt/ Mięso
beef /biːf/ wołowina
beefburgers /ˈbiːfˌbɜː(r)gə(r)z/ hamburgery
chicken /ˈtʃɪkɪn/ kurczak
ham /hæm/ szynka
pork /pɔː(r)k/ wieprzowina
sausages /ˈsɒsɪdʒɪz/ kiełbaski
Fish, Seafood /fɪʃ, ˈsiːˌfuːd/ Ryby, Owoce morza
prawns /prɔːnz/ krewetki
salmon /ˈsæmən/ łosoś
tuna /ˈtjuːnə/ tuńczyk
Fruit /fruːt/ Owoce
grapes /greɪps/ winogrona
lemon /ˈlemən/ cytryna
orange /ˈɒrɪndʒ/ pomarańcza
pineapple /ˈpaɪnˌæp(ə)l/ ananas
plums /plʌmz/ śliwki
raspberry /ˈrɑːzb(ə)ri/ malina
strawberry /ˈstrɔːb(ə)ri/ truskawka
Vegetables /ˈvedʒtəb(ə)lz/ Warzywa
broccoli /ˈbrɒkəli/ brokuły
carrots /ˈkærəts/ marchewki
cucumber /ˈkjuːˌkʌmbə(r)/ ogórek
onion /ˈʌnjən/ cebula
potato /pəˈteɪtəʊ/ ziemniak
spinach /ˈspɪnɪdʒ/ szpinak
tomato /təˈmɑːtəʊ/ pomidor
Dairy products /ˈdeəri ˌprɒdʌkts/ Nabiał
butter /ˈbʌtə(r)/ masło
cheese /tʃiːz/ ser żółty
cream /kriːm/ śmietana
yoghurt /ˈjɒgə(r)t/ jogurt
Sweets /swiːts/ Słodycze
biscuits /ˈbɪskɪts/ herbatniki
cake /keɪk/ ciasto
ice cream /aɪs ˈkriːm/ lody
jam /dʒæm/ dżem
pancake /ˈpænˌkeɪk/ naleśnik
Cereal products /ˈsɪəriəl ˌprɒdʌkts/ Produkty zbożowe
brown bread /ˌbraʊn ˈbred/ chleb razowy
cereal /ˈsɪəriəl/ płatki śniadaniowe
pasta /ˈpæstə/ makaron
rice /raɪs/ ryż
roll /rəʊl/ bułka
Other products /ˌʌðə(r) ˈprɒdʌkts/ Pozostałe produkty
baked beans /beɪkt ˈbiːnz/ fasola w sosie pomidorowym
chips/French fries /tʃɪps, frentʃ ˈfraɪz/ frytki
crisps /krɪsps/ chipsy
egg /eg/ jajko
fizzy drink /ˌfɪzi ˈdrɪŋk/ napój gazowany
mushroom /ˈmʌʃruːm/ grzyb; pieczarka
sauce /sɔːs/ sos

Quantity expressions / Wyrażanie ilości

bar of chocolate /ˌbɑː(r) əv ˈtʃɒklət/ tabliczka czekolady
bottle of juice /ˌbɒt(ə)l əv ˈdʒuːs/ butelka soku
box of chocolates /ˌbɒks əv ˈtʃɒkləts/ pudełko czekoladek
jar of honey /ˌdʒɑː(r) əv ˈhʌni/ słoik miodu
packet of crisps /ˌpækɪt əv ˈkrɪsps/ paczka chipsów
slice of bread /ˌslaɪs əv ˈ bred/ kromka chleba

Food and diet / Żywność i dieta

junk food /ˈdʒʌŋk fuːd/ śmieciowe jedzenie
ready meal /ˌredi ˈmiːl/ gotowe danie
takeaway food /ˌteɪkəˌweɪ ˈfuːd/ jedzenie na wynos
vegetarian food /ˌvedʒəˈteəriən ˈ fuːd/ danie wegetariańskie
well-balanced meal /wel ˌbælənst ˈmiːl/ zbilansowany posiłek

Meals / Posiłki

breakfast /ˈbrekfəst/ śniadanie
dinner /ˈdɪnə(r)/ kolacja, obiadokolacja
lunch /lʌntʃ/ lunch, obiad
supper /ˈsʌpə(r)/ kolacja
tea /tiː/ podwieczorek

Preparing food / Przygotowywanie posiłków

add sth /ˌæd ˌsʌmθɪŋ/ dodawać
bake a cake /ˌbeɪk ə ˈkeɪk/ piec ciasto
boil an egg /ˌbɔɪl ən ˈeg/ gotować jajko
chef /ʃef/ szef kuchni
chop up some vegetables /ˌtʃɒp ˈʌp səm ˈvedʒtəb(ə)lz/ posiekać warzywa
cook /kʊk/ gotować
cookbook /ˈkʊkˌbʊk/ książka kucharska
cuisine /kwɪˈziːn/ kuchnia (danego regionu)
fry meat /ˌfraɪ ˈmiːt/ smażyć mięso
ingredient /ɪnˈgriːdiənt/ składnik
peel apples /ˌpiːl ˈæp(ə)lz/ obierać jabłka
recipe /ˈresəpi/ przepis
roast chicken /ˌrəʊst ˈtʃɪkɪn/ pieczony kurczak
snack /snæk/ przekąska
spices /spaɪsɪz/ przyprawy

Restaurants / Restauracje

black/white coffee /ˌblæk, ˌwaɪt ˈkɒfi/ czarna/biała kawa
black/green tea /ˌblæk, ˌgriːn ˈtiː/ czarna/zielona herbata
café /ˈkæfeɪ/ kawiarnia
eat in/take away /iːt ˈɪn, teɪk əˈweɪ/ jeść na miejscu/brać jedzenie na wynos
fast food restaurant /ˌfɑːst fuːd ˈrest(ə)rɒnt/ restauracja szybkiej obsługi
hot/mild sauce /hɒt, maɪld ˈsɔːs/ pikantny/łagodny sos
Italian takeaway /ɪˈtæljən ˈteɪkəˌweɪ/ włoska restauracja z daniami na wynos
medium/large/small pizza /ˌmiːdiəm, ˌlɑː(r)dʒ, ˌsmɔːl ˈpiːtsə/ średnia/duża/mała pizza
order /ˈɔː(r)də(r)/ zamawiać
regular/large coffee /ˌregjʊlə(r), ˌlɑː(r)dʒ ˈkɒfi/ średnia/duża kawa
school canteen /ˌskuːl kænˈtiːn/ stołówka szkolna
single/double cheeseburger /ˌsɪŋg(ə)l, ˌdʌb(ə)l ˈtʃiːzˌbɜː(r)gə(r)/ pojedynczy/podwójny cheeseburger
sparkling/still water /ˌspɑː(r)k(ə)lɪŋ, ˌstɪl ˈwɔːtə(r)/ woda gazowana/niegazowana

Parties / Przyjęcia

birthday/surprise party /ˈbɜː(r)θdeɪ, səˈ(r)praɪz ˌpɑː(r)ti/ przyjęcie urodzinowe/przyjęcie-niespodzianka
family get-together /ˌfæm(ə)li ˈgettəˌgeðə(r)/ spotkanie rodzinne
housewarming party /ˈhaʊsˌwɔː(r)mɪŋ ˌpɑː(r)ti/ parapetówka
school-leaving ball /ˈskuːl,liːvɪŋ bɔːl/ bal (na zakończenie roku szkolnego)
reunion /riːˈjuːniən/ zjazd (klasowy), spotkanie (rodzinne)

Other words / Pozostałe wyrażenia

a waste of time /ə ˌweɪst əv ˈtaɪm/ strata czasu
be on the lookout for sth / sb /bi ɒn ðə ˈlʊkaʊt fə ˌsʌmθɪŋ/ poszukiwać czegoś/kogoś
chip butty /ˈtʃɪp bʌti/ kanapka z frytkami
chocolate addict /ˌtʃɒklət ˈædɪkt/ osoba uzależniona od czekolady
cookery lesson /ˌkʊk(ə)ri ˈles(ə)n/ lekcja gotowania
cup /kʌp/ filiżanka; puchar (nagroda)
cupcakes /ˈkʌpˌkeɪks/ babeczki
Death by Chocolate /ˈdeθ baɪ ˈtʃɒklət/ rodzaj ciasta czekoladowego
devour sth /dɪˈvaʊə ˌsʌmθɪŋ/ pożerać coś
dissatisfied /dɪsˈsætɪsfaɪd/ niezadowolony
doughnut /ˈdəʊˌnʌt/ pączek
eating habits /ˌiːtɪŋ ˈhæbɪts/ nawyki żywieniowe
enjoy yourself /ɪnˈdʒɔɪ jə(r),self/ dobrze się bawić
food for thought /ˌfuːd fə(r) ˈθɔːt/ pożywka dla myśli, temat do przemyśleń
garlic bread /ˈgɑː(r)lɪk ˌbred/ pieczywo czosnkowe
guilty pleasure /ˌgɪlti ˈpleʒə(r)/ grzeszna przyjemność
have a sweet tooth /ˌhæv ə ˌswiːt ˈtuːθ/ być łasuchem
healthy /ˈhelθi/ zdrowy
invitation /ˌɪnvɪˈteɪʃ(ə)n/ zaproszenie
invite /ɪnˈvaɪt/ zapraszać
onion rings /ˈʌnjən rɪŋz/ krążki cebulowe
overdo /ˌəʊvəˈduː/ przesadzać (z czymś)
overweight /ˌəʊvə(r)ˈweɪt/ z nadwagą
recipe for sth /ˈresəpi fə(r) ˌsʌmθɪŋ/ przepis na coś
rich (cake) /ˌrɪtʃ ˈkeɪk/ sycący, bogaty w smaku (ciasto)
sort out the problem /ˌsɔː(r)t ˈaʊt ðə ˈprɒbləm/ rozwiązać problem
strict about sth /ˈstrɪkt əˌbaʊt ˌsʌmθɪŋ/ restrykcyjny, ściśle przestrzegający czegoś
taste /teɪst/ smakować
topping /ˈtɒpɪŋ/ składnik (pizzy)

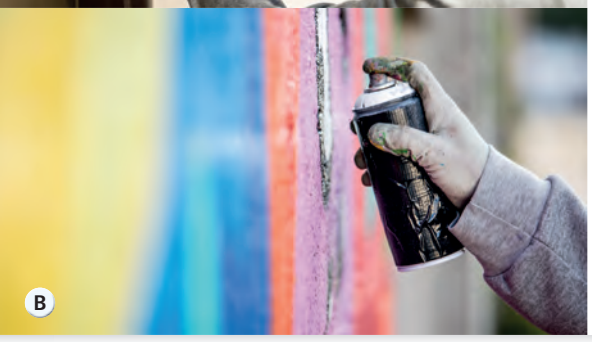
Challenge!

barbecue /ˈbɑː(r)bɪˌkjuː/ grill
can of coke /ˌkæn əv ˈkəʊk/ puszka coli
cannot resist sth /ˈkænɒt rɪˈzɪst ˌsʌmθɪŋ/ nie móc się czemuś oprzeć
cooker /ˈkʊkə(r)/ kuchenka
course /kɔː(r)s/ danie (np. pierwsze, drugie)
crunchy /ˈkrʌntʃi/ chrupiący, chrupki
cut down on sth /ˌkʌt ˈdaʊn ɒn ˌsʌmθɪŋ/ ograniczyć coś
delicious /dɪˈlɪʃəs/ pyszny
desert /ˈdezə(r)t/ pustynia
dessert /dɪˈzɜː(r)t/ deser
disgusting /dɪsˈgʌstɪŋ/ obrzydliwy
dish /dɪʃ/ danie, potrawa
fattening /ˈfæt(ə)nɪŋ/ tuczący
filling /ˈfɪlɪŋ/ sycący, pożywny
go on a diet /ˌgəʊ ɒn ə ˈdaɪət/ przejść na dietę
grill /grɪl/ grillować
juicy /ˈdʒuːsi/ soczysty
keep to your diet /ˌkiːp tʊ jə(r) ˈdaɪət/ przestrzegać diety
lose weight /ˌluːz ˈweɪt/ tracić na wadze
put on weight /ˌpʊt ɒn ˈweɪt/ przybierać na wadze
receipt /rɪˈsiːt/ paragon
sour /ˈsaʊə(r)/ kwaśny
tasteful /ˈteɪs(t)f(ə)l/ gustowny, ze smakiem
tasty /ˈteɪsti/ smaczny
tin of sardines /ˌtɪn əv sɑː(r)ˈdiːnz/ puszka sardynek

6 Crime scene

VOCABULARY crimes and criminals


A


B

TOP STORIES

1 Yesterday the police arrested a man for the murder of a woman in Manor Park last week. He killed the woman while he was trying to steal her handbag. The police are ... read more

2 Last night kidnappers freed a businessman after his family had paid more than a million pounds. Mr Turner was ... read more

3 Store detectives say that shoplifting is increasing in shopping malls. More people are stealing from shops these days because ... read more


C

4 Local people in the Newlands area have reported a lot of vandalism in their streets this year. Vandals have burned cars and painted graffiti on walls. If you have any information ... read more

5 There has been another burglary from a home on the edge of Tynemouth. Burglars have broken into houses at night and stolen jewellery and art. The police are warning people ... read more

6 Drug dealing in the town is getting worse. Dealers are selling outside schools and at nightclubs. Parents must ... read more

1〉 Read the online news reports. Which stories 1–6 do pictures A–C go with?

2〉 CD 2.06 Work in pairs. Guess the endings of the unfinished sentences in the stories. Then listen to the news reports and write down the final sentence of each story in your notebook.

3〉 Copy the table into your notebook and complete it with the correct words from the stories.

Crime	Verb	Person
1 ___	murder / kill	murderer / killer
2 ___	steal	thief
kidnapping	kidnap	3 ___
4 ___	shoplift	shoplifter
5 ___	vandalise	6 ___
7 ___	burgle	8 ___
9 ___	deal drugs	drug dealer

4〉 In your notebook, complete the sentences with the correct form of the words from exercise 3.

1 A gang of ___ broke into the house of a rich businessman.
2 The ___ wanted a million pounds to give back the teenager.
3 The police arrested Jake Longhurst for ___ among school students.
4 ___ is a terrible crime. It's horrible to plan to kill someone.
5 A lot of stores are losing money because of ___.
6 Some teenagers ___ several cars in this road last night.

5〉 In your notebook, match the verbs (1–8) with suitable nouns (a–h). Then translate the expressions into Polish. Sometimes more than one answer is possible. Write the answers in your notebook.

1 steal	a a kidnapped businessman
2 free	b a car
3 report	c people against thieves
4 break into	d graffiti
5 warn	e vandalism
6 arrest	f a house
7 burn	g a handbag
8 paint	h a man for murder

6〉 In your notebook, match the people 1–3 with definitions a–c.

1 a witness	a a person who has suffered because of a crime
2 a victim	b a person who does a crime
3 a criminal	c a person who sees a crime

7〉 CD 2.07 Listen to three people talking about crimes and answer the questions in your notebook.

1 What crimes are they talking about?
2 Which speaker was ...?
   a a witness ___
   b a victim ___
   c a criminal ___
3 Which person is speaking to ...?
   a a police officer ___
   b a store detective ___
   c a journalist ___

» **Vocabulary challenge!** Unit 6, page 112, exercises 1 and 2

8〉 WHAT DO YOU THINK? Work in pairs. Discuss the questions, using the prompts below.

1 Which crimes in exercise 3 are the most/least serious? Why do you think so?
murder: very serious crime • terrible to kill someone
shoplifting: is not so serious because ...
2 Have you ever broken any rules? What happened?

LISTENING AND VOCABULARY

listening for detail • cybercrime

6

1 Look at the 5 types of cybercrime below. In pairs, try to explain what may happen when each one of them is committed. Share your ideas with the class.

1 identity theft
2 hacking
3 cyberstalking
4 online piracy
5 social engineering

2 CD 2.08 Listen to four people talking about different types of cybercrime. Match each speaker with one of the cybercrimes from exercise 1. Which of the cybercrimes is not mentioned?

Speaker 1: ___ Speaker 3: ___
Speaker 2: ___ Speaker 4: ___

3 CD 2.08 Listen again and answer the questions in your notebook. There is one extra question that does not match any of the speakers.

Which speaker …

a concludes that being careful is enough to avoid becoming a victim?
b gives only one reason for why people commit this cybercrime?
c includes a personal opinion?
d mentions a cybercrime committed by competitive people?
e wants to warn others against this cybercrime?

4 CD 2.09 Listen to a radio programme about cyberbullying. Which of the opinions are expressed in the interview? Write the answers in your notebook.

a Cyberbullies don't say the same things online as they do face to face.
b Adult cyberbullies always attack celebrities.
c It's better to send unkind messages to celebrities than to young people.
d Cyberbullying is illegal everywhere.
e We have the right to say anything we like, but not online.
f All online challenges are dangerous and stupid.
g Online challenges are not a form of cyberbullying.

5 CD 2.09 Listen again. In your notebook, complete the conversation below with the information from the interview in exercise 4 . Write between one and two words in each gap.

Ellen: I've just listened to an interview about cyberbullying.
Jim: That's interesting. What did you learn?
Ellen: Well, a lot! For example, one of the reasons why cyberbullying is so common is that people who do it usually think that because it happens online they will never [1] ___ for their crime.
Jim: Yes, that's right. I've heard that some victims have even [2] ___ because they couldn't cope with the pressure.
Ellen: Yes, the guy confirmed that too. He also said that it's also [3] ___ who are involved. They often abuse celebrities.
Jim: What do the police do about it?
Ellen: He said that it [4] ___ to track down the offenders because they are anonymous. Plus, in some countries, cyberbullying isn't a crime … There was also something in the interview about these stupid online challenges.
Jim: Like what?
Ellen: The guy said that it does not really count as [5] ___ because teens agree to be part of it.
Jim: Well, unless someone pushed them to do it …
Ellen: That's exactly what he said too.

6 Read the questions and try to explain the meaning of the words and expressions in bold. Use a dictionary if possible. Then answer the questions.

1 What does a **stalker** do? Do you know anyone who has **fallen victim to** stalking?
2 If someone **called you names**, would you return the **abusive** comment? Why? Why not?
3 Have you had any classes on how to protect yourself or others from **harassment**?
4 What would you do if you learnt that your friend **self-harmed** himself/herself?
5 What **poses the greatest risk to** young people using the Internet?

» **Vocabulary challenge!** Unit 6, page 112, exercises 3, 4 and 5

7 WHAT DO YOU THINK? Work in pairs. Discuss the questions, using the prompts below.

1 Which of the cybercrimes do you consider the most serious? Why? Have you heard of any serious cybercrimes committed recently?
2 Why do some people post hateful messages online? What motivates them to behave in this way?
being anonymous • enjoy the opportunity to harm other people • not knowing how to express themselves in a polite way
3 How can we protect ourselves from falling victim to cybercrime?
report cybercrime and cybercriminals to the police • tell friends and family • don't read the abusive messages • send the cyberbullies horrible messages back



6 GRAMMAR

Reported statements

1〉 Can you name someone famous who has been in the news recently for doing something wrong? What did he or she say about it?

2〉 **LANGUAGE IN CONTEXT** Read the news report and find examples of reported speech. Copy and complete the table with the correct words.

This morning the police arrested Mark Watson, an important politician, for selling national secrets to another country. Mark Watson's lawyer told the journalists that the police were asking Mark some questions. She also said Mr Watson hadn't done anything illegal. She mentioned that someone else had used his computer last week while he had been on holiday. The lawyer said she didn't know any more details. She said that Mark would speak to the press himself later, after his police interview, and that she couldn't give us any more information.

Direct speech	Reported speech
Present continuous	
'The police are asking Mark some questions,' she said.	She said that the police [1] ____ Mark some questions.
Present simple	
'I don't know any more details,' she said.	She said she [2] ____ any more details.
Present perfect	
'I haven't done anything illegal,' Mark said.	Mark said he [3] ____ anything illegal.
Past simple	
'Someone else used my computer last week,' he said.	He said that someone else [4] ____ his computer the week before.
will	
'Mark will speak to the press later,' she said.	She said that Mark [5] ____ to the press later.
can	
'I can't give you any more information,' she said.	She said that she [6] ____ us any more information.

3〉 **ANALYSE** Choose the correct option to complete the rules.

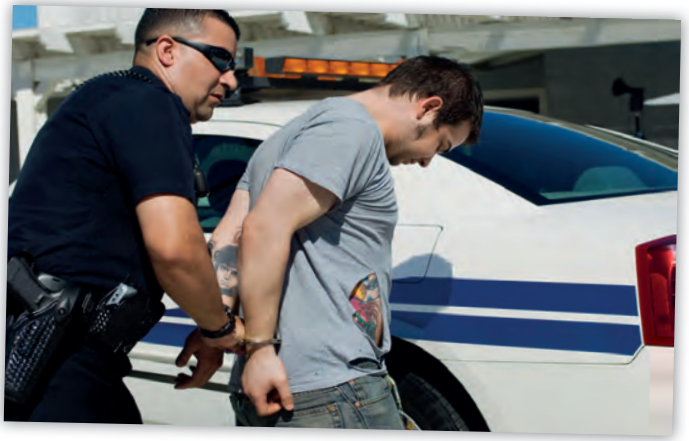
1 We use *reported* / *direct* speech to repeat what someone said without using their exact words.
2 In reported speech we *change* / *do not change* the tenses.
3 In reported speech we *make* / *do not make* changes to pronouns and expressions of time and place.

? WHAT'S RIGHT?

1 He said me that he wanted to go home.
2 He told me that he wanted to go home.
3 He said he wanted to go home.

4〉 **PRACTISE** In your notebook, rewrite the sentences in reported speech, starting with *He said* ..., or *She told me* ... .

1 'Pete's already phoned the police.'



2 'Lenny was late for school again.'
3 'Some new students are visiting the school.'
4 'There are a lot of burglaries every week.'
5 'The programme was about crime.'
6 'Miss Baker didn't mark the homework.'
7 'It will rain later.'
8 'We can't use the computer.'

Tip

- We say: '*He said that* ...' (NOT ~~*He said us that*~~) and *He told* ***me*** *that* ... .
- In reported speech we often make changes to pronouns and time expressions:
  here → there I → he/she ago → before
  'I lived here ten years ago,' he said. →
  He said that he had lived there ten years before.

5〉 In your notebook, rewrite the sentences in reported speech. Change the pronouns and time expressions, using the phrases below. Start each sentence with *Ella said that* ... .

the previous week the next day then that night the following week the day before that day that week

1 'I can't do it **now**.'
2 'We don't have a lesson here **today**.'
3 'Jacky will phone you **tomorrow**.'
4 'Tom can't come to the party **tonight**.'
5 'I saw Jerry **last week**.'
6 'Our class is having lessons in Room 10 **this week**.'
7 'Pam will get her results **next week**.'
8 'I went to the doctor's **yesterday**.'

6〉 In your notebook, rewrite the sentences as direct speech.

1 Sue said that she had been to the doctor's that morning.
2 The teacher told us that she would give us back our homework the following day.
3 Pete said that he always went swimming on Thursdays.
4 My parents told me that I couldn't have driving lessons until November.
5 The weather forecaster said that it was going to stay hot until the following week.
6 My brother said that he and his friend had been to a good concert the previous day.

» **Grammar challenge!** Unit 6, page 112, exercise 1

7〉 NOW YOU DO IT Work in pairs. In your notebook, write a short message to your partner. Try to use a present tense, a past tense, *will* and *can*. Exchange messages and then report what your partner said.

I'm tired. I went to bed too late. I'm going to leave school early. I can't concentrate. I'll phone you later.

Katy sent me a text message this morning. She said she was tired. She had gone to bed too late. She was going to leave school early. She couldn't concentrate. She would phone me later.

Reported questions

1〉 What are the advantages and disadvantages of working as a bodyguard of a VIP?

2〉 CD 2.10 LANGUAGE IN CONTEXT Read and listen to the dialogue. Why did the reporter interview the bodyguard?

Archie Did you see the interview with the bodyguard who used to protect a celebrity from stalkers? They wouldn't say who she was, I mean the celebrity, but I think she was a famous singer.

Tilly Did they ask the bodyguard lots of interesting questions?

Archie Yes, of course they asked him what he considered the most difficult part of his job. They also wanted to know whether he had ever feared for his life. More interestingly for me, a lot of the questions were about his relationship with the celebrity. They wanted to know if the two of them were friends and if he could ask the celebrity for favours or a pay rise. The interviewer also wanted to find out how the bodyguard coped with all the stress. They didn't ask him what had made him want to become a bodyguard – which I'd like to know.

Tilly I guess that's a job for people who like dealing with dangerous situations, or rubbing shoulders with the rich and famous. It must be good money too!

3〉 ANALYSE Read the dialogue in exercise 2 again and complete the reported questions in your notebook.

Direct question	Reported question
Yes/No questions	
Have you ever feared for your life?	They asked him if [1] ____.
Are you friends with the celebrity?	They also wanted to know whether [2] ____.
Wh- questions	
What do you consider the most difficult part of your job?	They asked him what [3] ____.
How do you cope with all the stress?	The interviewer wanted to find out [4] ____.

4〉 Choose the correct words to complete the rules below. Write the answers in your notebook.

1 When we report ***yes/no*** / ***wh-*** questions, we use *if* or *whether*.

2 We ***need*** / ***don't need*** question marks in reported questions.

3 The word order in a reported question ***is*** / ***isn't*** the same as in an ordinary question.

4 We ***use*** / ***don't use*** auxiliary verbs, e.g. *do* and *did* in reported questions.

? WHAT'S RIGHT?

1 He asked me did I want to go out.
2 He asked me if I wanted to go out.
3 They wanted to know how I was feeling.
4 They wanted to know how was I feeling.

5〉 PRACTISE In your notebook, put the words in the correct order to make reported questions.

1 me / was / the doctor / what / asked / the problem /
2 to know / mum / when / home / wanted / come / I / would
3 long / Harry / been / I / ill / how / had / me / asked
4 Charlie and Eric / going / to know / policeman / where / were / wanted / the
5 me / seen / asked / the film / I / if / had / Jan
6 asked / where / Tom / lived / Jenny / he
7 any / assistant / needed / me / help / asked / I / the / if
8 man / the / know / was / wanted / where / the bank / to

6〉 Here are some more questions the reporter asked the bodyguard. In your notebook, rewrite them as reported questions. Start with *He wanted to know …* or *He asked … .*

1 'When did you decide to become a bodyguard?'
2 'What is the hardest thing about protecting famous people?'
3 'Are you enjoying your work?'
4 'Can you give our viewers some advice about self-defence?'
5 'Is it important for bodyguards to get on with their clients?'
6 'Where did you do your bodyguard training?'
7 'Have you ever worked for politicians?'
8 'Will you tell us something about your private life?'

7〉 Work in pairs. Take turns to ask and answer the questions below. Then report what your partner said to the class.

I asked Jill if she would like to learn some self-defence techniques and she told me that …

1 Would you like to learn some self-defence techniques?
2 What are you afraid of the most in life?
3 Have you ever been in a very dangerous situation?
4 Are you a risk-taker?

8〉 NOW YOU DO IT Work in pairs. Think about five questions that people asked you yesterday. Report the questions and the answers to the class.

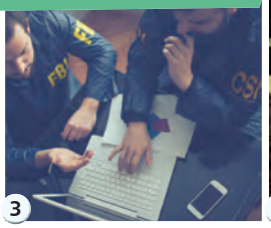
The teacher asked me if I had finished my project and I told him that I needed more time.

6 READING AND VOCABULARY

reading for detail, coherence and cohesion, order of information • law and justice


1


2


3


4

1 Look at the photographs. Work in pairs and discuss the challenges these people may face in their everyday working lives.

2 Work in pairs. Make a list of crimes which people your age often commit. What happens to teenagers who have committed crimes?

3 Read the text below. Choose the correct answer and write it in your notebook.

How does the author feel about teenage courts?

a He thinks they don't work well.

b He believes they allow young people to earn some money.

c He says they help young people not to commit crimes again.

4 In your notebook, match the highlighted English words in the text with their Polish equivalents.

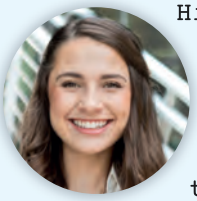
1 sądzić kogoś
2 sąd
3 przestępcy
4 procesy sądowe
5 zeznania
6 winny
7 ława przysięgłych
8 sędzia

5 Read the text again and complete gaps 1–5 with sentences a–g in your notebook. There are two extra sentences.

a Well, it looks more or less the same as in a traditional court.

b Another reason is the fact that it's a very responsible job and everyone takes it very seriously.

blog home add a comment contact

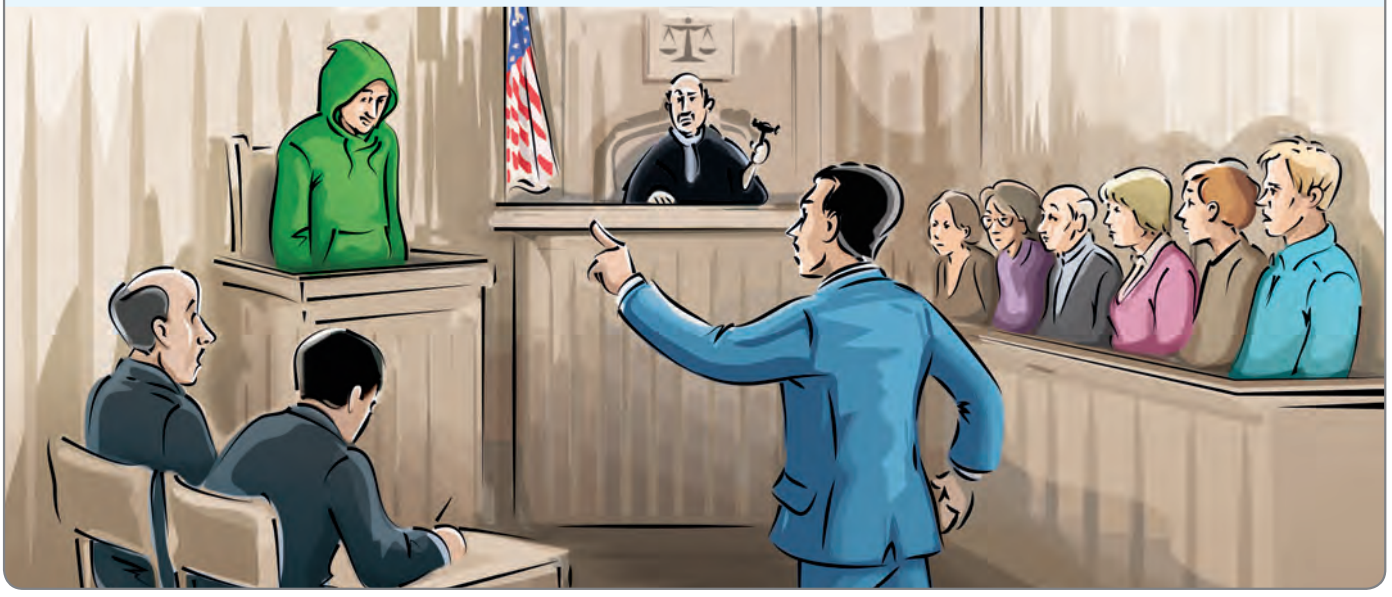


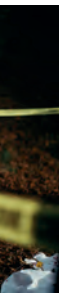
Hi, my name is Max. I'm seventeen and I'm a **judge** in a teen court in the USA. You may think it's impossible for a young person like me to **try** other teenagers in a court of law. [1]___ Teen **courts**, also known as youth courts or peer courts, operate in most states. They deal with young, first-time **offenders** who have committed small, non-violent crimes such as painting graffiti or shoplifting. [2]___ They can only work on the cases in which the teenagers have already said they are **guilty**.

How does it all work, then? [3]___ All the teenagers at my court are volunteers who are trained in the roles of judges, members of the jury or lawyers. We have **trials** by jury, we listen to eyewitnesses' **evidence**, give our verdict and sentence the offender. The punishments usually include either community service or an official apology to the victim. [4]___ You may be surprised but putting your ideas on paper makes you think a lot about your life!

You may wonder why I'm doing this. Well, first of all, I got involved because I believe that a teenage jury will understand another teenager better than any adult **jury**. Teenagers listen to teenagers after all, don't they? [5]___. We don't get paid for our work but we're learning a lot about the legal system – and what's more important, we show our peers that there's more to life than crime!

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c Sometimes the offender has to write an essay to explain why their behaviour was wrong.
d However, here in the USA, it's quite common.
e What's more, the criminals never get any punishment.
f These courts cannot decide if someone is guilty or not.
g The crime can sometimes be very serious.

6 Put the questions in the order that the answers appear in the text. Write the answers in your notebook.

a What types of crimes do teenagers who appear in teen courts commit?
b What are the advantages of working for a court of law?
c What are the synonyms for 'teenage court'?
d How are teenagers punished in teen courts?
e What was the author's motivation to become a judge?
f How are the teenage courts organised?

7 In your notebook, complete the sentences with the information from the text in exercise 2. Write between one and three words in each gap.

1 It is not ___ in the USA to try other young people in court.
2 You ___ teen courts in most states.
3 Teen courts do not deal with ___ such as murder.
4 Writing an essay about your crime is supposed to make ___ about your crime.
5 Teenage judges ___ for their work. It's done on a voluntary basis.

8 Work in pairs and answer the questions.

1 What do you think of the idea of teenage courts? Should teenagers try teenagers? Why?/Why not?
2 Would you like to work as a lawyer? Why?/Why not?

Vocabulary development

9 Who usually does these things? In your notebook, match the words below with phrases 1–10. Sometimes more than one answer is correct.

criminal police officer lawyer judge jury witness suspect

Who …?
1 commits a crime
2 arrests a suspect
3 works on a legal case
4 gives evidence in court
5 sentences the criminals
6 gets punished
7 tries people in a court of law
8 gives the verdict
9 can be guilty or innocent
10 investigates a crime

10 Work in pairs and test each other.

A *I sentence the criminals. Who am I?*
B *You're a judge.*
A *That's correct.*

11 Complete the text with some of the verbs from exercise 9. Write the answers in your notebook.



Silk was a very popular British legal drama series which is now available on DVD. The drama follows the daily lives of a group of lawyers who [1] ___ on different legal cases and deal with people who [2] ___ various crimes. The series is exciting because there are many courtroom scenes where you can see witnesses who [3] ___ evidence in court and hear judges [4] ___ their final verdicts. You never know if the person will [5] ___ guilty or innocent until the last moment, and if guilty, how they will [6] ___ punished. Definitely worth watching!

» **Vocabulary challenge!** Unit 6, page 112, exercises 6 and 7

12 Work in pairs. Imagine that you work for a teenage court of law. Read the cases and answer the questions below about each case.

a A 16-year-old is caught shoplifting. He says he shoplifts because he's poor.
b A group of young boys are caught selling drugs in front of their school. It is the first time they have done this.
c A girl is caught doing graffiti on the walls of someone's house for the second time.
d A girl is involved in a Facebook hate campaign against one of her schoolmates.

1 What crime does the person commit? How serious is it?
2 Who could give evidence in each case?
3 How should they be punished? What verdict would you give in each case?

6 SPEAKING

reporting news

1 Work in pairs and answer the questions.

1 Which media do you use to find out about the world?
2 What news stories interest young people the most?

2 CD 2.11 Read and listen to the dialogue. Are the sentences true (T) or false (F)? Write the answers in your notebook.

1 Terry Wilson was still at the house when the owner came back.
2 Terry Wilson didn't remember to log out of Facebook.
3 The explorer did not want to kill the spider.
4 Ken does not seem interested in Adele's story.

Ken Have you heard the story about a guy called Terry Wilson?
Adele No, I haven't. What's it about?
Ken It was on the news last night. It's a funny story about a burglar who got caught because of his Facebook profile. You won't believe it!
Adele Go on. Tell me what happened.
Ken Well, this guy broke into somebody's house and stole a tablet. But before he left, he logged in to Facebook on the house owner's computer. When the owner came back, the burglar had already left, but he had forgotten to log out! Can you believe it?
Adele What a silly man! Well, talking of recent stories, I've just read about a Polish explorer who said he'd always wanted to find the biggest tarantula in the world. And guess what? He found a huge one in Brazil and killed it to take it to a museum. People were really shocked that he had done something like that!
Ken How strange!



3 Read the dialogue in exercise 2 again and complete the Phrase Bank in your notebook.

Phrase Bank

▶ Reporting a story
Have you [1] ___ *the story about a man called Mark Bryson?*
Did you report that story about …? / Did you read the article about …?
You [2] ___ *believe it!*

▶ Showing interest
[3] ___ *on. Tell me what happened. / And what happened next?*
[4] ___ *a silly man!*
How [5] ___ */ terrible / scary!*

4 Work in pairs. Use the ideas below to make a news story. Then take turns to present your story to your partner. Use the dialogue in exercise 2 to help you.

Student A
- A man / break / into a flat. He / want / to steal some money.
- After he / leave / the flat, he / fall down / in the street and / break / his leg.
- When the man / want / to pay for something in hospital, it / turn out / the stolen money was fake.
- The police / arrest / him.

Student B
- A girl / run away / from home / after she / argue / with her parents.
- She / go / to the shopping centre and / see / her boyfriend with another girl from their class.
- She / feel / upset because she / think / the boy / cheat on her.
- It / turn out / the girl's parents / send / them to look for their missing daughter.

5 CD 2.12 Listen to a dialogue and answer the questions in your notebook.

1 How many children in the world live off crime?
2 What was the headline of the story?
3 What did the girl in the story do? Why did she say she did it?
4 How do the speakers react to the story?

6 CD 2.12 Listen again. Which of the phrases below do the speakers use to react to the news? Translate them into Polish.

- Isn't it horrible?
- It can't be true.
- Isn't it terrible?
- Unbelievable!
- You must be joking.
- Just awful!
- Incredible!
- I find it quite shocking.
- I find it very surprising.

7 Think of one recent story you have heard or read about. Make a list of words and phrases to use in the story.

8 Work in pairs. Role-play the dialogue, using the phrases from this lesson. Then swap roles and do the task again.

Uczeń A
Usłyszałeś/Usłyszałaś w radiu ciekawą historię. Chcesz zrelacjonować ją koledze/koleżance.
- Powiedz, gdzie usłyszałeś/usłyszałaś tę historię.
- Opisz, co się stało.
- Powiedz, co myślisz na temat tej historii.

Uczeń B
Twój kolega/Twoja koleżanka opowiada Ci historię, którą usłyszał/usłyszała w radiu.
- Zapytaj o kilka szczegółów z tej historii.
- Odnieś się z niedowierzaniem do jakiegoś faktu wybranego z tej historii.
- Powiedz, co myślisz o zachowaniu osób opisanych w tej historii.

WRITING
a forum entry

6



1 Read the definition of 'a hate crime'. Is this type of crime common in Poland?

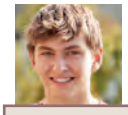
A **hate crime** is a crime which happens because of intolerance towards a person or a group of people (for example, because of their gender, physical appearance, disability or sexual orientation).

2 Look at the poster used in a social campaign against hate crimes. Work in pairs and answer the questions.

1 What hate crimes is this campaign against? Can you think of any other hate crimes?
2 Do you think the poster is an effective way to fight hate crimes? Why?/Why not?

3 Read the forum entry. In your notebook, match the questions with paragraphs A–D.

1 Why not share your opinion?
2 What could we do?
3 How do I feel about the problem?
4 What was the programme about?



Hi everyone,
Last night I watched a very interesting programme on TV about hate crimes.

A It was about a disabled 16-year-old boy who was a victim of bullying at his school. Some students made fun of him because of his disability. The boy was very upset.

B First of all, I must say I felt very sorry for the boy but I also felt angry to hear that the boy's classmates didn't help him. Personally, I think that we should always help the victim fight against the bullies.

C Secondly, I believe that anyone who witnesses any such behaviour should tell the teachers or parents about it because adults know what to do in such a situation. In my opinion, schools should also organise classes to teach teenagers tolerance towards people who are simply different.

D What do you think about this issue? Why don't you post your comments below?

Bye for now.
Tom

4 Read the forum entry in exercise 3 again and complete the Phrase Bank in your notebook.

Phrase Bank

▸ Expressing opinions and feelings
First of all, I must say I felt sorry / upset / shocked to [1] ___ *that …*
[2] ___*, I think that …*
Secondly, I [3] ___ *that … | In my* [4] ___ */ in my view, …*
It seems to me that … | It's always wrong to …

▸ Asking for opinion
What do you think about this [5] ___*?*
Why [6] ___ *you post your comments below?*
Tell me what you think about this problem.

5 In your notebook, write sentences from the prompts.

1 think / intolerance / serious issue in schools. Older students often / bully / younger students. my opinion, / it / always wrong / hurt / other people's feelings.
2 my view / we / do more / fight the problem of homelessness. / think / it be important / talk / about it and / help people who sleep in the street.
3 believe / we / have to help disabled people. They / need / our help and understanding the most. / be a good idea / take part in charity events / help / these people.

6 Read the text and, in your notebook, complete it with the words below. Then write two extra sentences to say what you suggest doing about the problem of racism.

problem **discriminate** **practise** **victims** **view**

I really care about the [1] ___ of racism because I live next door to a family of immigrants from Vietnam. The family are very friendly people but they can't speak our language and they [2] ___ a different religion. Because of that they are [3] ___ of discrimination. They get hate letters and people call them names. In my [4] ___, this is totally wrong. We can't [5] ___ against anyone who is different. I think we should …

7 Read the instructions and do the writing task in your notebook.

Na forum internetowym chciałbyś/chciałabyś podzielić się opinią na temat problemu społecznego, któremu, Twoim zdaniem, powinno się poświęcić więcej uwagi. Zredaguj swój wpis (100–150 słów) i:
- przedstaw ten problem,
- wyjaśnij, dlaczego jest on dla Ciebie ważny,
- zaproponuj, co Ty i Twoi koledzy moglibyście zrobić w tej sprawie,
- poproś innych uczestników forum o wyrażenie swojej opinii na ten temat.

6 ENGLISH IN USE

1〉 Choose the best response to statements 1–4. Write the answers in your notebook.

1 Did you hear the story about the teenage police officers?
a The one on the news last night?
b How unbelievable!

2 It's always wrong to hurt other people.
a It can't be true! b Exactly!

3 Why don't you share your opinion with us?
a Yes, I do. b OK, I will.

4 Did the police arrest any suspects?
a I think so. b I can't believe it.

2〉 Choose the correct answer to complete the mini-dialogues and write it in your notebook.

1 X I read this amazing story about a 6-year-old boy who produced fake money.
Y ___
a I have no idea.
b Go on. Tell me about it.
c Let me know.

2 X Why was the man arrested?
Y ___
X Oh! What kind?
a He was found guilty.
b He was shoplifting.
c He had committed a few crimes.

3 X What punishment did the woman get?
Y ___
X Only that? It doesn't seem fair for such a crime.
a She didn't get punished at all.
b She had to do community service.
c She gave the final verdict.

4 X ___
Y What exactly?
X The story I've just read.
a How incredible!
b What a strange man!
c You must be joking.

5 X ___
Y In my opinion, they're very useful.
a What do you dislike the most about teenage courts?
b What do you think about teenage courts?
c What do you find surprising about teenage courts?

3〉 Choose the answer a, b or c which has the same meaning as the Polish parts of the sentences in brackets. Write the answers in your notebook.

1 The witness said he ___ (*właśnie wszedł*) into the shop when the crime took place.
a just walked b had just walked
c was just walking

2 The police arrested the boy for ___ (*włamanie*).
a theft b burglary c shoplifting

3 ___ (*Moim zdaniem*) the man isn't guilty. He wasn't anywhere near the crime scene.
a In my view, b Personally, c I must say that

4 The story is incredible. ___ (*Nie uwierzysz*) it!
a You won't believe b You can't believe
c You don't believe

5 The criminal said he had stolen the car ___ (*wczoraj*).
a yesterday b that day c the day before

4〉 CD 2.13 Listen to questions 1–4 and match them with the correct responses (a–e). There is one extra response. Write the answers in your notebook.

1 ___ 2 ___ 3 ___ 4 ___
a It's definitely not my fault.
b I've just had my phone stolen!
c Apparently, a couple of weeks ago.
d The situation was getting out of control.
e I think I will. I've had enough.

5〉 Read the sentences and decide if the missing word should be: a) positive / negative; b) in singular / plural form. Then complete the sentences with the correct words in your notebook.

1 What they did was ___ (*law*). They will be punished for that.
2 The man was found guilty of ___ (*vandal*).
3 This part of our town is quite ___ (*safe*), so don't go there.
4 The police have just begun an official ___ (*investigate*) into the crime.
5 The judge became ___ (*patient*) with the lawyer who kept shouting at the jury and told him to stop it.
6 The store detetctive quickly caught both ___ (*shoplift*).

5〉 In your notebook, complete the text with the correct form of the words in brackets.

There are few people who don't enjoy watching a crime movie, at least from time to time. So, TV channels give the [1] ___ (***view***) a great choice of crime films and various programmes about police [2] ___ (***investigate***) to enjoy. They are also full of [3] ___ (***excite***) crime series that draw millions of people to their TV screens every day. But what about people who prefer a good book to a crime movie? Well, don't worry as the Internet offers a lot of [4] ___ (***solve***). There are a plenty of websites where you can read detective stories for free. One of these websites is Detective, Crime, and Murder Mystery Books Reading Room. The website has a large number of crime stories. Some of them are more traditional detective stories, some others have more [5] ___ (***usual***) plots. They are available in the full-length version, so make sure you have a free evening before you visit the page. Be prepared for some [6] ___ (***expect***) changes to the plot in most of the stories there. Investigate the crimes as you read along!

6〉 WHAT DO YOU THINK? Work in pairs and answer the questions. Use the prompts below.

1 Why are detective stories so popular?
have an exciting plot • elements of mystery
be like a puzzle • make you think

2 Would you like to work as a private detective?
Yes: a great job • well-paid • work on interesting cases • help people find their missing loved ones
No: a terrible job • dangerous • learn a lot of dark secrets • depressing

Tip
Pamiętaj, aby dostosować styl listu do odbiorcy. List oficjalny skierowany jest do osób lub instytucji, których osobiście nie znasz. Stosuj odpowiednie zwroty rozpoczynające i kończące list. Unikaj zwrotów potocznych.

1 Read the task and the example letter below. Answer the questions.

1 How does the writer open and close the letter?
2 Does the writer use contractions?
3 Does the writer use exclamation marks?
4 Does the writer use colloquialisms?

Jedna z gazet zapytała czytelników, jakie zmiany mogłyby poprawić warunki życia w ich miejscowości. Napisz **list do redakcji**, w którym opiszesz problem, jaki nurtuje mieszkańców Twojej miejscowości, i przedstawisz propozycje jego rozwiązania.

Dear Mr Barnes,

1 Thank you for encouraging people to write in about problems in our area. I am writing to outline a local issue that really concerns me – speeding traffic. Fast drivers cause problems in many parts of our town. However, here I would like to focus on the fast traffic on the road near Banbury Primary School.

2 The speed limit immediately outside the school is low, whereas the limit just a short distance away is much higher so cars race along there at very fast speeds. This is extremely dangerous for parents and children who are walking to and from school. It is nearly impossible for them to cross the road if they need to. In addition to this, there have been several accidents there in recent years. The government is also trying to encourage young people to cycle to school. This is far too dangerous along this road.

3 In my view, there are several possible solutions to this problem. Firstly, I would suggest lowering the speed limit along this stretch of road, which would reduce the speed of the cars. Secondly, I think the council should build another crossing for the parents and children. Finally, I think there should be more road signs to warn motorists that they are approaching a school. These measures will help to make everyone safer.

4 I hope that you will give serious consideration to these suggestions and that soon parents and children will be able to walk to school much more safely.

Yours sincerely,

Paul Banks



2 Read some extracts from another letter. Find and correct the style mistakes in each sentence.

1 Hi Mr Barnes,
2 I guess I could suggest a lot of changes.
3 The street lighting is rubbish in the town centre!
4 A lot of the lights are broken. It's a bit unsafe if you ask me.
5 Why doesn't the town council just spend some money on putting in new ones?
6 Thanks
Danny Carter

3 Read the letter in exercise 1 again and complete the content points with the words below. Then match a–d with paragraphs 1–4 in your notebook.

description summary explanation suggestions reason

a ___ for how to deal with the problem
b a ___ to close the letter
c the ___ for writing the letter and a brief ___ of the problem he is going to write about
d a detailed ___ of the problem with an example

Tip
Pamiętaj, że list powinien mieć jasną i przejrzystą strukturę. Podziel go na akapity. Stosuj zdania złożone.

4 Match the highlighted linking words in the letter in exercise 1 with the categories below.

1 linking words to show contrast and addition
2 words that put ideas in order

5 Change the sentences, using the highlighted linking words from the letter in exercise 1.

1 The streetlights in our town centre stop working at 8.30. Those in other town centres continue until midnight.
2 It is dangerous when you cannot see where you are going. It is easy for thieves to steal from people and shops.
3 Broken streetlights should be repaired. Extra streetlights should be installed.
4 The council promised to put in new streetlights. They have not done so.

6 Read the instructions and do the writing task.

TEST IT! Ostatnio poważnym problemem w Twojej miejscowości stał się wandalizm w miejscach publicznych. Napisz **list do redakcji** (200–250 wyrazów) miejscowej gazety, w którym opiszesz sytuację i przedstawisz propozycje rozwiązania tego problemu.

6 REVIEW 6

Complete all the exercises on this page in your notebook.

1 Complete the sentences with the correct forms of the words in brackets.

1 There was a programme on TV about teenage ___ (*burgle*) and ___ (*shoplift*) who steal things to pay for their drugs.
2 The boys were accused of ___ (*shoplift*) and ___ (*vandal*).
3 The police caught the ___ (*kill*) in the end. The man was also guilty of ___ (*deal drugs*).
4 The film was about a gang of ___ (*kidnap*) and ___ (*murder*). It was too awful to watch for me.
5 Many people believe that online ___ (*pirate*) is a form of ___ (*thief*).
6 Social ___ (*engineer*) is a relatively new type of cybercrime. ___/11

2 Match the verbs 1–8 with words and phrases a–h. Give the names of the people who usually do these things.

1 commit	a a suspect
2 give	b to 3 years in prison
3 get	c flats
4 work	d on a legal case
5 arrest	e punished
6 sentence somebody	f witnesses
7 break into	g a crime
8 look for	h evidence in court

___/5

3 Complete the sentences with the missing words.

1 During a t___, a crime is examined and the suitable punishment is given for it.
2 I hated primary school because the other kids would always call me n___.
3 J___ is a group of people who decide if the suspect is guilty or innocent. Their decision is called a v___.
4 Sometimes, b___ don't even realise how much damage their a___ comments can do.
5 J___, barristers and solicitors are all types of l___.
6 Teen courts in the USA only deal with young, first-time o___.
7 Internet challenges may p___ a great risk to young people's health and even life.
8 Fortunately for the victims, numerous w___ of the crime have been found. Their e___ will surely help to put the suspects in prison. ___/8

4 Rewrite the sentences in reported speech.

1 'My client has never done anything against the law in his life,' the lawyer said.
2 'My sister watched a good crime movie last night,' Julia said.
3 'A police officer is coming to our school tomorrow to talk about crime,' our teachers said.
4 'I never lie,' the suspect said.
5 'It will be difficult to catch the criminal here,' the police officer said.
6 'Internet challenges can be really dangerous,' the psychologist said.
7 'The kidnappers have released the children,' the police spokeswoman said.
8 'The police are collecting witness statements,' the journalist said. ___/8

5 Choose the correct option.

1 He *said* / *told* me he wanted to order a pizza.
2 They *said* / – they were never going to visit that awful place again.
3 Kate *told* / *said* us about the test next week.
4 Mark *said* / *told* he needed to have something to drink. ___/4

6 Write the questions below in reported speech.

1 'Can you open your suitcase please?' asked the policeman.
2 'Could you repeat the last sentence, please?' asked the student.
3 'Have you ever received a parking ticket?' asked Lisa
4 'What where they doing when I called?' asked Andy.
5 'Did you see Mike yesterday?' asked mum.
6 'Are you going to Paris next weekend?' asked Theo.
7 'Do you follow a strict diet?' asked the nurse.
8 'What did you do today?' asked the colleague. ___/8

7 Write dialogues from the prompts.

1 A you / hear / the story about the woman who was caught shoplifting fifty times?
B No, I haven't. Go on. Tell me / what / happen.
2 A you / read the story about the man who wanted to kidnap the child of a famous businessman?
B No. What / horrible / story!
3 A You / not believe it! They arrested the President!
B You / must / joke!
A It / the news just a second ago. ___/7

8 Complete the sentences with the missing words.

1 In my o___, we should punish people for all crimes, even the little ones. It's always w___ to do things against the law.
2 First of a___, I believe that we should help young offenders rather than send them to prison.
3 It s___ to me that some judges give too many prison sentences. What do you think about this i___? ___/5

9 Work in pairs and test each other.

Student A: go to page 122.
Student B: go to page 129.

» SPEAKING TEST 3, page 118

Crimes and criminals / Przestępstwa i przestępcy

burglar /ˈbɜ:(r)glə(r)/ włamywacz/włamywaczka
burglary /ˈbɜ:(r)gləri/ włamanie
break into /ˌbreɪk ˈɪntʊ/ włamywać się
burgle /ˈbɜ:(r)g(ə)l/ włamywać się
crime /kraɪm/ przestępstwo, zbrodnia
criminal /ˈkrɪmɪn(ə)l/ przestępca/kryminalistka
deal drugs /di:l ˈdrʌgz/ handlować narkotykami
drug dealer /ˈdrʌg ˌdi:lə(r)/ handlarz/handlarka narkotyków
drug dealing /ˈdrʌg ˌdi:lɪŋ/ handel narkotykami
kill /kɪl/ zabijać
killer /ˈkɪlə(r)/ zabójca, zabójczyni
killing /ˈkɪlɪŋ/ zabójstwo
murder /ˈmɜ:(r)də(r)/ morderstwo; zamordować
murderer /ˈmɜ:(r)dərə(r)/ morderca, morderczyni
police officer /pəˈli:s ˌɒfɪsə(r)/ policjant/policjantka
shoplift /ˈʃɒpˌlɪft/ kraść w sklepie
shoplifter /ˈʃɒpˌlɪftə(r)/ złodziej sklepowy/złodziejka sklepowa
shoplifting /ˈʃɒpˌlɪftɪŋ/ kradzież sklepowa
steal /sti:l/ kraść
store detective /ˌstɔ:(r) dɪˈtektɪv/ detektyw sklepowy
theft /θeft/ kradzież
thief/thieves /θi:f, θi:vz/ złodziej/złodzieje, złodziejka/złodziejki
vandal /ˈvænd(ə)l/ wandal/wandalka, chuligan/chuliganka
vandalise /ˈvændəlaɪz/ demolować, niszczyć
vandalism /ˈvændəˌlɪz(ə)m/ wandalizm
victim /ˈvɪktɪm/ ofiara
witness /ˈwɪtnəs/ świadek

Cybercrime / Cyberprzestępstwa

abusive /əˈbju:sɪv/ obraźliwy
call sb names /ˌkɔ:l ˌsʌmbədi ˈneɪmz/ przezywać kogoś
cyberbullying /ˈsaɪbəˌbʊliɪŋ/ cyberprzemoc, prześladowanie w sieci
cyberstalking /ˈsaɪbə(r)ˌstɔ:kɪŋ/ cyberstalking, uporczywe nękanie w internecie
fall victim to sth /ˌfɔ:l ˈvɪktɪm tə ˌsʌmθɪŋ/ paść ofiarą czegoś
hacking /ˈhækɪŋ/ włamania do systemów komputerowych
harassment /ˈhærəsmənt/ nękanie, prześladowanie
identity theft /aɪˈdentɪti ˌθeft/ kradzież tożsamości
online piracy /ˈɒnlaɪn ˌpaɪrəsi/ piractwo internetowe
pose a risk to sb/sth /ˌpəʊz ə ˈrɪsk tə ˌsʌmθɪŋ, ˌsʌmbədi/ stanowić zagrożenie dla kogoś/czegoś
self-harm /ˌselfˈhɑ:(r)m/ samookaleczenie
social engineering /ˌsəʊʃ(ə)l ˌendʒɪˈnɪərɪŋ/ techniki, w wyniku stosowania których ofiary dobrowolnie przekazują cyberprzestępcom cenne informacje
stalker /ˈstɔ:kə(r)/ stalker, prześladowca

Law and justice / Prawo i sprawiedliwość

arrest a suspect /əˌrest ə səˈspekt/ aresztować podejrzanego
barrister /ˈbærɪstə(r)/ prawnik reprezentujący klientów przed sądem
court of law /ˌkɔ:(r)t əv ˈlɔ:/ sąd
forensic scientist /fəˌrenzɪk ˈsaɪəntɪst/ specjalista medycyny sądowej
get punished /ˌget ˈpʌnɪʃt/ zostać ukaranym
give evidence in court /ˌgɪv ˈevɪd(ə)ns ɪn ˌkɔ:(r)t/ składać zeznania w sądzie
give the verdict /ˌgɪv ðə ˈvɜ:(r)dɪkt/ ogłaszać wyrok
guilty /ˈgɪlti/ winny
innocent /ˈɪnəs(ə)nt/ niewinny
investigate a crime /ɪnˈvestɪgeɪt ə ˈkraɪm/ prowadzić śledztwo w sprawie kryminalnej
judge /dʒʌdʒ/ sędzia
jury /ˈdʒʊəri/ ława przysięgłych
lawyer /ˈlɔ:jə(r)/ prawnik/prawniczka
offender /əˈfendə(r)/ przestępca
police investigator /pəˌli:s ɪnˈvestɪˌgeɪtə(r)/ oficer śledczy
sentence /ˈsentəns/ wyrok (np. więzienia)
trial /ˈtraɪəl/ proces sądowy
try sb /ˈtraɪ ˌsʌmbədi / sądzić kogoś (w sądzie)
work on a legal case /ˌwɜ:(r)k ɒn ə ˈli:g(ə)l ˌkeɪs/ pracować nad sprawą sądową

Hate crimes / Zbrodnie nienawiści

bully /ˈbʊli/ tyran, prześladowca/prześladowczyni; tyranizować, prześladować
bullying /ˈbʊliɪŋ/ tyranizowanie, nękanie
campaign /kæmˈpeɪn/ kampania
disabled people /dɪsˌeɪb(ə)ld ˈpi:p(ə)l/ niepełnosprawni
discriminate against sb /dɪˈskrɪmɪneɪt əˌgenst ˌsʌmbədi/ dyskryminować kogoś
discrimination /dɪˌskrɪmɪˈneɪʃ(ə)n/ dyskryminacja
gender /ˈdʒendə(r)/ płeć
intolerance /ɪnˈtɒlərəns/ nietolerancja
physical appearance /ˌfɪzɪk(ə)l əˈpɪərəns/ wygląd zewnętrzny
practise a religion /ˌpræktɪs ə rɪˈlɪdʒ(ə)n/ wyznawać religię
serious issue /ˌsɪəriəs ˈɪsju:/ poważna sprawa, kwestia
sexual orientation /ˌsekʃuəl ˌɔ:riənˈteɪʃ(ə)n/ orientacja seksualna

Other words / Inne wyrazy

against the law /əˌgenst ðə ˈlɔ:/ wbrew prawu
be involved in sth /ˌbi ɪnˈvɒlvd ɪn ˌsʌmθɪŋ/ być w coś zaangażowanym
bodyguard /ˈbɒdiˌgɑ:(r)d/ ochroniarz
common /ˈkɒmən/ powszechny
cope wih sth /ˈkəʊp wɪθ ˌsʌmθɪŋ/ radzić sobie z czymś
council /ˈkaʊns(ə)l/ rada np. dzielnicy, miasta, gminy
crime scene /ˈkraɪm ˌsi:n/ miejsce zbrodni
crossing /ˈkrɒsɪŋ/ przejście (dla pieszych)
depressing /dɪˈpresɪŋ/ przygnębiający
do graffiti /ˌdu: grəˈfi:ti/ malować graffiti
explorer /ɪkˈsplɔ:rə(r)/ badacz/badaczka
fake money /feɪk ˈmʌni/ fałszywe pieniądze
favour /ˈfeɪvə(r)/ przysługa
fear for sb's life /ˌfɪə(r) fə(r) ˌsʌmbədiz ˈlaɪf/ obawiać się o czyjeś życie
free sb /fri: ˌsʌmbədi/ uwolnić kogoś
gang /gæŋ/ gang
homeless /ˈhəʊmləs/ bezdomny
increase /ɪnˈkri:s/ rosnąć, zwiększać się
journalist /ˈdʒɜ:(r)nəlɪst/ dziennikarz/dziennikarka
lower speed limit /ˌləʊə(r) ˈspi:d ˌlɪmɪt/ obniżać dozwoloną prędkość
measures /ˈmeʒə(r)z/ środki, działania
motorist /ˈməʊtərɪst/ kierowca
password /ˈpɑ:sˌwɜ:(r)d/ hasło
pay rise /ˈpeɪ ˌraɪz/ podwyżka
peer /pɪə(r)/ rówieśnik/rówieśniczka
police station /pəˈli:s ˌsteɪʃ(ə)n/ posterunek policji
politician /ˌpɒləˈtɪʃ(ə)n/ polityk
protect sb /prəˈtekt ˌsʌmbədi/ chronić kogoś
puzzle /ˈpʌz(ə)l/ łamigłówka, zagadka
report sth to the police /rɪˌpɔ:(r)t ˌsʌmθɪŋ tʊ ðə pəˈli:s/ zgłaszać coś na policję
road sign /ˈrəʊd ˌsaɪn/ znak drogowy
rub shoulders with sb /ˌrʌb ˈʃəʊldə(r)z wɪθ ˌsʌmbədi/ przebywać w czyimś towarzystwie, ocierać się o kogoś
run away /rʌn əˈweɪ/ uciec
security system /sɪˈkjʊərətɪ ˌsɪstəm/ system zabezpieczeń
self-defence /ˌselfdɪˈfens/ samoobrona
speeding /ˈspi:dɪŋ/ jazda z nadmierną prędkością
speeding traffic /ˌspi:dɪŋ ˈtræfɪk/ zbyt szybki ruch uliczny
streetlight /ˈstri:tˌlaɪt/ latarnia uliczna
stretch of road /ˌstretʃ əv ˈrəʊd/ odcinek drogi
the press /ðə ˈpres/ prasa
trolling /ˈtrɒlɪŋ/ obrażanie, ośmieszanie ludzi w internecie
virus /ˈvaɪrəs/ wirus
warn /wɔ:(r)n/ ostrzegać

Challenge!

apologise /əˈpɒlədʒaɪz/ przepraszać
apology /əˈpɒlədʒi/ przeprosiny
arrest /əˈrest/ aresztować; areszt, aresztowanie
behave /bɪˈheɪv/ zachowywać się
behavior /bɪˈheɪvjə(r)/ zachowanie
break the law /ˌbreɪk ðə ˈlɔ:/ łamać prawo
commit a crime /kəˌmɪt ə ˈkraɪm/ popełniać przestępstwo
do community service /du: kəˈmju:nəti ˌsɜ:(r)vɪs/ wykonywać prace społeczne
illegal /ɪˈli:g(ə)l/ nielegalny
impatient /ɪmˈpeɪʃ(ə)nt/ niecierpliwy
impolite /ˌɪmpəˈlaɪt/ nieuprzejmy
impossible /ɪmˈpɒsəb(ə)l/ niemożliwy
incorrect /ˌɪnkəˈrekt/ nieprawidłowy
inexperienced /ˌɪnɪkˈspɪərɪənst/ niedoświadczony
insecure /ˌɪnsɪˈkjʊə(r)/ niepewny
investigate /ɪnˈvestɪgeɪt/ prowadzić śledztwo
investigation /ɪnˌvestɪˈgeɪʃ(ə)n/ śledztwo, dochodzenie
invisible /ɪnˈvɪzəb(ə)l/ niewidzialny, niewidoczny
look for a suspect /ˌlʊk fə(r) ə səˈspekt/ szukać podejrzanego
pay a fine /ˌpeɪ ə ˈfaɪn/ płacić mandat, grzywnę
punish /ˈpʌnɪʃ/ karać
punishment /ˈpʌnɪʃmənt/ kara
rob /rɒb/ okradać, napadać
robbery /ˈrɒbəri/ napad, rabunek
sentence /ˈsentəns/ skazywać kogoś; wyrok (np. więzienia)
sentence sb to prison /ˌsentəns ˌsʌmbədi tʊ ˈprɪz(ə)n/ skazywać kogoś na karę więzienia
unbelievable /ˌʌnbɪˈli:vəb(ə)l/ niewiarygodny
unexpected /ˌʌnɪkˈspektɪd/ niespodziewany
unkind /ʌnˈkaɪnd/ niemiły, niegrzeczny
unlucky /ʌnˈlʌki/ nieszczęśliwy, pechowy
unsigned /ʌnˈsaɪnd/ niepodpisany
unusual /ʌnˈju:ʒʊəl/ niezwykły

7 Body and mind

VOCABULARY parts of the body • illnesses • symptoms and treatment

1 In your notebook, match 1–18 with the body parts below. Which words have a silent letter in them? Are there any other body parts you can name in English?

waist knee neck thigh jaw hip toe elbow thumb knuckle shoulder chin bottom calf spine skull ankle wrist



2 In your notebook, complete the sentences with the names of the organs below.

lungs kidneys brain skin heart liver

1 The ___ removes toxins from our blood.
2 We need ___ to breathe air.
3 The ___ is our biggest organ and covers our whole body.
4 The ___ pumps blood round our bodies.
5 We have two ___ and they filter our blood.
6 We use our ___ to think with!

3 Divide the health problems into a) serious, requiring a visit to the doctor's or hospital, and b) not so serious, that can be self-treated. Then tell your partner about a time when you had one of these problems.

HEALTH PROBLEMS

a break a bone
b catch a bad cold or flu
c cut part of your body badly
d sprain your ankle
e dislocate a shoulder or knee
f have a nasty rash
g have a nosebleed
h bruise part of your body badly
i burn your hand a little
j have a minor infection

4 Read the posts and replies on a health website. In your notebook, match them with some of the health problems in exercise 3.

1 **A** I've got lots of red spots and they itch terribly!
B Don't scratch! Put some cream on them.
2 **A** It's bleeding a lot and it hurts!
B Put a plaster on it and take some painkillers.
3 **A** I'm coughing and sneezing, and I've got a sore throat.
B Suck some sweets and take cough medicine.
4 **A** It's swollen and I can't walk.
B Put an ice pack on it and rest it.

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

1 I *caught* / *cut* my foot and now it *pains* / *hurts* when I walk.
2 If you *burn* / *break* your hand, don't cover it up.
3 Some people are allergic to certain things and get a nasty *bruise* / *rash* on their skin.
4 You must clean a cut carefully or you'll get *a bruise* / *an infection*.
5 A day after I'd sprained my wrist, it was very *big* / *swollen*.
6 The cut was *burning* / *bleeding*, so someone gave me *some cream* / *a plaster*.

6 Label the pictures below with the words and expressions from exercises 3–5. There are two extra pictures. What do you call these medical problems in English?



7 Work in pairs. Mime four different symptoms or medical problems to your partner and ask him or her to guess them.

8 CD 2.14 Listen to the extract from a radio programme about health and answer the questions.

1 What causes colds and flu?
2 What advice does the doctor give?

» **Vocabulary challenge!** Unit 7, page 113, exercises 1 and 2

9 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 Do you think online health advice is useful when you are ill? Why?/Why not?
2 Have you ever helped someone in a medical emergency? What happened?

LISTENING AND VOCABULARY 7

listening for gist and detail • antibiotics

1 If you could invent a new wonder drug to deal with a medical problem, what would it be?

2 CD 2.15 Work in pairs and do the quiz. Then listen to the interview and check your answers.



1 When were antibiotics discovered?
a in the 1890. **b** in the 1920. **c** in the 1940.

2 Who discovered antibiotics?
a Edward Jenner **b** Francis Crick **c** Alexander Fleming

3 What nationality was he?
a English **b** Irish **c** Scottish

4 How many types of antibiotics are there?
a less than 100 **b** 100 – 1,000 **c** over 1,000

5 The last antibiotic was discovered about ... years ago.
a 30 **b** 20 **c** 10

3 CD 2.15 Listen to the interview again and choose the correct answers.

1 At the beginning of the interview Anna
a describes how penicillin was discovered.
b outlines the infections that antibiotics can cure.
c explains the importance of antibiotics.
d clarifies how antibiotics are used in operations.

2 What is the problem with antibiotics today?
a Doctors choose the wrong antibiotics.
b Bacteria are changing to defeat antibiotics.
c People are unwilling to take antibiotics.
d Some antibiotics cause infections.

3 According to Anna, what is the main reason why we don't have any new antibiotics?
a Drug companies don't have enough money.
b Drug companies prefer to invest in other drugs.
c Drug companies don't have the ability to find them.
d Drug companies have no technologies to produce new ones.

4 How would you describe Anna's attitude at the end of the interview?
a She's optimistic. c She's very sceptical.
b She's concerned. d She's undecided.

5 Which information comes first in the interview?
a Doctors used to prescribe too many antibiotics.
b Doctors will no longer be able to help their patients.
c Doctors no longer prescribe so many antibiotics.
d Antibiotics have prevented many people from dying.

6 Which of these statements from the last part of the interview is a fact not an opinion?
a The future does not have to be pessimistic.
b A new type of antibiotic has undergone tests.
c Companies will have to earn to invest in antibiotics.
d Cooperation will be the key in the future.

4 In your notebook, complete the sentences with the adjectives below. Write five questions with the adjectives and then ask and answer the questions in pairs.

profitable **medical** **cosmetic** **ineffective** **resistant** **countless**

1 People in the ___ world are worried about viruses.
2 Antibiotics have saved ___ lives.
3 These antibiotics are unfortunately becoming ___.
4 Bacteria have become ___ to many antibiotics.
5 There would be no more ___ surgery.
6 It's been more ___ to develop other drugs.

5 CD 2.16 Listen to a boy and girl discussing an attack on a research centre. Answer the questions in your notebook.

1 What does the girl know about the attack?
2 What happened, when and why?
3 What is the girl's opinion and why?
4 What is the boy's opinion and why?

6 CD 2.16 In your notebook, complete the email below with the information from the listening in exercise 5. Write between one and five words in each gap.

Cześć,

Słyszałaś o ataku na ośrodek badawczy w Hadley? To tam mieliśmy iść na wycieczkę szkolną, prawda?

Właśnie podsłuchałam dwoje młodych ludzi, którzy o tym rozmawiali. Dziewczyna powiedziała, że ktoś [1] ___ do ośrodka zeszłej nocy. Chłopak mówił, że to byli jacyś aktywiści, którzy [2] ___. Podobno wypuścili wszystkie zwierzęta [3] ___. Dziewczyna mówiła, że to głupi pomysł, bo zwierzęta przecież mogły [4] ___. Myślę, że może mieć rację. Chłopak się z nią [5] ___, ale chyba na koniec nie doszli do porozumienia. Tak czy inaczej, słyszałaś coś o tym? Teraz pewnie nici z wycieczki…

Buziaki!

Ala

» **Vocabulary challenge!** Unit 7, page 113, exercise 3

7 WHAT DO YOU THINK? Work in pairs. Discuss the question, using the prompts below.

Do you think using animals in medical research is right or wrong? Why?

Right: need new drugs • too dangerous to test on humans
Wrong: animals have rights • cause suffering

7 GRAMMAR

Second conditional, *I'd rather, It's (high/about) time, I wish/If only*

1〉 How could technology help you keep fit and improve your well-being?

2〉 CD 2.17 **LANGUAGE IN CONTEXT** Read and listen to the dialogue. Answer the questions.

1 What have the girls just listened to?
2 What innovations do they mention?

Freya That podcast about technology helping people get into shape was really interesting. It's time we used technology to enhance our well-being, isn't it? Like the mattress in your bed which can tell you what's keeping you awake at night …

Kelly Really? If I had a mattress like that, I'd have the feeling that I was sleeping on some kind of an electronic device rather than my own bed! I wish people could think for themselves rather than trust technology…

Freya OK, maybe - but things are changing. How about a fridge that would suggest what nutritious meals you could make based on what's left in it?

Kelly Well, I'd rather my Mum thought of what's good for us to eat than our fridge! I'm afraid I don't get it. If only people understood that machines should not replace our brains!

Freya I wish you were a little less conservative sometimes.

3〉 **ANALYSE** Find examples of the following in the dialogue. Write them in your notebook.

1 Second conditional: *If* + past simple + *would* + verb
2 *I wish / If only* + past simple
3 *It's (high/about) time* + subject + past simple
4 *I'd rather* + subject + past simple

4〉 Choose the correct option to complete the rules. Write the answers in your notebook.

1 We use the second conditional to refer to a ***hypothetical*** / ***real*** situation in the present or the future.
If I had a mattress like that, I'd have the feeling I was sleeping on some kind of an electronic device.
2 We use ***I wish*** to express ***wishes*** / ***hopes*** about the present.
3 We use ***It's time*** to say that action ***needs*** / ***needed*** to be taken ***now*** / ***in the past***.
4 We use ***I'd rather*** to express ***a preference*** / ***a regret***.

5〉 **PRACTISE** In your notebook, complete the sentences with the correct forms of the verbs in brackets. Use the second conditional.

1 If we ___ (***eat***) more vegetables, there ___ (***be***) fewer health problems.
2 We ___ (***not use***) so much technology if we ___ (***be***) prepared to think more on our own.
3 ___ (***be*** / ***the presentation***) better if we ___ (***include***) more statistics on young people keeping fit?
4 If supermarkets ___ (***not use***) so much packaging, there ___ (***not be***) so much to throw away or recycle.
5 If my dad ___ (***exercise***) more, he ___ (***not feel***) so apathetic.
6 If I ___ (***study***) harder, my grades ___ (***improve***).
7 If countries ___ (***work***) together, they ___ (***find***) solutions to these problems.
8 My dad ___ (***change***) jobs, if he ___ (***not like***) his work so much.

6〉 In your notebook, complete the sentences with the correct form of the verbs in brackets.

1 I wish our teacher ___ (***not give***) us so much homework on Fridays.
2 It's time different countries ___ (***work***) together to prevent obesity.
3 I'd rather the doctors ___ (***not go***) on strike this week.
4 I wish I ___ (***know***) more about the causes of teenage depression.
5 Would you rather I ___ (***not phone***) you after 10.30?
6 Is it time we ___ (***go***) home?

7〉 In your notebook, translate the sentences into English.

1 Gdybyś odrobiła pracę domową wieczorem, nie musiałabyś jej odrabiać rano w autobusie.
2 Szkoda, że kiedy udajemy się na wakacje, to wybieramy samolot.
3 Czy Twoi rodzicie woleliby, żebyś więcej się uczył?
4 Najwyższy czas, żeby młodzi ludzie zaczęli dbać o swoje zdrowie.
5 Czy żałujesz, że nie mieszkasz nad morzem?
6 Mój tata żałuje, że musi codziennie tak długo dojeżdżać do pracy.

8〉 In your notebook, rewrite the second sentence so that it has the same meaning as the first one using the beginnings given.

1 I'd prefer it if you didn't eat so many sweets.
I'd rather ___.
2 Parents would like their children to use less technology.
Parents wish ___.
3 More money would make me feel happier.
If only ___.
4 You don't follow a healthy diet, so you are overweight.
If you ___.
5 Would you like me to cook tonight?
Would you rather ___?
6 Young people must realise the dangers of taking drugs.
It's high time ___.

» **Grammar challenge!** Unit 7, page 113, exercise 1

Past modals of deduction

1〉 Work in pairs. Look at the pictures and describe them. What is the common topic of these pictures?



2〉 CD 2.18 **LANGUAGE IN CONTEXT** Read and listen to the dialogue and answer the questions.

1 In what way are the pictures in exercise 1 connected with the dialogue?
2 What do you think has happened to Maddie?

Mike Do you know what's wrong with Maddie? She's given up on going to the gym, and has just texted me to say that she isn't going to the mindfulness camp!
Susie Yeah, it was coming. She must have decided to simplify her life after the programme we both watched. It was about people who follow the trends too much and take on activities which they can't fit in their day.
Mike It can't have been just one programme. Surely!
Susie It might have just helped her make her decision. She has been complaining about her exercise routine a lot recently.
Mike Maybe … or it could have been something else. I've recently read about people who feel enormous pressure to show to the world that they have healthy habits. I didn't think it could affect Maddie.
Susie Well, why don't you ring her up to find out?

3〉 **ANALYSE** Match the highlighted examples from the dialogue with the rules below.

We use a **modal verb** + ***have*** + ***past participle*** to make guesses about the past.
1 *I'm sure it happened.* ___
2 *It's possible. / Perhaps it happened.* ___ ___
3 *I'm sure it didn't happen.* ___

4〉 **PRACTISE** Complete the sentences with the correct form of the verbs in brackets. Use the correct past modals of deduction.

1 Jack ___ (***phone***) me last night. I had five missed calls.
2 Cathy ___ (***complete***) her science project yet. She's just come out of the library with a pile of books.
3 I ___ (***do***) too much exercise as I'm out of energy.
4 There ___ (***be***) an accident in the town centre earlier. There was a big traffic jam.
5 The teacher ___ (***mark***) our homework because she hasn't got our notebooks with her.
6 The TV debate ___ (***finish***). There's a film on now.

5〉 In your notebook, rewrite the underlined phrases, using past modals of deduction.

1 I'm sure Kim hasn't finished the essay yet. She only started it fifteen minutes ago.
2 I'm sure it rained during the night because the grass is really wet.
3 It's possible that my little sister borrowed my necklace. She's gone to a party.
4 Lyn looks really upset. Perhaps she and Frank have split up.
5 I'm sure I didn't leave my phone in the café. I didn't take it out of my bag.
6 I'm positive you've heard Helen's joke about the horse. She tells it to everyone!
7 Perhaps you downloaded a virus when you were browsing those advertising websites last week. That's why your computer is acting strangely.
8 I know Dave hasn't given up his diet because I saw him eating a veggie meal.

6〉 In your notebook, write a sentence to explain each statement.

1 I can't have got a speeding fine!
I was only driving at about 30 mph!
2 She must have gone to the gym. ___
3 Tim might have got the job. ___
4 Tommy must have missed the bus. ___
5 The teacher can't have marked our tests yet. ___
6 Jim and Carly must have made up again. ___
7 Ally may have gone shopping. ___

7〉 Choose the correct option to complete the sentences.

1 The doctor ***must have told*** / ***had to tell*** Greg to stop running. He didn't come to the park today.
2 Danny ***must have worked*** / ***had to work*** for hours on his essay. It was really hard.
3 The train was delayed because it ***must have waited*** / ***had to wait*** for a driver!
4 The students ***must have cleaned*** / ***had to clean*** the graffiti off the walls as part of their punishment.
5 Tom ***must have had*** / ***had to have*** an argument with Sarah. He looks really upset.

8〉 **NOW YOU DO IT** Work in pairs. Make sentences about what you think people in your class (or your teacher) ***might have*** / ***must have*** / ***can't have*** done before the lesson.

Our teacher must have spent a long time correcting our homework!

7 READING AND VOCABULARY

reading for detail, coherence and cohesion • the human brain

1〉 Work in pairs and do the quiz in your notebook. Check the answers on page 128. What other facts do you know about the human brain?



1 The human brain has no pain receptors. T / F
2 Humans make new neural connections every time they have a new thought. T / F
3 The human brain can survive only 2 minutes without oxygen. T / F
4 The human brain is made up of about 75% water. T / F
5 Humans use only 10% of their brain. T / F
6 The human brain is the fattest organ in the body and may consist of 60% fat. T / F

2〉 Read the headlines of some articles below. Which article would you be interested in reading? Why?

A **Is the human brain like a computer?**

B **A BLIND MAN TEACHES HIMSELF TO SEE**

C **WHY THE MODERN WORLD IS BAD FOR YOUR BRAIN**

D **HOW TO MAKE YOUR BRAIN FITTER**

E **VICTIM OF ACCIDENT SUDDENLY BECOMES ARTIST**

3〉 Read the article below. Which points from the headlines in exercise 2 are mentioned in the article?

Did you know that the brain is not a static organ and that it changes throughout a person's lifetime? This is possible because of what scientists call neuroplasticity – the amazing ability of the brain to reorganise itself in order to adapt to new experiences by making neural connections between the nerve cells (neurons). For example, if one part of a person's brain is damaged when they are injured, other parts may take over its function. Neurologists are fascinated by medical cases of people who have suffered a head injury or have a disability and yet managed to make an astonishing recovery.

One such example is the case of Derek Amato from the USA. Mr Amato suffered a brain damage and memory loss after an accident. He lost some of his brainpower, but suddenly acquired a great musical talent and is now able to play five instruments. Another marvellous tale is about Daniel Kish, who lost his sight, but his brain adapted to the situation by developing the ability to echolocate the objects in his environment. This is possible because he makes clicking sounds with his mouth and his brain creates 3D images when it hears the echoes of the clicks. It allows him to live like a sighted person and, for example, navigate his bike through busy streets.

Interestingly, the very fact that we can learn new things throughout our lifetime is proof of the dynamic nature of our brain. Research into this phenomenon shows that there are a number of techniques which can help you increase the neuroplasticity of your brain and boost your brainpower. Such activities as doing physical exercise three times a week, meditation or playing an instrument can help your brain concentrate and process information faster. Other options include doing various brain training exercises such as brain teasers. For example, if you are distracted in a lesson, you might try counting down in odd numbers from 99 to focus better. Learning abstract concepts may also improve the power of the brain. To do this, you should concentrate on something new and challenging, as this is how the connections among nerve cells increase. So, the next time you feel bored during a physics, chemistry or foreign language class, remember that studying these subjects is actually a good way to exercise your brain and keep it healthy. Sounds interesting? Well, sit down and think how you can teach your brain to work better. How about doing your maths homework?

DANIEL KISH





DEREK AMATO

4 Read the text again. In your notebook, answer the questions below. There is one extra question which does not match any of the paragraphs. One paragraph matches two questions.

Which paragraph
1 offers advice?
2 explains how the brain acquired a skill?
3 clarifies a scientific term?
4 confirms a scientific theory?
5 mentions a source of scientists' excitement?

5 In your notebook, complete the summary of the text in exercise 3 using appropriate words or phrases.



The article is about the neuroplasticity of the brain. We learn that the brain is able [1] ___ all the time. One of these changes is the brain's ability to compensate for lost abilities. The article gives two examples of men who [2] ___ as a result of a brain damage. We also find out how people in general can [3] ___ the power of the brain. The author [4] ___ on how to improve one's memory and concentration. Some of his suggestions include [5] ___ and [6] ___. The text also says that [7] ___ such as one of the sciences is likely to increase your brainpower.

6 Read the text again and write down four questions for your partner to answer. Begin your questions as below. Then work in pairs and answer each other's questions as fully as possible.

1 Can you explain …?
2 How do you understand …?
3 What did you learn about …?
4 Which information in the text tells us that …?

7 Work in pairs and answer the questions.

1 Which of the two medical cases described in the article do you find more unusual? Why?
2 What superhuman abilities would you like to have? What would you use them for?
3 Do you use any of the techniques mentioned in the text to boost the power of your brain? What else do people do to keep their brain active?

Vocabulary development

8 In your notebook, match the highlighted words in the text in exercise 3 with their Polish equivalents.

1 łamigłówka	5 zwiększyć (x2)
2 utrata pamięci	6 niepełnosprawność
3 dostosować się	7 powrót do zdrowia
4 koncentrować się	8 rozkojarzony

9 Complete the sentences with the correct form of the words from exercise 8 in your notebook.

1 Many people do crosswords to ___ their brainpower.
2 Can you help me solve this ___? It's too hard for me.
3 Many people suffer ___ or a brain injury because of an accident.
4 The brain has the ability to ___ itself to changes.
5 There are a lot of techniques to help your mind ___ better on the task you are performing.
6 Most children get ___ easily and find it difficult to concentrate for a long time.
7 It is not always easy for people with ___ to cope with daily life.
8 It took John ages to make a full ___ after the brain injury he suffered during the accident.

10 In your notebook, match the words and phrases below (1–9) with their Polish equivalents (a–f). Then work in pairs and try to define the words and expressions in English.

1 blind	a bariera architektoniczna
2 speech-impaired	b niesłyszący
3 deaf	c język migowy
4 wheelchair user	d choroba psychiczna
5 special needs	e specjalne potrzeby (np. edukacyjne)
6 sign language	f trudności w nauce
7 learning difficulties	g osoba poruszająca się na wózku
8 mental health condition	h osoba z upośledzeniem mowy
9 access barrier	i niewidomy

11 Work in pairs. Answer the questions below. Then share your answers with the rest of the class.

1 What does each type of disability mean for the person who lives with it: being blind, speech-impaired, deaf, a wheelchair user?
2 What does an accessible place mean in the context of disabled people? Is your school an accessible place or does it have access barriers?
3 What learning difficulties can you name? How may they affect the learner's performance at school?

» **Vocabulary challenge!** Unit 7, page 113, exercises 4 and 5

12 Work in pairs. Write a leaflet to put on your school noticeboard in which you suggest ideas on how students can improve their concentration and learn better. Present your leaflet to the class and vote on the most interesting one.

7 SPEAKING

at the doctor's • at a chemist's • giving advice





1 Describe the pictures and answer the questions.

2 CD 2.19 Listen to the dialogue between Kamil and the doctor. Answer the questions.

1 What symptoms does Kamil describe?
2 What medical advice does he get?

3 CD 2.19 Read the speaking task and listen again. Does Kamil give additional information to develop the points in the task?

Podczas wakacji w Anglii zachorowałeś/zachorowałaś. Dzwonisz do lekarza pierwszego kontaktu, poleconego przez kolegę Anglika, z prośbą o pomoc. W rozmowie z lekarzem omów poniższe kwestie:
- możliwość uzyskania bezpłatnej porady lekarskiej,
- wpływ choroby na Twoje plany,
- dolegliwości i czas ich trwania,
- sposób leczenia doraźnego.

4 Work in pairs. What could you say to expand on the point which has not been developed in the speaking task?

5 Choose the correct words. Write the answers in your notebook.

Phrase Bank

▸ At the doctor's
What seems [1]***to be*** / ***be*** *the problem?*
Have you got a high temperature?
Does anything hurt?
When did you notice the symptoms?
I've been feeling [2]***unwell*** / ***badly*** *for/since …*
It sounds like you may have …

▸ Asking for advice
What would you [3]***advise*** / ***suggest*** *me to do?*
Do I need to take some medicine?
What do you think I should [4]***do*** / ***to do****?*

▸ Giving advice
You [5]***ought to*** / ***ought*** *stay in bed.*
You [6]***would*** / ***had*** *better …*
If I [7]***were*** / ***was*** *you, I would …*
My advice to you is to [8]***take*** / ***taking*** *some painkillers.*

6 Work in pairs and do the speaking task in exercise 3. First, brainstorm the problem and medical advice. Use the language from the Phrase Bank to help you.

7 CD 2.20 Listen to two dialogues and answer the questions.

1 Who are the speakers?
2 Where are they?
3 What are the speakers discussing?

8 CD 2.21 In your notebook, complete the sentences with appropriate words. Then listen and check.

1 I'd like ___ for my sore throat, please.
2 I recommend this one. It's very ___.
3 How often do I ___ it?
4 Could you ___ that, please?
5 I didn't ___ it.
6 Just ___ cold drinks, and if it gets worse, see a doctor.
7 What's the ___?
8 Nothing too ___.
9 You'll ___ it worse.
10 You've got to ___ it sorted now.

9 Read the situations below. Role-play the dialogues. Use the phrases from the lesson.

1 Your friend has fallen down and injured himself during a football match. The cut is bleeding a lot, but he refuses to leave the pitch. Give him some advice.
2 The doctor explains how you should take a medicine. You did not understand everything she said.
3 You are at a chemist's. Describe your symptoms and ask for advice.
4 You were planning to go to a party tonight, but you have a terrible rash on your face. Call your friend for some advice.
5 You are abroad. Your foot is swollen. You ring a surgery to make an appointment.
6 Your classmate looks really ill, but she does not want to leave the lesson. Explain to her why she should.

10 Work in pairs. Read the instructions and do the speaking task. Then swap roles and do the task again.

Na obozie sportowym w Szkocji, grając w koszykówkę, doznałeś/doznałaś kontuzji. W rozmowie z lekarzem omów cztery kwestie.

Twoje dolegliwości | zażywanie lekarstw | sposób leczenia | wizyta kontrolna



WRITING 7
a letter of complaint

1〉 Look at the poster for a first aid course. Would you be interested in taking part in such a course? Why? / Why not?

2〉 Read the letter of complaint below. Why was the author dissatisfied with the course shown in exercise 1?

Dear Sir/Madam,

I am writing to express my dissatisfaction with the first aid course I attended in Brighton in July this year. I also wish to offer some advice on how you could run your courses in the future to avoid the participants' disappointment.

Firstly, although the course was advertised as free of charge, the participants were asked to pay for some workshops, for example, the one on less common medical emergencies. I complained about this to one of the course instructors. However, to my surprise, I was told that the class would not interest someone my age anyway.

Secondly, the training did not cover all the skills advertised by your organisation because some classes were cancelled, such as those in sports injuries. What made matters worse, most of the classes were only theoretical. As a result, we failed to learn some useful aspects of first aid. Unfortunately, despite our complaints the situation did not change.

Therefore, I would like to make some recommendations. Firstly, I believe that all additional classes should be free, as advertised. Another useful suggestion is to ensure that the whole training course focuses on the practical aspects of first aid rather than theory, which is very important especially when you teach teenagers. Finally, I strongly recommend that your staff learn to be more helpful and supportive to young people.

I hope that you will take steps to resolve these problems so that the next group of participants will not feel so disappointed.

I look forward to hearing from you soon.

3〉 Read the letter again. Are the sentences true or false?

1 The letter includes opening and closing phrases.
2 The author sounds impolite because of his dissatisfaction.
3 The author uses different linking words, e.g. *although*, *however*.
4 There are some examples of sentences in the passive voice.
5 There are some examples of short forms such as '*I'm, isn't*' etc.

4〉 In your notebook, complete the phrases with the correct forms of the words in brackets. Then find phrases a–e in the letter which match each heading in the Phrase Bank.

Phrase Bank

▸ Complaining
I was extremely [1] ___ *(**disappoint**) with …* | [a] ___
I was [2] ___ *(**shock**) / surprised to find out that …* | [b] ___
The course did not meet our [3] ___ *(**expect**).* | [c] ___

▸ Making requests
I feel that you should offer me at least an [4] ___ *(**apologise**).*
I expect to receive a full refund. | [d] ___

▸ Giving suggestions and recommendations
Therefore, I would like to make some [5] ___ *(**recommend**).*
Firstly, it would be a good idea to …
I [6] ___ *(**strong**) recommend that your staff learn to be more helpful.* | [e] ___

5〉 In your notebook, rewrite the sentences so that they sound polite and formal. Use the ideas from the Phrase Bank.

1 I was really fed up with my stay at your hospital.
2 The bed I had to lie in was just awful!
3 Give me my money back!
4 You must tell your workers to be nicer to patients.
5 I told the manager what I thought, but he just ignored me. How shocking!
6 I want to tell you that the hospital rooms were really dirty.
7 You must say that you are sorry.

6〉 In your notebook, complete the patterns with the highlighted linking words from the letter.

1 ___ / *Though / Even though* + subject + verb
2 ___ / *In spite of* + noun phrase or *-ing* form
3 full sentence + ___ + full sentence

7〉 In your notebook, join the sentences, using the linking words in brackets.

1 I had full medical insurance. I had to pay extra for some treatments. (***despite***)
2 My complaints were completely ignored. I complained to the organiser. (***even though***)
3 I asked to speak to the doctor. She never came to talk to me. (***though***)
4 The nurses did not show enough care or attention. It was a private hospital. (***However***)
5 I had sprained my ankle and was in pain. I was not given any painkillers. (***although***)

8〉 Read the instructions and do the writing task.

Podczas pobytu za granicą miałeś/miałaś wypadek. Byłeś/Byłaś kilka dni w szpitalu. Jesteś niezadowolony/niezadowolona z jakości opieki medycznej. Napisz **list z zażaleniem** do dyrekcji szpitala, w którym opiszesz, w jaki sposób zostałeś potraktowany/zostałaś potraktowana i zaproponujesz rozwiązania, które poprawią obsługę zagranicznych pacjentów w tym szpitalu w przyszłości.

7 ENGLISH IN USE

1〉 In your notebook, translate the Polish parts of the sentences into English, using one of the words in each pair below.

recipe/prescription ill/sick hurt/ache
examine/check plaster/a plaster illness/disease

1 The doctor ___ (*zbadał mnie*) and said I had flu. She gave me a ___ (*receptę*) for some medicines.

2 I ___ (*zraniłam*) my toe really badly when I fell off my bike. It had to be put ___ (*w gips*).

3 My grandfather is suffering from a heart ___ (*chorobę*). He is seriously ___ (*chory*).

2〉 Choose the answer that has the same meaning as the Polish parts of the sentences in brackets. Write the answers in your notebook.

1 ___ (*Powinnaś*) see a doctor. You're coughing really badly.
a It's necessary b How about c You ought to

2 The doctor asked me how long I ___ (*mam*) the nasty rash.
a have b had had c have had

3 Mark told me that he ___ (*woli nie brać*) any painkillers if it's possible.
a would rather not take
b had better not take
c does not wish to take

4 I played the whole match ___ (*pomimo kontuzji*).
a as a result of the injury
b in spite of the injury
c due to the injury

5 I have eaten too much. ___ (*Jest mi niedobrze*.)
a I'm seriously ill.
b I've been unwell.
c I feel sick.

6 The Romans ___ (*nie mogli zbudować*) this temple. It's much older than the Roman empire.
a might have built
b must have built
c can't have built

7 I ___ (*skręciłam*) my ankle and I couldn't go on holiday.
a sprained b dislocated c bruised

3〉 In your notebook, complete the second sentence so that it has the same meaning as the first one. Use no more than five words.

1 'I must see a doctor now,' said Jane.
Jane said that she ___ a doctor then.

2 'Are you allergic to anything?' asked the doctor.
The doctor asked me ___ to anything.

3 Despite a nosebleed, Jerry continued to play in the match.
Even though ___, he continued to play in the match.

4 John looks really happy. Perhaps he has finally passed his driving licence exam.
John may ___ his driving licence exam.

5 I think you should get something for your sore throat when you go out to the shops.
If I were you ___ something for your sore throat when you go out.

6 Bacteria often resist antibiotics.
Bacteria are often ___.

7 If this treatment is very expensive, I won't be able to afford it.
Unless this ___, I won't be able to afford it.

8 We must leave to make it for the appointment on time.
It's time ___ if we want to make it for the appointment on time.

4〉 In your notebook, complete the text with appropriate words. Put one word in each gap.

In our physics class, the teacher told us to prepare a presentation about a well-known contemporary scientist. I went [1] ___ Stephen Hawking, a very famous British physicist [2] ___ fascinating books and public appearances made him an academic celebrity. He continued to work in [3] ___ of the fact that he was severely disabled by motor neuron disease. He had been diagnosed with this condition at the age of 21, and doctors said that he [4] ___ not survive more than two or three years. The disease made him lose the use of his arms and voice, and eventually paralysed him completely. By many he was [5] ___ to be a genius who had never given [6] ___ looking for explanations of how the universe works. I believe my presentation will inspire my classmates to find out more about this extraordinary man.



STEPHEN HAWKING

5〉 Read the situations below. What would you say in each of these situations? Write the answers in your notebook.

1 Jesteś lekarzem. Zapytaj pacjenta, co mu dolega.
2 Zapytaj lekarza, jak często trzeba brać syrop na kaszel i co jeszcze możesz zrobić, aby pozbyć się bólu gardła.
3 Powiedz choremu koledze, że na jego miejscu umówiłbyś/umówiłabyś wizytę u lekarza.
4 Doradź koleżance, co ma zrobić, aby lepiej się odżywiać.
5 Powiedz lekarzowi, że źle się czujesz od 3 dni.

6〉 WHAT DO YOU THINK? Work in pairs and answer the questions.

1 What famous disabled people do you know? What are they known for? Who do you admire the most? Why?
2 What problems do disabled people usually face in their daily lives? What can be done to help them?

1〉 Work in pairs and make a list of factors that could increase a person's happiness.

Tip

Wykonując zadanie polegające na uzupełnieniu tekstu słowami w odpowiedniej fomie, przeczytaj dokładnie tekst i zastanów się, częścią jakiej struktury gramatycznej powinno być słowo, które poprawnie uzupełni daną lukę. Rozważ kwestie, takie jak: liczba (pojedyncza lub mnoga), czas i forma czasownika oraz część mowy (np. negatywne przed- i przyrostki)

2〉 In your notebook, complete the sentences with the correct forms of the suitable words in brackets.

1 Oxytocin is a very ___ hormone that acts as a neurotransmitter in the brain and which ___ our social ___. (***power*** / ***interact*** / ***regulate***)
2 Serotonin is a ___ in our brain cells that is responsible for ___ our mood and ___ that we have a good appetite. (***sure*** / ***improve*** / ***chemistry***)
3 A significant per cent of serotonin is ___ by cells which are ___ enterochromaffin cells. (***call*** / ***make***)
4 Endorphins are able to ___ pain and help create positive ___ in the body after exercising. (***feel*** / ***reduce***)
5 Dopamine regulates sleep and plays an ___ role in giving us energy, ___ memory and ___. (***concentrate*** / ***boost*** / ***essence***)

3〉 Create at least four words from each of the words given. Where possible, include a noun, an adjective, a negative adjective, a verb or an adverb. Write the answers in your notebook.

think sure energy memory satisfy able

e.g., *USE useful useless user misuse unuseful*

4〉 **TEST IT!** Przeczytaj poniższy tekst. Wpisz w każdą lukę jeden z podanych wyrazów w odpowiedniej formie, tak aby powstał spójny i logiczny tekst. Dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki. Zapisz odpowiedzi w zeszycie.

difficulty sure work think be able health

According to recent research, mental well-being results from the condition of our gut microbiome (various good bacteria in our intestines) and [1] ___ levels of certain, so called, 'happiness hormones' such as oxytocin, serotonin, endorphins, and dopamine. If any of these are off balance, we may lack energy and even feel depressed. To make sure our microbiome [2] ___ well, we should have a fibre-rich diet supplemented with prebiotics and probiotics. As for the 'happiness hormones', it's high time we [3] ___ we produce enough of them. The advice is simple. In order to produce oxytocin and endorphins, we should be physically close to other people. To boost your serotonin levels, we ought to exercise and get out in the sun. Finally, to give our bodies enough dopamine, we need to think positive [4] ___ and eat green leafy vegetables. It may sound demanding at first, but if you put your mind to it, it should not be that [5] ___!

Tip

Wykonując zadanie polegające na uzupełnieniu luki w zdaniu podanymi wyrazami, staraj się unikać typowych błędów, takich jak: użycie *will* po *when* w zdaniach czasowych, *would* po *if* w drugim okresie warunkowym czy niezastosowanie czasu present perfect w zdaniach ze słowami: *for* i *since*.

5〉 Correct the grammatical mistake in each of the sentences below. Write the answers in your notebook.

1 I'd rather you ~~tell~~ me what is wrong with you.
2 My sister ~~feels~~ unwell for over a week.
3 What would you do if you ~~would fall~~ ill?
4 The doctor wanted to know what ~~do I do~~ to keep fit?
5 I ~~make an exercise~~ once a week in our local gym.

Tip

Zwróć uwagę na przyimki, np.: *at*, *for*, *in* i przedimki (*a, an, the*), które często trzeba dodać, aby zdanie było poprawne. Unikaj również stosowania kalek językowych, np. ~~*go on a party*~~ zamiast: *go to a party*.

6〉 Add any necessary prepositions and articles so that the sentences below are correct. Write the answers in your notebook.

1 You had better make appointment with local surgery as soon as possible.
2 We attended interesting workshop how to feel happier in our lives.
3 I have always been good sports, so I think I am fit person.
4 We must look our minds and our bodies.
5 If you want to be good shape, cut down sweets that you keep on eating all time.
6 Look that picture. Doesn't it just promote unhealthy eating habits?

7〉 **TEST IT!** Uzupełnij luki, wstawiając podane w nawiasach wyrazy w odpowiedniej formie i ewentualnie dodając inne wyrazy tak, aby utworzone zdania były poprawne pod względem gramatycznym i logicznym. W każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane. W podanych fragmentach nie wolno niczego zmieniać. Zapisz odpowiedzi w zeszycie.

1 If only people ___ (***pay*** / ***attention***) their health a little more!
2 I was disappointed ___ (***treatment*** / ***I*** / ***get***) at your clinic the week before last.
3 We are exhausted because we ___ (***exercise***) a few hours.
4 If I ___ (***be*** / ***shoes***), I'd consult a specialist.
5 Doctors often advise ___ (***patients*** / ***check***) the levels of their hormones.

7 REVIEW 7

Complete all the exercises on this page in your notebook.

1 Complete the table with the body parts below.

skull waist knee thigh ankle jaw hip finger throat elbow thumb knuckle toe shoulder chin calf wrist spine

The head and neck	The leg and foot	The arm and hand	The torso

__/9

2 Complete the sentences with the missing words.

1 If you want to get less d___d in class and b___t your memory, eat more magnesium-rich foods.
2 If the rash starts i___g, put this cream on it. Never s___h the spots!
3 Put some ice cubes in your mouth to stop a noseb___d.
4 If you s___n your ankle, you must r___t it, rather than continue to walk.
5 To keep your l___r in good shape, avoid alcohol.
6 For a headache, just take some p___s, but see a doctor if your head continues to a___e.
7 Don't smoke if you want to have healthy l___s.
8 Use an ice p___k if you injure your knee or b___e it badly.

__/8

3 Complete the sentences with the correct forms of the words in brackets.

1 John ___ (*locate*) his shoulder and it took him ages to make a full ___ (*recover*).
2 Brain ___ (*tease*) are an ___ (*effect*) way of keeping your brain active.
3 Sheila suffered from memory ___ (*lose*) and could not recognise her sister.
4 Some people believe that eating garlic makes you ___ (*resist*) to ___ (*infect*).
5 There are ___ (*count*) ___ (*medicine*) cases which doctors cannot explain.

__/5

4 Rewrite the sentences, starting with the phrases in bold.

1 People really must do something about advertisements promoting unhealthy food.
It's high time ___.
2 I'd like you to exercise regularly.
I'd rather ___.
3 I think we should ban energy drinks, but I'm not the president so I can't do that.
If ___.
4 My dream is that people will stop writing nasty comments on Internet forums.
I wish ___.
5 Do you think I should not get involved in this protest?
Would you rather ___?
6 Don't you dream of supermarkets selling only organic food?
Don't you wish ___?

__/6

5 Write sentences from the prompts. Use past modals of deduction.

1 Leo / can't / be at home that night. He was with me at the shops.
2 They may / talk about this issue in the meeting yesterday, but I can't be certain.
3 I must / leave the notebook at home. It's definitely not here.
4 The classroom is empty. The students could / finish lessons earlier.
5 Jack is absent again. He might /catch flu last week.
6 Mary can't / read this book already. She only borrowed it yesterday.

__/6

6 Join the sentences using each of the linking words below.

although in spite of however

1 I knew some first aid. I couldn't help the injured man.
2 I revised a lot before the exam. I had to resit it anyway.

__/6

7 Choose the correct words to complete the dialogue.

Mia What [1]*is* / *seems* to be the problem?
Zoe I've been feeling [2]*badly* / *unwell* since last week. I've got awful headaches. What do you think I [3]*should* / *ought* do?
Mia You [4]*had* / *would* better see a doctor. Would you like me to make [5]*an appointment* / *a visit* for you?
Zoe Oh, no. I have no time for that. I hope it's nothing [6]*too* / *so* serious.
Mia If I [7]*was* / *were* you, I'd go immediately. You will only [8]*do* / *make* it worse. You've got to [9]*get* / *make* it sorted.

__/9

8 Express the ideas below using more formal language.

1 I'm writing to tell you how bad my stay at your hospital was.
2 I was very unhappy with the treatment I got.
3 The care was not as good as I thought it would be.
4 You must say sorry to me and give me all my money back.
5 I'll tell you what you can do to improve the work of your nurses.

__/5

9 Work in pairs and test each other.

Student A: go to page 122.
Student B: go to page 129.

Parts of the body / Części ciała

ankle /ˈæŋk(ə)l/ kostka
bottom /ˈbɒtəm/ pupa
calf /kɑːf/ łydka
chin /tʃɪn/ podbródek
elbow /ˈelbəʊ/ łokieć
hip /hɪp/ biodro
jaw /dʒɔː/ szczęka
knee /niː/ kolano
knuckle /ˈnʌk(ə)l/ knykieć
neck /nek/ szyja
shoulder /ˈʃəʊldə(r)/ ramię
skull /skʌl/ czaszka
spine /spaɪn/ kręgosłup
thigh /θaɪ/ udo
thumb /θʌm/ kciuk
toe /təʊ/ palec u nogi
waist /weɪst/ talia
wrist /rɪst/ nadgarstek

Organs / Narządy

brain /breɪn/ mózg
heart /hɑː(r)t/ serce
kidney /ˈkɪdni/ nerka
liver /ˈlɪvə(r)/ wątroba
lung /lʌŋ/ płuco
skin /skɪn/ skóra

Health problems, symptoms and treatment / Problemy zdrowotne, objawy i leczenie

bacterial infection /bækˌtɪəriəl ɪnˈfekʃ(ə)n/ infekcja bakteryjna
black eye /ˌblæk ˈaɪ/ podbite oko
bleed /bliːd/ krwawić
break a bone /ˌbreɪk ə ˈbəʊn/ złamać kość
bruise sth badly /ˌbruːz ˌsʌmθɪŋ ˈbædli/ stłuc, posiniaczyć coś mocno
bump /bʌmp/ guz (na głowie)
burn your hand /ˌbɜː(r)n jə(r) ˈhænd/ oparzyć sobie dłoń
catch a cold/flu /ˌkætʃ ə ˈkəʊld, ˈfluː/ przeziębić się, złapać grypę
cough /kɒf/ kaszleć; kaszel
cut sth badly /ˌkʌt ˌsʌmθɪŋ ˈbædli/ zranić, rozciąć coś mocno
dislocate your shoulder /ˌdɪsləkeɪt jə(r) ˈʃəʊldə(r)/ zwichnąć, wybić sobie bark
have a minor infection /həv ə ˌmaɪnə(r) ɪnˈfekʃ(ə)n/ mieć lekką infekcję
have a nosebleed /həv ə ˈnəʊzˌbliːd/ mieć krwotok z nosa
have a rash /həv ə ˈræʃ/ mieć wysypkę
have a sore throat /həv ə ˌsɔː(r) ˈθrəʊt/ mieć ból gardła
hurt /hɜː(r)t/ boleć
ice pack /ˈaɪs pæk/ okład z lodem
illness /ˈɪlnəs/ choroba
itch /ɪtʃ/ swędzieć
pills /pɪlz/ tabletki, pigułki
plaster /ˈplɑːstə(r)/ gips
put cream on /ˌpʊt ˈkriːm ɒn/ posmarować maścią
rest /rest/ odpoczywać, nie nadwerężać
scratch /skrætʃ/ drapać
sneeze /sniːz/ kichać
spots /spɒts/ krostki
sprain your ankle /ˌspreɪn jə(r) ˈæŋk(ə)l/ skręcić kostkę
suck /sʌk/ ssać
suffer from sth /ˈsʌfə(r) frəm ˌsʌmθɪŋ/ cierpieć na coś
swallow /ˈswɒləʊ/ połykać
swollen /ˈswəʊlən/ opuchnięty, spuchnięty
tablet /ˈtæblət/ tabletka
take cough medicine /teɪk ˈkɒf ˌmed(ə)s(ə)n/ brać lekarstwo na kaszel
tissue /ˈtɪʃuː/ chusteczka higieniczna

Antibiotics / Antybiotyki

bacteria /bækˈtɪəriə/ bakterie
cause infections /ˌkɔːz ɪnˈfekʃ(ə)nz/ wywoływać infekcję
develop a cure for sth /dɪˌveləp ə ˈkjʊə(r) fə(r) ˌsʌmθɪŋ/ wynaleźć lekarstwo na coś
die from infections /ˌdaɪ frəm ɪnˈfekʃ(ə)nz/ umrzeć z powodu infekcji
discover /dɪˈskʌvə(r)/ odkrywać
drug company /ˈdrʌg ˌkʌmp(ə)ni/ firma farmaceutyczna
life-threatening /ˈlaɪf ˌθret(ə)nɪŋ/ zagrażający życiu
medical discovery /ˌmedɪk(ə)l dɪˈskʌv(ə)ri/ odkrycia w dziedzinie medycyny
penicillin /ˌpenəˈsɪlɪn/ penicylina
treatment /ˈtriːtmənt/ leczenie, terapia
wonder drugs /ˈwʌndə(r) ˌdrʌgz/ cudowne lekarstwa

Adjectives / Przymiotniki

cosmetic /kɒzˈmetɪk/ kosmetyczny
countless /ˈkaʊntləs/ niezliczony
ineffective /ˌɪnɪˈfektɪv/ nieskuteczny
medical /ˈmedɪk(ə)l/ medyczny
profitable /ˈprɒfɪtəb(ə)l/ dochodowy, korzystny
resistant to sth /rɪˈzɪst(ə)nt tʊ ˌsʌmθɪŋ/ oporny, odporny na coś

The human brain / Mózg ludzki

adapt to sth /əˈdæpt tʊ ˌsʌmθɪŋ/ dostosować się do czegoś
disability /ˌdɪsəˈbɪlətɪ/ niepełnosprawność
distracted /dɪˈstræktɪd/ zdekoncentrowany, rozkojarzony
focus /ˈfəʊkəs/ koncentrować się, skupiać
increase / boost your brain power /ɪnˌkriːs, ˌbuːst jə(r) ˈbreɪn ˌpaʊə(r)/ zwiększać / pobudzać swój potencjał umysłowy
make a recovery /ˌmeɪk ə rɪˈkʌv(ə)ri/ wracać do zdrowia
solve a brain teaser /ˌsɒlv ə ˈbreɪn ˌtiːzə(r)/ rozwiązywać łamigłówkę
suffer from memory loss /ˌsʌfə(r) frəm ˈmem(ə)ri ˌlɒs/ doznać utraty pamięci

At the doctor's / U lekarza

chemist's /ˈkemɪsts/ apteka
chickenpox /ˈtʃɪkɪnˌpɒks/ ospa wietrzna
European Health Insurance Card /ˌjʊərəˌpiːən helθ ɪnˈʃʊərəns ˌkɑː(r)d/ europejska karta ubezpieczenia zdrowotnego, EKUZ
fall ill /fɔːl ˈɪl/ zachorować
feel unwell /ˌfiːl ʌnˈwel/ czuć się źle, być chorym
get medical advice /get ˌmedɪk(ə)l ədˈvaɪs/ zasięgać porady medycznej
injure yourself /ˈɪndʒə(r) jə(r)ˌself/ zranić się
make an appointment /ˌmeɪk ən əˈpɔɪntmənt/ umówić się na wizytę
notice symptoms /ˌnəʊtɪs ˈsɪmptəmz/ zauważać objawy
pharmacy /ˈfɑː(r)məsi/ apteka
stay in bed /ˌsteɪ ɪn ˈbed/ leżeć w łóżku
tablespoonful /ˈteɪb(ə)lˌspuːnf(ə)l/ łyżka stołowa (czegoś)
take some rest /ˌteɪk səm ˈrest/ wypoczywać

Other words / Inne wyrazy

allergic to sth/allergy /əˈlɜː(r)dʒɪk tʊ ˌsʌmθɪŋ, ˈælə(r)dʒi/ uczulony na coś / alergia, uczulenie
body and mind /ˈbɒdi ənd ˈmaɪnd/ ciało i umysł
boost /buːst/ wzmacniać, poprawiać
breakthrough /ˈbreɪkθruː/ przełom
cause suffering /ˌkɔːz ˈsʌfərɪŋ/ wywoływać ból, być przyczyną cierpienia
cell /sel/ komórka
chemical /ˈkemɪk(ə)l/ związek chemiczny
compensate for sth /ˈkɒmpənseɪt fə(r) ˌsʌmθɪŋ/ rekompensować coś, równoważyć
eating habits /ˌiːtɪŋ ˈhæbɪts/ nawyki żywieniowe
ensure /ɪnˈʃɔː(r)/ zapewniać
essential /ɪˈsenʃ(ə)l/ niezbędny, konieczny
fibre-rich diet /ˌfaɪbə(r)ˌrɪtʃ ˈdaɪət/ dieta bogata w błonnik
first aid /fɜː(r)st ˈeɪd/ pierwsza pomoc
free of charge /ˌfriː əv ˈtʃɑː(r)dʒ/ bezpłatny
gut /gʌt/ jelito
improve /ɪmˈpruːv/ poprawiać
intestine /ɪnˈtestɪn/ jelito
lose your sight /ˌluːz jə(r) ˈsaɪt/ tracić wzrok
make an appointment /ˌmeɪk ən əˈpɔɪntm(ə)nt/ umówić się (na wizytę np. lekarską)
medical testing /ˌmedɪk(ə)l ˈtestɪŋ/ badania laboratoryjne
neuroplasticity /ˌnjʊərəʊplæˈstɪsətɪ/ neuroplastyczność, plastyczność mózgu
odd number /ˌɒd ˈnʌmbə(r)/ liczba nieparzysta
reduce pain /rɪˌdjuːs ˈpeɪn/ zmniejszać, ograniczać ból
take steps /teɪk ˈsteps/ podejmować kroki, środki

Challenge!

be neck and neck in sth /biˈnek ənd ˈnek ɪn ˌsʌmθɪŋ/ iść łeb w łeb
carry a disease /ˌkæri ə dɪˈziːz/ być nosicielem choroby
dead set against sth /ˌded ˈset əˌgenst ˌsʌmθɪŋ/ być całkowicie przeciwnym czemuś
get your teeth into sth /ˌget jə(r) ˈtiːθ ˌɪntʊ ˌsʌmθɪŋ/ wziąć się za robienie czegoś
have a heart to heart /ˌhəv ə ˈhɑː(r)t tʊ ˈhɑː(r)t/ odbyć z kimś szczerą rozmowę
have sth on the brain /həv ˌsʌmθɪŋ ɒn ðə ˈbreɪn/ stale o czymś myśleć
have your head in the clouds /həv jə(r) ˌhed ɪn ðə ˈklaʊdz/ chodzić z głową w chmurach
lose your head /ˌluːz jə(r) ˈhed/ tracić głowę
pull someone's leg /ˌpʊl ˌsʌmwʌnz ˈleg/ nabierać kogoś
turn your nose up at sth /ˌtɜː(r)n jə(r) ˌnəʊz ˈʌp ət ˌsʌmθɪŋ/ kręcić nosem na coś
up to your ears in sth /ˌʌp tʊ jə(r) ˈɪə(r)z ɪn ˌsʌmθɪŋ/ tkwić w czymś po uszy
make a statement /ˌmeɪk ə ˈsteɪtmənt/ przekazać komunikat, przedstawić swoje stanowisko
make up your mind /meɪk ˌʌp jə(r) ˈmaɪnd/ decydować, postanawiać
pick somebody's brains /ˌpɪk ˌsʌmbədiz ˈbreɪnz/ podpytywać, konsultować się
release /rɪˈliːs/ wypuszczać, uwalniać
speak your mind /ˌspiːk jə(r) ˈmaɪnd/ otwarcie wyrażać swoje zdanie
the ins and outs of sth /ðiˈɪnz ənd ˈaʊts əv ˌsʌmθɪŋ/ szczegóły czegoś

8 A material world

VOCABULARY money and banking



QUIZ

1 Name something you usually pay for:
- **in cash**
- **by card**
- **online**

2 How many different currencies can you name in thirty seconds?

3 Which of these did you use to pay for something yesterday?
- **coin**
- **note**
- **bank card**

4 What do you usually do with **loose change**?

5 How much **pocket money** should children and then teenagers get?

6 How many **cashpoints** are there in this area?

7 Which (if any) **loyalty cards** do you have?

1〉 How important is having a lot of money to you? Why?

a not very important b quite important c very important d extremely important

2〉 Work in pairs. Read the quotations and discuss whether you agree or disagree with them.

- *Lack of money is the root of all evil.*
- *Some people are so poor, all they have is money.*
- *Money equals freedom.*
- *Too many people spend money they earned to buy things they don't want to impress people that they don't like.*

3〉 Work in pairs and discuss questions 1–7 in the quiz.

4〉 CD 2.22 Listen to five people answering different questions from the quiz in exercise 2. Which questions are they answering? How do you know? Write the answers in your notebook.

Speaker 1: ___ Speaker 4: ___
Speaker 2: ___ Speaker 5: ___
Speaker 3: ___

5〉 Choose the correct verbs and, in your notebook, complete the leaflet *MONEY WISE*!

6〉 In your notebook, complete the sentences with the correct form of verbs from exercise 5.

1 Many people ___ out bank loans to buy a car or a flat.
2 The safest way to ___ an online payment is by using a secure system.
3 If you ___ your card in a cashpoint and it doesn't come out again, you need to contact your bank.
4 Today most cashpoints don't ___ people for using them to withdraw money.
5 If a bank card is lost or stolen, you must ___ it.
6 People need to ___ their bank balances regularly to detect fraud.

7〉 Work in pairs. Use your dictionary if necessary and decide which of the words below can be both nouns and verbs. Translate those which can be both into Polish.

borrow lend afford pay deposit charge cost transfer withdraw bank

» **Vocabulary challenge!** Unit 8, page 113, exercises 1 and 2

8〉 WHAT DO YOU THINK? Work in pairs and discuss the questions.

What advice would you give to someone who:

1 has just started work and is earning their own money for the first time?
2 regularly spends too much money?
3 wants to save money to buy something really important?
4 has just won a lot of money in the lottery?

MONEY WISE!

We can help you in lots of ways. Here are some of them.



CASHPOINT

Simple to use – just [1]***insert*** / ***put*** your card and [2]***click*** / ***key in*** your PIN number. Our cashpoints don't [3]***charge*** / ***cost*** you for the service.

ONLINE BANKING



Very useful if you want to [4]***check*** / ***look*** your balance or [5]***pass*** / ***transfer*** money between accounts.



CONTACTLESS PAYMENTS

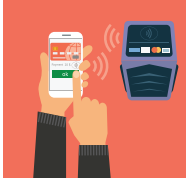
Use this for [6]***making*** / ***taking*** small transactions. Quick and easy.

BANKS



You may wish to visit our local branch to [7]***spend*** / ***pay in*** cheques or [8]***withdraw*** / ***take*** or [9]***leave*** / ***deposit*** cash. You can also discuss [10]***taking*** / ***making*** out a loan with us. We [11]***advertise*** / ***offer*** financial advice if you book an appointment with one of our advisers.

TELEPHONE BANKING



Some people still like the phone banking service for [12]***doing*** / ***making*** payments or checking bank balances. Just give us a call and we can help. It's also useful for [13]***telling*** / ***reporting*** lost or stolen cards.

LISTENING AND VOCABULARY 8

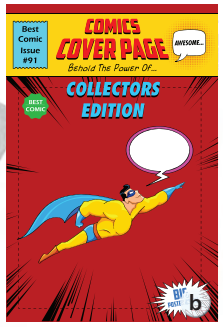
listening for intention, gist and detail • drawing conclusions • collecting things

1 Did you use to collect things when you were a child? Do you still collect things now? What and why?

2 CD 2.23 Listen to a boy talking about collecting things. Which item in the pictures does he NOT mention? Why does he mention the other items?



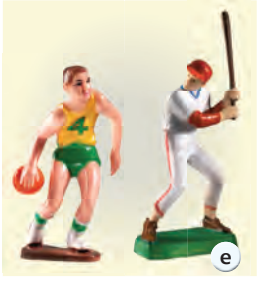
a



b


d


c


e

3 CD 2.23 Listen again. In your notebook, match sentences a–e with parts 1–4 of the boy's talk. There is one extra sentence.

a He gives advice on what to collect these days.
b He describes the reasons why people initially enjoy collecting.
c He outlines how he built up his collection.
d He warns of the dangers of collecting too many things.
e He explains how he realised the potential value of collecting.

4 Which of these places to buy things does the boy mention? What sort of things can you buy in these places? Do you ever shop there?

online auctions car boot sales second-hand stores
charity shops pound shops market stalls

5 In your notebook, complete the sentences with the correct form of the verbs below.

pay make trade badger invest

1 I ___ my parents into buying me all the *Harry Potter* books and films last year.
2 Revising for exams is hard work but it ___ off in the end!
3 Some people ___ their money in art. A painting's value can go up by 50% in just a few years.
4 There's no easy way to ___ a lot of money.
5 I'd like to ___ some of my football cards online. That way I can add to my collection.

6 CD 2.24 Listen to an interview with an art critic and choose the correct answers. Write them in your notebook.

1 Which sentence is TRUE about the painting?
  a It is likely to be exhibited in public.
  b It is worth more than was paid for it.
  c It is a highly unusual example of the artist's work.
  d The price exceeded expectations.
2 Mark
  a is depressed by the modern obsession with money.
  b is concerned that not enough people appreciate art.
  c is pleased by collectors' interest in important paintings.
  d is irritated by the interviewer's opinion.
3 The auctioneer
  a gets paid monthly.
  b gets two types of payment.
  c works for free.
  d always receives the same amount of money.
4 The interviewer
  a never agrees with Mark.
  b has the same opinions at Mark.
  c sees Mark's point of view in the end.
  d rarely questions Mark's ideas.

7 CD 2.24 Listen to the recording again. In your notebook complete the email below. Write no more than two words in each gap.

Hi Gaby,
How are you? I've just heard an interview with an art critic about a famous Picasso painting. Would you believe that it was eventually sold at auction for over [1] ___ pounds? The critic said that Picasso himself would [2] ___ that his paintings ended up in private hands where only [3] ___ could see them. The critic sounded [4] ___ that these days people look at art as something to make money from rather than something to be enjoyed and appreciated. I also found out that the auctioneers receive a fee based on [5] ___ money the artworks sell for. At the end of the interview, they discussed whether or not governments should [6] ___ the auctions. It would be brilliant if they could buy all of the paintings to display them in public galleries, but it's impossible, isn't it? Anyway, here's the link to the interview. Let me know what you think.
Take care,
Paula

» **Vocabulary challenge!** Unit 8, page 114, exercise 3

8 WHAT DO YOU THINK? Work in pairs and discuss the questions.

1 What things could people collect today as an investment?
2 If you had the money, would you pay over 100 million pounds for a painting? Why? / Why not?
3 What do you think is the best way to make money these days? Why?

8 GRAMMAR

The passive

1〉 What price rises have you noticed in recent months? Do you think they are fair? Why? / Why not?

2〉 LANGUAGE IN CONTEXT Read the article. What is the experimental system of charging described in the article?





PAY WHAT YOU LIKE!

Consumers today often complain that they are being overcharged for goods and services. So – how about this new trend? Some new ways of pricing have recently been tried in different restaurants. At one restaurant customers were not given prices on the menu but they were later asked to pay what they thought was the right price for what they had been served. Interestingly, the money paid was nearly the same as the prices had been on the menu! The same experiment will soon be carried out for an orchestral performance. Tickets for the performance can be pre-booked but they'll be free and the audience will be asked to pay what they think the performance was worth at the end. What's your opinion? Can a system where prices are determined by the customer really work?

3〉 ANALYSE Copy and complete the table with the highlighted passive forms from the text in exercise 2.

Passive: *be* + past participle + *by*

Present simple	*Prices are determined by the customer.*		
Present continuous	1 ___	Past perfect	4 ___
Present perfect	2 ___	Future simple	5 ___
Past simple	3 ___	Modal verb	6 ___

4〉 In your notebook, complete the rules about using the passive with the words below. You may use some words more than once. There is one extra word.

person **action** **informal** **formal**

We use the passive:

1 when we focus more on an ___ than the ___ who does it.
The loan was finally agreed by the bank manager.

2 when we do not know the ___ doing the ___.
My car was stolen last month.

3 when we don't want to mention the ___.
It has been decided that two people will lose their jobs.

4 when we want to be polite or ___.
Your email will be answered shortly.

5〉 PRACTISE Look at these examples and then make the negative sentences and questions. Write the answers in your notebook.

1 Prices are determined by the customer.
Prices aren't determined by the customer.
Are prices determined by the customer?

2 The school building is being renovated this month.

3 This project has recently been finished.

4 In the oral exam you will be asked three questions.

5 The rules of the game were explained to us before the class.

6 The passengers had been informed about the train delay.

6〉 What word is missing in these sentences?

1 A new bank been opened in the city centre.

2 The finance minister is interviewed on TV at the moment.

3 Gas prices raised yesterday and they might go up again next year.

4 We hope that salaries will increased in the next few months.

5 Had the email opened before you read it?

6 Unfortunately, those cars produced in our country any more.

7 My dad was overcharged the electric company last month.

7〉 In your notebook, rewrite the active sentences in the passive.

1 They contacted me about my bank account.

2 They are starting a new money advice website soon.

3 They hadn't informed us about the bank closure in advance.

4 They won't publish a new timetable before next Monday.

5 You should hand in all homework before 4.30 on Friday.

6 They are considering a new tax at the moment.

7 They have chosen the winner of the competition.

8 The economist, J. Mansfield, wrote the article.

8〉 Write questions from the prompts. Then ask and answer the questions in pairs.

1 When / your laptop / last / update?

2 In which country / the next Olympic Games / hold?

3 How much / the average person in your country / pay?

4 Who / vote / Best Actor at last year's Oscars?

5 Where / the best meals / serve / in this area?

6 What / should / do / to improve your schoolday?

» **Grammar challenge!** Unit 8, page 114, exercise 1

9〉 NOW YOU DO IT Work in pairs. In your notebook, write four more questions, using different tenses of verbs in the passive. Swap your questions with another pair to ask and answer.

Have something done

1〉 Work in pairs and answer the questions.

1 Would you prefer to have a big, expensive wedding or a small, cheaper one? Why?
2 What kind of things need to be done when someone is planning a wedding?

2〉 CD 2.25 **LANGUAGE IN CONTEXT** Read and listen to the dialogue. How many things from your list are mentioned?

Tim Hi! How are the preparations for the wedding going?
Rosie Not too bad, thanks! We decided on the guest list weeks ago and we've already had the invitations printed.
Tim Some people have their weddings planned completely by a wedding planner. Is that what you're doing?
Rosie No! We're organising it all, but we're not doing everything ourselves. It's quicker and easier to use professionals, although it's more expensive! We're having the cake made by the baker's on the high street and we're also getting our rings engraved by the jeweller. The party's at the Star Hotel, so we're getting the room decorated and the buffet prepared by them. My dress is ready! I had it made by a special bridal shop. It's beautiful! And on the day I'm going to have my hair styled by Darren's sister. I'm not having my make-up done by a professional – I'm doing that myself.
Tim I can't wait!

3〉 **ANALYSE** Copy and complete the table with the underlined examples in the dialogue in exercise 2.

subject + *have* (correct tense) + object + past participle			
Present simple	*Some people have their weddings completely planned by a wedding planner.*		
Present perfect	1 ___	Past perfect	3 ___
Present continuous	2 ___	Past simple	4 ___



4〉 Choose the correct options to complete the rules.

1 We use ***have something done*** to say that
a we do something ourselves.
b we arrange for something to be done for us by other people.
2 We do not need to say who does the action (it is understood from the context). If we want to say who does the action we use
a *by*. b *through*.

? WHAT'S RIGHT?
1 I had the dentist checking my teeth yesterday.
2 I had my teeth check yesterday.
3 I had my teeth checked yesterday.

5〉 **PRACTISE** In your notebook, complete the second sentence so that it has the same meaning as the first one. Use *have something done*.

1 The shop has just delivered food to my house for me.
I ___.
2 The hairdresser is cutting Bob's hair right now.
Bob ___.
3 My dad's accountant looks after his money for him.
My dad ___.
4 The mechanic checks Dave's motorbike regularly.
Dave ___.
5 The plumber mended our shower last week.
We ___.
6 Katy sometimes writes Carol's essays for her.
Carol ___.

6〉 In your notebook, write sentences from the prompts, using the correct form of *have something done*.

1 we / a new computer system / install / at school last week.
2 I / my bedroom / redecorate / soon.
3 I / a new bank card / issue / last month.
4 Jack / his car / not repair / at that garage. / He always goes to Harry's Motor Repairs.
5 Can / you / these clothes / clean / before tomorrow?
6 We / the new TV / deliver / yet.
7 your neighbours / their mail / redirect / to their new house yet?
8 Where / you / usually / your hair / style?

7〉 **NOW YOU DO IT** In your notebook, write questions using the correct form of *have something done*. Then ask and answer the questions in pairs.

Where and when did you last:
1 your eyes / test
2 your hair / cut
3 your photo / take
4 some photos / print
5 something electronic / repair

8 READING AND VOCABULARY

reading for gist and opinion • drawing conclusions • distinguishing fact and opinion • consumer lifestyle

1〉 Work in pairs. Which of the statements below are true for you?

1 I walk everywhere as much as possible rather than use a bus, bike or car.
2 I usually find the time to meet my friends and do the things I love.
3 In restaurants I never order meals which I can't possibly finish.
4 I sometimes exchange things such as DVDs, books or clothes with my friends rather than buy new ones.
5 I don't spend too much time on social networking sites or watching TV series.
6 I often give away things I don't need to charity.

2〉 Work in pairs and discuss the questions.

1 How would you define consumerism? Is it a major problem in Poland? Why?/Why not?
2 In what way are the actions in exercise 1 anti-consumerist?

3〉 Read the two texts (1–2) and answer the questions.

1 Where might you read these texts?
2 Which text is more formal? Find examples of formal and informal language in the texts.

4〉 Read the texts 1 and 2. Answer the questions in your notebook.

In which text does the author …

1 mention how someone felt about their lives?
2 explain what a particular sum of money was used for?
3 admit that people may be driven by selfishness?
4 state what led to a change in someone's life?
5 mention what consumerism globally leads to?
6 say how someone may take advantage of their competencies?

5〉 Read the texts again and choose the correct answers. Write them in your notebook.

Text 1

Some people are born minimalists; I wasn't. I had to learn the hard way. I considered myself a happy girl. I was brought up in communist Poland. We lived a simple life in those difficult times. The shops were empty, but we managed fine. Whenever the shelves filled up with any goods, my parents bought stuff in case it might become useful. That's how my materialistic attitude to life began.

Then came my graduation: distinction in economics … and great hopes of becoming independent, which for me meant 'able to afford many things.' So, when I eventually landed a high-income job, I set out to make my dreams come true. I went on shopping sprees, and took out loans to buy a flat and a car. 'Wow!' I thought to myself. Here I was, at least in my own eyes a simple girl, now a rich and successful manager.

I worked like crazy for years, day and night, to keep up my lifestyle and accumulate even more material possessions. But living beyond my means had its price. Soon, my credit debt was getting terribly out of control. I was feeling disappointed with my life and the fact that, as an economist, I could manage neither my money nor my time. It seemed that I just spent whatever I earned. 'I have everything, but I have nothing. I'm so poor,' I thought to myself.

And then one day, while browsing the web, I came across an article about minimalists – people who have decided to simplify their lives, get rid of their big houses, flat screens and uneconomical cars, and give away any unnecessary possessions. There were also thousands of posts sent by people like me, people in need of a big life change. So, I took a week off work, and I started to clear my flat of all the items I didn't use at all. Soon there were over twenty boxes, ready to go to charity. I already felt better. I was busy de-cluttering my living space, and I had no time to go online or watch anything on TV. That also felt good. I also got in touch with my long-lost friends and volunteered to help at a local charity. In one week I did more good than ever before. I knew I was on the way to becoming a free woman again.



1 In the first paragraph the author of the text
  a admits that her family found it hard to survive.
  b complains about her childhood.
  c stresses that she turned into a minimalist without a problem.
  d explains how she developed the need to buy things.
2 After the woman graduated from university, she
  a found a job straightaway.
  b felt she would not be successful in the future.
  c dreamed of a wealthy lifestyle.
  d borrowed money from her parents to buy an apartment.
3 Which of these statements is **false** about the woman according to paragraphs 3 and 4?
  a She spent a lot of time at work.
  b She disliked being offline.
  c She decided to give away things she did not need.
  d She controlled her expenses carefully.
4 Which of the following is mentioned in the text as a fact, not an opinion?
  a The woman was a successful manager.
  b The woman had no money.
  c The woman passed her final university exams very well.
  d The woman had a good childhood.

Text 2

The Compact is a social and environmental movement against consumerism which was initiated in 2006 in San Francisco by a group of friends. The main goal of the group is to fight the negative environmental and social effects of our so-called consumer culture. Members of The Compact argue that a consumer lifestyle has a very negative impact on the environment. The more we buy, the more we produce, which leads to more electricity being wasted as well as more pollution. They also oppose globalisation and support local businesses by buying locally produced food. The group advocates reducing the waste people create by buying too many goods.

So, the Compactors promise not to buy anything new for a year, apart from items such as underwear, basic food products, medicines and toilet paper, and to shop only at second-hand shops. The members may exchange or share goods with one another, and the information about what they need or wish to donate is posted on Freecycle.org. They are also encouraged to run training sessions to share their talents and skills with the others, so that no one has to pay for any services such as, for example, house repairs. There are currently thousands of members, and about 100 new ones join the organisation every day. While the group is very popular, it has also faced some criticism from the media and environmentalists after making some negative comments about people who are not willing to change their lifestyle.

One of the members has admitted that what motivates a lot of people to join the group is the wish to improve the quality of their own lives rather than to save the world. Whatever reasons its members may have for taking part in the campaign, the results of their behaviour are definitely pro-environmental.



5 Which of these statements is true about The Compact, according to the text?
- a The members of the group are not allowed to buy used items.
- b The group is praised by everyone for their philosophy of life.
- c The group's only aim is to protect the environment.
- d The group members organise a variety of workshops.

6 From both texts we learn that
- a consumerism affects the environment badly.
- b more and more people are getting tired of their consumer lifestyles.
- c shopping makes people unhappy.
- d a consumer lifestyle mostly appeals to young people.

6 In your notebook, answer the questions about the texts in exercise 4. For each answer, write no more than two sentences.

1 Why do you think the author of the first text felt so proud after the graduation?
2 What does the author of Text 1 mean when she says: 'I have everything, but I have nothing.'?
3 What could the motto for The Compact group be?
4 What kind of a person would probably like to join The Compact group?

7 Work in pairs and answer the questions.

1 Which of The Compact's ideas do you find useful? Why?
2 Do you think that changing your lifestyle can help protect the environment? Why?/Why not?

Vocabulary development

8 Read the sentences below. In your notebook, match the highlighted words in the two texts with the definitions in brackets.

1 People with a ___ (*concerned with money*) attitude often ___ (*get more and more*) a lot of material goods.
2 In consumer culture, material ___ (*things you own*) are a symbol of your social status. People would rather keep things than ___ (*give away*) them to charity.
3 If you want to lead a simpler life, ___ (*throw away*) unnecessary things.
4 People often get into debt to ___ (*continue*) their lifestyle and keep buying things they cannot ___ (*have enough money for*).
5 Whenever I feel sad, I go on a ___ (*short period of time when you spend a lot of money*). I think I need to learn to ___ (*use in a sensible way*) my money and my emotions better.
6 People who do not support local ___ (*firms*) should realise that their attitude may have a negative ___ (*effect*) on the region they live in.

9 In your notebook, translate the Polish parts of the text into English. Use the words and phrases from exercise 8.

My friend Joe recently decided to simplify his life and [1] ___ (*pozbyć się wielu niepotrzebnych rzeczy*). He said that for years he had tried [2] ___ (*utrzymać poziom życia, na który nie mógł sobie pozwolić*). He admitted that he often [3] ___ (*wpadał w szał zakupów*) just to make himself feel better. His house was full of stuff [4] ___ (*które nagromadził*) but which he didn't use. This [5] ___ (*źle wpływało na*) his everyday life, so one day he decided [6] ___ (*oddać część swojego dobytku*) to charity. He also learned [7] ___ (*zarządzać lepiej własnymi pieniędzmi*). As a result, he has become a happier man.

» **Vocabulary challenge!** Unit 8, page 114, exercise 4

10 Work in pairs. Choose one of the paragraphs from Text 2 and translate it into Polish. Compare your translation with your partner's. Which one sounds better in Polish? Why?

8 SPEAKING

a stimulus-based discussion • answering the two questions

1 Work in pairs and answer the questions.

1 Are you money smart? Why?/Why not?
2 What is the difference between 'a need' and 'a want'? Think about the things you bought last month. Were they needs or wants?

2 Read the speaking task. What does each image show? What type of images are they?

Przygotowujesz szkolną kampanię mającą na celu zachęcenie młodzieży do oszczędzania. Masz do wyboru dwa plakaty promujące tę kampanię.
- Wybierz ten plakat, który będzie, Twoim zdaniem, ciekawszy i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



2



3 CD 2.26 Listen to Iza doing the speaking task from exercise 2. Which poster does she choose? What arguments does she give? Does she complete the task?

4 In your notebook, complete the phrases with the words below.

clear the message to suggests probably

1 The slogan communicates ___ that …
2 The slogan ___ that …
3 This text is ___ an advertising slogan and I think it means that …
4 The slogan is not ___ to me but I think it may refer to the idea that …
5 According ___ the text, …

5 Work in pairs. Explain what the slogans and sayings mean and where they may come from. Use the phrases from exercise 4.

1 Money talks.
2 More jobs! A better life! Happier citizens!
3 Save for a rainy day.
4 A bank account like no other!

6 CD 2.27 Read and listen to two students answering the questions below. Which student uses a wider range of grammar and vocabulary? Give reasons for your opinion.

1 Should students learn about money management at school?



I think students should learn about money management in secondary schools. Of course, it is very important for young people to know something about this. Young people must know how to save money. It is important that they learn about the family budget too. They will know what their parents can and can't buy.

2 It is said that money does not bring happiness. Do you agree with this statement?



It is often said that money does not bring happiness. I support this point of view, but only to some extent. Naturally, money can't guarantee you health or good relationships with other people. On the other hand, I tend to agree with people who believe that money is important to be fully happy in life. Surely, it helps you live a comfortable life. You don't have to worry about paying the bills, buying food or buying many other necessary things. No doubt the life of rich people is simply easier.

7 Work in pairs and improve the weaker answer from exercise 6, using the words and phrases below.

have a knowledge of a subject so that afford for example necessary personally speaking

8 Choose the correct words in the Phrase Bank.

Phrase Bank

▸ Introducing other people's opinions
[1]*Like* / *As* other young people I also believe …
It is often [2]*said* / *told* that …
I [3]*support* / *approve* this point of view because …
I tend to agree with people who [4]*believe* / *express* that …

▸ Expressing your attitude
Naturally, … | Surely, … | Of course, … | No doubt …

9 Read the questions. Use the prompts to answer the first question. Then use your own ideas to answer the second one.

1 Should teenagers have debit cards?
I / tend / agree / people / say that teenagers should have debit cards because / easy / pay / things; easy to cancel the card / if / get lost
2 Do you agree with people who say teenagers don't know how to manage their own pocket money? Why?/ Why not?

10 Work in pairs. Go to page 115. Take turns to do the speaking task and answer the two questions.

WRITING
a for and against essay

8



1 Having a university diploma usually guarantees you a high income.



2 Why go to university? It's a waste of time. Find a job instead!

1〉 Work in pairs. Which of the statements above corresponds with your point of view? Justify your opinions.

2〉 Read the writing task and the example essay below. Which side of the argument do you support?

3〉 In your notebook, complete the essay with the phrases below.

it cannot be denied that **A further common criticism**
On the whole **Others maintain that**
Another advantage could be that
Some people claim that **while it is true to say**

Coraz więcej młodych ludzi łączy studia z pracą zawodową. Napisz **rozprawkę**, w której przedstawisz wady i zalety takiego rozwiązania.

More and more students are deciding to work while studying. [1] ___ such a solution will help young people in their future careers. [2] ___ it is impossible to focus properly on one's studies while working professionally.

On the one hand, [3] ___ that having a job can benefit a young person in many ways. To begin with, being employed allows students to become financially independent. In addition, they gain work experience, which will give them an advantage on the competitive job market in the future. [4] ___ they learn to respect the value of money simply because it is their own hard-earned cash.

On the other hand, doing even a part-time job may distract the student from learning. Firstly, students who work and study at the same time often perform poorly in exams and are less able to concentrate during lectures. They are often unable to catch up and frequently drop out of college altogether. [5] ___ is the fact that students who only have classes at the weekends or in the evening learn less than full-time students.

On balance, [6] ___ that having a job gives young people more financial freedom and helps gain professional experience, it may also affect their academic performance negatively. [7] ___, my belief is that such an option is only good for people with a lot of self-discipline and motivation.

4〉 Work in pairs and answer the questions about the essay.

1 Does the introduction include the author's personal opinion?
2 Has the author addressed both sides of the argument in the introduction?
3 Is the number of arguments for and against the same?
4 Does the conclusion include the author's personal opinion?

5〉 In your notebook, put the phrases which you used to complete the essay in exercise 3 under the correct heading in the Phrase Bank.

Phrase Bank

▸ Saying what other people think
Many people point out that …, It is believed that …, It is said that … | [1] ___ | [2] ___

▸ Introducing advantages and disadvantages
One of the pluses of such a solution is that …, A real drawback is the fact that …
| [3] ___ | [4] ___ | [5] ___ | [6] ___

▸ Making a general statement
As a rule, … | *In general, …* | *In most cases …* | [7] ___

6〉 Read the topics below. Choose one and, in your notebook, write a short paragraph either for or against the idea. Use the arguments below and the expressions from the Phrase Bank to help you. Add your own ideas too.

For & against:

1 **studying abroad**
learn the language • meet people from different backgrounds • feel lonely

2 **doing two courses at the same time**
two degrees mean more chances to find employment • hard to study two subjects at once

7〉 Read the writing task and the sentences below. Which of the sentences could be used: (a) in the introduction of the essay; (b) in the conclusion, and (c) which are irrelevant to the task?

Coraz więcej osób, wybierając kierunek studiów, uwzględnia bardziej sytuację rynkową niż własne zainteresowania. Napisz **rozprawkę**, w której przedstawisz wady i zalety takiego podejścia.

1 On balance, I believe that young people should study what they are interested in as otherwise they may not enjoy their studies at all.
2 More and more young people want to work rather than study because they believe that gaining some experience will help them in the future.
3 All things considered, it is a sensible idea to choose a subject which interests you, but which will also guarantee you a job in the future.
4 These days it seems common for young people to choose the subject of their study based on the job prospects it offers rather than their passions.
5 My brother had the time to study and develop his passions while he was at university.

8〉 Do the writing task in exercise 7.

8 ENGLISH IN USE

1〉 Read the sentences and the wrong options given. Suggest the correct answer.

1 Our bank does not ___ people for withdrawing money from cashpoints. It's free.
a cost b ___ c pay

2 Saving money always pays ___. You won't be broke.
a ___ b up c through

3 Please wait while the transaction is ___ made. It'll only take a minute.
a been b be c ___

4 We are having new lights ___ in our house.
a install b ___ c installing

5 I have just ___ the payment online.
a ___ b done c given

2〉 Read the text and choose the correct answers. Write them in your notebook.

According to a recent survey, the idea of owning a flat or a house no longer appeals to young people. The survey has shown that eight out of ten people aged 18 to 34 [1] ___ rent accommodation than buy a house or a flat. Interestingly, this is not because of difficulties in [2] ___ out a bank loan. The reasons are more to do with the costs and convenience. The poll confirms that renting [3] ___ more economical, convenient and even trendy. The most popular reason why young people decide to rent is the monthly cost, which is far [4] ___ than paying off a mortgage. A lot of young people also point [5] ___ another advantage connected with renting: when something breaks in a rented flat, it is simply the landlord's responsibility to [6] ___ it fixed. Finally, by renting a flat you can afford [7] ___ in a smarter neighbourhood, where buying your own flat would cost a fortune.

1 a had better b would rather c prefer d wish
2 a taking b getting c putting d giving
3 a to be considered b is considered c considers d is considering
4 a least b little c less d a little
5 a on b for c down d out
6 a have b make c do d keep
7 a living b live c to live d on living

3〉 In your notebook, complete the second sentence so that it means the same as the first. Use no more than five words.

1 A plumber has just fixed our taps. We ___ fixed.
2 They are building a lot of new houses in my neighbourhood.
A lot of new houses ___ in my neighbourhood.
3 'I won't pay any more for the rent,' said Fiona.
Fiona said ___ for the rent.
4 They hadn't informed us about the extra costs before we signed the contract.
We ___ about the extra costs before we signed the contract.
5 I'm sure Tom wasn't at home that evening. He was at school.
Tom can't ___ at home that evening. He was at school.
6 They say that renting a flat is a better idea than buying one.
It ___ that renting a flat is a better idea than buying one.

4〉 In your notebook, complete the gaps in the dialogues with a suitable word or phrase. Use between one and four words.

1 X: What do you do for a living?
Y: ___ as a lawyer.
X: Oh! Good to know!

2 X: Do you agree that money actually brings happiness?
Y: Yes, I do. ___, it solves a lot of problems.
X: Yes! Exactly.

3 X: ___ of cheap loans for students?
Y: Yes, I am. I fully support the idea.
X: Me too. I hope the government will do something about that.

4 X: Would you like to borrow some money?
Y: I would rather ___, if possible. I'll wait for my salary and then pay off the loan.
X: Ok. But do let me know if you have a problem.

5〉 In your notebook, complete the text with appropriate words. Put one word in each space.

The reason why people insure different things is to have a sense of financial security in [1] ___ something bad or unexpected happens. No matter how much money you may save every month, it won't be [2] ___ to cover the expensive medical costs or a damaged house or car. That's [3] ___ homeowners get home insurance, drivers buy car insurance and adults purchase health and life insurance policies. Strangely enough, some people [4] ___ very unusual things insured, and such policies usually cost a lot. An example is weather or wedding insurance policies which people take out in [5] ___ to get their money back if the weather spoils their special occasion. Other, even stranger types of insurance policies which [6] ___ been sold include those for people wishing to insure themselves against [7] ___ kidnapped by aliens or haunted by ghosts. Insurance companies are happy to issue them, and the people who buy them feel safer. A win-win situation?

6〉 Work in pairs and role-play the dialogue.

Student A
You are going to work in Liverpool. You need to rent an inexpensive flat. You have found an advert for a small flat to let. Ring the landlord/landlady to ask about the details (location, rent, furniture, bills, wi-fi access, deposit etc).

Student B
You own a small flat in Liverpool which you would like to rent out. A Polish student rings you and wants to know more about the flat. Give him/her all the necessary information. Negotiate a higher rent for the flat.

1〉 Work in pairs. Discuss how the factors below might influence personal wealth. Justify your opinions using the prompts below.

family background university you graduate from
luck hard work determination personality type

X may influence / have impact on / affect your income because …
- When you are/have …, you are more likely to earn more.
- In order to be a top earner, you should/ ought to …

Tip
Zanim zaczniesz uzupełniać streszczenie nagranej wypowiedzi, najpierw dokładnie je przeczytaj i zastanów się, czy w danej luce brakuje pojedynczego słowa, czy dłuższego wyrażenia.

2〉 Read the sentences below. Decide if they can be completed with one word or a longer phrase. Can you identify what parts of speech are needed to complete the gaps?

1 Psychologists believe that personality type ___ to how much a person earns.
2 Some of our features are believed to make people ___ than others.
3 Some of our traits prevent us ___.
4 The podcaster's attitude to the topic ___ after he read the study.

3〉 CD 2.28 Listen to the beginning of a podcast about wealth and personality traits. In your notebook, complete the sentences in exercise 2. Were your predictions correct?

Tip
Poprawne uzupełnienie luki może czasem wymagać wpisania informacji takiej jak: liczba, data, cena, itp. Powtórz, w jaki sposób wyrażamy liczby i wartości matematyczne po angielsku.

4〉 Work in pairs. Decide how to say the numbers below in English.

34 % 1/3 the year 2028 7.5 kg 24/7
8:10 a.m. 3^4 13 x 14

5〉 CD 2.29 TEST IT! Usłyszysz dwukrotnie fragment audycji dotyczącej typów osobowości, które sprzyjają osiągnięciu sukcesu finansowego. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższym e-mailu. Luki należy uzupełnić w języku angielskim. Zapisz odpowiedzi w zeszycie.

Hi Tom,
I've just listened to the podcast you recommended, and I must say I find it interesting. I was glad to hear that money does not [1] ___ happiness since wealthy people may not always get on with others due to their stubbornness, [2] ___ or lack of sympathy. What I liked a lot was that in order to achieve success we should take advantage of [3] ___ and have specific goals. I was surprised to hear that only [4] ___ students realised what their strong points were … I have never heard of the Myers-Briggs personality types, so I'm looking forward to listening to the next part of the podcast to find out what this ESTJ is all about. One thing is good: if you [5] ___ work, you increase your chances of earning more.
Bye for now,
Louis

Tip
Poprawne uzupełnienie luki może wymagać sparafrazowania usłyszanej informacji, a nie jedynie użycia sformułowań użytych w tekście.

6〉 CD 2.30 Listen to sentences 1–6 and then paraphrase the information to complete the sentences below. Write the answers in your notebook. Sentences 1–3 are to be completed in English and sentences 4–6 in Polish.

1 The amount of money you earn ___ on your personality type.
2 ___ people are more likely to become ___.
3 Extroverts tend to ___ more business contacts because they find it ___ to socialise.
4 Szansa na zbicie fortuny zwiększa się gdy ludzie ___.
5 Sukces jest związany z umiejętnością ___.
6 Osoba, która umie dobrze ___ zwiększa swoje szanse na finansowy sukces.

7〉 CD 2.31 TEST IT! Usłyszysz dwukrotnie fragment audycji dotyczącej związku między osobowością a sukcesem finansowym. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższej rozmowie. Zapisz odpowiedzi w zeszycie. Luki należy uzupełnić w języku polskim.

Marek Co sądzisz o audycji, której słuchaliśmy na lekcji angielskiego?
Aneta Ciekawa. Nie sądziłam, że bycie ekstrawertykiem gwarantuje sukces…
Marek Może nie gwarantuje, ale sprawia, że takie czynności jak [1] ___ stają się łatwiejsze.
Aneta Tak, to prawda. Fakt, że ekstrawertycy jeżdżą na konferencje, też pomaga [2] ___.
Marek Podobał mi się fragment o dobrym osądzie sytuacji i o tym, że trzeba rozumieć [3] ___ ludzi, aby coś im sprzedać. Wydaje się proste, prawda?
Aneta Niby tak… No i planowanie. Ważne jest, aby [4] ___.
Marek Jasne, bez tej umiejętności plany pozostaną tylko marzeniami.
Aneta A do tego jeszcze ta wewnętrzna motywacja…
Marek No i fakt, że ci ludzie nie siedzą i nie myślą godzinami, tylko [5] ___. A tak w ogóle, co właściwie mamy zrobić z tą audycją?
Aneta Napisać jej streszczenie!

8 REVIEW 8

Complete all the exercises on this page in your notebook.

1 Match the words from boxes A and B to make compound nouns. There are two extra words in box B.

A loose pocket loyalty shopping car boot material materialistic local

B change sale cards possessions coin businesses attitude money spree note

__/8

2 Complete the sentences with the correct form of the verbs below.

make deposit donate report manage afford lend accumulate check withdraw charge

1 This card will only allow you to ___ small transactions.
2 You can ___ and ___ money at cashpoints.
3 You must ___ a stolen card or you risk someone else using it.
4 You can print out a receipt after every cashpoint transaction to ___ your balance.
5 If you have some unwanted books or toys, you can ___ them to a charity shop.
6 Unfortunately, I'm not very good at ___ my money. I often spend more than I should.
7 Some people tend to ___ a lot of unnecessary things which they never use.
8 I've always wondered how they could ___ a brand new sports car.
9 I couldn't believe it when the bank clerk told me they would ___ a small fee every time I withdraw money from a cashpoint.
10 Despite the fact that they never pay it back, my parents keep ___ money to my brothers.

__/11

3 Choose the correct preposition.

1 Did the bank charge you *for* / *with* this service?
2 First, key *in* / *into* your PIN number, then choose the amount of money.
3 I've just got rid *out* / *of* many things I don't use any more.
4 After my father lost his job, we weren't able to keep *up* / *down* our lifestyle.
5 Don't take *out* / *up* a loan if you know you can't pay it back.
6 Investing money wisely always pays *up* / *off*.
7 Teenagers often badger their parents *to* / *into* buying different things.

__/7

4 Use the prompts to write sentences in the passive voice.

1 I / just contact / about my new bank account.
2 All our customers / send / their new credit cards tomorrow.
3 My sister / not inform / about the new online banking system until she rang the bank.
4 A new branch of this bank / set up / in the centre just now.
5 The customers / regularly offer / big discounts by this store.
6 The payment / must / make / within three working days.
7 The da Vinci painting recently / sell / at an auction for a record-breaking amount of money.

__/7

5 Rewrite the sentences, using *have something done*.

1 They are setting up my savings account just now.
2 The builders have just put in our new kitchen.
3 The hairdresser is going to cut my hair tomorrow.
4 The dentist checks my teeth every six months.
5 A thief stole my mother's credit card yesterday.
6 The mechanic will repair our car sometime this week.
7 The IT specialist has just fixed my computer.

__/7

6 Translate the sentences into English using the passive voice or *have something done*.

1 Nowy rozkład jazdy został opublikowany wczoraj wieczorem.
2 Co powinno zostać zrobione, by ograniczyć zanieczyszczenie środowiska?
3 Nowa szkoła zostanie wybudowana w trzy lata.
4 Mary strzyże się w salonie po drugiej stronie ulicy.
5 Paul został wybrany na prezydenta trzy lata temu.
6 Chris nie pomalował mieszkania samodzielnie – zlecił to komuś.

__/6

7 Complete the text with the missing words. Some letters are given.

[1]A ___ a rule, I tend to agree with people who believe that having too much money is not a good thing. [2]W ___ it cannot be denied that money is important in our lives, having a fortune may change your life for the worse. I believe that in most [3]c___ money spoils people – it makes them selfish and arrogant. However, some people [4]m___n that wealth can be shared with others. They [5]c___m that money can only corrupt people who are already bad. [6]N ___ doubt this could be true, but personally, I don't [7]s___t this point of view. Maybe you could convince me otherwise?



__/7

8 Work in pairs and test each other.

Student A: go to page 122.
Student B: go to page 129.

» SPEAKING TEST 4, page 119

Money and banking / Pieniądze i bankowość

bank /bæŋk/ deponować w banku, bank
bank card /ˈbæŋk ˌkɑː(r)d/ karta płatnicza
cashpoint /ˈkæʃˌpɔɪnt/ bankomat
charge sb for sth /ˈtʃɑː(r)dʒ ˌsʌmbədi fə(r) ˌsʌmθɪŋ/ obciążyć kogoś (opłatą) za coś
check your balance /ˌtʃek jə(r) ˈbæləns/ sprawdzać stan konta
coin /kɔɪn/ moneta
contactless payment /ˌkɒntæktləs ˈpeɪmənt/ płatność zbliżeniowa
cost /kɒst/ kosztować, koszt
currency /ˈkʌrənsi/ waluta
deposit / withdraw cash /dɪˌpɒzɪt, wɪðˌdrɔː ˈkæʃ/ wpłacać / wypłacać gotówkę
insert your card /ɪnˌsɜː(r)t jə(r) ˈkɑː(r)d/ wkładać kartę
key in your PIN number /ˌkiː ɪn jə(r) ˈpɪn ˈnʌmbə(r)/ wprowadzać PIN
loose change /luːs ˈtʃeɪndʒ/ drobne, bilon
loyalty card /ˈlɔɪəlti ˌkɑː(r)d/ karta lojalnościowa
make a transaction /ˌmeɪk ə trænˈzækʃ(ə)n/ dokonywać transakcji
make a payment /ˌmeɪk ə ˈpeɪmənt/ dokonywać płatności
note /nəʊt/ banknot
offer financial advice /ˌɒfə(r) faɪˌnænʃ(ə)l ədˈvaɪs/ oferować porady finansowe
online banking /ˌɒnlaɪn ˈbæŋkɪŋ/ bankowość internetowa
pay in cash / by card / online /ˌpeɪ ɪn ˈkæʃ, baɪ ˈkɑː(r)d, ˈɒnlaɪn/ płacić gotówką / kartą / przez internet
pay in a cheque /ˌpeɪ ɪn ə ˈtʃek/ wpłacić, zrealizować czek
telephone banking /ˈtelɪˌfəʊn ˈbæŋkɪŋ/ bankowość telefoniczna
pocket money /ˈpɒkɪt ˌmʌni/ kieszonkowe
report a lost / stolen card /rɪˌpɔː(r)t ə ˌlɒst, ˌstəʊlən ˈkɑː(r)d/ zgłaszać zgubienie / kradzież karty
take out a loan /ˌteɪk aʊt ə ˈləʊn/ brać pożyczkę
transfer money between accounts /træns,fɜː(r) ˈmʌni bɪˌtwiːn əˈkaʊnts/ przelewać pieniądze z rachunku na rachunek

Collecting things / Kolekcjonowanie rzeczy

badger sb into sth /ˈbædʒə(r) ˌsʌmbədi ˌɪntʊ ˌsʌmθɪŋ/ namówić kogoś na coś
car boot sale /ˌkɑː(r) buːt ˈseɪl/ pchli targ, gdzie sprzedaż prowadzi się z bagażników samochodów
charity shop /ˈtʃærəti ʃɒp/ lumpeks przeznaczający dochód na cele charytatywne
invest money in sth /ɪnˌvest ˈmʌni ɪn ˌsʌmθɪŋ/ inwestować pieniądze w coś
make money /ˌmeɪk ˈmʌni/ zarabiać pieniądze
market stall /ˌmɑː(r)kɪt ˈstɔːl/ stragan na bazarze
online auction /ˌɒnlaɪn ˈɔːkʃ(ə)n/ aukcja internetowa
pay off /peɪ ˈɒf/ opłacać się
pound shop /ˈpaʊnd ʃɒp/ sklep z towarami w cenie 1 funta
second-hand store /ˈsekənd hænd ˌstɔː(r)/ sklep z używanymi artykułami
trade /treɪd/ wymienić, zamienić

Consumer lifestyle / Konsumencki styl życia

accumulate /əˈkjuːmjʊleɪt/ gromadzić
cannot afford sth /ˈkænɒt əˈfɔː(r)d ˌsʌmθɪŋ/ nie móc sobie na coś pozwolić
donate /dəʊˈneɪt/ ofiarować datek
get rid of sth /get ˈrɪd əv ˌsʌmθɪŋ/ pozbywać się czegoś
go on a shopping spree /gəʊ ɒn ə ˈʃɒpɪŋ ˌspriː/ wpaść w szał zakupów
have a negative impact on sth /həv ə ˌnegətɪv ˈɪmpækt ɒn ˌsʌmθɪŋ/ mieć na coś negatywny wpływ
keep up a lifestyle /kiːp ˈʌp ə ˈlaɪfˌstaɪl/ utrzymywać poziom życia
local businesses /ˌləʊk(ə)l ˈbɪznəsɪz/ lokalne firmy
manage your money /ˌmænɪdʒ jə(r) ˈmʌni/ zarządzać swoimi pieniędzmi
material possessions /məˌtɪəriəl pəˈzeʃ(ə)nz/ dobra materialne
materialistic /məˌtɪəriəˈlɪstɪk/ materialistyczny

Other words / Inne wyrazy

appalled /əˈpɔːld/ zbulwersowany, przerażony czymś
art collector /ˌɑː(r)t kəˈlektə(r)/ kolekcjoner/ kolekcjonerka sztuki
bridal shop /ˈbraɪd(ə)l ʃɒp/ sklep z sukniami ślubnymi
collecting mania /kəˌlektɪˈŋ ˈmeɪniə/ mania kolekcjonowania
collection /kəˈlekʃ(ə)n/ kolekcja, zbiór
comic /ˈkɒmɪk/ komiks
communist /ˈkɒmjʊnɪst/ komunistyczny
competitive job market /kəmˌpetətɪv ˈdʒɒb ˌmɑː(r)kɪt/ konkurencyjny rynek pracy
consumerism /kənˈsjuːməˌrɪz(ə)m/ konsumpcjonizm
cost a fortune /ˌkɒst ə ˈfɔː(r)tʃən/ kosztować majątek
de-clutter /dɪˈklʌtə(r)/ uporządkować, odgruzować
deposit /dɪˈpɒzɪt/ kaucja
distinction in sth /dɪˈstɪŋkʃ(ə)n ɪn ˌsʌmθɪŋ/ wyróżnienie w czymś
economist /ɪˈkɒnəmɪst/ ekonomista/ ekonomistka
engrave /ɪnˈgreɪv/ grawerować
fabulous /ˈfæbjʊləs/ bajeczny, cudowny
face criticism /ˌfeɪs ˈkrɪtɪˌsɪz(ə)m/ spotkać się z krytyką
financially independent /faɪˈnænʃ(ə)lɪ ˌɪndɪˈpendənt/ niezależny finansowo
further one's career /ˌfɜː(r)ðə(r) ˌwʌnz kəˈrɪə(r)/ wspierać, rozwijać czyjąś karierę
garage /ˈgærɑːʒ/ serwis samochodowy, warsztat
get into debt /get ɪnˌtʊ ˈdet/ popadać w długi
goods /gʊdz/ towary
grit /grɪt/ wytrwałość
hard-earned /ˌhɑː(r)dˈɜː(r)nd/ ciężko zarobiony
home / car insurance /ˈhəʊm, ˈkɑː(r) ɪnˌʃʊərəns/ ubezpieczenie domu / samochodu
insurance policy /ɪnˈʃʊərəns ˌpɒləsi/ polisa ubezpieczeniowa
insure sth /ɪnˈʃʊə(r) ˌsʌmθɪŋ/ ubezpieczać coś
investment /ɪnˈves(t)mənt/ inwestycja
judgement /ˈdʒʌdʒmənt/ osąd sytuacji
landlord /ˈlæn(d)ˌlɔː(r)d/ wynajemca, właściciel domu/mieszkania
live beyond your means /ˌlɪv bɪˌjɒnd jə(r) ˈmiːnz/ żyć ponad stan
local branch /ˌləʊk(ə)l ˈbrɑːntʃ/ lokalny oddział
material world /məˈtɪəriəl ˌwɜː(r)ld/ świat materialny
monetary value /ˌmʌnɪt(ə)ri ˈvæljuː/ wartość pieniężna
money smart /ˈmʌni ˌsmɑː(r)t/ mający głowę do interesów
money talks /ˈmʌni ˌtɔːks/ pieniądz ma siłę przekonywania
mortgage /ˈmɔː(r)gɪdʒ/ hipoteka
movement /ˈmuːvmənt/ ruch (np. ekologiczny)
overcharge /ˌəʊvə(r)ˈtʃɑː(r)dʒ/ policzyć dużo (komuś)
own a flat /ˌəʊn ə ˈflæt/ posiadać mieszkanie
personality trait /ˌpɜː(r)səˈnæləti ˌtreɪt/ cecha charakteru
piece /piːs/ moneta
piggy bank /ˈpɪgi bæŋk/ skarbonka
poor /pɔː(r)/ biedny
pricing /ˈpraɪsɪŋ/ wycena
progress /ˈprəʊgres/ postęp, rozwój
purchase /ˈpɜː(r)tʃəs/ zakup
redirect /ˌriːdɪˈrekt/ przekierować
rent /rent/ wynajmować; czynsz
set yourself goals /ˌset jəˌself ˈgəʊlz/ wyznaczać sobie cele
strength /streŋθ/ siła, mocna strona
stubborn /ˈstʌbə(r)n/ uparty
tax /tæks/ podatek
wealthy /ˈwelθi/ zamożny, bogaty
yen /jen/ jen (japoński)

Challenge!

be worth (£25) /bi ˈwɜː(r)θ ˈtwenti faɪv ˌpaʊndz/ być wartym (25 funtów)
be worth doing sth /bi ˈwɜː(r)θ ˌduːɪŋ ˌsʌmθɪŋ/ być wartym zrobienia czegoś
borrow sth from sb /ˈbɒrəʊ ˌsʌmθɪŋ frəm ˌsʌmbədi/ pożyczać coś od kogoś
change /tʃeɪndʒ/ reszta (z rachunku); rozmieniać pieniądze
comfortable /ˈkʌmftəb(ə)l/ wygodny
completely broke /kəmˌpliːtli ˈbrəʊk/ całkowicie spłukany
convenient /kənˈviːniənt/ dogodny, praktyczny
economic /ˌiːkəˈnɒmɪk/ ekonomiczny
economical /ˌiːkəˈnɒmɪk(ə)l/ oszczędny, wydajny
exchange /ɪksˈtʃeɪndʒ/ wymieniać (walutę)
expenses /ɪkˈspens/ wydatki
go into the red /gəʊ ɪnˌtʊ ðə ˈred/ mieć debet, być na minusie
go over the budget /gəʊ ˌəʊvə ðə ˈbʌdʒɪt/ przekraczać budżet
have a sentimental value /həv ə ˌsentɪˈment(ə)l ˈvæljʊ/ mieć wartość sentymentalną
income /ˈɪnkʌm/ dochód
lend sth to sb /ˈlend ˌsʌmθɪŋ tʊ ˌsʌmbədi/ pożyczać coś komuś
occasion /əˈkeɪʒ(ə)n/ okazja, sposobność
pick up a bargain /pɪk ˌʌp ə ˈbɑː(r)gɪn/ upolować okazję
priceless /ˈpraɪsləs/ bezcenny
real bargain /ˌrɪəl ˈbɑː(r)gɪn/ prawdziwa okazja
rest /rest/ reszta, pozostała część
save for a rainy day /ˌseɪv fə(r) ə ˌreɪni ˈdeɪ/ odkładać na czarną godzinę
split the bill /ˌsplɪt ðə ˈbɪl/ podzielić się rachunkiem
sponge off sb /ˌspʌndʒ ˈɒf ˌsʌmbədi/ pasożytować na kimś
valuable /ˈvæljʊb(ə)l/ wartościowy, cenny
value sb /ˈvæljʊ ˌsʌmbədi/ cenić kogoś
worthless /ˈwɜː(r)θləs/ bezwartościowy, nic niewart
worthy /ˈwɜː(r)ði/ szlachetny, zacny

5–8 TEST PRACTICE

Rozumienie ze słuchu – poziom podstawowy Wybór wielokrotny

1〉 CD 2.32 **Usłyszysz dwukrotnie trzy nagrania. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią poszczególnych nagrań. Zapisz numery pytań w zeszycie i obok nich dopisz litery A, B, C albo D.**

Tekst 1.

1 What is the speaker concerned about?
- A doctors who give wrong diagnoses of medical conditions
- B patients depending on advice that may not be appropriate
- C people who ignore dangerous symptoms
- D stress people feel when they learn they are sick

Tekst 2.

2 Which of the following statements is a fact not an opinion?
- A The crime series is likely to win a prize.
- B The crime series is popular with viewers.
- C The crime series is addictive.
- D The crime series is well-made.

Tekst 3.

3 Which information was mentioned first by the speaker?
- A students' need to find support
- B the consequences of not coping with change
- C the feelings associated with living away from home
- D types of students' concerns

Rozumienie pisanego tekstu – poziom rozszerzony Dobieranie

2〉 Przeczytaj poniższy tekst, z którego usunięto pięć zdań. Wstaw zdania oznaczone literami A–E w luki (1–4), tak aby powstał spójny i logiczny tekst. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej z luk.

My time in London

I've been working in London for three years now and I would like to say that I've enjoyed every minute of it! [1] ___ However, what I can say is that it has been a very interesting experience, definitely a real learning curve in so many ways, and these days I feel that my life is very good and I'm appreciating what this wonderful city has to offer people from all corners of the world.

Living in England had always been a dream for me. [2] ___ So, when my parents offered to finance an English course in England, I jumped at the chance. I found myself in a seaside town called Bournemouth, but while it was very picturesque and tranquil it wasn't London. During that year I pushed myself to study hard, took and passed several difficult exams in English and went on as many trips to London as I could! Then, when the year was over I stayed with an English friend in London and looked for a job.

After a fairly long search I found work as a barista in a coffee shop. [3] ___ Most of them are really kind and once they hear my still rather strong French accent they ask me about France and why I'm in England. [4] ___ Not everyone here likes seeing foreigners taking jobs that English people could do. At first it used to upset me and I would get into arguments, trying to point out that there are a lot of people from the UK working in Paris! But I soon learned that it isn't worth getting upset about it as the majority of people don't have an issue with it. My parents would like to have me back in France but I'm happy to stay for the foreseeable future – hassle or no hassle!

- A As a teenager I loved the English language, English books and English films, and London was my most favourite city in the whole world.
- B Unexpectedly though, I've had to put up with a fair amount of abuse too.
- C Unfortunately that's not quite true.
- D This made me want to carry on working and living here even more.
- E The job isn't that difficult; I love the atmosphere and every day I get to meet different people!

Znajomość środków językowych – poziom podstawowy Wybór wielokrotny

3〉 CD 2.33 **Usłyszysz dwukrotnie 5 pytań (1–5). Do każdego z nich wybierz właściwą reakcję. Zapisz numery pytań w zeszycie i obok nich dopisz litery A, B lub C.**

1 A I am in the right, that's all.
B I must have twisted my ankle.
C I'm feeling over the moon.

2 A No, thanks. The same to you.
B No thanks, I don't need any help.
C I'd better not. It's lovely, but so rich!

3 A I'm sorry. I don't know. I'm a stranger here myself.
B I'd rather look somewhere else.
C What's bothering you?

4 A She made a cake.
B She arrived just in time.
C She enjoyed it a lot.

5 A No clue, I'm afraid.
B Easy, I used my GPS.
C A fabulous place.

Znajomość środków językowych – poziom rozszerzony Test luk

4〉 Przeczytaj poniższy tekst. Z podanych odpowiedzi wybierz właściwą tak, aby powstał logiczny, spójny i gramatycznie poprawny tekst. Zapisz numery pytań w zeszycie i obok nich dopisz litery A, B, C lub D.

Most of us have bought things on [1] ___. Often they are things that have caught our eye while shopping and are frequently purchases that we later come to regret making. However, one of the biggest impulse buys in history was in 1915 when Sir Cecil Chubbs [2] ___ by his wife to go to an auction to buy chairs. He returned home, having bought Stonehenge, today one of the world's most well-known monuments! Cecil had no intention of buying Stonehenge, but when it [3] ___ in the auction, he decided to buy it as a gift for his wife, who reportedly was not that happy with the purchase of a circle of old stones. Cecil paid £6,000 for the monument (the equivalent of £392,000 today) and now it is valued at about 51 million pounds – not a bad investment. However, Sir Cecil believed that it should belong not to individuals, but to the whole country [4] ___ it could be enjoyed by everyone and in 1918 he gave it to the nation.

1 A purpose B impulse C request D decision
2 A had asked B was asking C asked D was asked
3 A came across B came down C came up D came through
4 A so that B as a result C because of D the reason for

Znajomość środków językowych – poziom rozszerzony Transformacje zdań

5〉 Uzupełnij luki w zdaniach tak, aby zachować znaczenie zdania wyjściowego. Wykorzystaj wyrazy w nawiasie w niezmienionej formie. W podanych fragmentach zdań nie wolno niczego zmieniać. W każdą lukę możesz wpisać maksymalnie pięć wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna.

1 How many bags would you like to check in? (**MUCH**)
___ do you have to check in?
2 I can't concentrate on my homework because of Mike's loud music. (**WISH**)
I ___ loud music! I could concentrate better then.
3 I think the dentist will pull my tooth out today. It'll hurt. (**HAVE**)
I ___ out today. It'll hurt.
4 My parents gave me this money for my birthday last week. (**BY**)
I ___ my parents for my birthday last week.
5 I'm sure Suzy hasn't done her homework because her school bag is still in the car. (**HAVE**)
Suzy ___ her homework because her school bag is still in the car.

Mówienie Rozmowa na podstawie materiału stymulującego

6〉 Work in pairs. Take turns to do the speaking task and answer the two questions.

Popatrz na zdjęcia 1–2. Wraz z kolegami i koleżankami bierzecie udział w kampanii, mającej na celu zachęcenie młodzieży do zdrowego stylu życia. Wyraź swoje zdanie o wykorzystaniu na plakacie dwóch poniższych zdjęć.
- Wybierz to, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.





1 Many people today become addicted to excessive training. What can the consequences of this be?
2 Some people say that children get too little exercise these days because they're always on their computers. Do you agree? Why?

Wypowiedź pisemna – poziom podstawowy List prywatny

7〉 Read the instructions and do the writing task in your notebook.

Niedawno, z powodu choroby, nie mogłeś/mogłaś uczestniczyć przez tydzień w kursie komputerowym. Napisz list do kolegi Anglika, z którym uczęszczasz na kurs i:
- wyjaśnij powód swojej nieobecności,
- opisz swoją wizytę u lekarza,
- napisz, jak się obecnie czujesz i jakie masz plany na przyszły tydzień,
- zapytaj o tematykę opuszczonych zajęć i poproś o przesłanie materiałów.

List powinien zawierać od 100–150 wyrazów.

Wypowiedź pisemna – poziom rozszerzony Rozprawka

8〉 Read the instructions and do the writing task in your notebook.

Zakupy w Internecie stają się obecnie jedną z najpopularniejszych form zakupów. Napisz **rozprawkę**, w której przedstawisz swoją opinię na ten temat, odnosząc się zarówno do kwestii finansowych, jak i bezpieczeństwa.

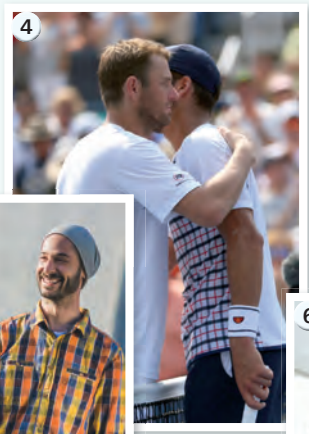
Wypowiedź powinna zawierać 200–250 wyrazów.

1 CULTURE

Greetings across the world









1〉 Work in pairs. In your notebook, match the phrases with the photos. Two expressions match one picture. Then answer the questions below.

shake hands hug embrace each other
bow rub noses or foreheads kiss on the cheeks
pat on the back

1 Which countries or cultures might these types of greetings come from?
2 What does each greeting involve?

2〉 Work in pairs and do the quiz. Are the sentences true (T) or false (F)? Check your answers on page 128.

1. You greet an Asian with a kiss on the cheek.
2. Most Latinos, even strangers, embrace each other when greeting.
3. In Muslim countries you are not supposed to hug a person of the opposite sex.
4. People from southern European countries greet friends by kissing on both cheeks.
5. It's good manners not to look someone in the eye in Asia.
6. A firm handshake is a sign of respect in most Western countries.
7. In Muslim cultures it is polite to shake hands with the left hand when greeting someone.
8. In India a traditional greeting involves placing your hands together in a prayer-like fashion and bowing.

3〉 CD 2.34 Listen to an interview with a specialist on multicultural etiquette. Which countries do the speakers mention?

4〉 CD 2.34 Listen again and answer the questions.

1 How does Jennifer define multicultural etiquette?
2 Why does she believe young people must learn about it?
3 How do people greet each other in southern European countries and in Latin America?
4 What problem did the boy experience in New Zealand?
5 How did the interviewer feel when he was greeted in Poland?
6 Why is it a good idea to have some basic knowledge of multicultural etiquette?

5〉 Complete the sentences with the words below.

experience blunder uncomfortable manners
behave embarrassment offensive

1 It's good to know how to ___ in the presence of someone from a different culture.
2 My father said he had made a ___ when he hugged a Japanese businessman. Men never hug each other in Japan.
3 In some countries kissing each other in public may be seen as ___.
4 Looking someone in the eye may make them feel ___.
5 People often ___ what we call culture shock when they travel abroad.
6 We should have some basic knowledge of multicultural etiquette to avoid ___ and uncomfortable situations.
7 It's bad ___ to interrupt someone.

6〉 Work in pairs and answer the questions.

1 Do you think that multicultural studies should be a compulsory school subject? Why?/Why not?
2 Have you ever experienced culture shock? If not, what example of culture shock can you give?

7〉 Work in pairs and discuss what is good or bad manners in the following situations in your country.


1 **visiting someone as a guest**
come a little late • bring a present for the host • take your shoes off • …


2 **going to the theatre**
arrive in good time • dress smartly • don't use your mobile phone • …


3 **eating a meal at a restaurant**
use a knife and fork • start when everybody has their meal on the table • don't talk when you have food in your mouth • …


4 **travelling by public transport**
give up seats for the elderly and pregnant women • don't talk loudly on your mobile phone • queue to get on the bus • …


5 **dress code at school**
don't wear make-up • don't wear T-shirts with offensive language on them • change your shoes • …

8〉 Work in pairs. Stand opposite each other and practise the forms of greetings mentioned in this lesson. How did it feel?

9〉 PROJECT TASK Turn to page 122 and do the project task.

CULTURE 2

World religions

1 Work in pairs and answer the questions.

1 What world religions do you know?
2 Is it important to know the differences between religions? Why?/Why not?

2 Match the following words with their Polish equivalents.

1 pray	a wiara
2 observe	b święty/święta
3 pilgrimage	c pielgrzymka
4 holy	d obchodzić
5 faith	e modlić się

3 Work in pairs. Do the quiz about world religions. Check your answers on page 128.

WORLD RELIGION QUIZ

1 Which of the following religions are associated with the symbols below?

a Christianity **b** Islam **c** Judaism **d** Hinduism **e** Buddhism



2 Christians have the Bible. What holy book is read by Muslims?

a The Torah **b** The Quran **c** The Vedas

3 People of which religions go on a pilgrimage to the following places?

a Santiago de Compostela **b** The Wailing Wall in Jerusalem **c** Mecca

4 In which religions do people observe the following holidays?

a Ramadan **b** Lent **c** Diwali

4 Read the texts and answer the questions below.



A

Hello, my name is Naomi and I'm a Buddhist. In my faith we don't **worship** any gods. Our most important belief that we have is that, after death, each person can be born again in a different body. These rebirths are a punishment for selfishness and greed. However, if you follow practices such as **fasting** or meditation, you can achieve the state of Nirvana – when you become free from all the unwanted desires. I suppose this is really the thing I love the most about my faith – it helps me improve my self-discipline and teaches me not to be greedy.



B

Hi, I'm Remi and I'm a British Muslim. My faith is called Islam. We believe that there is only one god, Allah. We learn about Allah through the words of his greatest **prophet** – Muhammad. As a Muslim, I must follow five religious duties: say I believe in Allah and Muhammad, pray in Arabic five times a day, help poor people, fast from sunrise to sunset for one month a year, and go on a pilgrimage to the **shrine** in Mecca. For me, the greatest thing about Islam is that it makes me help others, remember Allah and make time to pray.



C

My name is Thomas and I'm a Roman Catholic. In my religion we follow the words of the Bible and the teachings of Jesus Christ. It's important for us to follow the Ten Commandments and to regularly attend **church services** in order to receive Communion. Communion means you allow Jesus to enter your heart. We also **confess** to the priest before taking Communion in order to make sure that our soul is free from **sin**. What I value about my faith are the Ten Commandments – they help me lead a decent life.

1 What do you think is the most important aspect of each of the religions mentioned?
2 Use your own words to describe what each person (A–C) appreciates most about their faith.

5 Match the words in bold from the text in exercise 4 to their explanations.

1 show respect and love for a god
2 a person who has been sent by God to teach people their religious beliefs
3 an action against religious rules
4 tell a priest about the wrong things you have done
5 a religious ceremony
6 to stop yourself from doing something for religious purposes
7 a place people visit to pray at

6 Complete the sentences with the English equivalents of the Polish words in brackets.

1 I took part in a ___ (*nabożeństwo*) led by a very inspiring spiritual leader from the USA.
2 In Japan people also ___ (*czczą*) their gods. They build Shinto ___ (*świątynie*) where they keep sacred objects connected to their faith.
3 According to Muslims, Mohammad was a ___ (*prorokiem*) who was sent to Earth to tell people how not to live in ___ (*grzech*).
4 Catholics are supposed to ___ (*pościć*) on certain days.

7 Work in groups of three. Prepare a PowerPoint presentation on a less known religious holiday of your choice. Include the points below:

- where and when it is celebrated;
- which religion it comes from;
- why and how it is celebrated;
- what you like about this ceremony.

3 CULTURE

Traffic and transport

1〉 Check the meaning of the words and phrases below in a dictionary. Then look at the pictures in exercise 2 and say which of these words and phrases can be used to describe them.

a traffic jam rush hour/peak time traffic road rage
air/noise pollution traffic lights an accident
a motorway a crash not concentrated on the road
a speed bump a bus lane a car-free day a bike lane
congestion be distracted by a mobile phone

2〉 Work in pairs. Look at the pictures below and discuss what problems they show. What are the causes and results of these problems?









3〉 CD 2.35 Listen to an interview with Paul, a young London motorist. In your notebook, put the points below in order as they are mentioned in the recording.

a the cost of wasted petrol
b risks cyclists take
c the cost of driving into the centre of London
d drivers' feelings
e time spent by drivers in traffic jams
f the speed of cars moving in peak time traffic



4〉 CD 2.35 Listen again. In your notebook, complete the sentences below with the correct word or phrase.

1 London is one of the most ___ capital cities in the world.
2 Paul finds his journeys to work ___.
3 There is a lot of road rage and ___ in London.
4 ___ is not in the Congestion Charge Zone.
5 Paul decided to drive to work in order ___ on public transport.
6 Cyclists in London are often involved in ___.

5〉 Work in pairs and discuss the questions.

1 How bad is the traffic in the area where you live? What's the worst thing about it? Are there any solutions proposed to cope with the problem?
2 Is road rage and aggressive driving common in Poland? Can you give any examples?
3 Is cycling to school/work popular where you live? How are cyclists treated by drivers? Is it safe to cycle?
4 What could be done to reduce the amount of traffic in Polish cities?

6〉 In your notebook, complete the post below with the correct words from the box. There are three extra words.

anger crashed driving got overtake take
furious antisocial arrived omit



I don't remember the last time I got so [1] ___ driving to work! I was doing 80 kph, which was the speed allowed, and there behind me was this guy who kept flashing his beam lights at me, [2] ___ far too close to me to force me to let him through. Let me add that he was also on his mobile phone and was drinking coffee at the same time. Eventually I let him [3] ___ me, and he just raced past me like a Formula One driver. Then, as I wanted to [4] ___ the right turning, a cyclist appeared out of nowhere and I almost [5] ___ into him. When I [6] ___ at work in the end, there was nowhere to park because my disabled car park place had been taken. My question is: why in the 21st century do people who live in a civilized country behave like this? What can be done to stop such [7] ___ behaviour? Why don't cyclists think? Do they want to meet their death on the road? And finally how should behaviour like this be punished? What do you think? Do you or people you know experience similar problems? Looking forward to reading your comments!

7〉 In your notebook, write an answer (100–150 words) to the post in exercise 6.

CULTURE

Consumer rights

4

1〉 Read the information about consumer rights. Work in pairs. Summarise the information in Polish.

As consumers, we have the following rights:

1 **The right to satisfy basic needs:** consumers should have access to basic goods and services such as food, clothing, education, health care.

2 **The right to safety:** consumers have the right to be protected against goods and services which are dangerous to their health and life.

3 **The right to be informed:** consumers have the right to know all the facts before they buy goods and should not be misled by businesses.

4 **The right to choose:** consumers have the right to choose from a variety of goods and services of good quality and fair price.

5 **The right to compensation:** consumers have the right to receive a refund for goods/services if their quality is not satisfactory.

2〉 Read the words and expressions below. Check their meaning in a dictionary if necessary. Explain how they are connected to the topic of consumer rights.

refund faulty take something back receipt court purchase deliver return

3〉 Read the quiz questions below. In the text, find expressions with the words from exercise 2. Which two words can be used both as nouns and as verbs?

HOW WELL DO YOU KNOW YOUR CONSUMER RIGHTS?

1 You have bought a nice pair of boots. When you try them on at home, it turns out that one of the zips is broken. Have you got the right to get a refund if goods you have purchased turn out to be faulty? **YES NO**

2 You have bought new cushions for your sofa. The following morning you decide you don't want them after all. Have you got the right to claim a refund because you have changed your mind about a product after you made a purchase? **YES NO**

3 The purple jumper you bought yesterday may have been 70% off, but after trying it on at home you realise you still look awful in purple, no matter how cheap the jumper. When you take it back to the shop, the assistant says that there are no returns for items bought at the sales. Does the shop have the right to say that? **YES NO**

4 Your friend is angry because the shop assistant refused to take back a pair of jeans he had bought the day before. When you ask him if he produced the receipt, it turns out that he had lost it on the way back from the shop. Did the assistant have the right to demand the receipt? **YES NO**

5 Your friend has taken part in an expensive English course. The course turned out to be absolutely hopeless. Now your friend is thinking about taking the organisers to court in order to get her money back. Can she do that? **YES NO**

4〉 Work in pairs and answer the quiz questions in exercise 2. Check the answers on page 128.

5〉 CD 2.36 Listen to a consumer rights adviser and take notes about the points below. Then compare your notes with your partner and use them to summarise the text in English.

- getting a full refund
- no-quibble rule
- home deliveries
- a 14-day cooling off period
- GDPR (General Data Protection Regulation)

6〉 CD 2.36 Listen again and complete the expressions with the correct verbs. Explain what these expressions mean in English.

1 ___ for a full refund
2 ___ a no-quibble refund
3 ___ a deal with a bank
4 ___ GDPR
5 ___ compensation

7〉 Work in pairs and answer the questions.

1 How aware are you of consumer rights? Who should teach young people about them? Parents? Schools? Media?

2 Have you ever bought a faulty product? What was it? Did you take it back? Why? Why not? What happened if you did?

8〉 Read the instructions and do the writing task.

Kupiłeś/Kupiłaś nową parę butów. Po powrocie do domu okazało się, że buty nieznacznie różnią się od siebie kolorem. Sklep odmówił przyjęcia butów z powrotem. Uważasz, że zgodnie z prawem Twoje prawa konsumenta zostały naruszone i zdecydowałeś się / zdecydowałaś się napisać list do organizacji broniącej praw konsumenta z prośbą o pomoc. W liście:

- przedstaw problem,
- poproś o interwencję w Twojej sprawie,
- poproś o radę, jak chronić się przed podobnymi sytuacjami w przyszłości,
- wyraź swoje zdanie na temat łamania praw konsumenta.

Wypowiedź powinna zawierać 200–250 wyrazów.



CHALLENGE

UNIT 1 Vocabulary challenge

1 Choose the correct option to complete the sentences.

1 My sister *colours* / *paints* her nails bright red.
2 My boyfriend *changed* / *dyed* his hair blond last week. I like the colour.
3 My hair is too curly. I must *straighten* / *flatten* it for the party.
4 I prefer *putting* / *wearing* contact lenses to glasses.
5 My brother says he's going to *make* / *grow* a moustache, but I think he looks better clean-shaven.
6 Every morning before work, my mum *paints* / *puts on* her make-up. She never leaves the house without it!
7 My dad has a beard, but once he *cut* / *shaved* it off and he looked very strange!
8 I'd like to have my lip *pierced* / *cut* but my mum doesn't want me to.

2 Do you do any of the activities in the sentences in exercise 1? Would you like to? Do you know anybody who does?

3 Choose the correct option to complete the sentences.

1 It's all down to *common* / *normal* sense, surely?
2 I still think it *delivers* / *sends* out the wrong message.
3 But I think people can *tell* / *say* the difference.
4 They have such a lot of influence *at* / *on* us.

4 Choose the correct adverbs. Sometimes both options may be correct.

1 I was *very* / *absolutely* devastated when I saw the working conditions in the sweatshop.
2 The models on the catwalk were *very* / *extremely* beautiful.
3 Your shirt looks *a little* / *really* dirty. Please go and change it.
4 The café looked *extremely* / *absolutely* filthy, so we didn't stay there.
5 I was *fairly* / *very* happy with my new dress.
6 The women were wearing *really* / *extremely* gorgeous outfits.
7 The meal we had was *really* / *absolutely* tasty.
8 The girls working in the factory were *a bit* / *absolutely* terrified of their boss.

5 In your notebook, write three sentences that are true for you. Use the adjectives and adverbs from exercise 4.

I find this article absolutely fascinating.

UNIT 1 Grammar challenge

Some stative verbs can have dynamic meanings and be used in the continuous form, e.g.

1 *I think it's brilliant*. (This is my **opinion**. – stative meaning)
2 *I'm thinking about buying a new phone*. (I'm **considering, trying to decide**. – dynamic meaning)

1 Complete the pairs of sentences with the correct forms of the verb in your notebook.

1 a I ___ (*have*) fifteen pairs of shoes!
b I ___ (*have*) a party tonight.
2 a I ___ (*see*) the doctor soon about this terrible cold.
b I ___ (*see*) what you mean.
3 a That meal ___ (*smell*) really good.
b I ___ (*smell*) the milk to check if it's OK to use!
4 a I ___ (*think*) that's a beautiful dress.
b I ___ (*think*) about going to the concert on Friday.

2 Some verbs can be followed by both *-ing* form and the infinitive but the meaning changes. Read the examples below and translate them into your own language.

1 I can't *remember telling* Sara about the party. I'll phone her now. (past memory)
I'll *remember to avoid* that website in the future! (not forget)
2 I often *forget to lock* the front door and my dad goes mad! (not remember what you have to do)
Julia says she'll never *forget travelling* to the USA for the first time. (past memory)
3 We *stopped to buy* some food and then went straight home. (reason for stopping)
You should *stop wearing* your hair in a ponytail. It looks better loose. (stop an activity)

3 In your notebook, complete the sentences with the correct form of the verbs in brackets.

1 a I stopped ___ (*wear*) this T-shirt a year ago.
b I stopped ___ (*answer*) my phone and I missed my bus!
2 a Do you remember ___ (*go*) to school for the first time?
b I must remember ___ (*check*) my homework before I give it in.
3 a I forgot ___ (*take*) an umbrella and I got very wet.
b I'll never forget ___ (*meet*) Natasha at the party. She looked gorgeous!

UNIT 2 Vocabulary challenge

1 Complete the sentences with the adjectives below.

lucrative skilled manual tedious challenging rewarding repetitive

1 This job pays a high salary. It is very ___.
2 You need to have special training to do this job. It's ___ work.
3 I can see the good results of my work. It's quite ___.
4 I have to think very hard in my job. It's very ___.
5 I spend a long time doing the same things again and again. It's ___ work. Some people think it's boring, but I don't mind it.
6 I have to do a lot of boring things before I can start working on more interesting projects. That can be ___.
7 I work mostly with my hands in this job. It's ___ work.

2 Work in pairs. Talk about your ideal job and a job you would hate doing. Use the adjectives from exercise 1.

3 In your notebook, complete the sentences with the correct words below.

1 *work / job / career / profession*
   a Hannah has got a new ___.
   b Are you looking for ___ in the summer?
   c Ben has had a long ___ in politics.
   d I'd love to work in the legal ___.

2 *staff / colleagues*
   a **Employer:** My ___ are all excellent and work very hard as a team.
   b **Employee:** I get on very well with my ___. We often socialise in the evenings.

3 *pay / salary / wages*
   a I get my ___ every month.
   b I get my ___ at the end of the week.
   c I'm going to ask for a ___ rise. I think I should earn more!

4 *fired / resigned / laid off*
   a Tim was ___ because he had stolen some secret documents.
   b Jack was ___ because there wasn't any more work for him to do.
   c David ___ because he didn't like the new boss.

4 In your notebook, match the suffixes below with the correct heading.

Noun suffixes Adjective suffixes

-or/-er -tion -ful -less -ship -ed -ive -ment -ing -al -able

5 Copy and complete the table with the correct words. Write as many forms of each word as you can. Use the suffixes from exercise 3.

verb	nouns		adjectives	
	abstract	person	positive	negative
educate	*education*	*educator*	*educated, educational*	*uneducated*
employ				
succeed				
communicate				
help				
create				
lead				
satisfy				
imagine				

6 Complete the sentences with the correct words from the table in exercise 4.

1 Everyone wants to be ___ in their private and professional lives. Nobody wants to fail.
2 I didn't know what to do in that situation. I felt really ___.
3 ___ isn't my strong point. I find it hard to come up with original ideas.
4 Good ___ skills are essential for a manager who runs a company.
5 In Poland a lot of young people are ___, so they decide to emigrate to find work somewhere else.
6 His ___ skills are not the best in the world! It's sometimes really hard to understand what he means.
7 It's sad that so many young people cannot find any ___ these days. Even when they do, they get really badly paid jobs.

UNIT 2 Grammar challenge

We can use *today* and *this + morning/afternoon* with both the present perfect and the past simple to refer to finished or unfinished time

A *I've sent three emails this morning.* (It's still the morning.)
B *I sent ten emails this morning.* (It's the afternoon or evening.)

1 In your notebook, complete the blog comments with the correct form of the verbs in brackets. Use the past simple or present perfect.

A Lucy's videos are brilliant. I [1] ___ (watch) nearly all of them this month. This morning the advice [2] ___ (be) about hair colour. Now it's 6.30 p.m. This afternoon I [3] ___ (dye) my hair black and I'm now waiting for the results!

B Today I [4] ___ (buy) a magazine about make-up (Lucy's suggestion in her vlog!). Now it's 8.30 p.m. and this evening I [5] ___ (already / read) lots of useful tips about clothes.

UNIT 3 Vocabulary challenge

1 In your notebook, match the phrases in bold (1–6) with meanings a–f. Then translate them into your own language.

1 The hotel was **in the middle of nowhere**.
2 It's a good idea to **get away from it all** for a while.
3 I had **the time of my life** on holiday in Greece!
4 We started out at 6.30 because we wanted to **hit the road** before all the traffic.
5 It's important to **unwind and let your hair down** when you're on holiday.
6 I am sitting at the airport with packed suitcases – **all set for** the trip to Asia. It's going to be a long eight-week journey.

a go somewhere different from where you live in order to have a holiday
b start driving
c ready for something
d in a very isolated place
e a really enjoyable experience
f relax and enjoy yourself

2 Choose the correct answer and write it in your notebook.

1 You're *under* / *below* pressure all the time.
2 You count *through* / *down* the days to your holiday.
3 I enjoy *soaking* / *absorbing* up the sun on the beach.
4 These days many people suffer from *post-* / *after-* holiday depression.
5 You need to *make* / *take* the most of your time.

3 In your notebook, complete the sentences with the prepositions below. There is one extra preposition.

at under in on by

1 The explorer crossed the whole country ___ foot and met a lot of fascinating people ___ the way.
2 When I was ___ sea, I often felt ___ danger, but I actually liked that feeling.
3 I would like to explore the world ___ land or ___ air.
4 When I went to Thailand ___ business, I was met by my hosts ___ arrival at the airport.
5 I was ___ terrible pain after I'd been bitten by a spider. I just sat on it ___ mistake.

4 Work in pairs. Write newspaper headlines about travelling, using the prepositional phrases from exercise 3.

Polish couple in serious danger in Sri Lanka

UNIT 3 Grammar challenge

When we use a verb + preposition in a sentence, we put the preposition at the end of the question.
*I **was talking to** John. Who **were** you **talking to**?*

1 In your notebook, write quiestions for the answers below. Ask about the underlined words.

1 I was looking for my dictionary.
What were you looking for?
2 I gave my guidebook to Ron.
3 Mandy is interested in travel books.
4 The teacher is thinking about her holiday.
5 We decided on a package holiday.
6 This watch belongs to Mary.
7 I went to Africa with my brother.

UNIT 4 Vocabulary challenge

1 In your notebook, match the problems with the solutions.

1 Sometimes people experience problems because of viruses.
2 People worry about paying for things online.
3 Criminals try to get our personal information.
4 Children sometimes accidentally visit websites for adults.
5 People make threats and write hurtful things online.
6 People sometimes write things on social media sites they don't want everyone to read.

a We should use parental controls.
b We should protect our personal data.
c We should avoid malicious software.
d We should report trolling to the police.
e We should learn to use privacy settings.
f We should use secure websites.

2 Rate the problems in exercise 1 from the most serious to the least serious. Give reasons to support your answers.

3 Copy and complete the table with the correct prefixes. Then use the prefixes below to complete the examples in the table.

co- re- dis- over- under- mis-

Prefix	Meaning	Examples
1 *over-*	too much	*over*spend ___crowded
2 ___	too little	___paid ___achieve
3 ___	wrongly	___understand ___lead
4 ___	again	___take ___think
5 ___	not, opposite to	___appear ___approve
6 ___	together (with)	___operate ___exist

4 Complete the sentences with the correct verbs and prefixes from exercise 3.

1 A lot of people ___ of the idea of space exploration and say it's a waste of money.

2 If you fail an exam, you always have the chance to ___ it.
3 Some people ___ the reasons behind space exploration.
4 I often wonder if humans could ___ with creatures from other planets. I think living together wouldn't be easy.
5 People want to colonise other planets because the Earth is getting ___. There are just too many people on our planet.
6 Nations should ___ closely in planning space missions. Teamwork is really important in this field.
7 The controversy over space exploration will never ___. People will always argue about it.
8 Scientists often feel they are ___ for their hard work and they give up their scientific careers.

UNIT 4 Grammar challenge

We can also use the present perfect in future time clauses to stress that it will be possible to do something only when the first action is finished.

1 *When Simone* ***has saved*** *enough money, she'll buy a car.*
2 *I'll post the card for you when you* ***'ve written*** *it.*
3 *Let's go for a walk after we* ***'ve had*** *dinner.*

1 In your notebook, complete the sentences with the correct form of the verbs in brackets.

1 I'll give this essay to the teacher when I ___ (*check*) it.
2 After he ___ (*graduate*), my brother wants to become a doctor.
3 As soon as you ___ (*unpack*), we can go for a swim.
4 The computer will run well once you ___ (*find*) the virus.
5 When I ___ (*learn*) how to code, I'll be able to write programs.
6 You'll feel better when you ___ (*have*) something to eat.

UNIT 5 Vocabulary challenge

1 In your notebook, complete the sentences with the adjectives below.

delicious filling disgusting fattening juicy crunchy sour

1 Do you like the ___ taste of fruit like lemons or grapefruit?
2 I shouldn't eat apple pie because it's ___ and I'm on a diet.
3 This chocolate bar is very ___. I think there's biscuit inside it.
4 I love the chips but they're very ___. I can't eat any more.
5 My birthday meal was ___. I loved everything on the plate.
6 I don't know what's in this soup, but it's ___. I can't eat it.
7 This orange is really dry. It isn't ___ at all.

2 Match the phrases in bold with meanings a–f. Write the answers in your notebook.

1 You **put on weight** quickly if you eat lots of chocolate every time you're upset.
2 Often people **don't keep to their diets** and eat unhealthy things when they shouldn't.
3 When you're trying to **lose weight,** you have to **cut down on** unhealthy food.
4 I **can't resist** going in and buying a cake if I see one in a shop window.
5 When you decide to **go on a diet**, you must stop eating biscuits and cakes.

a get thinner
b it's impossible to stop myself
c start eating less
d eat less of something
e get fatter
f eat things they're not allowed to

3 In your notebook, complete the sentences with the correct verbs from exercise 2.

1 My brother is planning to ___ on a diet because he thinks he needs to ___ weight, but I think he's fine.
2 I can't ___ to a diet as I can only ___ down on sugary things for a while. Then I see something nice and fattening – like a doughnut – and I can't ___ it!
3 Every time I go on holiday I ___ weight because I eat lots of ice cream and delicious local food!

4 Choose the correct word to complete the sentences. Then explain what the other word means. Write the answers in your notebook.

1 In cookbooks you find ***receipts*** / ***recipes***.
2 I just need to get a ***can*** / ***tin*** of Coke for myself and a ***tin*** / ***can*** of sardines for my mum.
3 A ***barbecue*** / ***grill*** is a popular type of party where food is cooked and eaten outside.
4 We may order chicken and chips for our main ***dish*** / ***course***.
5 Celebrity ***chefs*** / ***cookers*** often have their own TV cookery programmes.
6 People often have ice cream for ***desert*** / ***dessert***.
7 We usually eat ***crisps*** / ***chips*** served hot.
8 This cake is really delicious. I've never eaten anything so ***tasty*** / ***tasteful***.

5 In your notebook, complete the text with the correct words from exercise 4.

Stanisław Serafin is a teenager whose culinary skills made him famous at the age of 15! He is brilliant at cooking and he dreams of becoming a top [1] ___ when he grows up. He experiments with different cuisines from all over the world. In his cookbooks you can find original [2] ___ for specialities like fish served on sand. He makes both simple and more time-consuming [3] ___, but people say that whatever he cooks is really [4] ___. He could probably turn a [5] ___ of fish into a delicious meal! Good luck to him!

UNIT 5 Grammar challenge

We leave out *the* in some phrases with words like *bed, hospital, university, church* when we want to say that someone is using them for their main purpose.

He's ***in bed***. (He's sleeping.) but

There's a spider ***in the bed***. (Bed is a piece of furniture.)

1 In your notebook, complete each pair of sentences with *the* or put [–] for no article.

1 a I had to go to ___ hospital when I broke my leg.
  b I went to ___ hospital to visit my friend who was ill.
2 a My mum went to ___ school in a small village.
  b My mum went to ___ school to talk to my sister's teacher.
3 a Helena is in ___ church. She's arranging the flowers for a wedding this afternoon.
  b Helena's in ___ church now but the service will finish soon.
4 a They're building a new library at ___ university.
  b Pippa's studying law at ___ university.

UNIT 6 Vocabulary challenge

1 In your notebook, match 1–6 with a–f to make collocations.

1 commit	a to prison
2 sentence somebody	b the law
3 pay	c community service
4 break	d a suspect
5 look for	e a fine
6 do	f a crime

2 In your notebook, complete the sentences with the correct phrases from exercise 1.

1 My dad has never ___ – apart from parking in the wrong place!
2 If someone ___ a serious ___, they'll get punished.
3 My sister Jane had to ___ for speeding. It was £100.
4 Sometimes criminals have to ___. This may be cleaning up the parks or doing some building work.
5 The police are ___. It's a man with red hair.
6 The judge ___ the killer ___ twenty years in prison.

3 Copy the table into your notebook and complete it with the adjectives below.

kind believable possible signed legal happy visible secure

un-	il-	im-	in-
unkind	___	___	___

4 Add the adjectives to the table in exercise 3.

polite lucky patient expected correct experienced usual

5 In your notebook, complete the sentences with the negative adjectives from exercises 3 and 4.

1 Jim was ___ in the race. He was winning but then fell just before the finish.
2 Most of my answers were ___ and I failed the test.
3 It's ___ to drive a car without a licence.
4 You are very ___. Just wait for one minute!
5 That was a very ___ thing to say about Lucy. I think her hair looks lovely.
6 Young people sometimes feel very ___ when they leave home for the first time.

6 Copy the table into your notebook. Make nouns from the verbs below. Use the suffixes *-y*, *-ment*, *-tion*, *-our*, *-al*. In some cases the nouns have the same form as the verbs.

Verb	Noun	Verb	Noun
1 apologise	___	5 behave	___
2 punish	___	6 sentence	___
3 arrest	___	7 rob	___
4 investigate	___	8 try	___

7 In your notebook, complete the sentences with the correct words from exercise 6.

1 The young offender didn't get any ___ for the bank ___ he organised.
2 When the ___ finished, the thief got a long prison ___.
3 The police had ___ the crime for a long time before they made the ___.
4 You need to make an ___ for your bad ___.

UNIT 6 Grammar challenge

We can use some verbs such as *order*, *refuse*, *advise*, *promise*, *instruct*, *offer*, etc., with the *to* infinitive to report orders, requests, or promises. We use the verbs *ask* and *tell* to report requests and commands.

- *'You should take some painkillers.'* → *The doctor advised me to take some painkillers.*
- *'Don't park here.'* → *The police officer ordered/told us not to park there.*

1 In your notebook, rewrite the sentences in reported speech, starting with an appropriate verb.

1 'Mandy, I can help you with your essay if you like,' said Jack.
  Jack ___.
2 'Laura, you shouldn't eat so much chocolate,' said Tara.
  Tara ___.
3 'I won't eat this meal!' said Grant.
  Grant ___.
4 'Wait here, Katy,' said the teacher.
  The teacher ___.
5 'I won't be late,' said Mark.
  Mark ___.
6 'Karin, start with exercise 3,' said the teacher.
  The teacher ___.

UNIT 7 Vocabulary challenge

1〉 In your notebook, match sentences 1–6 with follow-up sentences a–f.

1 My brother is very fussy and doesn't like a lot of different types of food.
2 I'm sorry I haven't got enough time to go out this evening.
3 The new school project looks very challenging.
4 Paul smiled when he said I was lazy!
5 Danny nearly won the race.
6 Tom got into trouble with the police last month.

a I can't wait to **get my teeth into it**.
b Afterwards, his dad had a real **heart-to-heart** with him to find out why.
c He was only **pulling my leg**.
d He and Mike were **neck and neck** until the last moment.
e I'm **up to my ears** in work.
f He always **turns his nose up** when I cook beefburgers.

2〉 In your notebook, write sentences which are true for you or your family, using the body idioms from exercise 1.

3〉 In your notebook, rewrite the sentences, using the correct form of the words and phrases below.

make a statement dead set ins and outs carry release from

1 I'm afraid I don't know any of the **details**.
2 I'm **completely** against this sort of action.
3 They **let** all the animals **out of** their cages.
4 These animals might be **infected with** nasty viruses.
5 Attacking a research centre is not the best way of **bringing the issue to public attention**.

4〉 In your notebook, complete each pair of sentences with either *mind*, *brain* or *head*.

1 a I prefer people to **speak their** ___ even if what they say is hurtful.
b I find it hard to **make up my** ___, especially when important decisions have to be made.
2 c I don't get on with people who **have their** ___ **in the clouds**. I prefer realists to idealists.
d I never **lose my** ___, not even in really difficult situations. I just try not to panic.
3 e I often **pick my parents'** ___ when I don't know what to do. They always advise me well.
f I've got that song **on the** ___ today. I can't get it out of my head.

5〉 Work in pairs and try to guess what the phrases in bold in exercise 4 mean. Then match them with the definitions below in your notebook. Which sentences are true for you?

1 be always thinking about something
2 say what you think openly
3 make a decision
4 become unable to behave calmly
5 think about something in a way which is not practical or sensible
6 ask someone more experienced for information or advice

UNIT 7 Grammar challenge

We can use ***would*** after ***I wish*** / ***If only*** to express irritation or dissatisfaction with something.
I wish my parents would buy me a car. (but they've refused)
I wish you would stop interrupting me. (but you do it all the time)

1〉 In your notebook, complete the second sentence so that it has the same meaning as the first one. Use the past simple or *would*, depending on the meaning.

1 It's a pity that I haven't got enough money to buy the jacket.
I wish I ___.
2 I'm not happy that my boyfriend is always late for our dates.
I wish ___.
3 It's very cold here in winter, and I don't like it.
I wish ___.
4 Unfortunately, my parents have refused to let me learn to drive.
If only my parents ___.
5 It's a shame Tricia doesn't speak Italian.
I wish Tricia ___.

UNIT 8 Vocabulary challenge

1〉 In your notebook, match the phrases in bold with meanings a–g.

1 Oh no! I've **gone into the red** for the third time this year!
2 Let's **split the bill** – it's very expensive.
3 I **picked up** some great bargains in the sales.
4 Mike should get a part-time job. Then he would stop **sponging off** his parents.
5 My parents had a new bathroom installed. They **went a bit over budget** so dad can't afford a new car until the spring.
6 My gran always used to say that we should **save for a rainy day**.
7 Sorry, I can't go out tonight – I'**m** completely **broke**.

a spend more than you've planned
b spend more than there is in your account
c keep some money in case of difficult times
d ask for money and other things from someone
e share between two or more people
f buy something (especially cheaply or by chance)
g have no money at all

2〉 Choose four of the phrases in exercise 1 and use them to make sentences that are true for you.

I went for a meal with my friend and we split the bill.

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

1 This comic is ***worth*** / ***value*** £25.
2 The company doesn't ***worth*** / ***value*** its staff very highly.
3 The book is torn so it's ***worthless*** / ***priceless***.
4 Some paintings increase in ***worth*** / ***value*** the longer you keep them.
5 Julie donates a lot of money to charity – a very ***worthy*** / ***valuable*** thing to do.
6 It isn't ***worth*** / ***value*** putting that small amount of money in the bank.
7 I would never sell this because it's got sentimental ***worth*** / ***value***.

4〉 Choose the correct option to complete the sentences. Write the answers in your notebook.

1 Banks ***lend*** / ***borrow*** money to people.
I ***borrowed*** / ***lent*** some money from my friend.
2 My car is very ***economic*** / ***economical***. It doesn't use a lot of petrol.
People spend less when their ***economical*** / ***economic*** situation is uncertain.
3 These trousers were a real ***occasion*** / ***bargain***.
On Jo's birthday, her friends organised a surprise party to celebrate the ***bargain*** / ***occasion***.
4 This part of town is ***convenient*** / ***comfortable*** for shops.
My parents bought a sofa. It's very ***comfortable*** / ***convenient***.
5 Keep the ***rest*** / ***change***, please.
What shall I do with the ***rest*** / ***change*** of the money? Invest it?
6 His high ***income*** / ***expenses*** allowed him to live a very good life.
The company I work for pays back my ***expenses*** / ***income***.
7 Can you ***exchange*** / ***change*** a 20-pound note into two tens please?
Where can I ***change*** / ***exchange*** my dollars for pounds?

UNIT 8 Grammar challenge

1 Some verbs have two objects, e.g.: ***give***, ***buy***, ***lend***, ***show***.
*Someone **gave** me this book. They **showed** us a photograph.*
2 There are two ways we can make passive sentences when we use these verbs.
a *I was given this book.*
b *This book was given to me.*

1〉 In your notebook, rewrite the active sentences in the passive in two ways. Start with the words given.

1 Someone sent me an email yesterday.
a I ___. b An email ___.
2 They will give us some information about our holiday flights.
a We ___. b Some information ___.
3 They are offering loyal customers a reduction.
a Loyal customers ___. b A reduction ___.
4 They didn't give a lot of people the right change in that shop yesterday.
a A lot of people ___. b The right change ___.
5 They give everyone a password when they go on the site.
a Everyone ___. b A password ___.
6 Someone lent this DVD to me last year.
a I ___. b This DVD ___.

EXTRA ACTIVITIES

Unit 1 page 4, exercise 6

Work in pairs. Take turns to describe the people in the picture for your partner to guess.

She's fairly tall / a bit tubby. Her hair is quite longish. / She's wearing her hair in a ponytail etc.



Unit 3 page 28, exercise 6

Work in pairs. Complete the sentences in your notebook so that they are true for you. Compare your answers with a partner.

1 I had the time of my life when …
2 The best way to let your hair down is …
3 The best place to get away from it all for a while is … because …
4 To be all set for the summer holiday, you need to …
5 I would love/hate to live in the middle of nowhere because …

Unit 4 page 46, exercise 7

Work in pairs. Take turns to do the speaking task. Then answer the two questions below.

Popatrz na zdjęcia 1–2. Przygotowujesz prezentację na temat różnych aspektów pracy w zawodzie naukowca. W prezentacji wykorzystasz jedno z dwóch przedstawionych zdjęć.
- Wybierz to zdjęcie, które najlepiej, Twoim zdaniem, ukazuje pasję, z jaką naukowcy wykonują swój zawód, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.



1 Would you like to work as a scientist? Why?/Why not?
2 Which area of science will develop the most in the future? Why do you think so?

Unit 5 page 60, exercise 9

Work in pairs. Describe one photo each and answer the three questions.





Student A
1 How do you think the people feel?
2 Why do people decide to go out for a meal?
3 Tell me about your favourite food.

Student B
1 What do you think are the advantages and disadvantages of eating in places like this?
2 Would you like to work in a restaurant? Why?/Why not?
3 Tell me about the last time you cooked something. What was it? Who did you cook for? Did you enjoy doing it?

Unit 8 page 96, exercise 10

Work in pairs. Take turns to do the speaking task and answer the two questions.

Przygotowujesz prezentację na temat negatywnych aspektów robienia zakupów w dużych centrach handlowych. W prezentacji wykorzystasz jedno z dwóch przedstawionych zdjęć.
- Wybierz zdjęcie, które najlepiej, Twoim zdaniem, ukazuje ten problem, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.





1 What is more important to you when you buy products: the price or quality?
2 Some people say that shopping is a good way to relax. Do you agree? Why?/Why not?

1 SPEAKING TEST

Units 1–2

2 minuty — Rozmowa wstępna

1〉 Work in pairs and answer the questions.

1 Describe your best friend.
2 Are you interested in fashion? Why?/Why not?
3 What sort of job would you like to have in the future? Why?
4 Would you ever like to work in another country? Why?/Why not?

4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli

2〉 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A
Twój kolega z Anglii chce podczas wakacji podjąć pracę w Polsce, aby doskonalić swoją znajomość języka polskiego. W rozmowie z uczniem B omów poniższe cztery kwestie.

rodzaj pracy | godziny pracy | zarobki | poszukiwanie pracy w Polsce

(Rozmowę rozpoczyna uczeń A.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A z Anglii. Szukasz pracy wakacyjnej w Polsce, aby poćwiczyć język. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, porusz **wszystkie/wybrane** kwestie:
- poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- nie odpowiada Ci rodzaj pracy, który zaproponował uczeń A,
- chcesz pracować tylko przed południem.

3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

3〉 Take turns to describe the picture and answer the three questions.



1 Why do you think some people are using cameras?
2 Would you like to go to an event like this? Why?/Why not?
3 Tell us about the last time you went shopping for clothes.

5 minut **Zadanie 3.** Rozmowa na podstawie materiału stymulującego

4〉 Work in pairs. Take turns to do the speaking task and answer the two questions.

Popatrz na zdjęcia 1–2. Pracujesz nad prezentacją dotyczącą wykonywania niebezpiecznych zawodów. W prezentacji wykorzystasz jedno z dwóch przedstawionych zdjęć.
- Wybierz zdjęcie, które najlepiej, Twoim zdaniem, obrazuje to zagadnienie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.





1 Do you think people who do dangerous jobs should earn more money than other workers? Why?/Why not?
2 What do you think is a good age to choose a future job or career? Why?

SPEAKING TEST 2

Units 3–4

2 minuty — Rozmowa wstępna

1 Work in pairs and answer the questions.

1 Where would you most like to go on holiday? Why?
2 Would you like to learn to drive? Why?/Why not?
3 Do you use any social networking sites regularly? Why?/Why not?
4 Which gadget would you most hate to lose? Why?

4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A
Wraz z kolegą/koleżanką ze Szkocji planujecie wspólny wyjazd na wakacje. W rozmowie z uczniem B omów poniższe cztery kwestie.

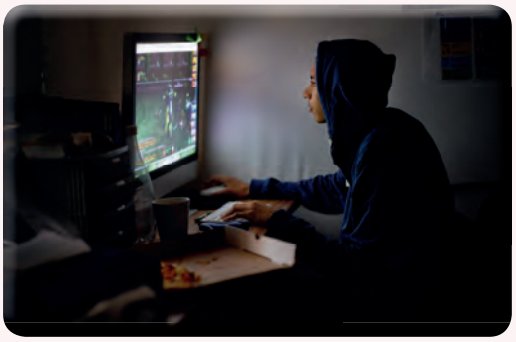
forma spędzenia wakacji
kierunki wyjazdu
dogodny termin
koszty

(Rozmowę rozpoczyna uczeń A.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A ze Szkocji. Rozmawiacie o wspólnym wyjeździe na wakacje. Rozmowę rozpoczyna uczeń B. W zależności od tego, jak rozmowa się potoczy, porusz **wszystkie/wybrane** punkty:
- poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- nie odpowiada Ci kierunek wyjazdu, który zaproponował uczeń A,
- nie chcesz wydać zbyt wiele pieniędzy na wakacje.

3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



1 Do you think the boy will continue this activity for a long time? Why?/Why not?
2 Do you spend a lot of time on your computer? Why?/Why not?
3 Tell us about a situation where you learned about something online.

5 minut **Zadanie 3.** Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the speaking task and answer the two questions.

Popatrz na zdjęcia 1–2. Piszesz artykuł o problemach związanych z poruszaniem się po mieście. W artykule wykorzystasz jedno z dwóch przedstawionych zdjęć.
- Wybierz zdjęcie, które najlepiej, Twoim zdaniem, obrazuje to zagadnienie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.





1 Should public transport be cheaper for students than for other people? Why?/Why not?
2 Many people believe that mass tourism has a negative effect on the environment. Do you agree? Why?/Why not?

3 SPEAKING TEST

Units 5–6

2 minuty — Rozmowa wstępna

1 Work in pairs and answer the questions.

1 What's your favourite food from another country?
2 Do you ever watch celebrity cookery programmes on TV? Why?/Why not?
3 What important charity events take place in Poland?
4 Would you like to work as a police officer? Why?/Why not?

4 minuty **Zadanie 1.** — Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A
Wraz z kolegą/koleżanką z Anglii zamierzacie iść wieczorem do restauracji. W rozmowie z uczniem B porusz poniższe cztery kwestie.

rodzaj restauracji — ceny — dojazd na miejsce — lista osób, które chcecie zaprosić

(Rozmowę rozpoczyna uczeń A.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A z Anglii. Rozmawiacie na temat wspólnego wyjścia do restauracji. Rozmowę rozpoczyna uczeń A. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej **wszystkie/wybrane** punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- nie odpowiada Ci restauracja, którą zaproponował uczeń A,
- chcesz zapłacić za kolację.

3 minuty **Zadanie 2.** — Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



1 What do you think the people are talking about? Why?
2 Where do you like to eat out with your friends? Why?
3 Tell me about your last visit to a restaurant.

5 minut **Zadanie 3.** — Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the task and answer the two questions.

Popatrz na plakaty 1–2. Wraz z kolegami i koleżankami pracujecie nad prezentacją na temat zapobiegania przestępczości. Wyraź swoje zdanie na temat wykorzystania w tej prezentacji poniższych plakatów.

- Wybierz ten plakat, który, Twoim zdaniem, będzie bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.

1



2



1 Do harsh punishments stop people from committing crimes? Why?/Why not?
2 Some young people today join criminal gangs. Why do you think this is?

SPEAKING TEST 4

Units 7–8

2 minuty — Rozmowa wstępna

1 Work in pairs and answer the questions.

1 What activities do you do that are good for your health?
2 Do you enjoy watching programmes and reading about health issues? Why?/Why not?
3 Which charity do you most admire? Why?
4 Are there any school rules you think are too strict? Why?

4 minuty **Zadanie 1.** — Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A
Wraz z kolegą/koleżanką z Irlandii postanowiliście zaoszczędzić pieniądze na wspólny wyjazd wakacyjny. W rozmowie z uczniem B omów poniższe cztery kwestie.

- metody oszczędzania
- wydatki
- możliwość zarobienia dodatkowych pieniędzy
- pomoc materialna rodziców

(Rozmowę rozpoczyna uczeń B.)

Uczeń B
Jesteś kolegą/koleżanką ucznia A z Irlandii. Rozmawiacie na temat oszczędzania na wspólny wyjazd. W zależności od tego, jak rozmowa się potoczy, porusz **wszystkie/wybrane** kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- nie odpowiada Ci metoda oszczędzania zaproponowana przez ucznia A,
- nie masz czasu, aby podjąć pracę dorywczą.

3 minuty **Zadanie 2.** — Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



1 Do you think the people have been waiting long? Why?/Why not?
2 Do you prefer to get health information online or from a doctor? Why?
3 Tell us about a situation where you had to wait for a long time.

5 minut **Zadanie 3.** — Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the speaking task and answer the two questions.

Wraz z kolegami i koleżankami z klasy organizujecie kampanię zachęcającą uczniów do oszczędzania żywności. Wyraź swoje zdanie o wykorzystaniu w kampanii poniższych plakatów.

- Wybierz ten plakat, który będzie, Twoim zdaniem, bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jeden z plakatów.

1



2



1 Do you think it is a good idea to learn about managing money at school? Why?/Why not?
2 Is it important for you to be successful financially? Why?/Why not?

1–8 SPEAKING BANK

Unit 1

Describing a photo Opisywanie ilustracji

I believe that the picture was taken during a music concert. Wydaje mi się, że zdjęcie zostało zrobione podczas koncertu.

In the foreground / background I can see a lot of music fans. Na pierwszym planie / W tle widzę wielu fanów.

Judging from her reaction, she's pleased to meet her fans. Wnioskując z jej reakcji, jest zadowolona ze spotkania z fanami.

It looks like the celebrity is on the stage. Zdaje się, gwiazda jest na scenie.

The star is wearing a knee-length pink dress. Gwiazda ma na sobie różową sukienkę do kolan.

The fans are absolutely ecstatic! Fani są wprost zachwyceni!

I find the image very appealing. Uważam, że to zdjęcie jest bardzo interesujące.

The woman in the picture looks like a friendly person. Kobieta na zdjęciu wygląda na sympatyczną osobę.

The people look as if they are having a good time. Wydaje się, że osoby na zdjęciu dobrze się bawią.

The boy looks stressed out. Chłopak wygląda na zestresowanego.

Unit 2

Talking about your strengths and weaknesses Opisywanie swoich mocnych i słabych stron

For a start, I'm good with children / animals / numbers. Zacznę od tego, że potrafię opiekować się dziećmi / zwierzętami / dobrze liczyć.

I enjoy working in a team / talking to people. Lubię pracować w zespole / rozmawiać z ludźmi.

Organising events such as sports competitions has always been one of my strong points. Organizowanie takich imprez jak zawody sportowe zawsze było moją mocną stroną.

Sometimes I may be a little overambitious. Czasami bywam zbyt ambitny/ambitna.

Talking about your experience Opisywanie doświadczenia zawodowego

I have had a lot of experience in working with children / dealing with customers. Mam duże doświadczenie w pracy z dziećmi / obsłudze klienta.

I have been responsible for designing an extra activities programme / looking after a pet. Byłem odpowiedzialny/Byłam odpowiedzialna za opracowanie programu zajęć dodatkowych / za opiekę nad zwierzęciem domowym.

Discussing working conditions Rozmowa na temat warunków pracy

I am calling to ask a couple of questions about the job you have offered me. Dzwonię, aby zapytać o kilka kwestii związanych ze stanowiskiem, które mi Państwo zaproponowali.

Does it involve working at the weekends? Czy ono wymaga pracy w weekend?

What time do I start at the weekends? O której zaczynam pracę w weekend?

Will I be paid weekly or monthly? Czy wynagrodzenie wypłacane jest na koniec tygodnia czy miesiąca?

When do you want me to start? Kiedy musiałbym/musiałabym rozpocząć pracę?

Shall I bring any documents with me? Czy mam przynieść jakieś dokumenty?

Unit 3

At a tourist information office W biurze informacji turystycznej

Could you recommend a good hotel to me, please? Czy mógłby Pan/mogłaby Pani polecić mi dobry hotel?

Could you tell me how much it is exactly and what the price includes? Czy mógłby Pan/mogłaby Pani powiedzieć mi, jaki jest dokładny koszt i co wchodzi w cenę?

Can I have your name and surname/e-mail address, please? Proszę o podanie imienia i nazwiska/adresu e-mail.

I'd like some information about one of the trips you offer. Chciałbym/Chciałabym uzyskać informacje na temat jednej z wycieczek, jakie Państwo oferują.

I wonder if there are any discounts for university students. Zastanawiam się, czy są jakieś zniżki dla studentów.

May I interest you in one of our trips to Wilanów Palace? Czy byłby Pan zainteresowany/byłaby Pani zainteresowana jedną z naszych wycieczek do pałacu w Wilanowie?

Making a reservation Rezerwacja hotelu

I'd like to book a room at your hotel. Chciałbym/Chciałabym zarezerwować pokój w Państwa hotelu.

Could you give me the date of your arrival and your departure, please? Proszę podać datę przyjazdu i wyjazdu.

A single or a double room? Pokój jedno- czy dwuosobowy?

I'm afraid there are no free single rooms for those dates. Niestety, nie mamy wolnych pokoi jednoosobowych w tym terminie.

You'll have to pay £20 extra, but you'll get a larger bathroom. Będzie Pan musiał/Pani musiała dopłacić 20 funtów, ale w tym pokoju jest większa łazienka.

How do I pay? Jak mogę zapłacić?

Unit 4

Expressing preference; giving arguments Wyrażanie preferencji; podawanie argumentów

The best choice for me would be the workshop in picture 3. Najchętniej wybrałbym/wybrałabym zajęcia przedstawione na zdjęciu nr 3.

Lessons with interactive whiteboards appeal to me the most / the least because … Lekcje z wykorzystaniem tablicy interaktywnej podobają mi się najbardziej/najmniej, ponieważ…

On top of this, I'd prefer to use an interactive whiteboard because … Ponadto wolałbym/wolałabym używać tablicy interaktywnej, ponieważ …

I wouldn't go for/choose the option of doing experiments. Nie zdecydowałbym się/zdecydowałabym się na przeprowadzanie eksperymentów.

I'd rather study by myself than in a group. Raczej wolę uczyć się sam, niż w grupie.

It is far more motivating/far less interesting for me. Jest to dla mnie znacznie bardziej motywujące/znacznie mniej interesujące.

SPEAKING BANK 1–8

I find doing experiments quite boring/interesting/engaging. Robienie eksperymentów wydaje mi się nudne/interesujące/absorbujące.

Unit 5

Ordering food Zamawianie jedzenia

Hello, what can I do for you? Dzień dobry, w czym mogę pomóc?
We'd like two pancakes, please. Prosimy dwa naleśniki.
Is that to eat in or eat out? Na miejscu czy na wynos?
How about something to drink? Czy podać coś do picia?
Still or sparkling? Gazowana czy niegazowana?
I'd rather have mineral water, please. Wolałbym/Wolałabym wodę mineralną.
Anything else? Czy coś jeszcze?
That's all, cheers. To wszystko, dziękuję.
Two coffees to take out, please. Poproszę dwie kawy na wynos.
Large or regular? Duże czy średnie?
Next, please! Następny, proszę!
That's £11.50, please. Poproszę £11.50

Ordering food by phone Zamawianie jedzenia przez telefon

I'd like to order two takeaway pizzas, please. Chciałbym/Chciałabym zamówić dwie pizze.
We have a special offer on large pizzas. Duża pizza jest w promocji.
What pizzas would you like? Jaką pizzę chce Pan/Pani zamówić?
Can I interest you in any extra toppings? Czy chciałby Pan/Pani jakieś dodatki?
How much will it be? Ile to będzie kosztować?
How long do we have to wait? Jak długo musimy czekać?
Will you pay by cash or credit card? Płaci Pan/Pani gotówką czy kartą?

Unit 6

Reporting a story Relacjonowanie historii

Have you heard the story about …? Czy słyszałeś/słyszałaś historię o…?
Did you see that report about …? Czy oglądałeś/oglądałaś ten reportaż o…?
Did you read the article about …? Czy czytałaś/czytałeś ten artykuł o…?
You won't believe it! Nie uwierzysz!

Showing interest Okazywanie zainteresowania

Go on. Tell me what happened. Mów dalej. Co się stało?
And what happened next? Co było potem?
What a silly man! Co za niemądry człowiek!
How strange/terrible/scary! To dziwne/straszne/przerażające!
Isn't it horrible/terrible? Czy to nie okropne?
I find it quite shocking. To jest szokujące!
It can't be true. To nie może być prawda.
Unbelievable/Incredible! To niewiarygodne!
Just awful! To okropne!
I find it very surprising Jestem zaskoczony/zaskoczona.

Unit 7

At the doctor's U lekarza

What seems to be the problem? Co Panu/Pani/Ci dolega?
Have you got a high temperature? Czy masz gorączkę?
Does anything hurt? Czy coś cię boli?
When did you notice the symptoms? Kiedy zauważyłeś/zauważyłaś objawy?
I've been feeling unwell since … Czuję się źle od …
It sounds like you may have … Wydaje mi się, że możesz mieć…

Asking for advice Proszenie o radę

What would you advise me to do? Co by mi Pan/Pani zalecił/zaleciła?
Do I need to take some medicine? Czy mam przyjmować jakieś leki?
What do you think I should do? Co Pana/Pani zdaniem powinienem/powinnam zrobić?

Giving advice Udzielanie rady

You ought to stay in bed. Powinieneś/Powinnaś leżeć w łóżku.
You had better … Lepiej, żebyś…
If I were you, I would … Na Twoim miejscu…
My advice to you is to take some painkillers. Radzę, żebyś brał/brała tabletki przeciwbólowe.
What's the matter? Co ci jest?
Nothing too serious. Nic poważnego.
You'll make it worse. Tylko pogorszysz swój stan.
You've got to get it sorted now. Musisz się tym zająć od razu.

At a chemist's W aptece

I'd like something for my sore throat. Szukam czegoś od bólu gardła.
I recommend this one. It's very effective. Polecam go. Jest bardzo skuteczny
How often do I take it? Jak często muszę to przyjmować?
Could you repeat that please? Czy mógłby Pan/mogłaby Pani powtórzyć?
I didn't catch it. Nie zrozumiałem/zrozumiałam.
Just avoid cold drinks, and if it gets worse, see a doctor. Proszę unikać zimnych napojów, a jeśli poczuje się Pan/Pani gorzej, proszę iść do lekarza.

Unit 8

Introducing other people's opinions Przedstawianie opinii innych osób

Like other young people I also believe … Podobnie jak inni młodzi ludzie, również uważam, że…
It is often said that … Często mówi się, że…
I support this point of view because … Podzielam ten punkt widzenia, ponieważ…
I tend to agree with people who believe that … Raczej zgadzam się z ludźmi, którzy uważają, że…

Expressing your attitude Zaznaczanie swojego stanowiska

Naturally, … Naturalnie, …
Surely, … Z pewnością…
Of course, … Oczywiście…
No doubt, … Niewątpliwie…

Student A

TEST EACH OTHER

Review 1 page 14, exercise 7

Make sure you understand the words below. Draw these things line by line for your partner to guess the word.

a piercing shoulder-length wavy hair spots
a suit and tie braces on teeth

Review 2 page 26, exercise 6

Complete the questions with the correct form of the verbs below. Then use the questions to interview Student B.

follow do involve make look for

1 Do you like ___ decisions? Why?/Why not?
2 Which subjects do you ___ well in at school?
3 Where can people ___ jobs?
4 What career would you like to ___?
5 What should your ideal job ___?

Review 3 page 38, exercise 8

Make sure you can answer the questions below. Then test your partner.

1 What does **a guide** do?
2 Where can you find **a porthole**?
3 What are **lorries** used for?
4 Where do you **check in**?
5 What type of holidays would **an adventurous person** like?

Review 4 page 50, exercise 7

Check the answers to the questions below. Then test your partner.

1 What noun goes with the verb *navigate*?
2 What noun can go with the verb *charge up*?
3 What verb goes with the noun *research*?
4 What verbs can go with the noun *file*?
5 What verb can go with the noun *an online account*?

Review 5 page 64, exercise 8

Read the questions and make sure you can answer them. Then test your partner.

1 Give the names of two green vegetables.
2 What kind of food can be hot or mild?
3 Give an example of takeaway food.
4 What's another word for *dessert*?
5 Where can you find 'a canteen'?

Review 6 page 76, exercise 9

Find two sentences which are incorrect and correct them. Then test your partner.

1 Community service means that you have to pay some money for breaking the law.
2 The news reporter said that the police were working on the case.
3 Alex said he hasn't committed this crime.
4 The man was innocent and could leave prison.
5 I understood the problem after the teacher had explained it to me.

Review 7 page 88, exercise 9

Translate the following sentences into English. Use the wordlist on page 89 to help you. Then ask your partner to translate the English sentences back into Polish.

1 Przeziębiłem się.
2 Alan kaszle i kicha.
3 Lekarz zbadał mnie i dał mi receptę.
4 Czy masz gorączkę?
5 Mój dziadek jest poważnie chory.

Review 8 page 100, exercise 8

Translate the following expressions into English. Then test your partner. Ask him/her to make a sentence with each phrase.

1 handlować, wymienić coś na coś
2 dobra materialne
3 płacić gotówką
4 przesyłać, przelewać pieniądze
5 szlachetny, godny

Culture 1 page 104, exercise 9

PROJECT TASK Work in groups of four. Prepare a short guide (a poster) about some rules of behaviour in a country of your choice. Follow the plan below.

- Choose a country that you would all like to visit. Make a list of points you would like to include, e.g. greetings, gift giving, body language, table manners, topics of conversation, taboo topics etc.
- Decide who in your group is going to be responsible for different roles (collecting information, picture research, designing the poster).
- Agree on a timeline.
- Put your work together and rehearse the presentation before the class.
- In class, display your guides on the classroom walls and vote for the most interesting one.

Email

Niedawno dostałeś/dostałaś pracę na czas wakacji. Napisz e-mail (100–150 wyrazów) do kolegi z Anglii, i:
- wyjaśnij, jaką pracę wykonujesz, oraz opisz miejsce i godziny pracy,
- poinformuj, jak znalazłeś/znalazłaś pracę,
- przedstaw swoją opinię na temat zalet i wad tej pracy,
- opisz, jak zamierzasz wydać zarobione pieniądze.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Podziel list na logiczne akapity – poświęć jeden akapit na przekazanie 1–2 informacji z polecenia.

Pamiętaj, aby przekazać wszystkie informacje wymienione w zadaniu i rozwinąć je, omawiając każdy element polecenia bardziej szczegółowo.

Hi Tim,

I hope you're well. I've got a job for the summer and I started last week.

It's a great job! I'm a waiter in a restaurant on the beach and I work five lunchtimes and two evenings a week. I serve really expensive food!

I found the advertisement for the job while I was reading the local newspaper. They advertise lots of jobs for teenagers. I phoned the restaurant and went for a short interview and now I'm a waiter!

I really enjoy the work. I like meeting all the customers and I get on well with the people who work there too. They're kind and helpful. It isn't much fun working late twice a week, but I earn more money then.

I hope to save enough money to come to England to see you in the next holidays! We can go camping!

Write soon,

XYZ

Stosuj różnorodne struktury gramatyczne (np. rożne czasy) i bogate słownictwo. Unikaj powtarzania pospolitych wyrazów, takich jak *good*, *nice*.

W liście prywatnym możesz stosować formy skrócone (*I'm*, *They're*) i potoczne słownictwo, np. czasowniki frazowe (*get on*).

WRITING BANK

Artykuł

Niedawno wziąłeś/wzięłaś udział w akcji protestacyjnej przeciwko planom budowy nowej drogi, przecinającej park miejski. Napisz **artykuł do gazetki szkolnej**, w którym opiszesz przebieg protestu i przedstawisz swoje zdanie o budowie drogi.

Wypowiedź powinna zawierać 200–250 wyrazów.

Zauważ, że polecenie do zadania zawiera dwa elementy tematu, które należy rozwinąć (tu opis przebiegu protestu i opinia autora na temat budowy nowej drogi). Każdy z elementów możesz ująć w osobnym akapicie.

Pamiętaj, aby nadać artykułowi tytuł, który przykuje uwagę czytelnika.

People Need Parks!

The central park in our town is very beautiful and is used by many people every day. The proposed new road will destroy the park. The plans show that it will pass through the eastern part of the park, which will mean cutting down a large number of the trees and taking away huge areas of grass. Can you imagine living in a town without green areas?

Pamiętaj, że wstęp powinien być nie tylko zgodny z tematem, ale również na tyle interesujący, aby zachęcić czytelnika do przeczytania artykułu. Opisz istotne fakty. Możesz też zwracać się bezpośrednio do odbiorcy, stosując pytania retoryczne.

I took part in the protest about the building of the road on Saturday. People gathered by the lake and a local politician gave a speech about the effects of this plan and discussed alternatives. Then we all walked through the park with banners to let everyone know what will happen.

I believe very strongly that there are other places where the new road could be built, without harming such a lovely and popular part of our town. Parks like this are the heart of our towns. They are where city-dwellers can go in order to escape the stress and the noise of roads and traffic. People need to live in towns to get jobs and not everyone can afford trips to the countryside to get some peace and quiet.

Stosuj odpowiedni styl: słownictwo i zwroty, które przekonają czytelnika do zdania autora.

To conclude, I would like to encourage everyone to show the authorities how much the park means to us. If you agree with me and want to stop the road, sign the online petition. We can persuade the authorities to choose another option for the road. People need parks!

Zakończenie powinno być zgodne z tematem i treścią całej wypowiedzi.

List oficjalny

Wraz z grupą przyjaciół spędzaliście wakacje w hotelu we Włoszech. Mieszkaliście w hotelu, którego standard bardzo mocno Was rozczarował. Napisz **list z zażaleniem** do organizatora wyjazdu, w którym podasz przyczyny Waszego niezadowolenia i przedstawisz propozycje, w jaki sposób uniknąć podobnych sytuacji w przyszłości.

Wypowiedź powinna zawierać 200–250 wyrazów.

Stosuj oficjalne zwroty rozpoczynające i kończące list. Jeśli znasz nazwisko adresata, rozpocznij zwrotem *Dear Mrs Jones*, a w zakończeniu użyj *Yours sincerely*. Jeśli piszesz do osoby, której nazwiska nie znasz, rozpocznij list zwrotem *Dear Sir/Madam*, a w zakończeniu napisz *Yours faithfully*.

Zapamiętaj kilka wyrażeń typowych dla listu z zażaleniem i stosuj je w wypracowaniu (np. *I am writing to complain*, *extremely disappointed*, *dissatisfied with*).

Dear Sir/Madam,

I am writing to complain about a recent holiday I spent at the Hotel Bella in Italy which your company, 'Italy Tours', organised. Travel arrangements were smooth and we experienced no delays on the way to or from our destination. However, we were extremely disappointed with the hotel.

We wstępie określ cel listu.

Firstly, on arrival we were shown into a room which looked out over the car park, and not the beach as we had been promised. The hotel owner, who was quite surly, finally agreed to give us a room with a sea view but the lights did not work and the bathroom was both filthy and smelly. We were also dissatisfied with the food. The meals were tasteless and on the second day several guests at the hotel developed food poisoning. There were flies around the tables all the time, so this came as no real surprise. As a result, we were forced to eat out at other restaurants.

Pamiętaj, aby uzasadnić wnoszoną skargę odpowiednimi argumentami: opisz problemy, jakie napotkałeś/napotkałaś i podaj przykłady usterek.

I strongly recommend that you inspect this hotel at your earliest convenience to ensure that future guests do not have to suffer the same problems as we did. There ought to be a basic standard of cleanliness throughout the hotel and the staff should be encouraged to be polite and helpful to their guests. Better restaurant service would also be welcomed.

Since the holiday was quite expensive, we expected good service, tasty food and comfortable accommodation in the hotel. We did not receive any of these, therefore I would appreciate a partial refund. I am enclosing a copy of the bill for my stay.

Stosuj styl oficjalny: zdania złożone, więcej zdań w stronie biernej niż w prywatnych listach, różne spójniki. Unikaj form skróconych i potocznych wyrazów.

I look forward to hearing from you.

Yours faithfully,

Blake Hadley

Podziel list na wstęp, rozwinięcie i zakończenie oraz zachowaj właściwe proporcje między nimi. W akapitach odnieś się do obu elementów tematu. Pamiętaj, aby formułować wypowiedź w sposób uprzejmy, nawet gdy wyrażasz swoje niezadowolenie z usług lub produktów.

WRITING BANK

Rozprawka za i przeciw

Rosnąca liczba ludności sprawia, że obecnie buduje się w miastach coraz więcej wielopiętrowych bloków mieszkalnych. Napisz **rozprawkę**, w której przedstawisz zalety i wady mieszkania w takim budynku.
Wypowiedź powinna zawierać 200–250 wyrazów.

Pamiętaj o właściwej strukturze rozprawki za i przeciw. We wstępie sformułuj tezę, adekwatną do tematu. Teza powinna zawierać stwierdzenie, że autor omówi w pracy argumenty za jakąś kwestią i przeciw niej.

Rozpocznij każdy akapit zdaniem, które streszcza jego główną myśl (*topic sentence*). W kolejnych zdaniach przedstaw argumenty ilustrujące postawioną w zdaniu wprowadzającym tezę.

Many high-rise blocks of flats are being built to accommodate people these days. While this is definitely an affordable type of accommodation, it cannot be denied that living in a block of flats has a number of disadvantages.

On the one hand, building high-rise flats has many benefits because the building itself takes up less land than a row of individual houses. This means that a lot of families can be accommodated in a relatively small area. The cost of living in a flat in a high-rise should therefore be lower than that of a detached or terraced house.

Akapit 1: akapit przedstawiający argumenty na 'tak'

On the other hand, living in places like these can affect the way people live. The living spaces are often small and cramped and there is little privacy. In addition to this, there is the difficulty of sometimes needing to climb many flights of stairs when the lifts are not working. This can be a problem for older residents or young mothers with small children and babies.

Akapit 2: akapit przedstawiający argumenty na 'nie'

To conclude, I would say that although building blocks of flats is an economical way of providing affordable housing for many families, living in them can severely affect people's standard of living. In my opinion, when planning blocks of flats in cities, the designers should take into consideration the needs of the people who will be living in them and provide good lift services.

W zakończeniu podsumuj główne wątki wypowiedzi. Możesz też przedstawić swój własny punkt widzenia.

Stosuj różnorodne wyrażenia łączące poszczególne akapity rozprawki, jak również poszczególne myśli w obrębie akapitów. Używaj urozmaiconego słownictwa i różnych struktur gramatycznych.

Writing checklist

Wypowiedź pisemna krok po kroku: poziom rozszerzony

- ✔ Przeczytaj uważnie temat, który wybrałeś/wybrałaś . Zwróć uwagę na formę, w jakiej wypracowanie ma być napisane. Podkreśl dwa elementy tematu, które należy rozwinąć.
- ✔ Upewnij się, że rozumiesz zagadnienie opisane w poleceniu. Pamiętaj, że praca, która odbiega od tematu, nie podlega ocenie!
- ✔ Zapisz na kartce wszystkie pomysły związane z tym tematem i przydatne zwroty. Następnie przejrzyj swoje notatki i zdecyduj, które pomysły wykorzystasz w pracy. Wybierz te aspekty tematu, które potrafisz rozwinąć.
- ✔ Napisz szkic pracy: wstęp, dwa–trzy akapity rozwinięcia i zakończenie. Pamiętaj, aby nie podawać jedynie listy argumentów bez ich rozwijania. Zachowaj odpowiednie proporcje między częściami pracy: w każdej części napisz dwa–trzy zdania.
- ✔ Udoskonal pierwszą wersję pracy. Przeczytaj pracę, skupiając się na logice i zgodności treści z poleceniem. Przeredaguj pracę, jeśli zawiera ona niejasności. Sprawdź, czy każdy akapit omawia jeden główny temat.
- ✔ Sprawdź poprawność językową (literówki, proste błędy gramatyczne, powtarzające się w kolejnych zdaniach wyrazy) oraz interpunkcyjną.
- ✔ Sprawdź, czy długość pracy wynosi od 200 do 250 wyrazów.

WRITING BANK

Unit 1 A PRIVATE LETTER List prywatny

Describing people Opisywanie osób

His/Her incredibly blue eyes make him/her look very handsome/pretty. Jego/Jej wyraziście niebieskie oczy sprawiają, że wygląda bardzo atrakcyjnie.

He/She has fantastic taste in clothes. On/Ona ma fantastyczny gust jeśli chodzi o ubiór.

He/She has a casual style. On/Ona ma swobodny, sportowy styl.

He/She comes across as somebody unusual/interesting. On/Ona wydaje się być osobą niezwykłą/interesującą.

He/She has a real talent for putting together great outfits. On/Ona ma prawdziwy talent do odpowiedniego dobierania elementów ubioru.

Asking for permission and giving permission Proszenie o pozwolenie i udzielanie pozwolenia

Could I possibly borrow your new dress? Czy mógłbym/mogłabym pożyczyć twoją nową sukienkę?

Is it all right if I borrow your dress? Czy mogę pożyczyć twoją sukienkę?

Can I …? May I …? Czy mógłbym/mogłabym… ?

Sure, no problem. Jasne, nie ma sprawy.

Of course, I can lend you … Oczywiście, mogę ci pożyczyć…

Unit 2 A JOB APPLICATION Podanie o pracę

Starting and ending a letter of application Rozpoczynanie i kończenie listu motywacyjnego.

I am writing in response to the job advertisement I found on your website. Piszę w odpowiedzi na ogłoszenie o pracę, które znalazłem/znalazłam na Państwa stronie internetowej.

I would like to apply for the position of shop assistant in your store. Chciałbym/Chciałabym ubiegać się o stanowisko sprzedawcy w Państwa sklepie.

I enclose my CV and copies of my language certificates. Załączam swój życiorys i kopie certyfikatów językowych.

Describing your personality, skills and experience Opisywanie swojej osobowości, umiejętności i doświadczenia

I believe I would be a suitable candidate for the position. Wierzę, że jestem odpowiednim kandydatem/odpowiednią kandydatką na to stanowisko.

I also hold certificates in English and German at B2 level. Posiadam również certyfikaty z języka angielskiego i niemieckiego na poziomie B2.

I consider myself to be well-organised. Uważam, że jestem osobą dobrze zorganizowaną.

Ordering your points Wymienianie w kolejności

Firstly, … First of all, … Secondly, … Finally, … Lastly, … Po pierwsze, … Przede wszystkim, … Po drugie, … Podsumowując, … Na koniec, …

What is more, … Moreover, … In addition, … Co więcej, … Ponadto, … Na dodatek, …

Unit 3 AN ARTICLE Artykuł

Engaging the reader Wzbudzanie zainteresowania czytelnika

What comes to your mind first when you think of …? Co przychodzi ci do głowy kiedy myślisz o…?

Can you imagine …? Czy wyobrażasz sobie…?

Have you ever thought of …? Czy kiedykolwiek myślałeś/myślałaś o… ?

What could be better than …? Cóż może być lepsze od…?

Don't you agree that … Czy zgadzacie się Państwo z opinią, że …?

Expressing opinions Wyrażanie opinii

To my mind, …. Moim zdaniem …

Personally speaking, … Osobiście uważam, że …

I am convinced that … Jestem przekonany/przekonana, że…

It is my opinion that … Uważam, że…

Unit 4 A LETTER TO THE EDITOR List do redakcji

Expressing opinions in a formal way Wyrażanie opinii w sposób oficjalny

I feel I should make my voice heard. Czuję się w obowiązku wyrazić swoją opinię.

I am of the opinion that ... Uważam, że ...

It goes without saying that … Nie ma wątpliwości co do tego, że ...

One must bear in mind hat … Należy pamiętać/wziąć pod uwagę, że ...

I am utterly convinced … Jestem głęboko przekonany/przekonana ...

I am in favour of ... Jestem zwolennikiem/zwolenniczką …

I object to when ... Jestem przeciwny/przeciwna ...

I hold that ... Uważam, że ...

Expressing probability Wyrażanie prawdopodobieństwa

Our homes are certain to be full of inventions. Nasze domy z pewnością będą pełne wynalazków.

Robots are likely to take over our homes. Roboty najprawdopodobniej przejmą kontrolę nad naszymi domami.

Technology is bound to become part of our lives. Technologia z pewnością stanie się częścią naszego życia.

Expressing results Wyrażanie konsekwencji

Therefore / Thus, … W związku z tym

As a result W rezultacie

It may to … To może prowadzić do ...

Expressing importance Podkreślanie wagi danej kwestii

It is essential/necessary that … Koniecznym jest to, aby ...

What is crucial/vital is… Ważnym jest, aby ...

Let me emphasise/stress … Chciałbym/Chciałabym podkreślić, że ...

What matters/counts is that … Istotne jest to, że …

It is of paramount importance to realise/worth remembering that … Kwestią kluczową jest to, aby pamiętać, że ...

Unit 5 AN EMAIL INVITATION Zaproszenie

Giving suggestions Wysuwanie sugestii

I guess first we need to get in touch with everyone. Myślę, że najpierw musimy się ze wszystkimi skontaktować.

I suggest using Facebook. Proponuję skorzystać z Facebooka.

WRITING BANK

Maybe Jessica could bake a cake? Być może Jessica mogłaby upiec ciasto?

Why not ask everyone to bring something to eat? A może poprosimy wszystkich, żeby przynieśli coś do jedzenia?

Inviting Zapraszanie

I'm writing to invite you to a barbecue party at my place next Friday. Chciałbym/Chciałabym zaprosić cię na grilla u mnie w przyszły piątek.

We're having a housewarming party on Sunday. Organizujemy parapetówkę w niedzielę.

Would you like to come? Czy chciałbyś/chciałabyś przyjść?

Accepting and refusing invitations
Przyjmowanie i odrzucanie zaproszeń

Thank you for your invitation / for inviting me. Dziękuję za zaproszenie.

It's very nice of you to throw a party like that. To miło, że organizujesz taką imprezę.

I'm afraid I won't be able to make it. Obawiam się, że nie będę mógł/mogła przyjść.

I can't come. Nie mogę przyjść.

Unit 6 A FORUM ENTRY Wpis na forum

Expressing opinions and feelings
Wyrażanie opinii i uczuć

First of all, I must say I felt sorry / upset / shocked to hear that … Po pierwsze, muszę powiedzieć, że było mi przykro / byłem zaniepokojony / zszokowany, kiedy usłyszałem, że…

Personally, I think that … Osobiście uważam, że…

Secondly, I believe that … Po drugie, myślę, że…

In my opinion / In my view, … W mojej opinii / Moim zdaniem…

It seems to me that … Wydaje mi się, że…

It's always wrong to … Nigdy nie powinno się…

Asking for opinion Pytanie o czyjąś opinię

What do you think about this issue? Co o tym myślisz?

Why don't you post your comments below? A może zamieścisz poniżej swój komentarz?

Tell me what you think about this problem. Powiedz mi, co sądzisz o tym problemie?

Unit 7 A LETTER OF COMPLAINT List z zażaleniem

Complaining Składanie reklamacji

I was extremely disappointed with … Byłem/Byłam głęboko rozczarowany/rozczarowana…

I was shocked / surprised to find out that … Byłem/Byłam zszokowany/zszokowana / zaskoczony/zaskoczona, kiedy dowiedziałem się/dowiedziałam się, że…

The course did not meet our expectations. Kurs nie sprostał naszym oczekiwaniom.

Making requests Wyrażanie prośby

I feel that you should offer me at least an apology. Uważam, że należą mi się co najmniej przeprosiny.

I expect to receive a full refund. Liczę na pełny zwrot kosztów.

Giving suggestions and recommendations
Przedstawianie sugestii i zaleceń

Therefore, I would like to make some recommendations. Dlatego chciałbym/chciałabym dać kilka zaleceń.

Firstly, it would be a good idea to … Po pierwsze, dobrym rozwiązaniem byłoby…

I strongly recommend that your staff learn to be more helpful. Zdecydowanie zalecam poprawę jakości obsługi.

Unit 8 A FOR AND AGAINST ESSAY
Rozprawka za i przeciw

Saying what other people think
Przedstawianie opinii innych osób

Many people point out that … Wielu ludzi podkreśla, że…

It is believed that … Uważa się, że…

It is said that … Mówi się, że…

Some people claim … Niektórzy twierdzą, że…

Others maintain that … Inni utrzymują, że…

It cannot be denied … Nie da się zaprzeczyć, że…

While it is true to say … Prawdą jest, że…

Introducing advantages and disadvantages
Opisywanie zalet i wad

One of the pluses of such a solution is that … Jedną z zalet tego rozwiązania jest to, że…

A real drawback is the fact that … Poważną wadą jest to, że…

Another advantage could be that … Kolejną zaletą może być to, że…

A further common criticism … Kolejny częsty zarzut to…

Making a general statement
Wyrażanie ogólnych stwierdzeń

As a rule, … Z reguły…

In general, … Na ogół…

In most cases … W większości przypadków…

On the whole … Ogólnie rzecz biorąc, …

Quizes - answer key

UNIT 7, page 82, exercise 1
1 T **2** T **3** F **4** T **5** T **6** T

CULTURE 1, page 104, exercise 2
1 F **2** T **3** T **4** T **5** T **6** T **7** F **8** T

CULTURE 2, page 105, exercise 3
1 a1 b3 c2 d4 e5
2 b
3 **a** Christianity **b** Judaism **c** Islam
4 **a** Islam **b** Christianity **c** Hinduism

CULTURE 4, page 107, exercise 4
1 Yes **2** No **3** No **4** Yes **5** Yes

TEST EACH OTHER

Student B

Review 1 page 14, exercise 7

Make sure you understand the words below. Draw these things line by line for your partner to guess the word.

a scar **a ponytail** **a scarf** **a moustache** **a striped shirt**

Review 2 page 26, exercise 6

Complete the questions with the correct form of the verbs below. Then use the questions to interview Student A.

find out **do** **work** **deal with** **involve**

1 Do you enjoy ___ in a team? Why?/Why not?
2 Would you like to have a job where you ___ customers? Why?/Why not?
3 Which jobs ___ the most responsibility?
4 Where could you ___ more about career opportunities in your region?
5 What would you like to ___ for a living?

Review 3 page 38, exercise 8

Make sure you can answer the questions below. Then test your partner.

1 What do you do during **a staycation**?
2 Where could you find **a chalet**?
3 What is the difference between **a camper** and **a caravan**?
4 What can you do on the **slopes**?
5 How might people feel when sailing on a **rough sea**?

Review 4 page 50, exercise 7

Check the answers to the questions below. Then test your partner.

1 What verb goes with the noun *code*?
2 What verb goes with the phrase *a video call*?
3 What nouns can go with the verb *click on*?
4 What nouns can go with the verb *enter*?
5 What verb goes with the phrase *a comment on a forum*?

Review 5 page 64, exercise 8

Read the questions and make sure you can answer them. Then test your partner.

1 Give examples of two red fruits.
2 Why do people organise a reunion?
3 What can you eat in a café?
4 Give two adjectives which you can use to describe the size of a pizza.
5 What does the word *fizzy* describe?

Review 6 page 76, exercise 9

Find three sentences which are incorrect and correct them. Then test your partner.

1 My friend said he can't tell me the truth about the crime.
2 The man got a very long prison sentence.
3 The lawyer said that the man is in prison now.
4 The job of a judge is to try people.
5 I was tired because I didn't sleep well the night before.

Review 7 page 88, exercise 9

Translate the following sentences into English. Use the wordlist on page 89 to help you. Then ask your partner to translate the English sentences back into Polish.

1 Oparzyłam rękę.
2 Helen ma spuchnięte kolano.
3 Polecam ten syrop. Jest bardzo skuteczny.
4 Czy masz plaster? Skaleczyłem się w palec.
5 Czy coś cię boli?

Review 8 page 100, exercise 8

Translate the following expressions into English. Then test your partner. Ask him/her to make a sentence with each phrase.

1 zarabiać pieniądze
2 wpłacić czek
3 oferować porady finansowe
4 płacić kartą kredytową
5 pożyczać pieniądze od kogoś

LEXICAL PATTERNS

ADJECTIVES WITH PREPOSITIONS / PRZYMIOTNIKI Z PRZYIMKAMI		
addicted to	uzależniony od (czegoś)	*The teenager is **addicted to** drugs.*
allergic to	uczulony na (coś)	*Joe is **allergic to** peanuts.*
amazed at	zdumiony (czymś)	*We were **amazed at** the beautiful beaches.*
angry with	zły na (kogoś)	*Tom was **angry with** his sister.*
attractive to	atrakcyjny dla (kogoś)	*The region is very **attractive to** tourists.*
aware of	świadomy (czegoś)	*Please be **aware of** the road closure.*
based on	oparty na (czymś)	*The film is **based on** a true story.*
biased towards	stronniczy, przychylnie nastawiony do (kogoś)	*The article is **biased towards** the Labour Party.*
concerned with / about	zatroskany o, zainteresowany (czymś)	*Biologists are **concerned with / about** endangered species.*
connected to	połączony z (czymś)	*My iPad is **connected to** the Internet via a Wi-Fi.*
curious about	ciekawy (czegoś)	*Ian was **curious about** the presents.*
dangerous to	niebezpieczny dla (kogoś/czego)	*Greenhouse gases are **dangerous to** the environment.*
determined by	zależny od (czegoś), zdeterminowany przez (coś)	*Is intelligence **determined** only **by** our genes?*
disappointed with / by / in	rozczarowany (czymś)	*John was **disappointed with / by / in** his test results.*
dissatisfied with	niezadowolony z (czegoś/kogoś)	*Many teenagers are **dissatisfied with** their appearance.*
engaged to	zaręczony z (kimś)	*Sue got **engaged to** Michael.*
equipped with	wyposażony w (coś)	*The car was **equipped with** the newest gadgets.*
essential for	niezbędny do (czegoś)	*Experience is **essential for** this job.*
excellent at	doskonały, świetny (z czegoś, w jakiejś dziedzinie)	*I'm **excellent at** English but terrible at maths.*
excited about	podekscytowany (czymś)	*Are you **excited about** the trip?*
fed up with	mieć (czegoś) dosyć	*Many people are **fed up with** politicians.*
full of	pełen (czegoś)	*There's a basket **full of** fresh cherries.*
furious about	wściekły (z jakiegoś powodu)	*Dan was **furious about** the false accusations.*
good with / at	dobry w (czymś)	*Phil is **good with** computers / **good at** basketball.*
interested in	zainteresowany (czymś)	*I'm **interested in** modern literature.*
limited to	ograniczony do (czegoś)	*The speed is **limited to** 50 kph within the city limits.*
married to	poślubiony (komuś)	*I got **married to** my wife 20 years ago.*
prejudiced against	uprzedzony do (czegoś/kogoś)	*These two nations are **prejudiced against** each other.*
related to	powiązany z, spokrewniony z (kimś)	*Fiona's **related to** the president.*
resistant to	odporny na (coś)	*The new bacteria are **resistant to** antibiotics.*
responsible for	odpowiedzialny za (kogoś/coś)	*Who is **responsible for** designing the project?*
sorry for	skruszony (z jakiegoś powodu)	*The boys were **sorry for** breaking the window.*
suitable for	odpowiedni (na coś/dla kogoś)	*Shorts are not **suitable for** a job interview.*
willing to	chętny do, skłonny do (czegoś)	*Eric is always **willing to** help.*
wrapped up in	pochłonięty (czymś)	*I was too **wrapped up in** the conversation to notice the time.*
NOUNS WITH PREPOSITIONS / RZECZOWNIKI Z PRZYIMKAMI		
a step forward in	krok naprzód w (jakiejś sprawie)	*It's time to take **a step forward in** your career.*
action against	działania przeciwko (komuś/czemuś)	*The school has taken **action against** bullying.*
advice on	rada, wskazówka dotycząca (czegoś)	*Who could give me **advice on** the best hostels in New York?*
approach to	podejście do (czegoś)	*Some doctors take a holistic **approach to** health.*
argument for / against	argument za (czymś) / przeciw (czemuś)	*Give some **arguments for** and **against** banning cars from city centres.*
attitude to	nastawienie do (czegoś)	*Bob has a relaxed **attitude to** work.*
ban on	zakaz (czegoś)	*International **ban on** ivory sales will help save elephants.*
candidate for	kandydat na (jakieś stanowisko, do czegoś)	*Hillary Clinton is a **candidate for** U.S. President.*
career in	kariera w (jakiejś dziedzinie)	*I want to make a **career in** television.*
crush on	zadurzenie, podkochiwanie się w (kimś)	*He had a **crush on** Marilyn Monroe when he was younger.*
cure for	lekarstwo na (coś)	*Scientists work on a **cure for** cancer.*
disadvantage to / of	wada, minus (czegoś)	*What's the **disadvantages to / of** travelling by air?*
distinction in	wyróżnienie w (jakiejś dziedzinie)	*Jane was a good student and got a **distinction in** science.*
effect on	wpływ na (coś/kogoś)	*Global warming has an **effect on** the environment.*
experience in / with	doświadczenie w (jakiejś dziedzinie)	*Do you have any **experience in / with** waitressing?*
expert on	ekspert w (jakiejś dziedzinie)	*My uncle is an **expert on** quantum physics.*
impact on	wpływ na (coś/kogoś)	*Pollution has a huge **impact on** wildlife.*
impression on	wrażenie na (kimś)	*The exhibition made a strong **impression on** him.*
influence on	wpływ na (kogoś/coś)	*Social media have a big **influence on** teenagers.*
plan for	plan na (coś)	*Do you have any **plans for** the weekend?*
pleasure in	przyjemność z (czegoś)	*Take **pleasure in** simple things and you will be happy.*

replacement for	zastępstwo za (kogoś)	*The restaurant needs to find a **replacement for** a sick chef.*
reply to	odpowiedź na (coś)	*Thank you for your **reply to** my letter.*
research on	badania na (jakiś temat)	*Have you read the latest **research on** bilingualism?*
solution to	rozwiązanie (czegoś)	*I can't find a **solution to** this problem.*
talent for	talent do (czegoś)	*I have absolutely no **talent for** singing.*
taste in	gust (jakiegoś rodzaju)	*Here's advice on how to develop a **taste in** fashion.*
value of	wartość (czegoś)	*Children often don't understand the **value of** money.*
VERBS WITH PREPOSITIONS / CZASOWNIKI Z PRZYIMKAMI		
accuse of	oskarżać o (coś)	*The man was **accused of** robbery.*
adapt to	przystosowywać się do (czegoś)	*I can easily **adapt to** new situations.*
appeal to	przemawiać do (kogoś)	*Techno music doesn't **appeal to** Jenny.*
apply for	ubiegać się o (coś)	*Send your CV and cover letter to **apply for** the job.*
approve / disapprove of	aprobować (coś) / nie aprobować (czegoś)	*I **approve / disapprove of** the recent changes in the law.*
arrive at/in	przyjeżdżać do (jakiegoś miejsca)	*What time do you **arrive at** the hotel/in London?*
associate with	kojarzyć z (czymś)	*I **associate** Greece **with** sun and blue sea.*
blame sb for sth	winić (kogoś) za (coś)	*Don't **blame** me **for** being late.*
care about	dbać o, troszczyć się o (coś/kogoś)	*Young people often don't **care about** the future.*
charge sb for sth	pobrać od (kogoś opłatę) za (coś)	*The restaurant **charged** me $30 **for** a salad. How expensive!*
click on	klikać na (coś)	***Click on** the icon to log out.*
compare sth to sth	porównywać (coś) do (czegoś)	*Don't **compare** yourself **to** other people.*
compensate for	rekompensować (coś), równoważyć (coś)	*His experience **compensates for** the lack of formal education.*
complain about sth to sb	skarżyć się na (coś) do (kogoś)	*John **complained about** a dirty bathroom **to** the hotel manager.*
concentrate on	koncentrować się na (czymś/kimś)	*Quiet music helps me **concentrate on** my studying.*
cope with	radzić sobie z (czymś)	*How do you **cope with** stressful situations?*
count on	liczyć na (kogoś)	*Rick knows he can always **count on** his parents.*
deal with	radzić sobie z (kimś/czymś)	*Fire fighters must learn how to **deal with** various kinds of fires.*
decide on	zdecydować się na (coś)	*We haven't **decided on** the holiday destination yet.*
depend on sb for sth	polegać na (kimś) w (jakiejś sprawie)	*I can't **depend on** him **for** anything. He's often let me down.*
die from / of	umrzeć na (coś)	*People in Africa **die from / of** malaria.*
do well in	osiągnąć dobre wyniki w (jakiejś dziedzinie)	*Sheila has **done** very **well in** the maths test.*
exchange with	wymieniać (coś) z (kimś)	*Ann often **exchanges** her clothes **with** her cousin Jackie.*
focus on	koncentrować się na (kimś/czymś)	*I need to **focus on** studying for my exam.*
get rid of	pozbywać się (czegoś)	***Get rid of** all unnecessary things.*
get tired of	znużyć się (czymś)	*I **got tired of** listening to her complaints.*
introduce sb to sb	przedstawić (kogoś komuś)	*Can I **introduce** you **to** my fiancé?*
invest in	inwestować w (coś)	*Should we **invest in** gold or diamonds?*
laugh at	śmiać się z (kogoś/czegoś)	*Beth **laughed at** her own mistake.*
lead to	prowadzić do (czegoś)	*Careless driving **leads to** accidents.*
lend sth to sb	pożyczyć (coś komuś)	*Martin never **lends** his car **to** anyone.*
prepare for	przygotować (się) na coś	*In Japan children learn how to **prepare for** an earthquake.*
prevent sb from doing sth	powstrzymać (kogoś) przed (zrobieniem czegoś)	*Strong security systems **prevent** hackers **from** breaking into banks.*
protest against	protestować przeciwko (czemuś)	*Thousands of workers **protest against** layoffs.*
punish sb for sth	karać (kogoś) za (coś)	*You can't **punish** me **for** something I didn't do.*
result in	prowadzić do (czegoś)	*That chain of events **resulted in** the outbreak of World War I.*
save for	oszczędzać na (coś)	*Matt is **saving** all his money **for** a trip around the world.*
save from	chronić przed (czymś)	*Environmentalists try to **save** tigers **from** extinction.*
spend (money) on	wydawać (pieniądze) na (coś)	*I've **spent** £1000 **on** the newest laptop.*
stare at	gapić się na (kogoś/coś)	*Why are you **staring at** me?*
suffer from	cierpieć na (coś)	*Even young people **suffer from** depression.*
sympathise with	współczuć (komuś)	*I **sympathise with** flood victims who lost their homes.*
take part in	brać udział w (czymś)	*Customers were asked to **take part in** a survey.*
vote against / for	głosować przeciwko (czemuś) / za (czymś)	*They **voted against / for** the current government.*
vote on	głosować w (jakiejś sprawie)	*The parliament **voted on** a bill to abolish the death penalty.*
worry about	martwić się o (kogoś/coś)	*Parents often **worry about** the safety of their children.*
PHRASAL VERBS / CZASOWNIKI FRAZOWE		
break down	zepsuć się	*My car **broke down** on the motorway.*
break up	zerwać ze sobą, rozstać się	*I **broke up** with my boyfriend last month.*
bring up	wychowywać	*Jim was **brought up** by his grandparents.*
carry out	przeprowadzać	*The students **carry out** experiments in the science lab.*

LEXICAL PATTERNS

charge sth up	ładować (jakieś urządzenie)	*Don't forget to* ***charge up*** *your camera before the trip.*
check in	zameldować się	*Let's* ***check in*** *at the hotel and then go out to lunch.*
check sth out	wypróbować coś	*Adam has* ***checked out*** *all local restaurants.*
come across as	sprawiać wrażenie, uchodzić za	*She* ***comes across as*** *rude and no one likes her.*
come up with	znaleźć, wymyślić (coś)	*Have you* ***come up with*** *a solution yet?*
cut down on	ograniczać (coś)	*You should* ***cut down on*** *salt and sugar.*
cut sth out	wycinać (coś)	*I would* ***cut out*** *the bit about working as a waitress.*
die out	wymrzeć, wyginąć	*Dinosaurs* ***died out*** *66 million years ago.*
drop out	rzucić (coś), wycofać się	*My friend has* ***dropped out*** *of college.*
fall for	zakochać się w (kimś)	*I* ***fell for*** *the man at first sight.*
fall out	pokłócić się	*Josh* ***fell out*** *with Tom and they're not speaking to each other.*
fall over	przewrócić się, potknąć	*Jim* ***fell over*** *and broke his wrist.*
fill up	napełniać, zapełniać	*By eight o'clock the restaurant was beginning to* ***fill up****.*
find sth out	dowiedzieć się (czegoś)	*His parents* ***found out*** *that he had missed classes at school.*
get on with sb	dogadywać się z (kimś)	*Do you* ***get on with*** *your sister?*
get on / off	wsiadać / wysiadać	*I* ***get on*** *the train in London and* ***get off*** *in Paris.*
go for sth	wybrać coś, zdecydować się na (coś)	*We* ***went for*** *the least expensive option.*
go off	włączyć się	*The fire alarm* ***went off*** *at 3 a.m.*
grow up	dorastać	*I* ***grew up*** *in a little village at the seaside.*
hang out	spędzać czas	*I* ***hang out*** *with my friends after school.*
hurry up	spieszyć się	***Hurry up*** *or we'll miss the bus.*
keep up	kontynuować	***Keep up*** *the good work!*
keep up with sth	nadążać za (czymś)	*It's hard to* ***keep up with*** *latest fashion.*
key in	napisać na klawiaturze	***Key in*** *your password and press the 'Enter'.*
lay off	zwalniać pracowników	*The firm had to* ***lay off*** *100 employees due to the recession.*
look after	opiekować się	*Jenny often* ***looks after*** *her younger brother.*
look to sb for sth	zwracać się do (kogoś) po (coś)	*I can* ***look to*** *my parents* ***for*** *advice.*
look up to sb	podziwiać (kogoś)	*Jim has always admired and* ***looked up to*** *his grandfather.*
make up (with sb)	pogodzić się z (kimś)	*Did you* ***make up with*** *your sister after the fight?*
pass on	przekazywać, przerzucać	*The city should* ***pass on*** *more responsibilities to local councils.*
pay off	opłacać się	*It* ***pays off*** *to get up early.*
pick up	podłapać, nauczyć się	*Ben* ***picked up*** *Chinese when he lived in Hong Kong.*
pick up (a bargain)	kupić (okazyjnie)	***Pick up a bargain*** *at the Book Fair this weekend!*
plug in	podłączać do prądu	***Plug*** *the charger* ***in*** *or it won't work.*
put on (make-up)	robić (makijaż)	*Ann* ***puts on*** *make-up every day before going to the office.*
put out (a fire)	gasić (pożar)	*The firemen* ***put out*** *a fire before it spread further.*
put sb off	zniechęcać, odstręczać (kogoś)	*Noisy people* ***put*** *me* ***off****.*
run out of	zabraknąć, skończyć się	*I* ***ran out of*** *petrol in the middle of nowhere.*
scroll up	przewijać w górę	*To find the 'Search' button,* ***scroll up*** *to the top.*
see off	odprowadzać, pożegnać (kogoś)	*Tess* ***saw*** *her grandma* ***off*** *to the airport.*
set out / off	wyruszać, rozpoczynać podróż	*Pack your bags. We're* ***setting out / off*** *at dawn.*
set up (an account)	zakładać (konto)	*It's easy to* ***set up*** *an account in an online store.*
sign up	zapisywać się	***Sign up*** *for our newsletter to stay up-to-date.*
split up with	rozstawać się z (kimś)	*My mum* ***split up with*** *my dad when I was 7.*
stand for	ubiegać się o (coś)	*Are you going to* ***stand for*** *re-election next year?*
start up	uruchamiać	*The car wouldn't* ***start up*** *this morning.*
stay in	zostać w domu	*Do you want to go out or* ***stay in****?*
switch on / off	włączać/wyłączać	*Please* ***switch on/off*** *the lights.*
take after	być podobnym do (kogoś)	*The boy* ***takes after*** *his father.*
take in	przyjmować, przenocować	*Some countries refuse to* ***take in*** *refugees.*
take off	startować	*The plane* ***took off*** *on time.*
take out (a loan)	brać (pożyczkę)	*We had to* ***take out*** *a loan to buy a new fridge.*
throw away	wyrzucać	*I need those boxes so don't* ***throw*** *them* ***away****.*
turn out	okazać się, stać się	*Martha* ***turned out*** *to be a very loyal employee.*
turn up	pogłośnić, podkręcać	***Turn*** *the radio* ***up****. I can't hear.*
wake up	budzić się	***Wake*** *me* ***up*** *at 6 a.m.*
work out	ćwiczyć	*Sam* ***works out*** *in the gym every day.*

PREPOSITIONAL PHRASES / WYRAŻENIA PRZYIMKOWE		
at		
at first sight	od pierwszego wejrzenia	*That was love **at first sight**.*
at once	natychmiast	*Leave **at once** or I'll call the police!*
at sea	na morzu, na statku	*How did you survive 6 weeks lost **at sea**?*
at the end of	na końcu czegoś	*Our house is **at the end of** the street.*
at war	w stanie wojny	*Many people died when the country was **at war**.*
by		
by air	drogą lotniczą	*Travelling **by air** is the safest way to travel.*
by card	kartą (płatniczą)	*You can only pay **by card** at this terminal.*
by email	pocztą elektroniczną	*To apply for the job, send your CV **by email**.*
by example	na przykładzie, za pomocą przykładu	*Children learn **by example**.*
by land	drogą lądową	*You will need to travel **by land** for 13 days to reach the ancient city.*
by mistake	przez pomyłkę	*I'm sorry, I took your book **by mistake**.*
by text	SMS-em	*I'll keep everyone informed **by text** or email.*
in		
in addition to	oprócz czegoś	*Strong winds are expected **in addition to** heavy rain.*
in advance	z góry	*You can receive a small amount **in advance**.*
in alarm	ostrzegawczo	*'Watch out', shouted the man **in alarm**.*
in case	na wypadek	*Take an umbrella **in case** it rains.*
in cash	w gotówce	*Would you like to pay **in cash** or by card?*
in charge of	odpowiadający za (coś)	*Susan is **in charge** of a major project.*
in childhood	w dzieciństwie	*Your diet **in childhood** may affect your whole life.*
in danger	w niebezpieczeństwie	*I knew I was **in danger** when I saw the bear in front of me.*
in favour of	za (czymś/kimś), na korzyść (kogoś/czegoś)	*Everyone voted **in favour** of my idea.*
in general	ogólnie	***In general**, it was a positive experience.*
in love with	zakochany w (kimś/czymś)	*Romeo was **in love with** Juliette.*
in pain	cierpiący ból	*Joey was **in** a lot of **pain** after the surgery.*
in public	publicznie	*I get nervous when I have to speak **in public**.*
in response to	w odpowiedzi na	*I am writing **in response to** your job advertisement.*
in silence	w milczeniu	*Bill had nothing to say so he just stood there **in silence**.*
in the background / foreground	w tle / na pierwszym planie	*I love the flowers **in the background / foreground**.*
in the long run	na dłuższą metę	*Skipping classes always means problems it **in the long run**.*
in the middle of	w środku czegoś	*We got stuck **in the middle of** the desert.*
in touch with	w kontakcie z (kimś)	*Kate stays **in touch** with her cousins.*
on		
on arrival	w chwili przybycia	***On arrival** at the hotel, check in at the reception.*
on business	w interesach	*My dad often goes away **on business**.*
on display	na wystawie	*Is the vase **on display** for sale?*
on foot	pieszo	*Shall we go **on foot** or drive?*
on holiday	na wakacjach	*Where are you going **on holiday**?*
on the way	po drodze	*Please buy some bread **on the way home**.*
on time	na czas	*The train arrived **on time**.*
on top of	na szczycie czegoś	*The castle was **on top of** a hill.*
under		
under pressure	pod presją	*Stress is when you feel **under pressure**.*
under the impression that	pod wrażeniem	*I was **under the impression that** meals were included in the price.*
OTHER PREPOSITIONS		
according to	według (kogoś/czegoś)	***According to** the weather forecast, it is going to rain today.*
as a result of	w wyniku (czegoś)	*Many people lost their jobs **as a result of** the financial crisis.*
because of	z powodu (czegoś)	*Ron has put on weight **because of** his unhealthy diet.*
due to	z powodu (czegoś)	*The flight was cancelled **due to** the storm.*
for example	na przykład	*Social media, **for example** Facebook, are used for advertising.*
out of control	poza kontrolą	*Our car was **out of control** on an icy road.*
out of date	nieaktualny	*Your browser is **out of date**. Please install a new version.*
out of order	zepsuty	*The lift is **out of order**. We need to take the stairs.*
with luck	przy odrobinie szczęścia	***With luck**, you might even spot an eagle.*

LEXICAL PATTERNS

Word formation

NOUN SUFFIXES

-ment	entertain → entertainment move → movement
-ness	weak → weakness lonely → loneliness
-ion	express → expression create → creation
-ship	member → membership sponsor → sponsorship
-ence/ance	perform → performance silent → silence
-ity	original → originality able → ability
-ure	sculpt → sculpture please → pleasure

PREFIXES

Prefix	meaning	examples
over-	too much	overspend, overcrowded
under-	too little	underpaid, underachieve
mis-	wrongly	misunderstand, mislead
re-	again	retake, rethink
dis-	not, opposite to	disapprove, disappear
co-	together with	cooperate, coexist

WORD FAMILIES

Verb	Nouns		Adjectives	
	abstract	**person**	**positive**	**negative**
employ	employment	employer employee	employed employable	unemployed unemployable
succeed	success	–	successful	unsuccessful
communicate	communication	communicator	communicative	uncommunicative
help	help	helper	helpful	unhelpful
create	creation, creativity	creator	creative	–
lead	lead, leadership	leader	leading	–
satisfy	satisfaction	–	satisfied	dissatisfied, unsatisfied
imagine	imagination	–	imaginary imaginative imaginable	unimaginative unimaginable

Adjective	Negative adjective	Noun	Negative noun	Adverb
possible	impossible	possibility	impossibility	possibly
able	unable	ability	inability	ably
responsible	irresponsible	responsibility	irresponsibility	responsibly
safe	unsafe	safety	–	safely
honest	dishonest	honesty	dishonesty	honestly
comfortable	uncomfortable	comfort	discomfort	comfortably

AUDIOSCRIPT

Unit 1

CD 1.01

Presenter Today, we're asking some teenagers who or what influences their choice of clothes. First up, we have Anna on the line. Hello, Anna, can you tell us where you get your ideas for clothes?
Anna Well, I have to say that I absolutely love – and couldn't live without – my fashion magazines and blogs! I'm really into fashion – in a big way. So, I buy fashion magazines every week and look out for new trends – designer dresses and jeans, smart jackets and trousers. I spend a lot of money to look fashionable!
Presenter Thanks, Anna. And now, we have Robby. Hi, Robby. What about you?
Robby I'm not really that concerned about clothes generally. But on weekdays, I work in an office and I have to wear a suit and tie and look smart. I ask my dad's advice because he does the same. And outside work, I just wear the same casual gear as my mates – jeans, T-shirts, hoodies. I think it's important to look the same as the people you hang around with.
Presenter Thank you, Robby. Now, it's Izzy. What influences you, Izzy?
Izzy It depends. I like to watch celebrities on TV or read about them, so I guess I'm influenced by what they wear. Obviously, I can't afford the same outfits but I try to get similar stuff at a cheaper price. I'm completely addicted to shoes! I have the same pair of high heels that the actress Hannah Maine was wearing on the red carpet at the first night of her last film! They are so elegant.
Presenter Thank you, Izzy. And finally, Grant. Hi, Grant! How about you?
Grant Hi! OK, well, I'm certainly not trendy. I don't think I'm influenced by anybody or anything. I think it's important to just be yourself. I wear clothes that are comfortable – if it's freezing outside, I wear a thick coat, a scarf, a woolly hat, gloves, and warm socks inside my boots. Sometimes I just wear pyjamas all day in the house! I don't care what I look like! I guess I look a bit scruffy at times, but that's fine with me!

CD 1.02

Mark These photos of models in your magazine are horrible! They're so skinny! I think it's terrible that the skinniest models are chosen to go in teen mags.
Judy Oh, come on. They need to use models like that to show the clothes well. The designs look better on slim people than on overweight ones!
Mark I'm not saying they should use overweight models – just be more realistic. Not many people are that slim. It isn't good for people to think they need to be so thin to look good.
Judy I know what you mean. But I don't think it makes teenagers go on extreme diets. Most of the models are naturally thin.
Mark I still think it sends out the wrong message. These magazines have a responsibility to young people. They have such an influence on us – what we want to buy, what we want to look like, how we're supposed to behave …
Judy Yes, but it's all down to common sense, surely? People aren't that stupid, are they? We all make our own decisions in the end!
Mark I'd like to believe that, but in my opinion, magazines have a lot more influence than you think! We just don't realise it. You know that they change photographs of celebrities to make them look prettier and slimmer, don't you? Airbrushing, they call it.
Judy Yes. But if they put a picture of me in a magazine, I'd like them to make me look good too!

CD 1.03

Ben What are you doing, Jax?
Jax I'm just browsing a website. I usually go online when I finish school and check out some clothes sites. But look at this pop-up advert. Oh, they make me angry! I hate this type of advert because you can't escape them. And these days they're putting more and more of them online. In fact, I can't stand adverts in general. They don't persuade me to buy anything!
Ben But we need adverts! They give us ideas. My dad saw a car advert last year and now he's driving around in that car!
Jax Look, here's another one!
Ben Sorry! I have to go. I'm meeting Robby in half an hour. We're watching a film at his house, but we can cut out all the adverts because it's recorded.

CD 1.04

I believe that the picture was taken during some music or film festival. In the foreground, I can see a celebrity and her fan. In the background, there are other fans probably waiting to take a photo with their idol. Judging from her reaction she's pleased to meet her fans. It looks like the celebrity is enjoying the experience. She is taking a selfie of herself and her fans. The star has long, blonde, wavy hair and she is wearing an elegant black dress. She has some make-up on and she is smiling at the camera. The fans are taking photos of her, and waving at her. Everybody seems happy. This is a lovely image. I find it really appealing.

CD 1.05

1 Do you follow fashion?
2 Where shall we go shopping?
3 What made you cut your hair so short?!
4 What's in at the moment?

Unit 2

CD 1.06

1
I love my job because every day is different. When there's a news story, I go and meet the people involved, and then I write it up for the newspaper. Life is busy but that's good!
2
A lot of people don't like us, but the truth is we do a good job for the country. We discuss things that need to be changed, and then we make difficult decisions too. I really enjoy Question Time in Parliament and debating different issues.
3
There are a lot of kids in my family, so I've got a lot of experience with children! In my job, I look after a little boy and his sister. I really enjoy it. There's a lot of responsibility and it's quite badly paid, but it's fun!
4
It took a very long time to train for my job. But it was worth it. Other people think it's strange that I spend my time opening up people's bodies! It's hard work and you need to be very calm and have steady hands and fingers! But it's so rewarding to see people back on their feet thanks to your work.

CD 1.07

1
Izzy Hi! You started your new job last week, didn't you? Are you enjoying it?
Nadia It's absolutely amazing – and not only because of the brilliant salary! They've got a Ping-Pong table – in the office! If you feel tired of working and if the ideas aren't coming, you can go and play a game of table tennis.
Izzy Wow! Does that work? Do you become more creative?
Nadia Oh yes! I'm getting loads of work done and my table tennis is improving too!
2
Good morning, everyone. A quick announcement! I want to tell you about something that's happening today during the lunch break. Jack has organised a quiz in meeting room 3 – open to all departments! The winner will get two free tickets to a Sam Smith concert. The quiz won't be about anything to do with work, just a bit of Friday fun and entertainment! Oh yes, and next Tuesday, Mike Ranger from the accounts department will be teaching Irish dancing in the recreation room after work. For a full list of evening social events check the noticeboard. See you all soon!
3
Are you doing enough for your workers? The next programme in our series about different workplaces is called *Work or play?* It is about how a fun environment can motivate workers and benefit the whole company. It is said that employees who are relaxed and happy are much more productive than

stressed workers. So, watch the programme to find out ways to introduce an element of fun into YOUR workplace. Is a hammock or roller blades going too far? Let's see what you think!

4

Helen I'm sorry, but this whole idea of having fun at work seems a bit silly to me! Work is work, isn't it? If you're stopping every half an hour to go and have a chat with your colleagues or play mini golf in the meeting room, you're not getting any work done, are you? If they try to make us 'have fun', I'll resign!

Chris I bet you don't even like open-plan offices, do you?

Helen Nope – too much chatting, not enough work!

5

Man Is it true that you want to quit? The secretary told me.

Woman Yes, I've had enough. I don't get much satisfaction from what I do any more. The job has become boring, it's the same routine every day. I need challenges in my life to learn something new, develop.

Man Have you let Marion know your feelings?

Woman Yes, but she has taken no notice of my complaints. She keeps saying that that's all I can do here. She even offered me a pay rise, but it's not about money, you know.

Man I'm sorry to hear it then. Maybe you could ask to be moved to another department?

Woman Yeah, maybe ...

6

Everybody complains about the new generation and their work ethos. They say that young people have little respect for their work and their bosses, that they do the bare minimum and don't want to devote their lives to their work. I think it isn't true.

Young people don't wish to turn into workaholics like their parents have done, they care about the so-called life-work balance, want to have time for their hobbies and friends. They don't live to work; they work to live, that's all!

CD 1.08

Interviewer So, Dan, does your company provide fun and games at work to relax your employees?

Dan Well, we have done in the past – you know, setting up interdepartmental competitions and organising team building days out and so on. But new research shows that it's better for management to create an environment where the fun and games are suggested by the staff and not ordered by the company.

Interviewer OK. Doesn't that just mean that the employer is passing on the responsibility?

Dan Not at all. Our ideas of what might motivate people are not necessarily right! It's better if they come from the employees themselves. Then they have a sense of control over what's happening in the company, they feel some kind of ownership. Experts say it motivates employees to work better.

Interviewer So, what kind of activities have been suggested?

Dan In my department the team wanted to have a place where they could go for a nap during the day. I was quite sceptical to begin with, but I agreed, and it seems to be working just fine.

Interviewer A sleep during working hours?! Isn't it a bit too much? You are supposed to work hard not have a nap, aren't you?

Dan Well, it's called a power nap, and it helps some people to get some rest so that they can concentrate better after it. It's a twenty-minute sleep. I don't mind if it means that the job gets done.

Interviewer Ok. Have your staff suggested any games too?

Dan Some like quick card games, but one of the best ideas is to meet up in the kitchen and prepare lunch together. People just bring their own ingredients for example a salad, and make it together. It's a bonding experience and a chance to chat or gossip.

Interviewer Sounds like fun!

Dan And it really has changed the atmosphere at work.

CD 1.09

Vicky Hi, Sasha! I've been sitting here for half an hour. My coffee's cold. Where have you been?

Sasha I'm so sorry. I've been on my computer.

Vicky You look really tired. What have you been doing? Have you been chatting to Marvin online?

Sasha No, he's been working in his dad's shop all week. I've been playing computer games all day.

Vicky All day! Are you mad?

Sasha It's my new job. I'm a computer games tester! I test new games and check for any problems.

Vicky Wow! Cool job! How long have you been doing that?

Sasha I've had the job since March. You know I've loved computer gaming for years – now I get paid for it.

CD 1.10

Rosie Good morning. My name's Rosie Richardson and I'm here for a job interview.

Employer Good morning. That's right. Please come in and take a seat. You're a secondary school student, aren't you?

Rosie Yes, I'm in my final year.

Employer Right. Let me ask you some questions. Why should we hire you for this position? What are your strong points?

Rosie Well, for a start, I'm good with children and I've had a lot of experience of working with them. I'm creative and organising events such as parties, workshops and sports competitions has always been one of my strong points. I've been responsible for designing an extra activities programme for younger students in my school.

Employer That sounds impressive. Are you a team player?

Rosie Yes, I am. I really enjoy working in a team. I think I'm a very sociable and cooperative person. I've been the captain of my school's basketball team for the last two years, so I understand what it means to be a part of a group.

Employer Sounds good. What are some of your weaknesses?

Rosie Sometimes I may be a little overambitious and want to achieve too much in too short a time ...

Employer I see. It happens to many young people these days. Thank you very much. We'll be in touch within a week.

Rosie Thank you. I look forward to hearing from you. Goodbye.

Employer Goodbye.

CD 1.11

Rosie Good morning. This is Rosie Richardson. I'd like to speak to Mr Lewis, please.

Mr Lewis Speaking. Good morning, Rosie. How can I help you?

Rosie I'm calling to ask a couple of questions about the job you've offered me at the youth club.

Mr Lewis What would you like to know?

Rosie I know it's a part-time job, but does it involve working at the weekends?

Mr Lewis Yes, it does.

Rosie OK. What time do I start at the weekends?

Mr Lewis You need to arrive half an hour before you begin the classes.

Rosie So 10.30, right?

Mr Lewis Correct.

Rosie Also, will I be paid weekly or monthly?

Mr Lewis Weekly, every Friday. Is that OK?

Rosie Great! When do you want me to start?

Mr Lewis On Monday the 12th we're holding a meeting for all the new employees, so please make sure you can come. It's at 6.30 p.m.

Rosie I'll be there. Shall I bring any documents with me?

Mr Lewis Just a passport-size photograph for your badge, please.

Rosie Thank you, Mr Lewis. See you on Monday.

Mr Lewis Welcome aboard and see you at the meeting.

CD 1.12

1 I'm calling to ask a couple of questions about the job you've offered me.
2 Does it involve working at the weekends?
3 What time do I start at the weekends?
4 Will I be paid weekly or monthly?
5 When do you want me to start?
6 Shall I bring any documents with me?

CD 1.13

1

Man So, do you think I should talk to the staff individually? I guess a speech would be more appropriate, wouldn't you say? They stress me out a bit, but I'll manage.

Woman It's hard to say what the best thing to do is in this difficult situation. I mean, most of them feel frustrated after you changed their working hours without consulting them. A speech may be seen as too formal, I guess.

Man Well, I'll go for it. In my view, in

this way I can collect everyone at the same time, and make my decision clear to all the members of staff. I don't want to talk to people one by one. It'd be so time-consuming. I just hope it'll work.

2

I don't know what your experience is and what you are dreaming of doing in the future. One thing though I am certain about is that you want a job where your potential is used to the full, where your talents are discovered and your weaknesses worked on. If that's your aim, why don't you join our firm? Let us look after you and help you spread your wings. Start tomorrow! Contact our Human Resources Department now!

3

Woman So, What's the problem exactly?
Man Well, I spoke to Harry, and we came to the conclusion that we need to extend the lunch break. Basically, it isn't long enough, which means most of the staff can't eat their meal in peace and quiet. They rush, and they would like an extra fifteen minutes.
Woman Really? Half an hour isn't enough to eat your lunch? Well, let me think about it. In the meantime, let's go inside. It's freezing out here. We could finish the conversation in my office. Ok? Let me just get my stuff out of the boot.
Man Ok, a good idea in fact.

4

Summer jobs are, in my opinion, a great way of gaining some experience and earning some money. It's something you can put down on your CV, and you know what the employers look for in candidates – EXPERIENCE. Another advantage is, of course, making contacts and getting noticed. If you do your job well, you'll get a good reference and will be wanted again. The money may not always be brilliant, but it's enough to pay for a decent holiday. So, don't hesitate and apply for one. That's how I started my career.

5

Interviewer Good afternoon, today with us in the studio is Adam Parker. Adam will tell us about what we call corporate social responsibility, CSR for short. It's on everyone's lips these days, and companies seem to care about it more and more. Adam, what exactly is it? Is it about cheaper products?
Adam Not at all! In short, it's about what influence the company has on all aspects of society including economic, social and environmental areas. Does the company influence these areas positively or negatively? Firms, for example, run charity projects, introduce green policies and look after the community in their region by supporting social initiatives like funding rehabilitation programmes for the disabled.
Interviewer Building their brand at the same time, I guess. Is that the case?

6

I explain to my students that their school grades don't determine what jobs they could or couldn't do in the future. I've had a lot of students with very average marks who later became very successful business owners, managers, artists etc. Some people are late developers, they begin to do well later in their lives. They are often very creative individuals who don't fit into a typical school. Of course, it's important to study hard, make an effort at school, but grades really don't reflect your chances of becoming a success in the future.

Unit 3

CD 1.14

Mark You're going away soon, aren't you?
Diane Yeah, we're off to Spain next week. It's a package holiday, so everything is arranged.
Mark I love package holidays – you don't have to worry about the hotel or the travel arrangements.
Diane Yeah, it's OK, but we always go on that sort of holiday. The hotels are good – three-star usually, but sometimes I'd like to go on an activity holiday and do sports for a whole week.
Mark Oh no! Holidays are for chilling out on the beach, and maybe even doing some sightseeing. I like the comfort of hotel rooms. I can't imagine being cold and wet in a tent or a caravan.
Diane So, are you going abroad this year to a sunny beach somewhere?
Mark Unfortunately not. Mum and dad have decided that a staycation will be cheaper – so no hotels, just day trips to places like London and Cambridge.

CD 1.15

Interviewer We all know about the fun to be had from holidays, but today I'm talking to some listeners about what they don't like about going on holiday. First on the line we have David. Hi David – so what is it you don't particularly enjoy about going on holiday?
David For me it's getting to our destination. We always seem to get an early flight. A lot of people get really excited about setting out early for the airport and queuing up to check in and getting on and off planes, but I hate it. We never take off on time, and in the past we've even broken down on the way to the airport. Just teleport me to the hotel and beach and I'll be happy!
Interviewer I can sympathise with that! How about Anna?
Anna Getting to the destination doesn't bother me so much. For me it's what happens even before that! It's the packing and all the preparations you have to make. Like trying to guess what the weather's going to be like and working out which clothes to pack. It takes ages and I always get it wrong. That's my bugbear!
Interviewer Oddly enough, I quite enjoy that bit of the holiday. Owen, on line 3?
Owen Yeah – I'm with you on that one. It's all part of the build-up and the excitement. What I hate is not the going on holiday, it's the coming back! We usually go on package holidays and that final day when you have to get ready to go home is horrible. The coach picks you up to take you back to the airport and all the guests that are staying on at the hotel see you off with a sympathetic wave and smile! Your heart sinks and you know the fun is all over again for another year … uggggh!

CD 1.16

Interviewer Hello, welcome to our programme about post-holiday depression. With me in the studio is Alan Ebbing, a psychologist to tell us all about it. Alan, is it actually true that these days many people suffer from post-holiday depression?
Alan Yes, and we shouldn't be surprised in the slightest. The problem is getting more and more common, in fact.
Interviewer Well, I'm surprised, to be honest. I always thought that holidays are to chill out and come back relaxed.
Alan Ok, just imagine you're hard at work or studying for exams, and you're under pressure all the time – the only thing that makes you happy is thinking about the upcoming holiday!
You count down the days until it arrives, then the hours, then the minutes. Suddenly, you're there – soaking up the sun on a beach in paradise or taking in the culture in an exotic city, or even challenging yourself mentally and physically on an activity holiday. The days go past too quickly and suddenly it's all over, finished … you're back in the classroom tired again and your next holiday is a long way away.
Interviewer So, are you saying that we shouldn't take any holidays? Surely not! People need to rest, get away from it all, don't they?
Alan The answer is don't just take one long holiday – spread it over the year. Take lots of short breaks instead of one long one. This will give you the chance to relax more frequently.
Interviewer I don't think I could relax during just one or two days. I'd be tired by the journey itself.
Alan Take three one-week breaks instead. Short does not mean one-day holidays.
Interviewer OK, I'll give it a thought. Thanks Alan.

CD 1.17

After we had been on the beach for two hours, we were feeling very hot and Katy decided to go to the souvenir shop to buy some presents. When we went into the shop, a man was looking at some jewellery, and a young woman was buying a magazine. Katy and I went to look at the postcards. Suddenly, the man ran out of the shop. The shop owner shouted: 'Stop!' The man had stolen a necklace! I started to run after him, but the young woman had already caught up with the man and knocked him over. She gave the owner the necklace. She wasn't even breathing quickly! She smiled: 'I used to be a runner at school,' she said. 'And a black belt in judo!'

CD 1.18

Tourist officer Good morning. This is the Warsaw Tourist Information Centre. Adam Pawłowski speaking. How can I help you?

Tourist Oh, hello. I'd like some information about one of the trips you offer. I'm interested in the sightseeing tour around Warsaw to explore its communist past.
Tourist officer OK. What would you like to know?
Tourist First of all, Could you tell me how much it is exactly and what the price includes? Could I book a place for Friday?
Tourist officer Let me check. Yes, next Friday afternoon is possible and the total price is £35 per person. It includes a four-hour tour, transport, a private guide and snacks.
Tourist I wonder if there are any discounts for university students.
Tourist officer I'm afraid we can't offer any discounts.
Tourist Oh, I see. Could you also tell me more about the trip, please?
Tourist officer Yes, of course. You'll have the chance to see lots of examples of communist-style buildings such as the Palace of Culture and Science and Constitution Square. During your trip you will also be able to try some traditional Polish snacks, such as herring, bread with lard and pickled cucumbers.
Tourist It sounds great! And finally, could you recommend a good hotel to me, please?
Tourist officer Personally, I'd recommend the Nice Hotel. It's very popular with foreign students. It's good value for money and it's close to the centre of Warsaw.
Tourist OK, thank you very much.
Tourist officer You're welcome.

CD 1.19

Hotel receptionist Good afternoon. This is the 40 Winks Hotel. How can I help you?
Client Good afternoon. I'm coming to Warsaw next Thursday and I'd like to book a room at your hotel.
Hotel receptionist Certainly, sir. Could you give me the date of your arrival and your departure, please?
Client I'm arriving next week on Thursday and staying until Sunday, the 13th till the 16th I believe.
Hotel receptionist OK, that's three nights then. A single or a double room?
Client A single one please.
Hotel receptionist Let me have a look. I'm afraid there are no free single rooms for those dates but there is a double room available.
Client Oh. How much more expensive is it?
Hotel receptionist You'll have to pay £20 more but you get a larger bathroom and a nicer view of the National Stadium. It'll be £45 per night.
Client OK, then. Does the price include breakfast?
Hotel receptionist Yes, of course, and free WiFi.
Client OK, so I'd like to book it. How do I pay?
Hotel receptionist I just need your name and credit card details to make the booking.
Client My name is Simon Thomson and the card number is …

CD 1.20

1 I'd like to book a room at your hotel.
2 Could you give me the date of your arrival and your departure, please?
3 A single or a double room?
4 I'm afraid there are no free single rooms for those dates.
5 You'll have to pay £20 more, but you get a larger bathroom.
6 How do I pay?

CD 1.21

1 Which holiday would you recommend for a family of four?
2 What does the price include?
3 Do you offer any discounts for students?
4 What's the hostel like?
5 Could you tell me the way to the nearest chemist's, please?

Unit 4

CD 1.22

I have to say that I'm addicted to my computer. My parents go online a lot too, but they're still developing their digital skills. I think kids of my age know so much about computers that it comes naturally – we've grown up with computers after all! I write a lot of code and recently I've been trying to teach my grandma how to write some basic code too, but she says her brain doesn't think that way! She can do quite a lot online herself – I mean, she knows how to leave feedback on shopping sites and she makes video calls to her brother in Canada. But she never updates her antivirus software and she always uses the same old search engine. Also, I don't think she's ever posted on a forum. However, she's on Facebook and is learning how to use it. For her birthday I gave her a flash drive and a pair of headphones, and she said she would use them. For an elderly lady she's doing quite fine!

CD 1.23

1
Our first programme tonight is about the history of the computer. Wherever you are – in the car, at work or at home, turn up the volume because you won't want to miss a word. Do you know where the first computer was invented? Well, as our guest today will tell us, that is a difficult question, and people often make mistakes when they try to answer it. There are different types of computers and therefore different inventors! One person, who people often call 'the father of the computer', was Charles Babbage, an Englishman. He lived in the 1800s and he did a lot of work on designing the first machine to use programs to do calculations. The first really modern computer was probably built by a German inventor, Konrad Zuse, in 1938 – or was it really Alan Turing, another Englishman, in 1936? To take a look at all the complications of computer history, here is Professor Marshall. Good evening …
2
A OK. It's been really good talking to you all about my new invention, and to see you all taking lots of notes! Now, have you got any questions for me?
B What do you think has been the most important invention in the world?
A That's a hard question. Personally, I haven't done a lot of research on this, but lots of people have thought about it and have different opinions about the answer. Obviously, the invention of the wheel was really, really important. That meant we could move things. But then if you're thinking about modern inventions, I guess the telephone was very important. We certainly couldn't do without our phones! Well, I can't decide! Why don't you make a decision? What do you think? And remember, inventing something is NOT the same as making a discovery – so you can't say 'penicillin' or some other medical discovery that saves people's lives.
B OK. I think it was the invention of the smartphone. Last month here at school we did an experiment. Everyone in the class had to switch off their phones for a week! It was really hard!
3
… now on to the documentary *Connection Lost!*, which was shown on Thursday at 9.30. This was about the problems the world would face if the internet collapsed completely. We all know how much we depend on the internet for communicating. But we don't realise that we rely on it for lots of other things too. Without the internet – even for a few days – life would be very difficult indeed. There would be no petrol for our cars, no money in the banks, … Many of you at home liked the documentary. Of course, not everyone agreed with it. Jenny Lawson from Essex felt that the programme exaggerated the problem, whereas James Hill from Devon thought it didn't go far enough! Remember, we want you to be our armchair critics, so please take the time to make a comment about this week's programmes and email us on viewersruleok@ …

CD 1.24

Helen I've just read an article about things that should be invented because they would make our lives much simpler, and I must say I agree with the guy who wrote the article.
Jim So, what exactly should be invented? Don't we have enough gadgets as it is?
Helen For example, a wireless charger that could charge a whole room full of mobile devices. Imagine a small charger that you could attach to the wall and it would charge up any device that needs it. I'd love that, wouldn't you?
Jim That's a good idea indeed, but there is something like a 'powermat' already.
Helen Yes, but the devices have to touch the powermat, and those are often not big enough for all the phones and tablets you have to charge. Plus you can't remove your phone off the mat. It's inconvenient.
Jim You have a point there. What else did the article mention?
Helen Having one secure password for absolutely everything you do online. Now we have tens of them, and have to remember

them all, or when we don't, ask for an email with the instructions on how to set a new one.
Jim But that would be risky. Think of all the hackers …
Helen That's exactly what the article was saying. SECURE password. That would be a brilliant invention!
Jim True. You know what I dream of? A machine that can read my mind when I want it to and do the tasks that I don't fancy doing.
Helen Like what?
Jim For instance, I need to send a file via email to someone, I say it to myself and it gets done without me having to touch the computer.
Helen Wow! I wouldn't mind that either.

CD 1.25

A Did you see the report last week about an experiment that a researcher did – about people using phones when they're out with friends? I thought it was really interesting. Nearly everyone I know seems to have commented about it on Facebook!
B Yeah. You mean the one where he was in a café and he calculated how much time people actually spent speaking to each other and how long they spent checking emails and texts?
A That's the one. It was crazy. I mean, recent survey results show that smartphones and the Internet have made a huge difference to people's lives and that we spend more time communicating electronically than we do speaking face to face, but I hadn't realised that phones and tablets can restrict our conversations even when we're out socialising.
B You're right. In the TV clip all those people were sitting at tables with their mates and just not talking. One guy had ordered a meal and he was so busy on his phone – I think he was buying something online – that his friend had finished hers before he even started!
A The thing is that there are so many ways that our smartphones can distract us. We need to check updates on our social media, reply to emails, check out the latest shopping deals … In my view, it has a really bad effect on relationships. Are you ready for another coffee?
B Sorry – be with you in a moment, just got to reply to this text …
A Hmm …

CD 1.26

Lily Hiya. Have you seen the advert for the android exhibition at the science museum?
Harry Yeah. Dad's taking me this afternoon after school.
Lily Oh, that's brilliant! I've decided to see it with a friend. I'm going to ask Hannah if she wants to go tomorrow or on Friday.
Harry Well, I'll tell you all about it in the morning. But remember, it closes at 5 p.m. on Friday.
Lily You're right. I'll give Hannah a ring now. Have a great time. It's going to be busy today – I saw some pictures of it yesterday on the news. Everybody's interested in the androids! In Tokyo, there's an android in a store who welcomes all the shoppers. And they had one reading the news on TV!
Harry I know. I'm sure there will be androids everywhere soon! See you later.

CD 1.27

1 Mars is the fourth planet from the Sun.
2 Gravity on Mars is lower than on Earth, which means you can jump three times as high there.
3 The temperature on Mars is much lower than on Earth.
4 The atmosphere on Mars is very thin, so water cannot exist there in a liquid form.
5 You can't survive on Mars without a spacesuit as the low pressure would turn your blood into bubbles.
6 Mars has huge dust storms which last for weeks and cover the whole planet.

CD 1.28

The best choice for me would be the science workshop in picture 3. It shows a girl who is using an interactive whiteboard to learn maths. Lessons with an interactive whiteboard appeal to me the most because I prefer learning with modern technology. It is far more motivating for me than books or traditional lessons. On top of this, I'd prefer to use an interactive whiteboard because it makes scientific subjects a lot easier for me to understand. They are simply much more visual and interactive. I wouldn't go for the options in picture one or two. The idea of doing some project work, as in picture two, seems less interesting to me than the other option because I'd rather study by myself than in a group. I wouldn't choose the option of doing experiments in the school lab because they're nothing new to me. We do lots of experiments at school and I find them quite boring.

CD 1.29

Student A Hi, Terry. I've got an idea. Why don't we go to the new exhibition at the science museum? There was a good report on it online.
Student B Really? What did it say?
Student A They say it's very interesting and there are some amazing robots there.
Student B That sounds good. I think I'd like to see it.
Student A Shall we ask Ruth and Gary to come too?
Student B Hmm, I'm not sure. Gary's a bit boring!
Student A OK, shall we ask Dave then?
Student B Good idea.
Student A The exhibition's on for two weeks. Let's go next Saturday morning.
Student B Well, I've got a tennis match in the morning. Could we go in the afternoon?
Student A OK, that's fine with me. I'll check with Ruth and Dave. We can go up by train.
Student B I think that'll be expensive. I haven't got much money.
Student A But we can get cheap student tickets on Saturdays. It won't be expensive.
Student B OK. I finish tennis at 12.00, so we can catch the 12.30.
Student A Shall we go for a meal after the museum? There's a nice restaurant near there.
Student B I don't think so. As I said, I don't want to spend too much. Also I need to be back for the evening. I'm going to Pete's party.
Student A Fair enough. Let's take some sandwiches to eat on the train.

Test Practice 1–4

CD 1.30

1
As long as magazines continue to print photos of celebrities and models that have been altered to make them appear more attractive, young people will try to copy the look and put themselves in physical danger from poor nutrition. It is not only physical health that can be affected by a poor body image, but also people's belief in themselves. By presenting pictures of perfect people, the media is suggesting that readers need to be just like these people to be successful or have successful relationships. I would definitely argue for a ban on making digital changes to photographs. It's the only thing that might help change this obsession with image.
2
Personally, I don't believe that the answer to a poor body image lies in controlling the owners of magazines or advertisers. Surely it's unreasonable to expect them to go against the popular conception of beauty. Throughout history artists, writers and photographers have portrayed the popular idea of beauty at that time. Rubens, the Flemish painter, painted plump women because that was the popular image at that time. Did everyone throw up their hands in horror and complain that young people were going to make themselves fatter and fatter? I doubt it. We need to accept that different ideas of beauty, like fashion, go through periods of popularity and not get so concerned about it.
3
Today's teenagers are on social media all the time and here image is really important. Profile pictures are constantly being updated and appearance is constantly discussed and commented on. This can also lead to the bullying of people whose appearance is a little different from normal. Rather than attempt to control people's ideas of what an attractive appearance should be with regulations about a minimum size for models and so on, we should focus on educating children from an early age about the importance of personality over appearance. Then they would be more confident and better equipped to deal with the pressures to conform and be clones of their peers in the future.
4
Contrary to popular belief it isn't skinny models or impossibly thin singers or actresses who give a young person an ideal of beauty, it's the people who bring that

young person up and establish their very first sense of fashion and image. Unfortunately, all too often those parents pass on their own ideas to their children and today's parents are guilty of a lifetime of diets. Many of these parents don't want a fat baby. They want small replicas of themselves to dress in cool outfits to impress their friends. Doctors wonder why children as young as five years old worry about how they look. They need look no further than the child's mum and dad.

CD 1.31

Interviewer Today I'm talking to Hayley Miller who has just won a gold medal at an international competition – for hairdressing! That's rather unusual, isn't it?
Hayley Yes. Every two years there's a big competition for young people from more than fifty countries. It's called the WorldSkills competition and it's in a different country each time. This year it was in Brazil and there were 1,200 people there.
Interviewer That's a lot of people!
Hayley Yes, there were participants in over forty different skills sections. It's open to people between the ages of 17 and 22, so there's a lot of good competition. The idea is to encourage young people to become good at skills that are needed for work.
Interviewer I had never heard of the competition before.
Hayley You're not the only one. Here in the UK people don't know a lot about it but in other countries it's really important and the people who win are treated like celebrities! In Korea for example, if you win a medal, they give you a house and lots of money. And in the Netherlands they put your face on posters all round the country! That would be nice but at least I know that I shall probably always be employed!
Interviewer Did you enjoy the competition?
Hayley Oh yes, it was like a big party! The atmosphere was amazing. There were lots of spectators, and great music. But we all needed to work very hard and concentrate so we didn't really celebrate until the last night.
Interviewer But it was worth it, I'm sure. Now you're officially the best young hairdresser in the world.
Hayley I suppose I am!

Unit 5

CD 2.01

Hi, it's Grant. I can't answer the phone now. Please leave a message after the tone. Thanks.
Hi Grant, it's Val. For this camping trip we're going to need some food! Can you go to the shop and get five packets of crisps and eight bars of chocolate? We can eat those when we're walking! Oh, and some bottles of water too, small ones, about ten? Get some bread too and some cheese, oh and lots of tins of baked beans. Two packets of biscuits – chocolate ones – and a chocolate cake, for the evening after dinner! If you think of anything else, get it. I'll give you the money later. Bye!

CD 2.02

We've asked people about things they like eating that are not very good for them.

1
I'm Donna and my guilty pleasure is really, really naughty! I don't have it very often but when I do make one of these, it's in secret! I just love 'chip butties'! For people who don't know, they're sandwiches full of chips with tomato sauce. Very filling, very fattening, but delicious!

2
Hi, I'm Lucy and I'm usually very good about eating healthy food. BUT if I go to a restaurant and Death by Chocolate is on the menu I can't resist it. Sweet and very rich – for a chocolate addict like me, it's heaven! And I often have it with ice cream or cream …

3
My name's Josie and my guilty pleasure is quite common – it's cupcakes. They've become very popular these days – almost a hobby. Lots of my friends make them – and I eat them. Cupcakes are quite small so you don't think they're too bad for you. But I can't stop at one, that's the problem!

4
Hi guys – I'm Ned. I know that fast food is NOT good for you and I don't often eat it. I don't like eating ready meals either. BUT if I'm out shopping with my mates I sometimes just NEED a big burger! With everything – onion rings, chips, sauce … Afterwards I feel really happy!

5
Hi, I'm Jasmin. My guilty pleasure? Let me think … I guess I'd go for some Italian dish. I love this cuisine, and whenever I can eat something Italian, I overdo it. And one thing I certainly feel guilty eating is Parmesan cheese. I always add tonnes of it!

6
My name's Quentin. I have a very sweet tooth, so if I eat too much of anything, it's ice cream – especially raspberry sorbet. I have lots of it in my fridge, and I add it to all the other desserts I devour every day. Oh well!

CD 2.03

Interviewer This morning I'm talking to Stacey Oxenbury about healthy eating. Stacy, we all know that to eat healthy food is absolutely essential for us. However, there are a lot of foods today that are NOT healthy but taste heavenly!
Stacey You're right. I think most people have a guilty food pleasure. For some of us it's chocolate cake, for others it's something salty like crisps or chips. And at our disposal there are plenty of fast food restaurants and takeaways! They sell food that is very popular but really unhealthy.
Interviewer So, should we avoid eating these things completely? My guilty pleasure is chocolate biscuits and I can't imagine not eating them.
Stacey Eating things like that isn't entirely a bad thing. For example, if we've had an argument or got bad exam results, it's OK to have something nice – like a bar of chocolate. It lifts our mood. Chocolate contains something that actually makes us feel happier! But the crucial word is – occasionally not every day!
Interviewer So, eating lots of chocolate cake every time you're upset is recommended?
Stacey No! Not at all! You put on weight very quickly that way. My job is to advise people about how to select good food and stay healthy. There's nothing wrong with eating something unhealthy from time to time. You just need to strike the right balance.
Interviewer Is it easy to keep to a diet? From my experience it's quite tough.
Stacey It depends on your strong will. I know a lot of people who have stuck to their diet regimes and lost weight. As a result, they feel and look much better. For example, people who are on the lookout for a partner, believe me they do have the determination!
Interviewer They have a good reason, I guess. Thank you, Stacey.

CD 2.04

Cashier Hello, what can I do for you?
Olivia We'd like two pancakes, please. One with spinach and the other one with cheese.
Cashier Is that to eat in or take away?
Olivia Eat in, please.
Cashier How about something to drink? We have great fruit cocktails.
Olivia Well, I'd rather have mineral water, please. And juice for my friend.
Cashier Would you like the water still or sparkling? And what juice would you like?
Olivia Sparkling water and apple juice, please. And two coffees to take away later on.
Cashier Large or regular?
Olivia Regular with milk, please.
Cashier Anything else with that? Chocolate cake, ice cream?
Olivia No, thank you. That's all.
Cashier OK. That's £12.90 please.
Olivia There you go. Cheers.

CD 2.05

Pizza man Hello. FabPizza here. How can I help you?
Customer I'd like to order two takeaway pizzas, please.
Pizza man Small, medium or large? Actually, we have a special offer on large pizzas. You get two for the price of one.
Customer Oh, that sounds great. I'll have two large ones then.
Pizza man What pizzas would you like?
Customer One with mushrooms, ham and sweetcorn and the other one with salami, pineapple and olives.
Pizza man Can I interest you in any extra toppings?
Customer Yes, double cheese on both of them, please.
Pizza man OK. Anything to drink?
Customer I guess so. Something fizzy. Sprite maybe?
Pizza man OK. Anything else? A salad or some garlic bread?
Customer No, thank you. How much will it be?
Pizza man Two large pizzas for the price of one and two Sprites. That's £10.99.

Customer OK. How long do we have to wait?
Pizza man It should be with you in about half an hour. Could I have your address please? And will you pay by cash or credit card?
Customer Cash, and the address is …

Unit 6

CD 2.06

1 The police are looking for anyone who saw the crime.
2 Mr Turner was very happy to see his family again after a week in a locked room.
3 More people are stealing from shops these days because they are unemployed.
4 If you have any information about the vandals you should contact the police.
5 The police are warning people to lock their doors and windows carefully.
6 Parents must tell their children about the dangers of drugs.

CD 2.07

1
I don't know what happened. Really! One minute I was looking at the necklace. The next minute it was in my bag! I don't remember putting it in. I was thinking about a party. It was a complete mistake. Please believe me! I've never stolen anything before. I'm not a thief. I've never been to a police station. I feel terrible. Can you just forget it? Please!

2
Well, it was quite late and I was coming home from the nightclub. I was on my own and I saw this group of young boys. They'd just driven a car down the road. I remember noticing the car because it was going very fast. They parked it and then they poured something over it. One boy was smoking and he threw his cigarette on the car. There was a loud noise and then the car was on fire. I just ran away – fast. And no, I couldn't see the faces of the boys. But one was very tall. He was wearing a T-shirt with the name of a band on it. Now … what was it? Let me think.

3
We were all very scared when we got home and found the window broken and a mess in all the rooms. They had taken all my mother's jewellery and a lot of electronic equipment. I'm just very pleased that we were out and not asleep in our beds when it happened. This is the fourth time this has happened in three years and I want you to put this story on the front page because the police need to do something to protect us.

CD 2.08

1
Well, it is indeed a very dangerous crime. People often learn how to do this when they are very young. For many of them it's a game. But it's a game with often grave consequences. If the people who commit this crime are very clever and break into the computers of important companies, they may end up in prison. Recently a teenager was given a prison sentence in the USA because he broke into a government computer. He defended himself by saying that it was just for fun, but of course it's a real crime.
Some people, however, commit crimes because they are motivated financially. They want to get access to secret information in order to sell it and make money. But for many it's just something that gives them an adrenaline rush. They want to show that they can outsmart the big companies.

2
These days, people worry about this type of crime a lot and they are right. It's getting worse. We store a lot of information about ourselves on our computers. We also put it on social networking sites like Facebook! Cybercriminals get hold of this personal information online and then use it to steal money. They can take our passwords, our contact numbers, our date of birth – everything they need to pretend to be us and make money. Very clever criminals send viruses to our devices so that they can monitor our online activity or get access to our bank accounts or credit cards. Lots of people fall victim to crimes of this type, mainly because they are either naïve or careless.

3
Well, I think it truly is one of the worst types of cybercrime. I know what I'm talking about because I fell victim to it three years ago, and it affected me really badly. This cybercrime involves online harassment. The victim is subjected to lots of awful, abusive or threatening online messages on social media, and the only reason for that is to make the person scared. The sad thing is that the stalker usually knows his victim very well, so he or she knows how to frighten the person out of their life. That's exactly how I felt when my stalker kept posting horrible things about me.

4
Social engineering happens when criminals make direct contact with you by phone or email posing as a customer service agent. They ask you to confirm such details as your date of birth or address, or in some cases they ask you for your bank details or passwords pretending to want to help you with some problem with your finances. These criminals also want to find out as much as possible about you on the Internet and demand to become your friends on social media. Once they get all the necessary details, they sell the information, send viruses from your accounts to other people, open up accounts in your name etc. Why? Usually for fun or profit. So beware. Don't pass on any details to strangers!

CD 2.09

Interviewer Good morning, Doctor Andrews. We know that cyberbullying happens when people take advantage of the Internet to send horrible, unkind messages to others. It often happens at school and the bullies are often other young people. We know that the attraction is that the bullies don't do it directly. They do it online – where they are invisible, which makes them feel that they may go unpunished. What do these online bullies usually write in their posts?
Doctor Andrews Some of the messages are unbelievable, really hurtful. Bullies call their victims names, make up lies about them, post embarrassing photos, etc. Such posts, needless to say, make young people very unhappy and very insecure. Some victims of this crime have even committed suicide because they were unable to defend themselves against the vicious attacks.
Interviewer That's terrible. But cyberbullies can also be adults, can't they? And they usually target famous people instead of schoolmates?
Doctor Andrews You're right. On social media sites, like Twitter, people sometimes come up with terrible things about celebrities.
Interviewer Now, cyberbullying is horrible and hurtful but is it illegal?
Doctor Andrews It's very unclear, unfortunately. In some countries cyberbullying is illegal, but not in all. If someone writes horrible things about you and says that they're going to hurt or kill you, that's a crime. But it's nearly impossible for the police to find these people. The messages are unsigned.
Interviewer What about these highly dangerous online challenges where young people are asked to self-harm or do harm to other people or animals?
Doctor Andrews They are unfortunately very common, especially among teenagers. There's no limit to what people can think of. Some of these challenges pose a lot of risk to young people's health or even life. Take, for instance, the Fire Challenge in which teens put flammable liquids on themselves and then light a match. It is both dangerous and incredibly stupid, but that's not really cyberbullying. Young people usually agree to be part of this so-called 'fun'.
Interviewer Unless someone makes them do it …
Doctor Andrews Oh yes, unfortunately, that's possible too.

CD 2.10

Archie Did you see the interview with the bodyguard who used to protect a celebrity from stalkers? They wouldn't say who she was, I mean the celebrity, but I gathered that she was a famous singer.
Tilly Did they ask the bodyguard lots of interesting questions?
Archie Yes, of course they asked him what he considered the most difficult part of his job. They also wanted to know whether he had ever feared for his life. More interestingly for me, a lot of the questions were about his relationship with the celebrity. They wanted to know if the two of them were friends and if he could ask the celebrity for favours or a pay rise. The interviewer also wanted to find out how the bodyguard coped with all the stress. They didn't ask him what had made him want to become a bodyguard – which I'd like to know.

Tilly I guess that's a job for people who like dealing with dangerous situations, or rubbing shoulders with the rich and famous. It must be good money too!

CD 2.11

Ken Have you heard the story about a guy called Terry Wilson?
Adele No, I haven't. What's it about?
Ken It was on the news last night. It's a funny story about a burglar who got caught because of his Facebook profile. You won't believe it!
Adele Go on. Tell me what happened.
Ken Well, this guy broke into somebody's house and stole a tablet. But before he left, he logged in to Facebook on the house owner's computer. When the owner came back, the burglar had already left, but he had forgotten to log out! Can you believe it?
Adele What a silly man! Well, talking of recent stories, I've just read about a Polish explorer who said he'd always wanted to find the biggest tarantula in the world. And guess what? He found a huge one in Brazil and killed it to take it to a museum. People were really shocked that he had done something like that!
Ken How strange!

CD 2.12

Woman There was a story in the news yesterday about teenagers who live off crime. I couldn't believe my eyes when I read that up to 20% of children in the world earn money committing crimes. Isn't it terrible?
Man Just awful! Where was this?
Woman In the online edition of the News of the Day. The headline was Steal your pocket money.
Man Oh, I see. What else did it say?
Woman They talked about the crimes young people commit to pay for things. They shoplift, steal cars, sell drugs and even mug people in the street. There was a story about a young girl who was a member of a gang which stole people's wallets. The reporter said the girl was 15 years old!
Man I can't believe it! Are these kids from poor countries or something?
Woman The story was about so-called normal kids. The girl said she came from a good family and that she stole things for fun.
Man You must be joking!
Woman To be honest, I also find it quite shocking.
Man It can't be true. Maybe you misunderstood something?
Woman Well, have a look for yourself. Look, I've just found it.
Man Yes, you're right. Unbelievable!

CD 2.13

1 Why don't you give the police a call and complain?
2 What's up?
3 Who is to blame for this incident?
4 When was the suspect last seen?

Unit 7

CD 2.14

Good morning! Right, my advice today is about winter illnesses. It's that time of year again and people will soon be suffering from colds and flu. Remember that generally these are caused by viruses and not by bacterial infections, so the doctor can't give you antibiotics! But there are other things you can do to help yourselves. You can take pills for a headache – buy them at the pharmacy – or why not try some honey for a sore throat? It really helps, and makes it easier to speak and swallow. Of course, the best thing is not to catch colds in the first place! And try to avoid giving them to other people. If you have got a cold, always use a tissue when you cough or sneeze!

CD 2.15

Interviewer Good morning. Everybody has heard about antibiotics and how they save lives, but at the moment people in the medical world are very worried about the future of these wonder drugs. Today, I'm talking to Doctor Anna Reid about this problem. Anna, the discovery of antibiotics in 1928 was of paramount importance, wasn't it?
Anna Oh yes. Alexander Fleming's discovery – Fleming was Scottish by the way, not English – is considered a milestone when it comes to medical discoveries of all time. Before penicillin, which was the first antibiotic, people died all the time from minor infections. Now doctors in every country in the world use antibiotics regularly. They don't only use them for treating infections but in surgeries too. They have saved countless lives since their discovery.
Interviewer So why are scientists worried about antibiotics today?
Anna We are facing an enormous problem. There are hundreds of different antibiotics, but slowly they are becoming ineffective. They just don't work any longer. This is for several reasons, but the main thing is that the bacteria that cause infections have become resistant to the majority of antibiotics that we have at our disposal today today. The drugs don't kill them anymore because the bacteria have adapted. Most people believe that this is a result of antibiotics being overprescribed at the end of the last century. Doctors gave too many antibiotics when it wasn't really necessary. Now the bacteria seem to be winning the fight!
Interviewer It sounds terrible! What will this mean in the future?
Anna If we can't find and develop new antibiotics, in a few years we'll go backwards! I mean that we'll return to the problems we faced nearly a hundred years ago. People will die from infections and operations. If you cut your finger on a dirty knife, you could die. If you had an operation on a broken leg, you could lose your life too. There would be no more organ transplants, not to mention less complex operations like plastic surgeries. Doctors will be helpless, as simple as that. Our lives would be completely different.
Interviewer Can't the big drug companies develop new ones?
Anna Technically speaking, it's very costly to develop new antibiotics, and it's a huge challenge. The drug companies should have found new ones by now. The last one was developed nearly 30 years ago! But it has been more profitable to develop expensive drugs for other illnesses. After all, doctors in recent years have been trying to reduce the number of prescriptions for antibiotics – which isn't good business for drug companies.
Interviewer Is there any good news for the future?
Anna Actually there is! At least as far as I can see, scientists have discovered a new way of developing antibiotics from soil. They have tested one new type on mice, and it's been successful. And this could be just the beginning of a whole new generation of these wonder drugs. This new type could be resistant to bacteria for more than thirty years. My guess is that, there are two possibilities for the future of antibiotics. Either governments will work together to put money into the necessary development of them, or big drug companies will find a way to make it profitable to do it themselves.
Interviewer Well, I really hope you're right! Thank you, Anna.

CD 2.16

Boy So, what do you think about the attack on the research centre in Hadley last night?
Girl I don't really know the ins and outs of it. I caught a brief mention of it on the news this morning as I was going out of the door. But all I really heard was that the centre had been broken into sometime in the early hours. Do you know any more details? Was it politically motivated or did they steal secrets and papers?
Boy No, nothing like that – apparently, they were animal activists who are dead set against the use of animals in medical testing. They released all the animals from their cages, and there were rats and mice running all round the laboratories when the police arrived. Someone mentioned seeing a couple of monkeys too, but that hasn't been confirmed yet.
Girl I don't know about you, but I think they've got the right idea – surely we shouldn't be using animals in experiments these days. Although I must say that I don't think their way of making a statement was necessarily the right one. What if they'd released some of the animals that were carrying really nasty viruses? Everyone would be furious about that, and then they'd definitely lose public support.
Boy Yeah, I agree. That sort of action isn't going to help their cause. But haven't you ever thought about how slow developing new medicines might be if they stopped that type of testing? There isn't really any other way of doing it. We all benefit from the results. It's not ideal, but I think it's necessary.
Girl I think we'll just have to agree to disagree there!

CD 2.17

Freya That podcast about technology helping people get into shape was really interesting. It's time we used technology to enhance our well-being, isn't it? Like the mattress in your bed which can tell you what's keeping you awake at night …
Kelly Really? If I had a mattress like that, I'd have the feeling that I was sleeping on some kind of an electronic device rather than my own bed! I wish people could think for themselves rather than trust technology …
Freya OK, maybe – but things are changing. How about a fridge that would suggest what nutritious meals you could make based on what's left in it?
Kelly Well, I'd rather my Mum thought of what's good for us to eat than our fridge! I'm afraid I don't get it. If only people understood that machines should not replace our brains!
Freya I wish you were a little less conservative sometimes.

CD 2.18

Mike Do you know what's wrong with Maddie? She's given up on going to the gym, and she's just texted me to say that she isn't going to the mindfulness camp we were planning to attend together!
Susie Yeah, it was coming. She must have decided to simplify her life after the programme we both watched. It was about people who follow trends too much and take on activities which they can't fit in their day only because it's fashionable to do so.
Mike It can't have been just one programme. Surely!
Susie It might have just helped her make her decision. She has been complaining about her exercise routine a lot recently. She said that she was over-exercising.
Mike Maybe … or it could have been something else. I've recently read about people who feel enormous pressure to show to the world that they have healthy habits. I didn't think it could affect Maddie.
Susie Well, why don't you ring her up to find out?

CD 2.19

Dr Wilson Good morning. Dr Wilson speaking. How can I help you?
Kamil Good morning. I'm really unwell. I feel just terrible.
Dr Wilson What seems to be the problem?
Kamil It's quite urgent. I've got red spots all over my body.
Dr Wilson Have you got a high temperature? Does anything hurt?
Kamil I feel quite hot and I have a terrible headache.
Dr Wilson When did you first notice the symptoms?
Kamil I've been feeling ill since yesterday morning, and I think it's getting worse. What would you advise me to do? Do I need to take some medicine? I've already taken some painkillers for my headache. Is there anything else I could do?
Dr Wilson You ought to stay in bed and you'd better avoid the sunlight. It sounds like you may have chickenpox. You should come and see me, so please make an appointment as soon as possible.
Kamil Chickenpox? Oh, no! I have a date tonight. What do you think I should do?
Dr Wilson If I were you, young man, I'd just forget about it for a week or two. My advice to you is to get some rest now, and later on we'll see what can be done.
Kamil I guess so … By the way, I'm Polish. Do I have to pay for the appointment? Or is it free of charge?
Dr Wilson You don't have to pay if you have a European Health Insurance Card. Do you have one?
Kamil Yes, I think I do. Thank you. Goodbye.
Dr Wilson Goodbye.

CD 2.20

1
Caroline Hello, I'd like something for my sore throat, please.
Chemist Would syrup be OK?
Caroline Yes, as long as it works fast.
Chemist OK, I recommend this one. It's very effective.
Caroline Fine. How often do I take it?
Chemist Three or four times a day, preferably after a meal for the best results. A tablespoonful each time.
Caroline Sorry? Could you repeat that, please? I didn't catch it.
Chemist You should take it three or four times a day after a meal. You should take one tablespoonful each time.
Caroline Is there anything else I can do?
Chemist Just avoid cold drinks, and if it gets worse, see a doctor.
Caroline OK, thank you. How much is the syrup?
Chemist £4.50, please.

2
Martin Rob, why are you taking another painkiller? You took one just before the match. What's the matter?
Rob Nothing too serious. I think I sprained my ankle yesterday and it hurts. That's all.
Martin You shouldn't play then. You'll make it worse. You've got to see a doctor.
Rob Yes, I know. I'll do something about it after the match.
Martin Don't be silly! It's serious. You can't run with a sprained ankle. You've got to get it sorted now.
Rob Oh, come on. Don't panic. I'll be OK …
Martin Well, if I were you, I'd tell the coach and go to see a doctor. If it gets worse, you won't be able to play in the tournament next week.
Rob OK. You got me there. I'll tell the coach.
Martin Sounds like a very good idea!

CD 2.21

1 I'd like something for my sore throat, please.
2 I recommend this one. It's very effective.
3 How often do I take it?
4 Could you repeat that, please?
5 I didn't catch it.
6 Just avoid cold drinks, and if it gets worse, see a doctor.
7 What's the matter?
8 Nothing too serious.
9 You'll make it worse.
10 You've got to get it sorted now.

Unit 8

CD 2.22

1
That's hard – I know it's sterling in the UK, dollars in the US and the yen in Japan. But I don't know any more.

2
Crisps and chocolate bars – things that don't cost a lot.

3
Well, I've still got some from my holiday in the UK. I've got a couple of little silver ones – I think they're 5p and some quite big brown ones – they're 2p pieces and they're not worth much.

4
Oh – I put it all in a piggy bank to save for my holiday!

5
I would say about three within walking distance of here. It sounds a lot but sometimes one is out of order so you have to find another.

CD 2.23

1
Do you like collecting things? I do! My collecting mania started when I was about seven. Most kids love collecting stuff – I think it's to do with liking colourful objects and having things that are linked to each other. It also makes them feel part of a group when they show, discuss and trade things they collect with others. For my brother it was tiny plastic models of sportsmen and for my sister it was dolls. Me – I loved reading comics and I wanted to keep every single one! You can imagine the arguments I had with my parents about where to put them all! Anyway, we reached a compromise, and they let me keep some but not ALL of my comics. That's how my collection started.

2
At first it was for fun but then I saw that my collection could be more than just a hobby. It could make me money! It was a friend at school who said his dad had just sold one of his early comics for a huge amount of money on eBay. It was an original Superman comic – you know, the ones the films were based on. That made me look at my collection in a different light!

3
So, I started collecting seriously. I went online and traded some of my old comics for others and I badgered my parents into taking me to car boot sales, charity shops and second-hand bookstores. I invested a lot of money but I know it will pay off in the future. I organised my collection carefully so now I know exactly what I've got and roughly how much everything is worth. The longer I keep it all, the higher the value. Who knows – I could be sitting on a goldmine!

4

So, if you want to make some money, don't put it all in the bank! Think carefully about what you've got today that might be worth something in the future! Don't throw away old T-shirts from gigs or festivals or posters, cards and books. The toys and games our parents used to play with are worth loads of money now. The things you and I buy today could be worth thousands in ten years' time. Easy money!

CD 2.24

Interviewer This evening I'm talking to the art critic, Mark Taylor. So, Mark, what's your reaction to the enormous amount of money that the Picasso painting sold at auction for? Over a hundred and fifteen million pounds!
Mark Taylor Well to start with, I simply couldn't believe the figures. It's a fabulous modern painting: Les Femmes d'Alger, colourful and typical Picasso. It's one of his most important works but this is silly money, really! No one could possibly have imagined that it would make such an enormous amount. How can a painting be worth that much? I know that paintings like this cost a lot more than paintings by artists who are still alive but even so, it was far more than the predictions. I am sure Picasso would be appalled that many of his wonderful paintings are now, like this one, in private art collectors' hands and are kept in very private, secure places like banks, and may never be seen by the public again – until they next come up for auction.
Interviewer But surely it's a good day for the art world. Everyone is talking about the painting.
Mark Taylor I'm afraid I don't agree. In my opinion these crazy prices just encourage people to collect paintings for the wrong reasons. People should buy paintings because they're lovely and they want to look at them or hang them on their walls to allow others to look at them. I find it very sad that some people see everything as an investment and only think about the monetary value of things.
Interviewer But that can't be true of all art collectors!
Mark Taylor Not all, of course, but a lot more than you'd think.
Interviewer As a matter of fact, do auctioneers earn money on the items sold?
Mark Taylor They are typically paid a fee for leading the auction and a percentage of the value of the items sold. So, if the painting made a lot of money, they benefit too. It's a business for all concerned. Nothing comes for free in this world …
Interviewer Shouldn't governments interfere and stop these auctions? Famous paintings should be the property of the nation which has produced them, shouldn't they?
Mark Taylor Yes and no. It would be lovely if they all were in art galleries like I said before, but works of art are commodities and as such they change hands and end up in private collections. I don't think governments can influence the private sector that much.
Interviewer I guess not, though this means I won't see the Picasso painting that has just been sold ever in my life! I see what you mean now. Thanks for the interview.

CD 2.25

Tim Hi! How are the preparations for the wedding going?
Rosie Not too bad, thanks! We decided on the guest list weeks ago and we've already had the invitations printed.
Tim Some people have their weddings planned completely by a wedding planner. Is that what you're doing?
Rosie No! We're organising it all but we're not doing everything ourselves. It's quicker and easier to use professionals – although it's more expensive! We're having the cake made by the baker's on the high street and we're also getting our rings engraved by the jeweller. The party's at the Star Hotel so we're getting the room decorated and the buffet prepared by them. My dress is ready! I had it made by a special bridal shop. It's beautiful! And on the day I'm going to have my hair styled by Darren's sister. I'm not having my make-up done by a professional – I'm doing that myself.
Tim I can't wait!

CD 2.26

Iza The option which appeals to me the most is the image in picture one. It shows a plant in a pot which has notes instead of leaves. Someone is looking after the plant and watering it. The slogan suggests that if you look after your money and save it, you'll have more of it. I'd go for this image because I think it communicates the message in a simple, but effective way.

CD 2.27

Teacher Should students learn about money management at school?
Student I think students should learn about money management in secondary schools. Of course, it is very important for young people to know something about this. Young people must know how to save money. It is important that they learn about the family budget too. They will know what their parents can and can't buy.
Teacher It is said that money does not bring happiness. Do you agree with this statement?
Student It is often said that money does not bring happiness. I support this point of view, but only to some extent. Naturally, money can't guarantee you health or good relationships with other people. On the other hand, I tend to agree with people who believe that money is important to be fully happy in life. Surely, it helps you live a comfortable life. You don't have to worry about paying the bills, buying food or buying many other necessary things. No doubt the life of rich people is simply easier.

CD 2.28

Do you think that your personality type may affect how much money you earn? According to a recent study, it surely does. Psychologists claim that there is a significant connection between some personality traits and personal income. Apparently, there are some features which make it easier for you to earn more, whereas others will probably slow your financial progress down. I must say that having read the study results I feel quite convinced that it is the case, although I had never believed that your personality type may have such a great impact on your financial success before.

CD 2.29

Before we move on to discuss the personality traits connected to wealth, it's important to remember that people who do have these money-making qualities may not always be the happiest or most successful in their personal lives. Although they have the right personality to make lots of money, they might be selfish, stubborn or not sensitive enough to have happy relationships with friends and family.

Another thing people should understand is that the right personality type is not the only reason why people become wealthy. For example, there is lots of research which shows that people become successful because they know how to set themselves goals and clearly understand what their talents and strengths are. Meanwhile, other research shows that only one fourth of students have clear aims in life and are aware of their strengths. So, although having the right personality might be helpful, what's even more important is to build on your talents and devote a lot of effort to realising clearly-defined goals.

Let's now, however, come back to these money-making personality traits. Having studied the famous 16 Myers-Briggs personality types, psychologists concluded that ESTJ was the personality type which gave the greatest likelihood of wealth. ESTJ stands for Extroverted, Sensing, Thinking and Judging. By the way, it turned out it was also the personality type which enjoys their work most. In the next part of my podcast, I will explain in detail what the qualities which make the ESTJ type mean.

CD 2.30

1 Personality types affect our financial situation.
2 Extroversion seems to help you make money.
3 Extroverts find it easier to socialise, as a result of which they make more business friends.
4 People who plan ahead stand more of a chance of making a fortune than those who don't.
5 Being able to prioritise may help you achieve more.
6 Good judgement is one of the factors which contribute to financial success.

CD 2.31

A recent study shows that being an extrovert allows you to make more money.

Extroverts tend to be more outgoing and communicative, as a result of which it's easier for them to sell things and to network. The more you talk to people the more business contacts you have, it seems. Another thing is that extroverted people are less likely to stay at home, and more likely to go to conferences as they need constant stimulation. Again, this provides you with a greater chance of bumping into people who can further your career. Then comes the ability to judge the situation well. If you can interpret the context you are in well enough, understand people's motives and needs, you come up with what is needed, and you sell it. Wealthy people are also gifted planners who can follow their plans through. They have the necessary grit to carry out their plans. It's so important! Last but not least, people with bigger incomes are said to act rather than just think; they don't wait for inspiration, they are self-motivated. Well, when you look at those traits, it's hardly surprising that people equipped with them achieve a lot. All are very useful in life and as the research confirms they are the key to success.

Test Practice 5-8

CD 2.32

1

A lot of people check out their symptoms online and you can get some useful advice on certain websites regarding home treatment. However, please don't rely on that sort of information all the time. It's possible to miss things and that means a real medical condition might not be detected at all. If you're anxious about something it's better to come here and have it looked at by a professional. You know, going online can also make you worry more than you need to! People who do that often end up so stressed out that they fall ill as a result. So next time, make an appointment and let professionals like us deal with it.

2

Hi, Paul. Where are you? I just wanted to say that I took your advice about watching that new crime series. The one about fraudsters and companies which have lost out because of them. I'm watching episode 4 now and I find it just incredible! It's so gripping, has lots of twists, just amazing. It's been voted the best crime series this month, hasn't it? It really shows how fraud is committed and how difficult it is to spot it straightaway. I've watched all the previous episodes since leaving London and I'm addicted already. I can't imagine having to wait for a week between each broadcast like you did! I'd like it to win a prize for the best crime series really! As far as I can say, it has got the most convincing cast and plot to date. It's really well-made. I'm probably gonna watch the whole thing before we get to my station! Another hour and a half at least. I'll see you outside your house tomorrow, OK? Thanks again. Back to the screen …

3

Going to university is a big step and many of you will be living away from home for the first time. Not living with your parents anymore and sharing accommodation with other students can be an enjoyable experience. However, many students start their university lives with little idea of how to handle their day-to-day finances, and this particularly affects things like food shopping, heating, rent, etc. Many young people feel lost, stressed out and often simply overwhelmed. They often search for help, and that's why towards the end of this term we shall be holding a financial planning session for all students who will be going on to university, to help with many of those concerns. So why don't you come along? After all, it's always better to be safe than sorry.

CD 2.33

1 What's wrong? You look so pale.
2 Would you like a second helping?
3 Excuse me, is there a chemist's near here?
4 Did she make it to the party?
5 How do you find the new Indian restaurant? You went there last night, didn't you?

Culture 1-4

CD 2.34

Interviewer Hello, with us in the studio today is Jennifer Lawson to talk about multicultural etiquette. Jennifer, can you tell us what multicultural etiquette actually is? Is it important?
Jennifer Well, multicultural etiquette is a set of rules which define good manners in different cultures. The rules touch on different spheres of life, from greeting one another to body language. It's important to know them because we live in a global world and can frequently meet people from different cultures.
Interviewer Right, but aren't they more relevant to business people rather than young people who just want to make friends, not business deals?
Jennifer They are essential to everyone who wants to be part of this global world, and let's not forget that today's young people are our future workers and business leaders, likely to work all over the world. So, if it was down to me, I'd make cross-cultural studies a compulsory subject at school.
Interviewer An interesting idea. Can you give us any examples of cultural differences which we should know about?
Jennifer Sure. In most Western cultures when you meet someone, you are supposed to shake the person's hand, look him or her in the eye and smile. In some countries, such as Italy or France, people kiss each other lightly on the cheek, and Latin American people give each other a big hug. However, in most Eastern cultures such behaviour would be considered 'strange' or even 'offensive', and would make a typical Asian feel rather uncomfortable.
Interviewer What about countries where people greet each other by touching their noses? That would be pretty unusual for me.
Jennifer Yes, exactly. Here is an example. My sister's son went to New Zealand, where he stayed with a traditional Maori family. They met him at the airport and wanted to greet him by pressing their noses against his. The boy thought it was a joke and started laughing. The family were confused and probably felt offended. As you can imagine, it wasn't the best first-time meeting ever! Of course, this was an extreme case, but such situations are really common.
Interviewer Yes, I agree. I went to Poland a week ago, and the people who greeted me hugged me really hard and kissed me three times on my cheeks. Frankly, it was a bit too much for me.
Jennifer There you go. If you are not prepared for something like that, you experience what we call 'culture shock'. So, it's better to have some basic knowledge of multicultural etiquette, if only to avoid embarrassment and blunders.
Interviewer How true! Thank you Jennifer.

CD 2.35

Interviewer Paul, you've just got your driving licence, and you drive to work every day. How do you cope with traffic jams in London? They must be a nightmare for drivers, mustn't they?
Paul Absolutely! Britain is among the world's worst countries for traffic jams, and London itself is one of the most congested capitals in Europe. Do you know that on average British motorists spend about 30 hours in rush hour traffic a year while London drivers are stuck for 74 hours a year?! What's worse, it costs the average UK driver over £1000 a year in fuel whereas a Londoner has to pay well over £2000! It's what I have to be prepared for.
Interviewer Yes, I've heard about these statistics. London is in fact the seventh worst capital city in the world as far as congestion is concerned. How does this affect your daily life?
Paul Well, I spend ages in traffic jams – especially in the morning and evening rush hours when cars move at about 4 miles per hour! It's simply frustrating and it's such a waste of time. I'm sometimes late for work or late for dinner. Drivers get fed up, and there is a lot of road rage and aggressive driving. It's quite stressful for an inexperienced driver like me.
Interviewer And expensive too I guess because of congestion charges in London. It's £11.50 per day.
Paul Yes, it is, but it applies to central London only, so if you want to get to the centre and park there, it's a fortune. Luckily, I don't work in the Congestion Charge Zone. However, I think it was a good idea as otherwise traffic in central London would be uncontrollable.
Interviewer May I ask why, despite all these problems, you've decided to drive to work rather than cycle or use the Tube?
Paul Good question! I thought a car would give me a lot of freedom. I wouldn't have

to rely on public transport or get wet riding back home. It seemed convenient. Bikers are also stuck in traffic jams, breathe in all the pollution, are victims of accidents and abuse. I don't think cycling in London is safe, to be honest.

Interviewer Well, there's a lot of truth in what you said. Thank you very much Paul.

Paul My pleasure.

CD 2.36

Hello, my name's Steve Pinker, and I'm a consumer rights advisor. I work for the local council in Nottingham. In my podcast, I want to tell you about some consumer rights most people are still unaware of. Not everyone knows that since 2015 in the UK we've had new laws regarding consumer rights which entitle the buyer to a number of new options. First of all, shoppers who buy faulty goods will be able to ask for a full refund for up to 30 days after the purchase. If you buy something and it breaks within 30 days, you can demand a no-quibble refund, which means the shop cannot argue with you and must give you the money back. The new laws have also changed in the customer's favour when it comes to online shopping and home deliveries. Shop owners are now responsible for the goods until you physically get them. They can't say it was the courier's fault if the goods arrive broken. The goods which were ordered online must be delivered within 30 days or else you can claim a full refund. There is also a 14-day cooling off period on any deal you make with e.g. a bank or an Internet provider, which means you have two weeks to cancel it without any consequences. And finally, as of 2018 we've had to follow GDPR (General Data Protection Regulation). It does not allow companies to use your data without your permission. So, if a firm used your personal information against the law, you can claim compensation. Well, to sum up, the new laws are definitely pro consumer. Get in touch with me if you need more information. The office opening hours are ...

IRREGULAR VERBS

Infinitive	Past simple	Past participle
be	was / were	been
beat	beat	beaten
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang out	hung out	hung out
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
leave	left	left
learn	learned / learnt	learned / learnt

Infinitive	Past simple	Past participle
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set up	set up	set up
shine	shone	shone
shoot	shot	shot
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped
spell	spelt	spelt
spend	spent	spent
split up	split up	split up
stand up	stood up	stood up
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake up	woke up	woken up
wear	wore	worn
win	won	won
write	wrote	written

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- „Najlepsza książka, z jaką miałam okazję pracować."

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