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B1+

Password Reset



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	VOCABULARY	LISTENING AND VOCABULARY	GRAMMAR
1 The image makers	p4 appearance	p5 listening for gist and detail 🎓 <i>Uzupełnianie luk</i> vocabulary: clothes and fashion	pp6-8 present simple and present continuous; verb + -ing form / infinitive
2 Work and play	p14 jobs and typical activities	p15 listening for gist and detail 🎓 <i>Uzupełnianie zdań</i> vocabulary: workplaces	pp16-18 past simple and present perfect; present perfect continuous
3 Escape!	p24 holidays and travel	p25 listening for gist and detail 🎓 <i>Dobieranie</i> vocabulary: phrasal verbs; tourism	pp26-28 narrative tenses; question forms: object and subject questions
4 A new reality	p34 technology; digital skills	p35 listening for gist, context and detail 🎓 <i>Uzupełnianie luk</i> vocabulary: inventions; collocations with <i>make / take / do</i>	pp36-38 future forms: <i>will, going to</i> , present simple, present continuous; future time clauses
5 Food for thought	p44 food items; describing food	p45 listening for gist and detail 🎓 <i>Wybór wielokrotny</i> vocabulary: food and diet	pp46-48 articles: <i>a / an, the</i> , zero article; <i>some, any, much, many; a few, a little, a lot of</i>
6 Crime scene	p54 crimes and criminals	p55 listening for gist and detail 🎓 <i>Pytania otwarte</i> vocabulary: cybercrime	pp56-58 reported statements; reported questions
7 Body and mind	p64 parts of the body; illnesses; symptoms and treatment	p65 listening for detail; distinguishing fact and opinion 🎓 <i>Uzupełnianie luk</i> vocabulary: antibiotics	pp66-68 second conditional, <i>I'd rather, It's (high / about) time, I wish / If only</i> ; past modals of deduction
8 A material world	p74 money and banking	p75 listening for gist and detail 🎓 <i>Wielokrotny wybór</i> vocabulary: collecting things	pp76-78 the passive; <i>have something done</i>

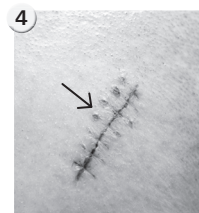
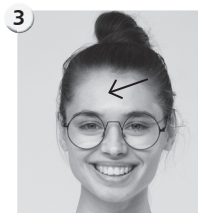
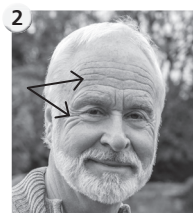
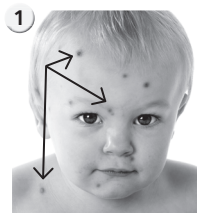
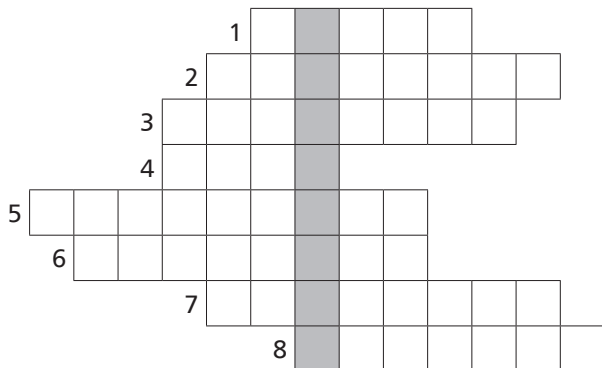
READING AND VOCABULARY	SPEAKING / WRITING		ENGLISH IN USE	MATURA PRATICE
pp9–10 reading for coherence and cohesion Dobieranie zdań do luk w tekście vocabulary: fashion industry; ethical issues	p11 describing a picture Rozmowa na podstawie ilustracji	a private letter List prywatny	p12 Uzupełnianie zdań; Transformacje zdań, Uzupełnianie luk otwartych, Dobieranie	p13 Mówienie Rozmowa z odgrywaniem roli; Rozumienie tekstu pisanego Dobieranie; Wypowiedź pisemna Wpis na blogu
pp19–20 reading for detail Dobieranie vocabulary: careers advising	p21 a job interview Uzupełnianie minidialogów; Rozmowa z odgrywaniem roli	a job application List formalny	p22 Uzupełnianie luk sterowanych; Uzupełnianie luk; Układanie fragmentów zdań; Transformacje zdań	p23 Mówienie Rozmowa na podstawie materiału stymulującego; Rozumienie ze słuchu Wybór wielokrotny; Znajomość środków językowych Tłumaczenie fragmentów zdań, Tłumaczenie zdań
pp29–30 reading for gist Dobieranie nagłówków do części tekstu vocabulary: means of transport; accidents	p31 at a tourist information office; making a reservation Wielokrotny wybór; Rozmowa z odgrywaniem roli	an article Artykuł	p32 Uzupełnianie zdań; Uzupełnianie luk sterowanych; Tłumaczenie fragmentów zdań, Słownictwo	p33 Rozumienie tekstu pisanego Uzupełnianie zdań; Znajomość środków językowych Uzupełnianie dialogu, Uzupełnianie minidialogów; Mówienie Rozmowa na podstawie ilustracji
pp39–40 reading for gist, intention and detail Dobieranie vocabulary: space travel	p41 a stimulus-based discussion Tłumaczenie zdań; Rozmowa na podstawie materiału stymulującego	a letter to the editor List do redakcji	p42 Minidialogi; Układanie fragmentów zdań; Uzupełnianie luk otwartych	p43 Rozumienie ze słuchu Uzupełnianie zdań; Mówienie Rozmowa z odgrywaniem roli; Wypowiedź pisemna Artykuł
pp49–50 reading for gist and detail Pytania otwarte vocabulary: meals and preparing food	p51 ordering food Uzupełnianie dialogu; Rozmowa z odgrywaniem roli	an email invitation E-mail z zaproszeniem	p52 Tłumaczenie fragmentów zdań; Minidialogi; Uzupełnianie luk sterowanych; Transformacje zdań	p53 Rozumienie tekstu pisanego Wybór wielokrotny; Znajomość środków językowych Dobieranie, Wybór wielokrotny; Mówienie Rozmowa na podstawie materiału stymulującego
pp59–60 reading for gist and detail Uzupełnianie luk vocabulary: crime; law and justice	p61 reporting news Uzupełnianie minidialogów; Rozmowa z odgrywaniem roli	a forum entry Wpis na forum	p62 Uzupełnianie zdań; Uzupełnianie luk sterowanych; Transformacje zdań; Tłumaczenie zdań	p63 Rozumienie ze słuchu Dobieranie; Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna List do redakcji
pp69–70 reading for gist and detail Uzupełnianie zdań vocabulary: the human brain	p71 at the doctor's; at a chemist's; giving advice Rozmowa z odgrywaniem roli	a letter of complaint Wpis na forum	p72 Wielokrotny wybór; Tłumaczenie zdań; Uzupełnianie luk sterowanych; Układanie fragmentów zdań	p73 Znajomość środków językowych Uzupełnianie luk, Układanie fragmentów zdań; Mówienie Rozmowa na podstawie materiału stymulującego; Rozumienie tekstu pisanego Dobieranie zdań do luk w tekście
pp79–80 reading for gist and detail Uzupełnianie luk vocabulary: consumer lifestyle	p81 a stimulus-based discussion; answering the two questions Rozmowa na podstawie materiału stymulującego	a for and against essay Rozprawka za i przeciw	p82 Dobieranie; Uzupełnianie zdań; Słownictwo; Transformacje zdań	p83 Rozumienie ze słuchu Uzupełnianie luk; Mówienie Rozmowa na podstawie ilustracji; Wypowiedź pisemna Rozprawka za i przeciw

1

The image makers

VOCABULARY appearance

1> Do the crossword puzzle. What is the hidden word?



2> Choose the correct answers.

- 1 A **bald** person
 - a wears his/her hair in bunches.
 - b doesn't need a comb.
 - c has got very short hair.
- 2 You get **tanned** if you
 - a go to the gym a lot.
 - b have a pale complexion.
 - c stay in the sun for some time.
- 3 You wear **braces**
 - a on your nose. b on your teeth. c in your hair.
- 4 A **tubby** child is
 - a plump. b youngish. c short-haired.
- 5 **Muscular** people are often
 - a tallish and skinny.
 - b overweight.
 - c broad-shouldered and slim.

3> Complete the sentences with the missing words.

- 1 This cream is not suitable for your __ m _ l _ i _ n - your skin is quite dry.
- 2 As a child, Lisa used to have her hair in __ n _ h _ s, tied with pink ribbons - she was so cute!
- 3 You look so __ l _ , Margaret. It's time to get a suntan.
- 4 He's the most __ n _ s _ m _ boy in our school. He could be a model, you know!
- 5 Many people nowadays want to be __ l _ - _ u _ t and admired for their strength and beauty.
- 6 I don't understand why Mark finds Rita so special; she seems quite __ a _ n to me.
- 7 Since Tom grew a b _ _ r _ , he's managed to save time in the morning, as he no longer needs to shave.

4> Choose the correct words to complete the text.

This one here is of my younger sister. She looks quite ¹**youngish** / **tallish** for her age - she's already 16, but people often think she's still at primary school. She used to have a ²**spotty** / **scarred** face, but her skin problems are over now and she looks a lot better, even though she has to wear ³**braces** / **glasses**. She also isn't as ⁴**plump** / **plain** as she used to be; in fact, she's lost some weight since she took up swimming and now she feels much better and is quite ⁵**tubby** / **skinny** now. She has beautiful ⁶**wavy** / **straight** ⁷**short-haired** / **shoulder-length** hair. I think she looks cute with these ⁸**wrinkles** / **freckles** on her nose and cheeks.

Vocabulary challenge!

» Student's Book, page 108, UNIT 1, ex. 1 and 2

5> Find and correct five mistakes in the text.



At the age of 17, Nina began experimenting with her appearance. First, she dyed her hair in red and started putting make-up to school. Then she had her nose pierce and started colouring her nails black.

Her parents were horrified! It soon turned out that it was because of her boyfriend, who had



become a punk. He shaved his head and carried a long beard. Luckily, they broke up after a few weeks and Nina's looks got back to normal.

6> Write three things you like about your appearance and one you would like to change.



- 1> **MP3 01** Listen to the radio programme and answer the questions.

Which of the callers (Anna, Robby, Izzy or Grant)

- 1 can't always choose his/her style? _____
- 2 does *not* look to other people for ideas concerning his/her clothes? _____

- 2> **MP3 01** Listen again and complete the comments on the radio's forum with a word or phrase. Write no more than five words.

mimi003:

Just wanted to say I don't get people like Anna. She loves trends and is addicted to ¹_____. She wants to look fashionable so she ²_____ money on designer clothes she's read about. I mean – what's the point? Don't you have your own style?

T-man:

Come on, sometimes whether you have your own style or, like Robby, don't really care about it, you don't have much choice. If you've got an office job, then you just need to look smart. Robby is right in going to his father ³_____ about choosing the right suit and tie. His father knows about such things since he's an office worker too. Teens aren't good with formal styles. Most of us, like Robby, dress alike in casual clothes.

fashionable03:

Not everyone has an eye for style. I liked Izzy's idea! If designer clothes worn by celebrities are ⁴_____ for you, browse the shops for something similar for less. Izzy loves ⁵_____, and I believe that's the way to a great style – find something to make yourself stand out. Even if you're like Grant and ⁶_____ is your main priority. By the way, Grant, you say that your warm clothes and your pj's make you look ⁷_____. Why not simply choose cool hats and pj's instead?

- 3> Put the words in *italics* in the correct place in each sentence. Use a dictionary to check the meaning of any words you do not know.

- 1 Celebrities and fashion bloggers my choice of clothes. *influence*
- 2 All my friends out for new trends online. *look*
- 3 Lucy seems to be too about her appearance. *concerned*
- 4 You only ever see him in casual – never anything other than T-shirts and jeans. *gear*
- 5 I'd like to look different from my – we all wear similar clothes. *mates*
- 6 Lisa is fashion – she reads all the magazines and follows all the latest trends. *into*

Revision ■ Student's Book, page 5

- 4> In each group of words, choose the word which cannot be used to describe the article of clothing in capitals.

- 1 striped / open-toed / tightly knotted **TIE**
- 2 high-heeled / striped / designer **JACKET**
- 3 skinny / cotton / V-neck **DRESS**
- 4 high-heeled / slim / designer **SHOES**
- 5 cotton / knee-length / striped **TIGHTS**

- 5> Complete the sentences with the words below.

trendy smart scruffy casual elegant

- 1 I always wear _____ clothes to school – a T-shirt, jeans and trainers.
- 2 In his grey suit, shirt and tie, Thomas looked very _____ at the party.
- 3 When my mum goes to the opera, she always puts on a(n) _____ long black dress and diamonds.
- 4 Can you imagine how _____ he looked in that dirty top and sweatpants with a hole in the knee?
- 5 Marla always knows what's _____. She reads *Vogue* and *Elle*.

- 6> Answer the questions.

- 1 How should you dress for a job interview?
- 2 Does the choice of clothes depend on the job you're trying to get?

- 7> Complete the text with the missing words.



When I was going for my first job interview as a babysitter, I had no idea what to wear. I thought of wearing my comfortable ¹**V-n**_____ jumper and a pair of ²**s**_____ trousers and my old trainers. Not very smart but I thought that since I usually dress like this it was fine. Just to be sure, I asked my friend, who already had a job and she told me it was all wrong. She lent me a white ³**c**_____ ⁴**t**_____ ⁵**k**_____ ⁶**h**_____ ⁷**st**_____ ⁸**o**_____ ⁹**t**_____ shirt and a designer skirt. She also suggested I should wear ¹⁰**h**_____ ¹¹**h**_____ shoes. But when my mom saw me, she said it was all too much: my job didn't require formal clothes. She found my ¹²**st**_____ shirt, denim skirt and ¹³**o**_____ ¹⁴**t**_____ sandals and said that was absolutely enough. She was right, I got the job. :-)

Vocabulary challenge!

» Student's Book, page 108, UNIT 1, ex. 3

- 8> Translate the Polish parts of the sentences into English.

- 1 Which of these events has had the biggest _____ (*wpływ na Ciebie*)?
- 2 Can you _____ (*rozróżnić*) between a skirt and a dress?
- 3 I think that the world of fashion _____ (*wysłała zły*) message – beauty is not only about the way you look.
- 4 Please stop asking me about every little thing – just use your own _____ (*zdrowy rozsądek*)!

- 9> Complete the sentences so that they are true for you.

- 1 I would never wear _____ because _____.
- 2 I try to look smart when _____.
- 3 Last time I went to a wedding reception, I wore _____.

Present simple and present continuous

Czasu **present simple** używamy:

- aby opisać powtarzające się czynności i sytuacje:
Mark often buys fashion magazines.
- aby opisać fakty i reguły:
The sun rises in the east.
- z czasownikami statycznymi, takimi jak: *love, like, hate, know, believe, need*, etc.:
I hate fashion magazines.

Czasu **present continuous** używamy, aby opisać:

- sytuacje, które trwają, kiedy o nich mówimy:
Laura is studying at the moment.
- sytuacje, które trwają w bieżącym okresie, niekoniecznie w chwili, gdy o nich mówimy:
I am going to work by bus this week.
- ustalenia na (niezbyt odległą) przyszłość:
We are writing a test next Monday.

Uwaga!

Niektórych czasowników zwykle nie używamy w czasie **present continuous**, nawet jeśli mówimy o chwili obecnej. Są to tzw. czasowniki statyczne (*stative verbs*), do których zaliczamy:

- czasowniki określające uczucia i emocje: *love, like, (not) mind, hate*: *I don't like the room now.*
- czasowniki opisujące doznania lub postrzeganie: *see, smell, taste*: *I don't see him now.* lub *I can't see him at the moment.*
- czasowniki określające stan umysłu: *know, understand, believe*: *OK, I believe you now.*
- czasowniki wyrażające wolę lub chęci: *want, need, mean, prefer*: *I don't need it now.*

Grammar challenge! » Student's Book, page 108, UNIT 1

Zwróć uwagę na to, że niektóre czasowniki mogą opisywać zarówno stany, jak i czynności. Porównaj poniższe przykłady:

- I think it's a good idea.* / *I'm thinking about my holiday.*
(sądzę, myślę) (myślę, rozmyślam)
- I see what she means.* / *I'm seeing Ben tonight.*
(rozumiem) (spotykam się)
- Pete has a lot of friends.* / *Now, he's having a break.*
(ma, posiada) (ma, robi sobie przerwę)
- The soup tastes really good.* / *I'm tasting the soup.*
(smakuje) (kosztuję, próbuję)

1> Divide the verbs into stative and dynamic.

need sleep understand want play agree try
dislike have read

stative verbs: _____

dynamic verbs: _____

2> Change the statements into affirmative (+) and negative (-) sentences or questions (?).

- She studies IT in Cambridge. (-)

- You are reading *Solaris*. (?)

- I buy fashion magazines. (?)

- Is she wearing expensive clothes? (+)

- Paul and Tina are dating each other. (-)

- Does Kevin care about his clothes? (+)

- All students at the school have to wear uniforms. (?)

- Lisa is going shopping tomorrow afternoon. (-)

3> Choose the correct option to complete each sentence.

- Do you use* / *Are you using* the dictionary at the moment or can I take it?
- I *don't remember* / *am not remembering* it now, but I'll look it up later.
- A *Do you enjoy* / *Are you enjoying* yourself at this party?
B Yes, it's great!
- Look! Your dog *tries* / *is trying* to eat your new shoes!
- You can meet him at the club. He *goes* / *is going* there every afternoon.

- Jake *doesn't play* / *isn't playing* with us anymore. He's out of the team.
- Water *consists* / *is consisting* of hydrogen and oxygen.
- I *live* / *am living* in the centre, but I *stay* / *am staying* with my grandparents for a while.
- Do you understand* / *Are you understanding* the difference now?
- Ted usually *sleeps* / *is sleeping* upstairs, but this week he *sleeps* / *is sleeping* in the living room because of the renovation that's going on.

4> Complete the dialogues with the verb forms below.

There are two extra verb phrases.

don't go does she cry keep are you going am having
finish are you looking am visiting am keeping
do I look am not using do you finish

A
Kate What 1 _____ for, Sue?
Sue My red sunglasses. I 2 _____ them in this drawer, but they aren't here.
Kate Don't worry about it. You can take mine.
I 3 _____ them at the moment.

B
Martha So, how 4 _____ in my new dress?
Mike Really good! Where 5 _____? Anywhere interesting?
Martha I 6 _____ my grandparents this afternoon.
You know I 7 _____ there too often, so I want to look nice.

C
Patrick What time 8 _____ on Friday? We could go home together.
Fiona Usually at 3.00, but this month I 9 _____ extra maths lessons on Fridays because of the contest that's coming up.
Patrick Great! I 10 _____ at 4.00, so we can meet outside school.

- 5> Complete the dialogue with the correct form of the verbs in brackets. Use the present simple or present continuous.

Nina Tina? Hello. What ¹ _____ you _____ (do) here?

Tina Nina? What a coincidence! Nice to see you! Well, I ² _____ (spend) my holidays here, just like you, I ³ _____ (suppose). ⁴ _____ you _____ (go) to the beach now?

Nina No, actually, I ⁵ _____ (need) to buy a swimming costume. What about you?

Tina I ⁶ _____ (not do) anything special. Look, there's a small café over there where they ⁷ _____ (serve) lovely coffee. Let's go there and have a chat.

Nina Sure! Is Jason here with you?

Tina No, he's stayed at home. He ⁸ _____ (take) care of our son, Max. Now that he's been promoted he ⁹ _____ (go) away on business so often that he really ¹⁰ _____ (not feel) like going on holiday. That's why I'm here on my own. Nina, ¹¹ _____ you _____ (do) anything later today? We could go to the beach together.

Nina I'd love to, but actually I ¹² _____ (meet) somebody in the afternoon. Tomorrow, perhaps? Ah, here is the café. Let's sit outside, shall we?



Grammar challenge! » Student's Book, page 108, UNIT 1, ex. 1

- 6> Complete the sentences with the correct form of the verbs below. Use each verb twice.

see smell think have

- Why _____ you _____ the meat? Has it gone off?
- _____ you _____ Brian tonight? If so, can you give him this book, please?
- I'd like to help, but I _____ very little time at the moment. Can we talk later, please?
- Be quiet, boys. Dad _____ a nap.
- _____ you _____ it's a good idea to buy this dress?
- Now I _____ what you mean, and I agree with you.
- Look at Jason's face! I bet he _____ about something very pleasant! Chocolate, perhaps?
- Why don't you air this room?! It _____ of cigarette smoke!

- 7> Write sentences in the present simple or the present continuous, according to the prompts.

- Opisz ustalone plany na niedaleką przyszłość.
I am taking a driving course in September.
- Opisz styl ubierania się Twojego kolegi / Twojej koleżanki.

- Napisz, gdzie Twój przyjaciel obecnie spędza wakacje.

- Opisz typową pogodę jesienną w Twoim regionie.

- Napisz, czego uczysz się w tym tygodniu.

- Napisz, czym zajmują się zawodowo Twoi rodzice.

- Opisz sytuację, która Cię zwykle złości.

Verb + -ing form / infinitive

Bezokolicznika (infinitive) ze słowem *to* używamy:

- po większości czasowników i zwrotów oznaczających plany, decyzje, wolę, zamiary, np. *want, would like, plan, decide, aim*:
I'm planning to buy some new shoes next week.
- po takich czasownikach jak: *agree, refuse, offer, promise, hope, manage, fail*:
She offered to lend me a dress for the wedding.

Czasownika z końcówką -ing (gerund) używamy:

- po czasownikach wyrażających uczucia, stany, np. *like, love, imagine, can (not) stand, enjoy, (not) mind, feel like, avoid*:
I love listening to rock music.
- po czasownikach i wyrażeniach zawierających przyimek, np. *be interested in, get tired of*:
We got tired of living so far from the city centre.

Grammar challenge! » Student's Book, page 108, UNIT 1

Po niektórych czasownikach możemy użyć zarówno bezokolicznika, jak i czasownika z końcówką -ing. W zależności od użytej formy zmienia się jego znaczenie, np.:

I remember calling him last night.

(Pamiętam, jak do niego dzwoniłem/dzwoniłam.)

I always remember to call my grandma for her birthday.

(Zawsze pamiętam, żeby zadzwonić do babci w dniu jej urodzin.)

I stopped eating hamburgers.

(Przestałem/Przestałam jeść hamburgery.)

I stopped to eat a hamburger.

(Zatrzymałem się/Zatrzymałam się, żeby zjeść hamburgera.)

I forgot talking to her.

(Zapomniałem/Zapomniałam, że z nią rozmawiałem/rozmawiałam.)

I forgot to talk to her.

(Zapomniałem/Zapomniałam z nią porozmawiać.)

1> Choose the correct option to complete each sentence.

- Did you **decide** / **enjoy** staying in our hotel, sir?
- I couldn't **imagine** / **agree** travelling on my own.
- Gina **practised** / **offered** to write the report by Monday.
- The teacher **prevented** / **warned** us not to be late again for his classes.
- Sue finally admitted she **wanted** / **was tired of** living with her parents.
- Sam always **refuses** / **misses** to apologise, even when it's clearly his fault.
- They **advised** / **can't stand** us to arrive a few minutes before the meeting.

2> Complete the sentences with the correct form of the verbs below.

afford fancy finish agree promise manage miss persuade

- I needed to go away for a couple of months, but couldn't take the dog along. Fortunately, a friend of mine _____ to look after him till I got back.
- I hesitated at first, but then Tom _____ me to join the hiking club.
- Do you _____ going to the restaurant tonight? We could have a pizza.
- My boyfriend often _____ to take me to the opera, but he never keeps his word.
- Spain was great! I _____ lying on the beach all day. I'm counting the days until my next holiday.
- Steve can't _____ to buy a new computer at the moment.
- How on earth did he _____ to escape from Alcatraz?!
- I really can't go out tonight. I need to _____ reading this novel by tomorrow.

3> Choose the correct option to complete each sentence.

- We invited a few celebrities **taking** / **to take** part in our project.
- After what he had done, Tom avoided **to meet** / **meeting** Lena for a long time.
- I'll do it when I finish **to clean** / **cleaning** my room.
- At first, I didn't feel like **talking** / **to talk** to him at all, but then I changed my mind.
- Are you interested in **being** / **to be** in the school baseball team?
- I'd love **to come** / **coming** to the party, but I've got a previous arrangement.
- What would you do if you failed **to get** / **getting** into university?
- Their offer sounds great, but I'd still love **to have** / **having** a little time to think it over.

4> Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- I couldn't sleep because of the noise.
The noise _____. **PREVENTED**
- Karen invited me to her sister's wedding.
Karen _____ to her sister's wedding. **ASKED**

- What do you think about watching a horror film?
Do _____ a horror film? **LIKE**
- 'Stay away from this place,' said Michael.
Michael _____ from that place. **WARNED**
- Would you like to eat out tonight?
Do _____? **FANCY**
- Lou asked me to give him my homework, but I said no.
I _____. **REFUSED**
- Passing all the exams was difficult, but I did it.
I _____, which was difficult. **MANAGED**
- Giving extra support to all our pupils is our goal.
We _____ extra support to all our pupils. **AIM**

Grammar challenge! >> Student's Book, page 108, UNIT 1, ex. 2 and 3

5> Complete the sentences with the correct form of the verbs in brackets.

- Clara should stop _____ (**spend**) so much time in front of the computer screen.
- I'll never forget _____ (**be**) in hospital when I was a small boy.
- Remember _____ (**pick**) up the suit from the dry cleaner's, please.
- She stopped _____ (**send**) a message to Mark and then went into the building.
- I remember _____ (**write**) the number on a piece of paper – I just don't remember where I put it.
- I'm afraid I forgot _____ (**call**) my grandma for her birthday last week.

6> Complete the sentences so that they are true for you.

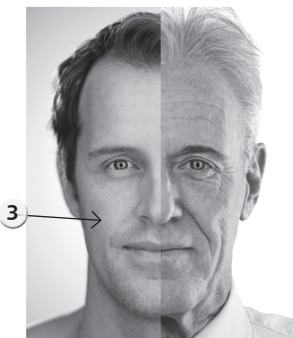
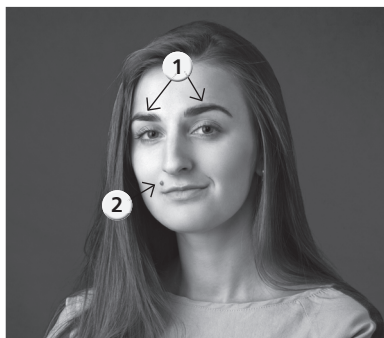
- Tonight, I fancy _____.
- I can't imagine _____.
- At the moment, I'm tired of _____.
- One day, I'd love _____.
- Last year, I managed _____.

7> **CUMULATIVE GRAMMAR** Translate the Polish parts of the sentences into English.

- On Sunday, _____ (*leczę do Londynu*) for three days.
- Where _____ (*kupujesz*) clothes?
- I'm not sure if _____ (*stać go na podróżowanie*) first class.
- So, Mike is looking at Ella, but he _____ (*nie rozpoznaje jej*) at all!
- I can't stay. I _____ (*jem obiad z*) my boss in fifteen minutes.
- Julia _____ (*często nosi*) black clothes, but today she _____ (*ma na sobie*) a lovely red dress.
- How often _____ (*ćwiczysz czytanie*) aloud?
- She _____ (*przestała jeść czekoladę*) when she started preparing for a marathon.
- I _____ (*myślę o kupnie*) a new scooter, but I may have to borrow some cash.
- _____ (*Nie zapomnij zamknąć na klucz*) the back door!

1> Match the words with the pictures.

double chin ☐ mole ☐ smooth skin ☐ eyebrows ☐ tousled hair ☐



2> Complete gaps 1–4 with sentences A–E. There is one extra sentence you don't need to use.

Picture Perfect

Airbrushing and retouching pictures is a common thing nowadays. Everybody knows that the images of models on magazine covers with their pearly white teeth, perfect figures and shiny hair are visibly improved. ¹ _____ We're a culture obsessed with perfection. But what does it really mean to be perfectly beautiful? Three journalists **decided to find out**.

Esther Honig, Marie Ospina and Priscilla Yuki Wilson sent pictures of themselves to photo editors around the world who **promised to do** whatever was necessary to make them beautiful. The results were quite surprising. Esther and Marie are both white and, although in most pictures their skin appears smoother and Marie's mole is missing, their skin colour is basically unchanged.

² _____ To Marie's surprise, her face is still plump and double-chinned, her tousled hair still messy. So, while both of them consider themselves plain, the beautiful versions of themselves aren't much different from the original.

The new photos of the third journalist, Priscilla Yuki Wilson, present a slightly different picture. Priscilla's features (eyes, nose, lips) are a mixture of black and Japanese which **seems to make** people unsure of how to judge her looks. As a result, most editors decided to 'fix' her and make her look more one than the other. ³ _____

A closer analysis of the results of numerous such experiments reveals another interesting tendency: photo editors from countries with more homogeneous populations introduced more changes to the photos, especially to images showing people with mixed heritage. They seem to have very defined standards of beauty rooted in their cultures and wanted their models to resemble them. ⁴ _____ And, fortunately, they're not the only ones.

More and more women, including celebrities, rebel against the idea of promoting perfection. Models and actresses refuse to have their pictures in magazines retouched, even if it means visible cellulite or wrinkles on the cover of *Glamour*. The new message seems to be 'this is the real me and I'm proud of it'. We're all different and that's what makes us us. There's beauty in diversity and in being real.



- A Editors from countries with more mixed populations, on the other hand, seemed to **be happy to accept** different kinds of beauty.
- B These changes were upsetting at first, but soon both learned to laugh about them and started looking for deeper analysis of the results.
- C In some pictures their eyes are bigger, in some they have heavy make-up or thicker eyebrows, but these are minor changes.

- D Smartphones and cameras have modes that can, for instance, smooth out your face in pictures, and people do not **think twice about posting** selfies or creating online profiles showing better versions of themselves.
- E There are pictures where her complexion is lighter, her nose slimmer, her eyes wider to a point where she **has difficulty recognising** herself at all.

3> Write the verbs in brackets in the correct form.

Check your answers in the text on page 9.

- 1 hesitate _____ (post)
- 2 involve _____ (change)
- 3 promise _____ (do)
- 4 seem _____ (make)
- 5 have difficulty _____ (recognise)
- 6 be happy _____ (accept)

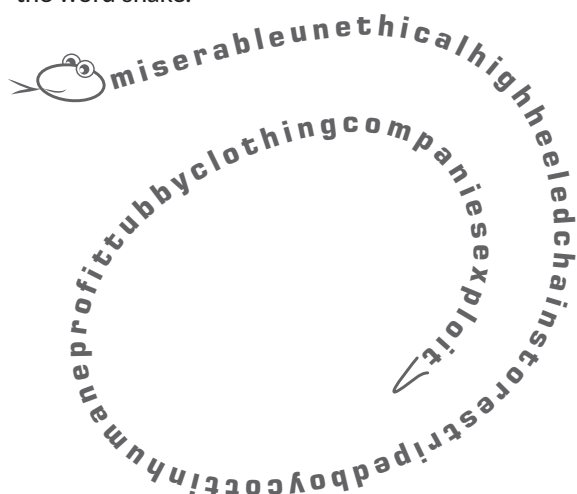
4> Complete the sentences with the correct form of the verbs below.

be tell do decide take learn

- 1 Before a party, Jenny is always happy _____ my make-up for me.
- 2 My mum never hesitates _____ me when I look bad.
- 3 The course involves _____ to sing.
- 4 Dad always promises _____ us sailing, but he never does.
- 5 Monica seems _____ a very intelligent girl.
- 6 I always have difficulty _____ what I want on my pizza.

Revision ■ Student's Book, pages 8–9

5> Find eight phrases connected with sweatshops in the word snake.



6> Complete the sentences with appropriate verbs.

- 1 These days, many countries _____ action to stop using overly thin models in advertising.
- 2 I've read the article on sweatshops, and now I _____ stores that sell clothes produced in unethical way.
- 3 There are still too few people who _____ about the idea of fair trade in clothes and food.
- 4 In poor countries, children often _____ miserable lives and are forced to work many hours a day.
- 5 The new line of shoes is a great success, and the company _____ a huge profit from it.
- 6 Her plastic surgery was a disaster, and now she _____ a high price for wanting to change her looks.

Vocabulary challenge!

» Student's Book, page 108, UNIT 1, ex. 4 and 5

7> Choose the correct answers. Sometimes there is more than one correct answer.

- 1 The soup is _____ so be careful.
 - a fairly boiling
 - b very boiling
 - c extremely hot
- 2 I'm going to Professor McGabe's lecture – he always tells _____ anecdotes.
 - a a little interesting
 - b very interesting
 - c absolutely fascinating
- 3 Amy is _____ because she hasn't qualified for the beauty contest.
 - a a bit devastated
 - b absolutely devastated
 - c extremely unhappy
- 4 He's such a happy child, he always wakes up with _____ smile on his face.
 - a a really big
 - b a very huge
 - c an extremely huge
- 5 Jake is always _____ after his football practice.
 - a absolutely starving
 - b really hungry
 - c a bit hungry
- 6 My sister has arachnophobia, which means she's _____ of spiders.
 - a very terrified
 - b really scared
 - c absolutely scared

8> Translate the sentences into English.

- 1 Nie rozumiem, jak ludzie mogą zachowywać się w tak nieetyczny sposób.

- 2 Myślę o zorganizowaniu kampanii przeciwko testowaniu kosmetyków na zwierzętach.

- 3 Nie sądzisz, że warunki pracy w azjatyckich zakładach pracy są nieludzkie?

- 4 Po przeczytaniu tego artykułu przestałam kupować już ubrania w sklepach sieciowych.

- 5 Moja babcia piecze przepyszne ciasto na deser. (absolutely)

- 6 W tej sukni ślubnej Julia wygląda naprawdę przepięknie.

- 7 Nasz pies Rex jest zawsze strasznie brudny po spacerze w lesie.

SPEAKING

describing a picture

1> Find and correct a mistake in each sentence.

- On the foreground, I can see two people smiling and holding hands. _____
- All the people in the picture wear elegant clothes. _____
- It is a picture that people usually make when they finish school. _____
- It looks that the girl is really terrified. _____
- They both seem be delighted. _____
- It appeals me because I take selfies very often too. _____

2> Complete the description of a photo with the correct form of the words below. There are two extra words.

background foreground casual if judge take
look see

I believe this picture was

1 _____ at school.

In the 2 _____, I can see a blackboard. In front of it, there's a woman with a group of kids. They 3 _____ like primary school students, so it is probably a teacher with her class. 4 _____ from their faces, they're having a lot of fun. Many of them are laughing, and some are making funny faces. They're wearing very 5 _____ clothes, mostly T-shirts and jeans, but it looks as 6 _____ the teacher is wearing something smarter.



3> Describe the picture and answer the three questions.

TEST IT! ⌚ 3 minuty



- Why are the girls dressed so formally?
- Do you like wearing elegant clothes? Why?/Why not?
- Describe a situation when you felt that you were dressed inappropriately.

WRITING

a private letter

1

1> Read the writing task and the example letter below.

Which points from the task has the student not covered? Add extra information to cover the missing points.

Od września chodzisz do nowej szkoły i zaprzyjaźniłeś się / zaprzyjaźniłaś się z koleżanką z klasy. Napisz list (100–150 słów) do kolegi/koleżanki z poprzedniej szkoły i:

- opisz wygląd swojej nowej przyjaciółki;
- napisz, jakie ma zainteresowania i jak spędzacie czas;
- wyjaśnij, jakie są zasady ubierania się w nowej szkole;
- poinformuj, że idziecie na koncert i poproś o pożyczenie stosownego stroju.

Hi Stacy,

How are you? The new school is OK, and the people here are nice, especially one girl – Debbie.

You see, Debbie is into heavy metal music, and she plays in a band. Usually after school, I go to sit in on their rehearsal and I listen while they practise. They're really fantastic.

Next week, Debbie is taking me to a Metallica concert.

They're her favourite band.

Let me also tell you about the dress code at the new school: it's quite formal. Girls mustn't wear make-up or paint their nails, and boys mustn't wear shorts.

So how is your new school? Write back soon!

Hugs, M.

2> Put the words in the correct order to make sentences.

Change the verb forms where necessary.

- smart / Jane / cotton / wear / blouses / white / to work / .
- I / get / snake-shaped / a / fantastic / bracelet / silver / .
- she / put / have / a / outfits / for / talent / together / great / .
- Sam's / him / ginger / long / moustache / make / like / a Viking / look / .
- gorgeous / possibly / I / your / blue / silk / dress / borrow / could / ?
- always / Aunt Martha / give / for / me / polyester / these / ties / striped / horrible / Christmas / .
- somebody / across / unusual / he / as / come / .

3> Read the instructions and do the writing task.

TEST IT! Od niedawna masz nowego sąsiada / nową sąsiadkę, który przyjechał / która przyjechała z zagranicy. Napisz do kolegi list (100–150 słów) i:

- zrelacjonuj swoje pierwsze spotkanie z sąsiadem/sąsiadką;
- opisz, jak wygląda i skąd pochodzi;
- napisz, jakie dostrzegasz różnice kulturowe w jego/jej przyzwyczajeniach;
- poproś o radę, co przygotować na spotkanie, na które go/ją zaprosiłeś/zaprosiłaś, żeby go/ją lepiej poznać.

- 1> Complete the sentences with the correct form of the words below. Use each word twice. There are two extra words.

chain brand top tie

- 1 Mark is very close to his parents. Family _____ are very important for him.
- 2 Martha is wearing a beautiful gold _____.
- 3 Do you usually buy your clothes in boutiques or in _____ stores?
- 4 It's a very formal occasion, so you'll need to wear a _____.

- 2> Use a dictionary to find out two meanings of the words you did not use in exercise 1. For each of these words write a pair of sentences to show these two meanings.

- 3> Choose the correct word to complete each pair of sentences.

- 1 Ski _____ often manage to cover a distance of more than 250 metres nowadays.
Every year, my grandma buys us the same thing for Christmas – warm woolly _____.
a fliers b jumpers c runners
- 2 He turned on his _____ and left the room without a word.
These shoes were very expensive, and yet one _____ broke off the first time I wore them!
a tie b heel c foot
- 3 I don't know how you can wear these _____ jeans – you can hardly move in them. I prefer something looser.
Jenny is too _____, she really should gain a few pounds.
a skinny b tight c short
- 4 If you're so _____, why are you asking me for advice?
Do you have any _____ clothes? This is a fancy restaurant, they won't let you in in a scruffy T-shirt.
a intelligent b elegant c smart
- 5 She often comes _____ as impolite, but she's simply shy.
Most of the things at the flea market are rubbish, but sometimes I come _____ something really valuable.
a upon b to c across

- 4> Complete the second sentence so that it means the same as the first. Use no more than five words.

- 1 When I ask my sister to lend me her skirt, she always says no.
My sister always refuses _____.
- 2 Tara's hair reaches her shoulders.
Tara _____ hair.
- 3 I'd like to borrow your jacket.
_____ your jacket?
- 4 I like my hair long, so don't try to talk me into cutting it.
I like my hair long, so don't try to persuade me _____.
- 5 I think this girl might be going to a party.
This girl looks _____ to a party.

- 6> I saw Kanye West in concert last summer. I'll never forget it!
I'll never forget _____ in concert last summer!

- 7> The last time I wore my hair in a ponytail was when I was six.
I stopped _____ in a ponytail when I was six.

- 8> This magazine greatly influences his taste in clothes.
This magazine has a _____ his taste in clothes.

- 5> Complete the text with appropriate words. Put one word in each space.



I'm so excited! I'm ¹ _____ a birthday party tonight! ☺ My parents didn't want to agree at first, but I managed ² _____ convince them that I'm old enough to have a party without their supervision. I just had to promise to use ³ _____ sense and prevent people from doing things that are too crazy. So they're staying with grandma all weekend and the house is mine! ☺ My mum even baked a birthday cake for me and it ⁴ _____ wonderful. It says 'Happy Birthday Michele' on it, and I'm sure it is delicious. My best friends, Linda and Megan, have been here all day. There's so much to do! Linda helped me to ⁵ _____ my hair golden blond this morning, but the colour doesn't look any different from my original blond, so I'm just a ⁶ _____ disappointed. But maybe that's a good thing. Maybe mum won't be able to ⁷ _____ the difference either, and she won't be angry with me (I kind of forgot to ask her if I could do it). We've already decorated the house, but we still have to prepare the food. Megan says we should simply have lots of snacks, and I agree with her. Then we're going to put ⁸ _____ our make-up and do our hair. This is going to be so much fun! ☺☺☺

- 6> MP3 02 Listen to five people from Michele's party talking during the party. Match speakers (1–4) with replies (A–E).

- A Yes, and I completely agree with their arguments.
- B Then let's go and cheer her up a bit.
- C Of course, I can lend you my whole make-up bag if you need.
- D No, they just like spending hours on passionate but friendly discussions at parties.
- E Great! Take one of me with all these gorgeous guys in the background.

1	
2	
3	
4	

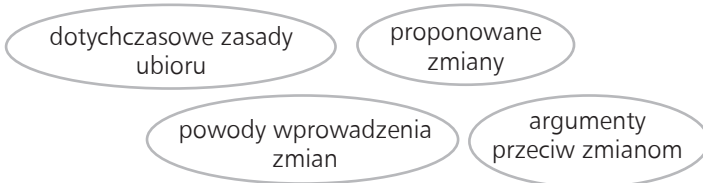
1> Which of the following things would not be tolerated in your school?

- | | | | |
|---|---|---|--------------------------------------|
| ☐ miniskirt | ☐ chunky earrings | ☐ strapless tops | ☐ heavy boots |
| ☐ blue/green/purple hair | ☐ transparent tops | ☐ torn jeans | ☐ shorts |
| ☐ face piercings | ☐ heavy make-up | ☐ high heels | |

2> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

Twoja szkoła planuje wprowadzenie bardziej restrykcyjnych niż dotychczas zasad ubioru uczniów. Rozmawiasz z koleżanką ze Szkocji, która jest zadowolona z faktu, że na co dzień nosi mundurek. W rozmowie wyraż swoje niezadowolenie z proponowanych zmian, poruszając następujące kwestie.



Rozmowę rozpoczyna zdający.



3> **TEST IT!** Przeczytaj tekst, z którego usunięto trzy fragmenty.

Wpisz w luki 1–3 litery, którymi oznaczono brakujące fragmenty (A–E), tak aby otrzymać logiczny i spójny tekst.

Uwaga: dwa fragmenty zostały podane dodatkowo i nie pasują do żadnej luki.

IMAGE MAKERS AND TRENDSETTERS

Have you ever wondered why one year home design is all about glass and steel and the next it's bare bricks and vintage sofas? ¹_____ And why was bottle green in last winter but this season everything from hats to pants is dark burgundy? Oh, and what's with the funny looking glasses, everyone? In other words, how much of what we and our homes look like is actually dictated by our personal taste?

At first glance – not much. The baby industry seems to believe in gender colour-coding and, as a result, armies of poor little boys and girls end up dressed alike in their blue and pink gender betraying uniforms. Yet there are mothers who campaign against it and others who boycott shops and hand-sew brightly coloured clothes themselves. ²_____

They are defined months in advance by institutions such as Pantone's Color Institute and all clothing companies fall in line. But do you have to follow them as well?

- A These clothes often resemble those from the designer brands we see in fashion magazines and on websites but are much cheaper.
- B The colour schemes for over-five-year-olds, on the other hand, are uniform regardless of sex, but they change on an annual basis.
- C Those with the most unique and innovative ideas have thousands of followers who get inspired by them – earning them the name 'trendsetters'.
- D So the question is, how do you create your own unique style in this pre-programmed world?
- E Then there's the concept of 'blue for the boys and pink for the girls' which, though familiar to us all, no one can really explain.

True, magazines such as *Vogue*, *Elle*, *GQ*, or *Men's Health* promote these set trends. However, the Internet offers an alternative source of inspiration for fashion rebels and dreamers: fashion bloggers. ³_____ Such bloggers, some in their teens or early twenties, offer pointers on how to mix and match chain store clothing with cool accessories or treasures found in second-hand shops. Of course, some traditionalists will take a whole article to tell you about 10 ways to wear a turtleneck with style. Yet there are also visionaries of both sexes (because fashion is not only for girls anymore) who present outfits pairing colours, patterns and clothes of different styles that shouldn't work together and yet somehow they do. So if you're still looking for your own style, click away: get inspired and start experimenting!

4> **TEST IT!** W ramach postanowień noworocznych postanowiłeś/postanowiłaś, że czas na zmiany w Twoim wizerunku. Napisz o tym na swoim blogu. We wpisie:

- przedstaw osobę, która była Twoją inspiracją;
- opisz, co chcesz zmienić w swoim wizerunku i jakich efektów oczekujesz;
- wyjaśnij, jak planujesz wprowadzić te zmiany;
- zachęć innych by również coś zmienili w swoim wizerunku, wyjaśniając, dlaczego to dobry pomysł;
- przedstaw swoje obawy związane z ewentualnymi trudnościami.

2

Work and play

VOCABULARY jobs and typical activities

1> Find the names of ten jobs in the wordsearch.

L I B R A R I A N B T R
A O E V I T U C E X E T
C G H U T Y W A S P L I
C O U N S E L L O R M N
O G T R E C X Z A S W S
U N E S C I E N T I S T
N I D P Y T V B E N U R
T S I L A N R U O J M U
A P T Q A Z X F V B J C
N N O V E L I S T N W T
T E R D S X O I U Y B O
W V H E A D H U N T E R

2> Complete the sentences with the jobs from exercise 1.

- Julia works as an _____ in a publishing house.
- Martin has always wanted to become a _____, so now that his book has been published, he is thrilled.
- You'd better hire a good _____ to check your financial documents.
- Dylan doesn't need to look for a job – _____s call him several times a month with job offers.
- Sheila works as a _____ – she is very good at helping people and always gives good advice.
- Mum says that a fitness _____ is not a proper job, but it's the only thing I want to be!
- As a _____, he writes three to four articles a week for a national newspaper.
- Not everybody can be a good chief _____ – it's not easy to manage employees and make sure the company makes a profit.

3> Complete the texts with the missing words. Which of the jobs below could each person do? There is one extra job.

architect politician sales representative physician

A



Yuki has always wanted to do something important and have a job that involves ¹r_____.y. He doesn't have a family, so he wouldn't mind working ²o_____, as he doesn't have much to do after work. He would like to continue studying again. He successfully completed three years of pre-medical school, where one of the things he learnt was how to stay calm in ³s_____ situations. He could be a(n) ⁴_____.

B



Ellen is a creative person. She's good at building new things and drawing. She doesn't want to work in a ⁵t_____, but would prefer to work individually. She would also like to have a nice office – working ⁶o_____ is not her thing, and she would rather stay in one location. She could be a(n) ⁷_____.

C



James is quite talkative and enjoys being in a group. He knows how to ⁸d_____ with people, and they usually trust him. He doesn't like speaking in public, however. He's very ambitious, so he would like to have good ⁹p_____ opportunities, which would motivate him to work harder. He could be a(n) ¹⁰_____.

4> Complete the sentences with the missing words.

Are the statements true (T) or false (F)?

- Teachers in Finland are so badly p_i_ that few university graduates decide to work in education. T / F
- A soldier can q_ _ _ his/her job at any time he or she wants. T / F
- The Polish prime minister receives a _ _ l _ r _ of around 50,000 PLN. T / F
- If you want to be a s _ _ g _ _ n in America and operate on people, you have to study for 12 years. T / F
- Statistics show that the average American changes _ o _ _ twice in their career. T / F
- People who are _ _ e _ p _ o _ _ d don't have to pay taxes because they don't earn any money. T / F
- Almost 35% of people who work in Poland are s _ _ f - e _ _ l _ _ e _ , that is, they run their own business. T / F

Vocabulary challenge!

» Student's Book, page 109, UNIT 2, ex. 1 and 2

5> Write an appropriate adjective next to each question.

What do you call a job which

- requires that you do the same things every day? _____
- makes you feel proud of your successes? _____
- makes you feel bored? _____
- may make you rich? _____
- is difficult, but interesting and enjoyable? _____
- is done in a factory rather than in an office? _____
- requires specialised training? _____

6> Write four sentences to describe your dream job. Mention some of the things you would/would not like to do.

1> Read the text and complete the sentences below.

It's a sunny morning in California as you're riding a free bike along the lawn full of people sitting in sun chairs. You've just had a delicious free breakfast trying to keep it light as you're having that workout session at the free gym in about two hours. Having arrived at your destination, you enter the building and head down a spacious corridor with colourful walls, grab a free smoothie and make yourself comfortable in a stuffed chair. Outside the window Android figures seem to be cheerfully waving at you, saying 'welcome to your office'. This unexpected work environment is the result of Google's wish to create 'the happiest, most productive workplace in the world'. And these are just a few of a long list of things their employees enjoy thanks to this philosophy.



- The author's reason for not eating too much for breakfast is _____.
- Google's office is so different because they'd like _____.
- According to the text, Google's employees enjoy free _____ and _____ (name two).

2> MP3 03 Listen to six recordings and complete the sentences.

- Table tennis helps Nadia to _____.
- Two fun activities that are going to be held in the office are _____ and _____.
- Workers who are stressed out are _____.
- Helen thinks having fun at work is a bad idea because _____.
- Young people don't want to be like their parents, many of whom _____.
- Marion wanted to convince Ola to stay, so she _____.

3> Match the words below with their Polish equivalents.

- | | | |
|-----------------|--------------------------|--------------------------|
| 1 workplace | ☐ | a tablica ogłoszeń |
| 2 loads of work | ☐ | b rzucić pracę |
| 3 pay rise | ☐ | c mnóstwo pracy |
| 4 social events | ☐ | d podwyżka |
| 5 quit | ☐ | e miejsce pracy |
| 6 department | ☐ | f wydarzenie towarzyskie |
| 7 noticeboard | ☐ | g dział |

4> Complete the sentences with the words from exercise 3.

- For more information about after-school activities, check the _____.
- Do you remember Mary from the accounts _____?
- If I get a _____, I will be able to afford a new car.
- My ideal _____ would be a big office in the city centre.
- Do you ever take part in _____ with your colleagues such as company parties?
- If you don't like your job then _____ and find another one.
- I've got _____ to do, so I'm afraid I will have to stay longer.

Revision ■ Student's Book, page 17

5> Complete the text with appropriate words.

My older brother, Ben, got a new job a few weeks ago. He is really happy about it. He has got a big ¹ _____ with a large desk and modern ² _____, such as the latest model of a laptop and a 3-D projector. Ben says that the ³ _____ at work is really nice and his ⁴ _____ are supportive – they always help with any questions and offer advice. He often works quite late, but he has a long lunch ⁵ _____ at midday, so he doesn't complain. He even gets ⁶ _____ food – he doesn't have to pay for his lunch in the canteen. There is only one drawback to his new job – the salary.

Vocabulary challenge! » Student's Book, page 109, UNIT 2, ex. 3

6> Choose the correct option to complete each sentence.

- People in my **career / profession** do not usually earn a high salary.
- Linda started **work / job** when she was sixteen.
- What's the daily **wage / salary** you're going to earn?
- The company provides free drinks and snacks for its **colleagues / staff**.
- Most women find it difficult to combine a **career / work** and family.
- He got a **money / pay** increase that was much higher than he had expected.
- If you keep coming late, you're going to get **laid off / fired**.
- They've been looking for a new IT specialist since Tom **laid off / resigned**.

7> Write 1–2 sentences about each point below.

- Describe the ideal colleague.

- Give one good reason to resign from a job.

- Name one thing that is more important at work than a good atmosphere.

Past simple and present perfect

Czasu **past simple** używamy, aby opisać:

- czynności lub wydarzenia, które miały miejsce w określonym momencie w przeszłości:
*He **moved** here three years ago.*
- czynności i wydarzenia, które zostały zakończone w przeszłości:
*He **lived** in New York for six months. (już tam nie mieszka)*

Czasu **present perfect simple** używamy, aby opisać:

- doświadczenia życiowe, bez określania, kiedy miały miejsce:
*I've **been** to London a few times.*
- sytuacje, określając od jak dawna mają miejsce:
*Judith **hasn't learned** Chinese for two months.*
- wydarzenia z niedawnej przeszłości, których skutek jest widoczny w chwili obecnej (często z **just, already, yet**):
*Kate **hasn't done** her homework **yet**.
I've **just taken** the photo.*

W zdaniach w czasie **past simple** stosujemy często następujące wyrażenia: *in 2015, last year/week/month, When ...?, then, three months/years ago.*

W zdaniach w czasie **present perfect** stosujemy najczęściej następujące wyrażenia: *this morning/year, never, ever, so far, since I was a kid, How long ...?, recently, in the last few days, for.*

Grammar challenge! » Student's Book, page 109, UNIT 2

Określ **this morning, this week, today** można używać zarówno z czasem **past simple**, jak i **present perfect**. Użycie czasu **past simple** oznacza, że wspomniany okres czasu już się skończył; użycie **present perfect** oznacza, że ten okres jeszcze trwa, np.:

*Have you **seen** Mark **this morning**?* (ranek jeszcze się nie zakończył)
*Did you **see** Mark **this morning**?* (najprawdopodobniej zdanie jest wypowiedziane po południu lub wieczorem)

1> Complete the table with the correct verb forms.

Infinitive	Past simple	Past participle
sleep		
		spoken
	taught	
buy		
	stood	
		hidden
	drank	
know		
		grown
wear		

2> Write negative sentences and questions.

- He has applied for a job as a waiter at a café.
a _____
b What kind of job _____?
- Kevin left three hours ago.
a _____
b When _____?
- They've given me a nice present.
a _____
b _____?
- She rang at midnight.
a _____
b _____?

3> Choose the correct answers.

- I've known Linda _____.
a in 2005 b since 2005
- She didn't go on holiday _____.
a last year b this year
- _____ did you try to apply for this job?
a When b How long
- They didn't manage to find the lost key _____.
a so far b after all
- Paul has been in hospital _____.
a for three weeks b three weeks ago

4> Choose the correct option to complete each sentence.

- How many novels *did Charles Dickens write / has Charles Dickens written*?
- Were you ever / Have you ever been* to New York?
- George *has found / found* a new job recently, and he seems thrilled.
- Monica *has been / was* interested in photography since her childhood.
- Oh, no! I *forgot / have forgotten* to feed the dog.
- Jack is an excellent chess player. He *has taken / took* part in many tournaments.
- You *just missed / 've just missed* Rob. He *left / has left* ten minutes ago.
- 'How long *has she worked / did she work* for McDonald's?' 'She started in 2015 and left two years later.'

5> Complete the sentences with the correct form of the verbs in brackets. Use the present perfect or the past simple.

- A Why do you look so happy, John?
B I _____ (*just / buy*) a new laptop.
- Pete _____ (*arrive*) almost half an hour ago. He _____ (*be*) in his study since then.
- _____ (*you / have*) breakfast or shall we get something to eat?
- My computer _____ (*break*) down. Can you help me repair it?
- Steven _____ (*have*) an accident last year. His car _____ (*hit*) a tree.
- Tom _____ (*work*) as a teacher for four years in the 1990s.
- _____ (*you / visit*) any interesting places when you were in Sweden?
- Diana _____ (*not have*) even a day off since the beginning of the year.
- Tina is a flight attendant. She _____ (*visit*) twenty countries so far during her career.
- Do you know that Harry and Jane _____ (*know*) each other for ten years?

Grammar challenge!

» Student's Book, page 109, UNIT 2, ex. 1

- 6> Write sentences or questions, using prompts A–F. Then match them with mini-dialogues 1–6.

A you / have / a good time / yesterday?

B it / stop / raining.

C when / I / graduate / I / work / secretary / two years.

D Derek / not do / chemistry project / yet.

E Sheila / not be / at school / last week.

F when / you / decide / change your job?

1 A _____ B But he should present it tomorrow! Otherwise the teacher will be angry.

2 A What was your first job? B _____

3 A _____ B I know, she was sick.

4 A _____ B It was two months ago, after my boss got angry with me.

5 A Look! _____ B Let's go for a walk then.

6 A _____ B Yes, the party was great!

- 7> Match 1–6 with a–f.

- | | |
|---|--------------------------|
| 1 Have you seen Tom this morning? | ☐ |
| 2 Did you see Tom this morning? | ☐ |
| 3 I've been to a library this afternoon to borrow the latest Ken Follett novel. | ☐ |
| 4 I went to a library this afternoon to borrow the latest Ken Follett novel. | ☐ |
| 5 I've found a twenty-dollar banknote today. | ☐ |
| 6 I found a wallet at work today. | ☐ |
| a It's time for me to go to sleep now, but I can't stop reading it. | |
| b I left it at the reception desk before I went home. | |
| c I want to catch him before the first lesson. | |
| d Now I need to pick up my sister before it gets dark. | |
| e I'll buy the CD I've always wanted to get. | |
| f I think he was only at school until lunchtime. | |

- 8> Complete the sentences so that they are true for you.

- 1 I've recently _____.
- 2 Last month, my friend _____.
- 3 In primary school, I _____.
- 4 Since I was a child, _____.
- 5 I've never _____.

Present perfect continuous

Czasu **present perfect continuous** używamy, aby:

- powiedzieć, od jak dawna trwa jakaś czynność:
I've been saving up all my pocket money since September.
- opisać czynności, które trwają przez jakiś czas i których skutki są nadal widoczne:
The road is very wet. It's been raining.

Zdania twierdzące i przeczące

I/You/We/They	have/haven't been waiting for you	since six o'clock.
He/She/It	has/hasn't been waiting for you	

Pytania i krótkie odpowiedzi

	Have	I/you/we/they	been waiting	since six o'clock?	Yes, I have. No, you haven't.
	Has	he/she/it			Yes, she has. No, he hasn't.
How long	have has	I/you/we/they he/she/it	been waiting?		

Uwaga!

Niekiedy czasów **present perfect simple** i **present perfect continuous** używamy zamiennie:

I've lived / 've been living in Warsaw for ten years.

I've attended / 've been attending this school since September.

W następujących sytuacjach używamy czasu **present perfect simple**:

- z czasownikami statycznymi (np. *know, like, love, need*):
They've loved each other very much.
- aby określić, jak wiele rzeczy wykonaliśmy lub ile razy miała miejsce jakaś czynność:
I have written three letters.
- aby opisać jednorazową czynność lub wydarzenie, gdy zostały już zakończone:
Tom has recently graduated.

- 1> Write the sentences about the people in the pictures. Use the present perfect continuous.



- 1 Stephen / repair the car / all morning.

- 2 Jane and Lucy / not do homework / they / play with the phone.



- 3 Julia / do the course / month.



- 4 I / run / park / an hour.



- 2> Complete the sentences with the correct form of the verbs in brackets, using the present perfect continuous. Then match statements 1–5 with responses a–e.

- 1 Martha _____ (*make*) biscuits. ☐
 2 How long _____ (*you / wait*) here? ☐
 3 I _____ (*cry*) all afternoon. ☐
 4 _____ (*Dan / drive*) all day? ☐
 5 I _____ (*not eat*) any sweets lately. ☐
 a Yes, I can see you've got red eyes.
 b Yes, he needs a break.
 c No more than 10 minutes.
 d Yeah, I can see you've lost weight.
 e That's why the kitchen smells so good.

- 3> Choose the correct option to complete each sentence. Sometimes both answers are correct.

- 1 You look awful! *Have you fought / Have you been fighting* again?!
- 2 Peter feels depressed and so he *has decided / has been deciding* to go on holiday.
- 3 My dad *has worked / has been working* in the same company for ten years.
- 4 You've got so many postcards from so many different places! *Have you collected / Have you been collecting* them long?
- 5 A Sean's acting strangely these days, isn't he?
 B Yes, I think he *'s tried / 's been trying* to give up chocolate for the last few days, but I don't think he *'s managed / 's been managing* to do so yet.
- 6 Fleur's a very good skier. She *has won / has been winning* lots of competitions!
- 7 A Hungry?
 B Not at all. I *ve just had / 've just been having* a few sandwiches.
- 8 So, you're saying *you've lived / you've been living* next door for three months? How come we've never met?

- 4> Complete the texts with the correct form of the verbs in brackets. Use the present perfect or the present perfect continuous.

Teacher



Oh, this week is probably one of the busiest I ¹ _____ (*ever / have*) in my life! Since Monday, I ² _____ (*correct*) my pupils' exercise books, but I ³ _____ (*only / check*) about half of them so far. My class are preparing a performance for a school celebration, so I ⁴ _____ (*help*) them a little.

Novelist



It ⁵ _____ (*be*) a very good week. At last I ⁶ _____ (*finish*) my latest novel, called *The Girl who Killed the Giant Frog*, and the publisher is very pleased with it. So for the last three days, I ⁷ _____ (*relax*). I ⁸ _____ (*not / even / answer*) any emails yet.

- 5> Complete mini-dialogues 1–6 with the correct form of the verbs below. Use the present perfect or the present perfect continuous.

cry collect run wait know see

- 1 A Your collection is really impressive! How many stamps _____ you _____ so far?
 B There are exactly 1,524 of them.
- 2 A I'm so sorry I'm late again. _____ you _____ long?
 B No, don't worry. I only came a couple of minutes ago.
- 3 A Why are your eyes red? _____ you _____ ?
 B No, it's just an allergy.
- 4 A His company is really successful, isn't it? How long _____ he _____ the business?
 B For over twenty years, I guess. Yes, he set it up in the early 1990s.
- 5 A You seem to know the dialogues almost by heart! How many times _____ you _____ the film?
 B Well, five or six suppose. It's a really great film, isn't it?
- 6 A So how long _____ you _____ him?
 B For as long as I can remember. We grew up together.

- 6> **CUMULATIVE GRAMMAR** Find and correct seven mistakes in the dialogue.

Interviewer Why would you like to work as a sports instructor at our camp?

Steve Well, I was always into sports. And I'm also quite good at organising things. I've organised three school trips last year.

Interviewer Do you have any experience in working with children?

Steve Yes, I do. I am doing some babysitting for the last two months.

Interviewer Were you ever to Scotland?

Steve No, but I have gone to Manchester a few years ago, and also visited London last summer.

Interviewer What about your language skills?

Steve I can speak good English. I'm studying it for ten years at school. I just passed CAE.

Interviewer OK, thank you very much for coming to the interview. We will contact you in a few days.

- 7> Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- 1 Jane has been living here for three months.
 Jane _____ ago. **Moved**
- 2 They began travelling six months ago, and they aren't back home yet.
 They _____ months. **Have**
- 3 We have been eating for an hour.
 We _____ yet. **Finished**
- 4 The last time Tom wrote to me was two months ago.
 Tom _____ months. **Not**
- 5 Dan started watching TV two hours ago, and he still hasn't stopped.
 Dan _____ hours. **For**
- 6 He has had the job for a week now.
 He _____ week. **Last**
- 7 I last saw aunt Lucy as a child.
 I _____ a child. **Since**

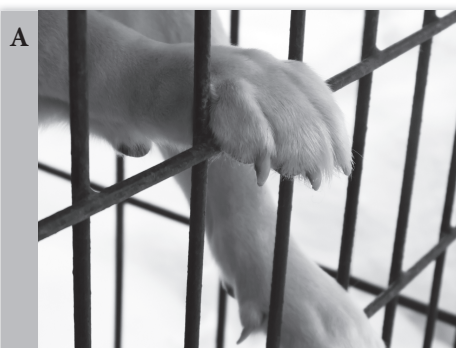
- 1> Read the advertisements below. What part-time jobs for young people are advertised? What are the key requirements for each job?

Job	Key requirements
A	
B	
C	
D	

- 2> Match questions 1–5 with advertisements A–D. One advertisement matches two questions.

Which text mentions

- the possibility of choosing where you'd like to work?
- a job that could help applicants in their future career?
- a wage that is dependent on the weather?
- a chance for a temporary job to become a long-term one?
- teaching successful job applicants some necessary skills?

☐
☐
☐
☐
☐


ANIMAL CARETAKER

If you're good with animals, then an animal caretaker's helper might be the job for you. We're not offering a big salary, but job satisfaction is guaranteed. We're looking for young people to help clean out the cages, feed the animals or simply spend time with them. It's all useful experience for any future vet! We need any time you can spare, whether it's one or ten hours a week. The working hours are flexible, although we do ask that you try to schedule them ahead of time as the shelter works around the clock, and we need to fill both day and night shifts.

Show contact details

SITTERS WANTED!

Whether you like cats or dogs, we've got the job for you. At present, we have a couple of weekend cat and dog sittings. This often turns into a regular job when the dog takes to the sitter, and its owners have busy schedules or simply need help because they don't like getting up on a rainy day. Many of our sitters have been offered permanent dog walker positions. Salaries vary, depending on the amount of time and responsibilities. No experience necessary, just a big heart and, sometimes, a lot of patience!

Show contact details

SUMMER JOB

The seaside is the perfect place to work in the summer! New Jersey is hiring young people to help keep people safe on our beaches this summer season. You must be an excellent swimmer, but no prior lifeguard experience is necessary. First aid training will be provided to anybody without a certificate. You'll only be paid for the time actually spent working and, unfortunately, the beach is a workplace that is often closed! No wages on rainy days!

Show contact details

TUTORS NEEDED

Our centre provides tutoring services in fields such as music, foreign languages and sports. Our database matches kids who have problems at school with older students who could tutor and help them. Our long-term plan is to have our own learning centre. But we're still renovating the building, so, temporarily, the lessons take place at the child's home. When applying, make sure to give us all relevant information concerning your skills and talents as well as your preferred districts, and we'll put you in touch with kids looking for teachers in those areas.

Show contact details

- 3> Match 1–6 with a–f to form collocations.
Check your answers in the texts on page 19.

1 busy	☐	a experience
2 day/night	☐	b training
3 permanent	☐	c schedule
4 regular	☐	d shifts
5 first aid	☐	e job
6 prior	☐	f position

- 4> Use the phrases from exercise 3 in the correct form to complete the sentences.

- Yesterday, paramedics from the hospital organised a _____ session for all the students at our school.
- My boss has such a _____ that I had to wait three days for a meeting with him.
- Are you looking for just a summer job or a more _____?
- Actors rarely have a _____. They usually exist from one contract to the next.
- His _____ in business impressed the company, and he got the job.
- My mum's doing a _____ today. She finishes work at 7 a.m.

Revision ■ Student's Book, pages 20–21

- 5> Unscramble the words. The hidden word is a name of a job.

- Most students of our university find **MEETYMONLP** as soon as they get their diplomas.
- I'm keen on chemistry. What kind of career **NIPTUTOIPERSO** are there for me?
- If you can't decide what you'd like to do in life, get some **RERCAES** advice.
- My school careers **VARDIES** suggested I might be a good diplomat.
- There are many tests that help people find and realise their **TOLNTPAIE**.

The hidden word:



- 6> Complete the sentences with the prepositions below.

out in (x2) for (x2)

- Mike's done so well _____ his final tests that he can choose any university he wants.
- I've known what I wanted to do _____ a living ever since I was a child.
- Dan's always been great at drawing, so it's not surprising that he's decided to follow a career _____ graphic design.
- Once you know what kind of a job you want, find _____ what skills you need for it.
- Sally got fired five months ago and has been looking _____ a job since then.

Vocabulary challenge! » Student's Book, page 109, UNIT 2, ex. 4, 5 and 6



- 7> Complete the sentences with the correct form of the words in brackets.

- I'm sorry, but with no skills and no experience, you are really almost _____ (*employ*).
- Jake has great _____ (*lead*) skills, I'm sure he'll be a great manager one day.
- Thank you, your advice has been very _____ (*help*).
- He owes his _____ (*succeed*) to hard work as well as to great talent.
- Great _____ (*imagine*) is helpful not only in the arts, but also in business.
- The company is very _____ (*satisfy*) with my work, and I've been promoted.
- The _____ (*create*) of this app is a young IT student.

- 8> Translate the sentences into English.

- Zrobiłem parę testów psychologicznych i dowiedziałem się, że nie jestem dobry w podejmowaniu decyzji.

- Planowanie kariery na szybko zmieniającym się rynku pracy nie jest proste.

- Po nieudanej kampanii marketingowej nasza firma straciła wiodącą pozycję na rynku ubrań dla młodzieży.

- Jeśli Twoją mocną stroną jest kreatywność, pomyśl o karierze w marketingu.

- Dla wielu młodych ludzi satysfakcja z pracy jest ważniejsza od pieniędzy.

SPEAKING

a job interview

1> Match sentences 1–6 with responses a–f.

- 1 Good morning, my name is Shaun Sanders, and I'm here for a job interview. ☐
- 2 And will I be paid monthly or weekly? ☐
- 3 So, why should we hire you for this position? ☐
- 4 Is this a part-time job? ☐
- 5 Could you tell me a little bit about your work at the newspaper? ☐
- 6 Is there anything you'd like to know about the job? ☐
- a For a start, I'm a very creative person, and I can write interesting articles.
- b Actually, it's full-time, but only from June to October.
- c Good morning. Please come in and take a seat.
- d Yes, could you tell me what my responsibilities will be?
- e For the past 2 years, I've been responsible for writing articles and interviews.
- f We are offering £250 a month.

2> Write appropriate responses to complete the minidiálogos.

- 1 Q _____?
A Three years of working for my school newspaper.
- 2 Q _____ at weekends?
A Sometimes it does, but I only have to come to work on Saturday mornings.
- 3 Q What _____?
A I think I have a few. First, I'm a great communicator, so others enjoy working with me.
- 4 Q Do you _____?
A Sometimes I can be a bit of a perfectionist, and I tend to spend too much time on things.
- 5 Q _____?
A I have my last exam on June 3rd, so my first day in the office could be the 4th.

3> Write a short dialogue. Use the phrases and ideas from exercises 1 and 2 to help you.

TEST IT! ⌚ 4 minuty

Szukasz pracy wakacyjnej. Znalazłeś/Znalazłaś ogłoszenie o tym, że amerykański park rozrywki (*theme park*) szuka studentów do pracy jako postaci z bajek zabawiające gości (*theme park mascots*). W rozmowie o pracę:

- opisz swoje doświadczenie w pracy z dziećmi;
- przedstaw swoje umiejętności lub cechy charakteru przydatne w takiej pracy;
- dowiedz się o szczegółowy zakres obowiązków;
- uzgodnij godziny pracy i zapytaj o pensję.

Rozmowę rozpoczyna egzaminujący.



WRITING

a job application

2

1> Rewrite the parts of the sentences in bold, using more formal language.

- 1 **Hi** Mr Moore _____
- 2 I am writing **about** the job advertisement which I found on your website. _____
- 3 I would like to **ask** for the **job** of a waiter at your coffee shop. _____
- 4 I believe my experience makes me a **great** candidate for the **job**. _____
- 5 In my previous job, I learned a **lot** about customer service. _____
- 6 I also **have** certificates in English and French. _____
- 7 I **am waiting to hear** from you. _____
- 8 **Yours** _____

2> Express the ideas below in English.

- 1 Napisz, że po pierwsze pracowałeś/pracowałaś już jako recepcjonista/recepcjonistka.

- 2 Napisz, że Twoje zainteresowania obejmują sport i gry komputerowe.

- 3 Napisz, że Twoje doświadczenie zawodowe sprawia, że jesteś właściwą osobą na to stanowisko.

- 4 Napisz, że uważasz się za osobę, która doskonale potrafi pracować w grupie.

- 5 Dodaj, że chętnie uczysz się języków obcych.

- 6 Napisz, że dołączasz swoje CV.

- 7 Zaproponuj kontakt, jeśli potrzebne będą dodatkowe informacje na Twój temat.

3> Read the instructions and do the writing task.

TEST IT! Znalazłeś/Znalazłaś w internecie ogłoszenie o pracy wakacyjnej na stanowisku recepcjonisty/recepcjonistki w schronisku młodzieżowym (*youth hostel*) w Nowym Jorku. Napisz **list motywacyjny** (200–250 słów), w którym przedstawisz swoje predyspozycje do tej pracy oraz opisz swoje dotychczasowe doświadczenie na podobnym stanowisku.

1> Read the text and choose the correct answer a, b or c.



I am writing to apply ¹ _____ the position of junior assistant as advertised on your website. In the future, I would like to follow a ² _____ in advertising. Working for an advertising agency such as yours has always been my dream.

As for my experience, for the past two years I ³ _____ ads for our school paper. I have also read a few books about advertising ⁴ _____. I am a very creative and hard-working person, so I believe I am a ⁵ _____ candidate for the position. I am also prepared to work ⁶ _____ in the evenings or even at weekends, since I would like to learn as much as possible during the next two months.

- 1 a to b about c for
 2 a job b career c work
 3 a have been preparing
 b have prepared
 c prepared
 4 a ever b so far c recently
 5 a responsible b capable c suitable
 6 a overtime b full-time c part-time

2> Choose the correct answers.

- 1 There have been many _____ people in our town since the local factory closed.
 a employer b unemployed c employ
 2 Our nanny is paid _____.
 a week b weekly c weekends
 3 Being a politician is very _____.
 a stressed b stressing c stressful
 4 We only use modern _____ in our lab.
 a equip b equipped c equipment
 5 I have an appointment with a careers _____ today.
 a council b counselled c counsellor
 6 We always try to _____ our customers' needs.
 a satisfy b satisfying c satisfied
 7 Stephen Hawking's book about black holes inspired me to become a _____.
 a physician b physics c physicist
 8 What a _____ this project is! I can finally put my creativity to good use!
 a challenge b challenged c challenging

3> Complete the text with the correct form of the words below. There are two extra words.

deal employ help think own success
 reward work

We've had a discussion about our future careers in my English class today, and I ¹ _____ about it all day. Most of my classmates want to work for big corporations, but I'm not sure. Personally, I think that the ² _____ of big companies are just helping to make somebody else rich. Also, I suppose the ³ _____ environment in such places can be very stressful. So maybe it's better to be self-employed, like my dad, who is the ⁴ _____ of a small logistics company? I know it's difficult these days to ⁵ _____ in business, but judging from my dad's experience, if you do, it is very ⁶ _____. But, on the other hand, there are so many things to worry about such as social insurance and taxes. So, I guess I still don't know.



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 Who _____ (*be / charge*) the project while I was away?
 2 Mike _____ (*do / good*) the job interview that he's sure he'll get the job.
 3 Thanks _____ (*they / helpful / staff*), our stay at the hotel has been very pleasant.
 4 What _____ (*she / do*) a living before she started working for the police?
 5 When I entered the shop, my colleague _____ (*just / deal*) an angry customer.
 6 'What kind of work _____ (*you / look*)?' 'Ideally, I'd like a job that involves a lot of travel.'
 7 This company _____ (*never / lay off*) many workers before.
 8 He _____ (*be / dissatisfied / salary*), so he started looking for a new job.

5> Complete the second sentence so that it means the same as the first. Write no more than four words.

- 1 How does she earn money?
 What does she do _____?
 2 Craig started his own company in September.
 Craig has been _____ September.
 3 I got this position 3 weeks ago.
 I _____ for three weeks.
 4 Who is responsible for this project?
 Who is in _____ this project?
 5 I think I didn't enclose my CV in my application.
 I can't remember _____ in my application.

Mówienie Rozmowa na podstawie materiału stymulującego • Rozumienie ze słuchu Wybór wielokrotny • Znajomość środków językowych Tłumaczenie fragmentów zdań, Tłumaczenie zdań

1> Read the instructions and do the speaking task.

TEST IT! ⌚ Do the speaking task and answer the two questions below. Write 4–5 sentences.

Ubiegasz się o staż w dużej korporacji i prawdopodobnie będziesz pracować w jednym z trzech poniższych biur.

- Wskaż biuro, w którym najbardziej chciałbyś/chciałabyś pracować, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego nie podobają Ci się pozostałe miejsca.



- 1 Do you think a fun atmosphere in the work place makes workers more productive?
- 2 What are the good and bad sides of being self-employed?

2> **TEST IT!** MP3 04 Usłyszysz dwukrotnie program radiowy. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl literę A, B albo C.

- 1 The host of the programme says that students
 - A should email him their questions concerning work.
 - B don't make much money in big companies.
 - C often can't have a fixed work schedule.
- 2 Which of the following is stated as a fact, not as an opinion?
 - A Anybody can learn to write well if they put enough effort into it.
 - B People don't trust the opinions of experts as much as those of other members of the public.
 - C Most people will have online jobs in the future.

- 3 People who write online reviews
 - A should review at least one product a week.
 - B sometimes don't get money for them.
 - C must also answer other consumers' questions online.
- 4 What is the main idea of this segment of the programme?
 - A To encourage young people to consider writing online reviews.
 - B To warn listeners that some online review companies often cheat young people.
 - C To explain why online jobs should only be treated as part-time jobs.

3> **TEST IT!** W zadaniach 1–5 spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie, poprawnie uzupełniającym lukę.

- 1 He _____ (*jest bezrobotny*) for months now and he's slowly losing hope.
 - A is unemployed
 - B was unemployed
 - C has been unemployed
- 2 The company asked us to sign contracts that prevent _____ (*naszym odejściom*) before the end of the year.
 - A us from quitting
 - B our quit
 - C that we quit
- 3 We _____ (*siedzimy tu*) for hours, let's go outside – we'll think better afterwards.
 - A are sitting
 - B have sat
 - C have been sitting
- 4 I think they're serving dinner in the canteen – _____ (*piękną pachnie*).
 - A wonderful smell
 - B it smells wonderful
 - C smelling wonderful
- 5 When _____ (*przestałaś pracować*) as a beautician?
 - A you stopped to work
 - B did you stop working
 - C have you stopped to work

4> **TEST IT!** Przetłumacz zdania (1–5) na język angielski, tak aby były logiczne i gramatycznie poprawne.

- 1 Ta firma zwolniła wielu pracowników w zeszłym miesiącu.

- 2 Masz naprawdę dobre podejście do dzieci, powinnaś być opiekunką do dzieci.

- 3 Nie mogę sobie teraz pozwolić na rzucenie pracy.

- 4 Czy zatrudniście już kogoś na to miejsce?

- 5 Praca w grupie zawsze była jedną z moich mocnych stron.

3

Escape!

VOCABULARY holidays and travel

1> Are the sentences true or false?

- When you go on an **all-inclusive holiday**, you only need to pay the travel costs. T / F
- When you go on a **cruise**, you travel on a ship. T / F
- You can organise lots of **day trips** when you're on a **staycation**. T / F
- A **chalet** is a wooden house built on a beach. T / F
- You need to be a student to stay in a **youth hostel**. T / F
- On a **city break**, you leave town for a few days. T / F
- When you **check out** of a hotel, you get the key and sign some papers. T / F
- A **cabin** is a private room on a ship. T / F

2> Complete the holiday brochures with the words below. There is one extra word.

museums excursions accommodation sunbathing
tent see package activity tour five-star

A

CAMPING

¹ _____ holidays for everybody!

Learn something new and do something wild.

If you want more from a holiday than ² _____ on the beach and doing nothing, join us!

Go camping and live in a ³ _____ in the middle of the forest for two weeks. Who knows - perhaps it will be the beginning of a great adventure?
Just give us a call on 0 800 ...

B

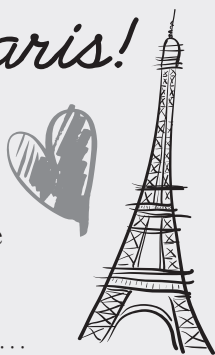
Fall in love with ... Paris!

Would you like to go on a ⁴ _____ and learn more about the capital of romance and tourism?

Are you an art lover who would like to visit ⁵ _____ such as the Louvre or the Musée d'Orsay?

We can help you make it happen!

For more information, visit [www.yourpari ...](http://www.yourpari...)



C



Do you feel like a little bit of luxury? Are you dreaming of staying in a ⁶ _____ hotel with a swimming pool? Would you like to have everything organised for you?

We have the very thing for you! All-inclusive ⁷ _____ holidays in the world's most beautiful coastal resorts, with all the details taken care of from

⁸ _____ through transport and a choice of

⁹ _____ to nearby places of interest.

Email us on [offes@holidayheaven ...](mailto:offes@holidayheaven...)

3> Complete the sentences with the missing words.

- How many **g _ _ s _ s** do you usually have staying in peak season in your hotel?
- I'm not going on a cruise with you - I'd only get **_ e _ s _ c _** and feel ill all the time
- Tom spent the entire voyage in the cabin, looking out through the **p _ _ t _ _ l _**.
- Why don't we hire a boat and **_ _ _ l** to the other side of the lake?
- We only saw two of the most famous **s _ _ _ t _** in London - Buckingham Palace and Big Ben.

4> Find and correct a mistake in each sentence.

- If it's not too cold, we want to sleep in a camping when we go to the mountains. _____
- Do you remember if the ship stopped five or six ports? _____
- I'd like to go for an excursion to the Grand Canyon. _____
- We've booked a lovely bed with breakfast by the seaside. _____
- When you are learning to ski, it's best to go down the easy mountains. _____
- Have you checked off the local cafés? They are great! _____

Vocabulary challenge! >> Student's Book, page 110, UNIT 3, ex. 1

5> Complete the second sentence so that it means the same as the first one, using the word given. Do not change the word given.

- I was ready for our trip when Ben called to say he was sick.
I _____ our trip when Ben called to say he was sick. **ALL**
- The hostel turned out to be in an isolated place.
The hostel turned out to be _____. **OF**
- If we start driving now, we will get there on time.
If _____, we will get there on time. **HIT**
- Quite unexpectedly, camping was a really enjoyable experience.
Quite unexpectedly, I _____ during my camping holiday. **LIFE**
- I can't wait to relax and enjoy myself.
I can't wait to _____. **HAIR**
- I'm fed up with working. Why don't we go somewhere on holiday?
I'm fed up with working. Why don't we _____ all. **AWAY**

6> Write four sentences about your dream holiday.

Use the words from the lesson and the phrases below.

I'd love to go to ... I'd like to travel by ...

I could stay ... During my dream holiday, I'd like to ...

- 1> **MP3 05** Listen to the radio phone-in programme. Match the speakers with the aspects of holidays they hate most. There is one extra answer.

David	☐	a packing and preparations
Anna	☐	b going on package holidays
Owen	☐	c getting to the destination
		d returning home

- 2> **MP3 05** Listen again and match the speakers with the statements. Write the correct letters: D for David, A for Anna, and O for Owen. One speaker matches two statements.

This speaker	
1 hates waiting at departures.	
2 is excited about preparing for a holiday.	
3 feels different to most travellers about travelling to a place.	
4 worries about not taking the right decisions.	



- 3> Choose the correct definitions.

1 queue	a stand in a line of people	b show a document at a border
2 bugbear	a a type of luggage	b a problem
3 sympathetic	a feeling sorry for somebody	b smiling
4 build-up	a follow-up	b in preparations
5 my heart sank	a I felt sad	b I felt happy
6 destination	a the place you travel from	b the place you travel to

- 4> Complete the sentences with the words from exercise 3.

- Whenever I go on holiday, a limited budget is always my _____.
- The _____ before the party was just as exciting as the event itself.
- Lucy proved to be very _____ and listened to me carefully.
- When I saw Paul in such a bad condition, my _____.
- What was the most popular tourist _____ during the last summer season?
- The concert had better be good – we had to _____ for tickets for two hours.

Revision ■ Student's Book, page 29

- 5> Complete the sentences with the phrasal verbs and their objects below. Where possible, rewrite the sentences in two ways.

see / off / him pick / up / my brother get / off / the bus
put / on / the gloves work / out / it

- I promised to _____ from the nursery at five.
- You'd better _____ – it's freezing.
- Don't you think we should _____ at the airport?
- If you have a problem, why don't we _____ together?
- We need to _____ at the next stop, don't we?

- 6> Complete the text with appropriate prepositions.

I'll never forget the holiday! We barely made it to the airport and just managed to get ¹ _____ the plane after the final call. Earlier, everything had seemed OK – we had left home quite early and had set ² _____ with a great deal of time to spare. But nobody could predict the traffic jam we got stuck in. And then, when the road was finally clear, our car broke ³ _____. Can you believe it? We literally ran through the departure gate. Luckily, we had checked ⁴ _____ for the flight online the evening before, and thanks to that the plane did not take ⁵ _____ without us.

Vocabulary challenge! » Student's Book, page 110, UNIT 3, ex. 2

- 7> Complete the sentences with appropriate words.

- This time last Sunday, I was _____ up the sun by the pool at a lovely hotel in Mallorca.
- I've been under so much _____ at work recently that I deserve a long holiday.
- When we come home, my dad always suffers from _____-holiday depression, no matter how long the holiday has lasted.
- Now relax, enjoy yourself and _____ the most of your time here.
- I can't wait for my ski camp – I'm _____ down the days to my winter holiday.

- 8> Write 4–5 sentences about a memorable holiday you had.

Narrative tenses

Czasu **past simple** używamy do opisania:

- czynności lub wydarzeń, które miały miejsce w określonym momencie w przeszłości:

*I **went** on holiday to Greece last year.*

- serii następujących po sobie wydarzeń w przeszłości:

*She **woke up**, **brushed** her teeth and **ate** breakfast.*

Czasu **past continuous** używamy do opisania:

- czynności lub zdarzeń, które stanowiły tło dla innych wydarzeń:

*The sun **was shining** and the birds **were singing**.*

- czynności, które trwały w określonym momencie w przeszłości i zostały przerwane przez inne:

*She **was reading** a book when I **came in**.*

Czasu **past perfect** używamy do opisania przeszłych wydarzeń

i czynności, które miały miejsce przed danym momentem w przeszłości:

*When I **called**, Peter **had already gone** to bed.*

Konstrukcji **used to** używamy do opisania przyzwyczaję, których już nie mamy:

*I **used to eat** a lot of sweets.*

Uwaga!

Do opisania dwóch równoległych czynności używamy spójników **while** oraz **as**:

*As she **walked** down the corridor, everybody **looked** at her. Jess **was doing** the laundry while I **was sleeping**.*

Do opisania czynności, które wydarzyły się bezpośrednio jedna po drugiej, używamy spójników: **as soon as**, **the moment**, **when**, **after**:

*She **called** me as soon as she **heard** the news.*

*The moment Lydia **entered** the room, everybody **turned** around to look at her.*

*When I **ate** dinner, I **cleared** the table.*

Aby podkreślić, że jedna czynność wydarzyła się przed drugą, używamy spójników: **by the time**, **before**, **after**:

*By the time Lisa **came** home, everybody **had eaten** dinner.*

*Before I **went** out, I **had done** all my homework for the next day.*

*After the students **had decorated** the room, they **rehearsed** the play one more time.*

1) Find and correct a mistake in the verb form in each sentence.

- By that time, I'd wrote to her more than twenty emails.
- Did you used to start school as early as I did?
- Which sport did you played at primary school?
- Mrs Jenkins teached us in the first grade.
- The teacher was explain grammar when the fire alarm went off.
- I hadn't see such a film before.
- My grandfather wasn't use to get up so early.
- What you were doing yesterday at 6.00 a.m.?
- I didn't wanted to come, but they made me.
- Where you had lived before that?

2) Choose the correct options to complete each sentence.

- When I **had been** / **was** at primary school, I **had worn** / **used to wear** long hair.
- Before I **started** / **had started** working on my project, I **searched** / **had searched** the Internet for some useful information.
- I didn't realise I **forgot** / **had forgotten** my homework until the teacher **asked** / **had asked** me to show it to her.
- When we **finally reached** / **had finally reached** the hotel, the sun **had shone** / **was shining** and some kids **played** / **were playing** in the lobby.
- By the time I **did** / **had done** my homework, the film I **wanted** / **had wanted** to watch on TV **already finished** / **had already finished**.
- When I **had found** / **found** my phone, I **had called** / **called** my parents and **was telling** / **told** them to pick me up.
- I **was packing** / **had packed** my bag when I **'d heard** / **heard** the doorbell.

- Lara **used to live** / **was living** in Kent. She only **used to move** / **moved** here three years ago.

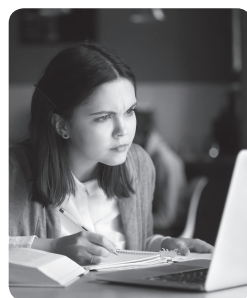
- What **had you done** / **were you doing** this time last week?

- Steve **had stood** / **stood** up, **had taken** / **took** the empty box and **threw** / **was throwing** it away.

3) Translate the Polish parts of the text into English.

Use the correct form of the verbs below.

panic arrive wait have (x2) forget get up
spend start enter open read revise



I'm writing to tell you about the final exam I ¹ _____ (miałam) yesterday. The exam ² _____ (zaczął się) at 9.00 a.m. I ³ _____ (wstałam) a bit late, because I ⁴ _____ (spędziłam) most of the previous night revising. So when I ⁵ _____ (przyjechałam) at school, the students from my class ⁶ _____ (czekali) outside the exam room. Some people ⁷ _____ (powtarzali) from their notes, so I decided to do the same. Finally, the examiner ⁸ _____ (przeczytał) my name. I ⁹ _____ (weszłam) the room and ¹⁰ _____ (otworzyłam) the envelope with the exam questions. I ¹¹ _____ (miałam) a horrible feeling that I ¹² _____ (zapomniałam) absolutely everything. It was scary because in the past I ¹³ _____ (zwykle panikowałam) before tests and exams, and it took me a lot of hard work to change that attitude. Anyway ...

- 4> Complete the text with the correct form of the verbs in brackets. Use the past simple, past perfect or past continuous.

The burglar ¹ _____ (*open*) the safe when he ² _____ (*hear*) footsteps. By the time two men ³ _____ (*enter*) the room, the thief ⁴ _____ (*hide*) under the bed. While they ⁵ _____ (*open*) the safe, he ⁶ _____ (*lie*) on the floor. Suddenly, they all heard some voices, which ⁷ _____ (*come*) from the back of the house. It was the police! The two men were in a hurry, but they managed to open the safe and remove the contents. When the detective ⁸ _____ (*get*) into the room, he couldn't see anybody. While he ⁹ _____ (*look*) for clues, he ¹⁰ _____ (*find*) the burglar under the bed. Of course, the detective ¹¹ _____ (*not want*) to listen to the burglar, who claimed that somebody else ¹² _____ (*take*) the money, and took the poor guy straight to the police station.

- 5> Complete the second sentence so that it means the same as the first one, using the word given.

- We heard the news on TV during breakfast.
We heard the news on TV _____. **WHILE**
- Mike made a million dollars. He was only 21 at the time.
By the time Mike was 21, he _____. **HAD**
- I disliked jazz as a child, but I love it now.
As a child, I _____ jazz. **USE**
- I bumped into Jo just before I left the building.
I bumped into Jo _____ the building. **AS**

- Everybody left. Then I went to bed.
I went to bed _____. **WHEN**
- I met Jack on my way to work.
I met Jack _____ to work. **WHILE**
- I ate a lot of sweets in the past, but now I don't.
I _____ sweets. **TO**

- 6> Complete the sentences with the linking words below. Sometimes there is more than one answer.

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

- _____ I opened the door, the postman had left.
- I was cleaning the bathroom _____ Mary was doing the dishes.
- Julia was driving very carefully _____ she had the accident.
- _____ we got to the airport, I realised I'd left my passport on the desk.
- The little boy started crying _____ his father left the school.
- Had the builders finished _____ you got home from your holiday?
- I felt happier _____ I had discussed the problem with a friend.

- 7> Complete the sentences so that they are true for you.

- As a child, I used to _____.
- While I was studying yesterday, _____.
- By the time I got to school, _____.
- Our teacher got angry when _____.
- When I went to bed last night, _____.

Question forms; object and subject questions

Szyk wyrazów w zdaniach pytających jest następujący:

słowo pytające	słowo posiłkowe	podmiot	czasownik	dopełnienie
	Do	you	go	to school?
	Have	they	been	ill?
	Did	she	go	last night?
Why	weren't	you	listening	to the teacher?
When	did	Betty	arrive?	

Inne słowa pytające to: *what? how? how many? how much? how often? which? who? whom? whose?*

Uwaga!

W pytaniach o podmiot (rozpoczynających się od *what?* lub *who?*) nie używamy czasowników posiłkowych, a kolejność słów jest taka sama jak w zdaniu twierdzącym:

~~Who did come to the party?~~ *Who came to the party?*

~~What did happen?~~ *What happened?*

Who came to the party? Monica came to the party.

(Who jest podmiotem w zdaniu.)

Who did you invite to the party? I invited Monica and Dan.

(Who jest dopełnieniem w zdaniu.)

Grammar challenge! >> Student's Book, page 110, UNIT 3

Układając pytanie do zdania, w którym występuje czasownik i przyimek (np.: *look at, worry about, listen to, talk to, care for, spend on*), pamiętaj, że przyimek zostaje na końcu pytania:

Who are you looking for? What did she talk to you about?

- 1> Put the words in the correct order to make questions.

- do / where / spend / your / you / winter holidays / ?

- has / how many times / your / abroad / sister / been / ?

- you / were / yesterday / doing / what / at 8.00 p.m. / ?

- at night / did / you / Chris / why / call / late / ?

- your teacher / how much / does / homework / give / you / ?

- you / a five-star hotel / slept / have / in / ever / ?

- how long / lived / before / you / in NY / moved / had / you / ?

- for lunch / cooking / you / are / spaghetti / ?

2> Match questions a–d with sentences 1–4.

- 1 This website gave me an idea for my project.
- 2 This website gave me an idea for my project.
- 3 Sharp turns break the monotony of desert highways.
- 4 Sharp turns break the monotony of desert highways.
- a What did this website give you?
- b What gave you an idea for your project?
- c What do sharp turns do?
- d What breaks the monotony of desert highways?

3> Write questions about the parts of the sentences in bold.

- 1 **Lucy** called me last night.
Who _____?
- 2 I called **Lucy** twice last week.
Who _____?
- 3 I'm taking **bus number 23**.
Which bus _____?
- 4 **Bus number 23** goes to the city centre.
Which bus _____?
- 5 **Margaret** has loved you for years.
Who _____?
- 6 I've loved **Margaret** since the first year.
Who _____?

4> Correct the mistakes. There are two correct sentences.

- 1 Why you haven't tidied your room yet? _____
- 2 Were she waiting for you for a long time? _____
- 3 What you have been doing all afternoon? _____
- 4 Who did you invite to the party? _____
- 5 How many money have you spent? _____
- 6 How many times a month do your teacher give you tests?

- 7 Is the woman over there smiling at us? _____
- 8 Did you used to spend your Christmas break in the mountains? _____

5> Match questions 1–6 with answers a–f. Then complete the questions.

- 1 Where _____ come from? ☐
- 2 How long _____ in Europe? ☐
- 3 When _____ America? ☐
- 4 What _____ of Slovakia? ☐
- 5 How _____ write? ☐
- 6 How _____ the EU? ☐
- a Approximately 3,692 km, it's called Volga.
- b The capital of this country is Bratislava.
- c Shakespeare wrote thirty-seven plays in his life.
- d Poland has been a member of the European Union since 2004.
- e David Beckham is British, and he comes from London.
- f Columbus reached the New World in 1492.

6> Use the prompts to make questions. Add a suitable question word if necessary.

- 1 A Mark / usually / do / after school?

- B He goes to the gym.
- 2 A buy / you / this bracelet?

- B My aunt. She often buys me presents.

3 A you / like / best?

B Penny, she's my best friend.

4 A be / you / at school last Monday?

B No, I wasn't. I had a doctor's appointment.

5 A Gina / come / yet?

B Not yet, she should be here any minute now.

6 A Sorry I'm late. you / wait / long?

B That's OK, I've only just arrived.

7 A Sheila / go? She looks really smart.

B To the cinema. She has a date.

Grammar challenge! >> Student's Book, page 110, UNIT 3, ex. 1

7> Write questions about the parts of the sentences in bold.

- 1 Monika spoke to **John** about her problem.

- 2 She is constantly worried about **her grades**.

- 3 I'm looking at **the woman across the street**.

- 4 I've decided to go to the party with **Benjamin**.

- 5 Teenagers usually spend a lot of money on **clothes**.

- 6 Lucy used to be keen on **horses**.

8> CUMULATIVE GRAMMAR Complete the sentences with the correct form of the verbs in brackets.

- 1 I _____ (meet) Sylvia at the school canteen yesterday. She _____ (have) lunch.
- 2 Who _____ (you / play) with when you _____ (be) a child?
- 3 'What _____ (you / do) at the moment? Can I come round?'
'Why so urgently? What _____ (happen)?'
- 4 It was very quiet in the classroom. Everybody _____ (write) their essays while the teacher _____ (sit) at her desk.
- 5 The thieves _____ (already / spend) the stolen money when the police _____ (catch) them.
- 6 Who _____ (take) care of your younger brother when your mum was ill?
- 7 Tom _____ (open) the window and _____ (look) out. He _____ (see) Mary in the backyard and _____ (call) her name.
- 8 How many guests _____ (leave) the party by the time Helen _____ (finish) singing?
- 9 Who _____ (this bag / belong) to? It's Mike's.
- 10 'What _____ (you / wait) for?'
'A phone call from my girlfriend.'

1> Choose the correct definition of the term 'crowdsourcing'. Then read the text in exercise 2 below to check your answer.

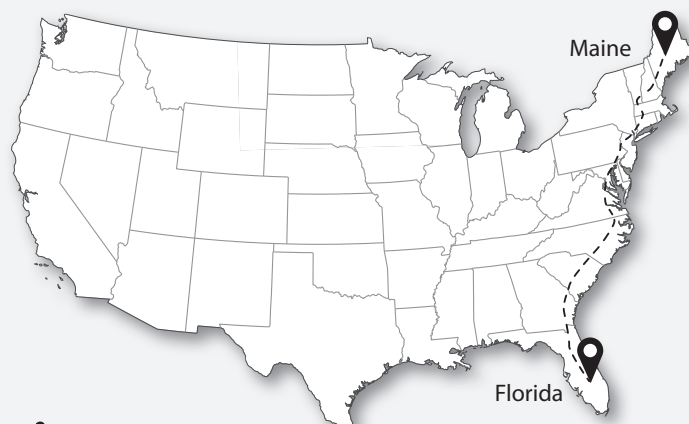
- a joining a crowd of people who are doing something together in a public place
- b getting information on a given topic from a large group of people, very often online
- c going on a trip with a group of strangers who have spontaneously decided to travel together

2> Match paragraphs 1–4 with headings A–F. There are two extra headings.

- | | |
|-----------------------------|-------------------------------|
| A UNPLEASANT SURPRISE | D FLOODED WITH INFORMATION |
| B FORGET THE GUIDEBOOKS | E BREAKING OLD HOLIDAY HABITS |
| C MIXTURE OF HIGHS AND LOWS | F RELIABLE RECOMMENDATIONS |

1 _____

Last summer, my friend Jenny surprised me with a suggestion to give up on the package holiday we'd planned as usual in favour of a road trip. We cancelled our reservations at the four-star all-inclusive hotel on a beautiful beach in Hawaii that we'd been visiting for years and opted instead to **head** south along the East Coast, from Maine all the way down to Florida, sleeping in motels along the way. 'I'll get some guidebooks from the library, we'll **plan** our route and **hit** the road,' she said. I quietly said goodbye to my favorite Hawaiian spa and started planning.



2 _____

But Jenny never went to the library. Instead, we informed all our Facebook friends about our plans, asking for any information concerning the East Coast. Then, while Jenny was researching the sights along the way, I **browsed** tourist websites for insider information and reviews of local restaurants and youth hostels in order to avoid any unpleasant surprises. The Internet is a mine of information!



3 _____

Crowdsourcing is unbelievable! My primary school mates were telling us where to stay, Jenny's distant cousin was suggesting places to eat, an old friend warned us against busy roads in his area, while Jenny's aunt told us not to bother with a famous attraction from the times of the American Revolution. Friends of our friends were sending us hundreds of useful tips. Within hours, we went from being excited to feeling lost. How do we choose? Who to believe? Many tips contradicted each other!



4 _____

Finally, after we'd **made** the necessary arrangements, we set out on our trip. First stop – a hike up a mountain and Yale University. The view from the mountaintop was breathtaking and the university charming. Unfortunately, the bed and breakfast somebody had recommended was filthy. The steak we had the next night was as delicious as promised, but a museum somebody loved **bored** us to tears. And so on for three weeks. But, despite all the letdowns, we had the time of our lives.

3> Complete the phrases with the verbs in bold from the text on page 29.

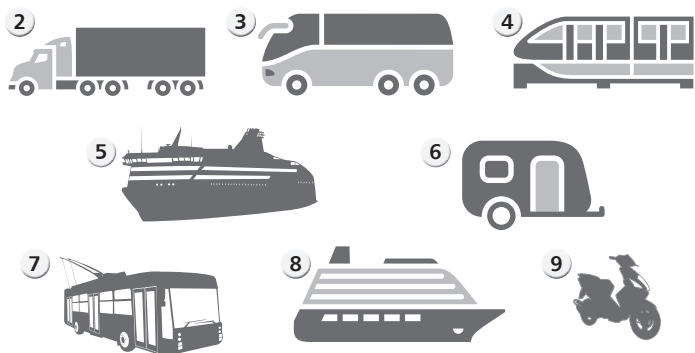
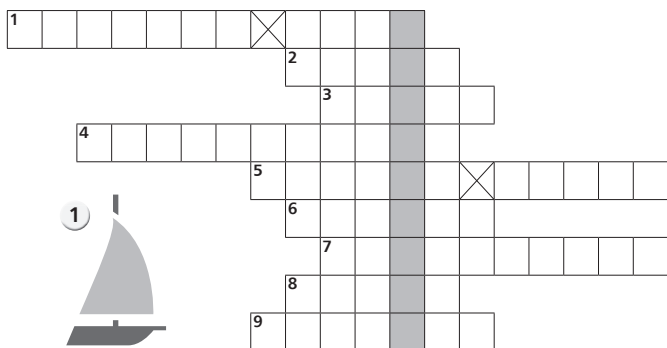
- _____ south/west
- _____ somebody to tears
- _____ the road
- _____ tourist websites
- _____ your route
- _____ the necessary arrangements

4> Complete the sentences with the correct form of the phrases from exercise 3.

- Last time, we _____ in such a way as to stay away from busy roads.
- I don't care where we go, let's just _____ and see what happens.
- I was _____ all evening, looking for information on this hotel.
- Jake was making all _____ for their camping trip while Jane went shopping for supplies.
- To be honest, walking around cities and looking at architecture _____.
- We _____, so the sun was shining in our eyes all afternoon.

Revision ■ Student's Book, pages 32–33

5> Do the crossword. What is the hidden word?



6> Find and correct a mistake in each sentence.

- He left home too late, overlooked his bus and had to wait an hour for the next one. _____
- To our surprise, they announced that our flight was deleted for more than 3 hours. _____
- My coach didn't depart about time, so I'll be a bit late. _____
- As he was getting from the tram, he tripped and fell. _____

- It was raining and we got a flat wheel, so we had to walk two miles to the nearest garage! _____
- When we arrived to the railway station, I went in search of the ticket office. _____
- We drove into the city centre and immediately got stuck in a traffic cork. _____

7> Complete the sentences with the missing words.

- The plane's engine started smoking, and the pilot had to make an e e landing.
- There's been a plane h , and rescue teams are looking for survivors.
- When the ships started sinking, all the passengers were evacuated, but it was a n escape.
- G lost in the mountain caves was the worst part of the trip!
- After Mark had come back from the Amazonian jungle, he was u f from tropical f r.
- Luckily, the man who got attacked by a bear s p unhurt.
- My grandad always tells exciting stories about his a t s life.
- Jim r d his life to take close-up pictures of the lion family.

Vocabulary challenge! >> Student's Book, page 110, UNIT 3, ex. 3 and 4

8> Complete the sentences with appropriate prepositions.

- The lost fishermen had spent three days _____ sea before they were found.
- _____ arrival, the explorer was greeted by his family.
- She travelled around the world and met many fascinating people _____ the way.
- You can get there _____ land, but it will be much faster if you go _____ air.
- Tim was _____ great pain after falling asleep while sunbathing by the pool.
- On the safari, we drove among great numbers of wild animals, but we were never _____ any danger.

9> Translate the sentences into English.

- Sam zgubił swoją kartę pokładową i nie mógł wsiąść do samolotu. _____
- Dzieci miały chorobę lokomocyjną, dlatego musieliśmy zatrzymać samochód. _____
- Wzięli taksówkę, bo ostatnie metro odjechało dwie godziny wcześniej. _____

✱ Było nas sześcioro, a pięć miejsc w samochodzie, dlatego John musiał iść na piechotę. _____

✱ Przez pomyłkę Tom wysiadł z autokaru na niewłaściwym przystanku. _____

✱ Podróżuje Pan służbowo czy prywatnie? _____

1> Complete the sentences with the words below.

There are three extra words.

**advise arrival book consists travel departure extra
have includes offer recommend trip**

- 1 Could you _____ a good hotel to me, please?
- 2 Can I _____ your name and surname and email address, please?
- 3 The price _____ accommodation and a buffet breakfast.
- 4 I'm afraid we can't _____ any discounts for these dates.
- 5 I'd like to _____ a double room for one night on December 12.
- 6 Could you give me the dates of your _____ and _____, please?
- 7 You'll have to pay \$25 _____ for each additional person.
- 8 Before we went on our _____ to Kenya, we had to have lots of special shots against tropical diseases.

2> MP3 06 Listen to five situations. Choose the correct response (a, b or c) to what each person says.

- 1 a I think there are seven left.
b 26 pounds each, no discount.
c You can have as many as you want.
- 2 a How about for the following week?
b Don't worry, we'll find something for you.
c Then I'd like to book them please.
- 3 a I'd prefer to visit some art museums here.
b Oh, I agree, it's a very interesting city!
c It was an unforgettable trip.
- 4 a Yes, I would like to go on such a trip.
b You can pay cash or credit card for this trip.
c A coach trip to the castle and the entrance ticket.
- 5 a Yes, we have visited many interesting ones.
b Can you give me the exact address of this website?
c That's great, I love old churches and places like that.

3> Write a short dialogue.

TEST IT! ⌚ 4 minuty

Właśnie przyjechałeś/przyjechałaś na tydzień do Edynburga i jesteś w biurze informacji turystycznej. W rozmowie z pracownikiem biura porusz następujące kwestie.

tanie noclegi

wycieczka z przewodnikiem po mieście

poruszanie się po mieście

zniżki dla uczniów

Rozmowę rozpoczyna egzaminujący.



1> Translate the Polish parts of the sentences into English. Which sentences are used to engage the reader and which to express opinions?

- 1 _____ (Wyobrażasz sobie spędzanie) your holiday at home?
- 2 _____ (Myślałeś kiedyś o pozostaniu) in your own town?
- 3 _____ (Osobiście muszę powiedzieć), I don't think that I would be bored.
- 4 _____ (Co może być lepszego od wygody), of your own bed?
- 5 _____ (Moim zdaniem), such holidays would have a lot of advantages.
- 6 _____ (Co najpierw przychodzi ci na myśl, gdy myślisz) of home?
- 7 _____ (Jestem przekonany) that many people would love this kind of holiday.

Engaging the reader: _____

Expressing opinions: _____



2> Match opinions 1–5 about staycation with justifications a–e. Which arguments are for and which against the idea of staycation?

OPINIONS

- 1 Spending holidays at home costs much less. ☐
- 2 You can do a lot of useful things. ☐
- 3 It's difficult to find something new to do. ☐
- 4 You can enjoy the comfort and conveniences of your home. ☐
- 5 It's not as exciting as a trip to another city. ☐

JUSTIFICATIONS

- a You're surrounded by the same scenery for the whole year.
- b You can do all the things around the house you never have time for.
- c Staying at hotels is usually the most expensive part of the trip.
- d You sleep in your own bed and have all the essential things at hand.
- e After you've lived in one place for a while, you have already explored most of its attractions.

Arguments for: _____

Arguments against: _____

3> Read the instructions and do the writing task.

TEST IT! Twój ulubiony magazyn młodzieżowy ogłosił konkurs na artykuł (200–250 słów) pod hasłem: „Wakacje w domu?”. Opisz swoje doświadczenia związane ze spędzaniem wakacji w domu i przedstaw swoją opinię na ten temat.

1) Choose the correct word to complete each pair of sentences.

- The guests were so satisfied with the food and service that they left the waiter a huge _____.
Thanks for your _____ on the safari – it was great!
a tip b cost c message
- For our anniversary, we went on a city _____ to Paris.
The exercises were so difficult that the students ignored the bell and kept writing during the _____.
a trip b test c break
- Don't go out without a coat, it's freezing and you'll _____ a cold.
If you _____ the 5.00 p.m. bus to New York City, you should be there in time for the play.
a get b catch c take
- We packed up our tent and set _____ towards our next stop – Bukowina.
Liam got _____ the train and realised he hadn't taken his suitcase.
a off b up c out
- An angry elephant _____ over a car carrying four tourists yesterday.
The hotel manager _____ on our door at 4.00 a.m. and said, 'Excuse me, but you must change rooms'.
a pushed b knocked c hit

2) Choose the correct answers to complete the text.



I've never been keen on ships and boats. My grandpa ¹_____ me sailing when I was little, and it wasn't something I enjoyed. I always ²_____ seasick as soon as I stepped onto the boat. To make things worse, one day as we were in the middle of the lake a storm broke, our boat overturned and we almost drowned. Luckily, another boat ³_____ us up and saved us. Still, it was a ⁴_____ escape, and I have stayed away from boats ever since. So, when my friend suggested a cruise holiday last summer, my first answer was no. But she insisted and, ⁵_____ my previous experiences, I agreed. For two weeks we sailed around the Caribbean, stopping ⁶_____ many ports along the way, and guess what? No sign of seasickness! While in port, we went sightseeing and while at sea, we ⁷_____ up the sun and swimming in the sea. All in all, we had the time ⁸_____.

- | | | | |
|------------------|----------------|----------------|----------------|
| 1 a has taken | b used to take | c was taking | d had taken |
| 2 a suffered | b had | c went | d got |
| 3 a pulled | b picked | c took | d got |
| 4 a narrow | b short | c close | d hard |
| 5 a although | b since | c instead | d despite |
| 6 a to | b with | c at | d by |
| 7 a were soaking | b had soaked | c soaked | d used to soak |
| 8 a with fun | b to enjoy | c of our lives | d great |

3) Translate the Polish parts of the sentences into English.

- _____ (Kto pojechał z Tobą na narty) last winter?
- We _____ (nigdy nie byliśmy na zorganizowanych) holidays until last summer.
- My class _____ (jechała na wycieczkę) to Wieliczka when suddenly the bus broke down.
- We _____ (utknęliśmy w korku i zanim dotarliśmy) to the airport, my plane had already taken off.
- _____ (Po którym stoku zjeżdżałeś) when you broke your leg?
- _____ (Kto opiekował się Twoim kotem podczas gdy) you were hiking in the Canadian Rockies?
- This bed and breakfast _____ (jest na kompletnym odludziu).
- We only had one week in Hawaii, so we tried _____ (w pełni wykorzystać swój czas).
- When we were travelling around Europe, we mostly stayed in _____ (schroniskach młodzieżowych po drodze).
- _____ (Z kim rozmawiałaś) when you called the hotel?

4) Complete the sentences with correct forms of the words given.

My parents like luxury and the comfort of not having to worry about anything. That's why they usually go on ¹_____ (include) holidays in four-star hotels, where everything is paid for in advance. My brother, on the other hand, is a very ²_____ (adventure) person and he always goes on some crazy trips and comes back with incredible stories. Last month, for example, he and some friends went on a safari to Kenya. During the safari their car broke down and they were surrounded by nine ³_____ (extreme) angry-looking rhinos. Luckily, they managed to escape ⁴_____ (hurt). Such trips are sometimes expensive, but it helps that my brother's a self-employed ⁵_____ (journal) and makes a living by writing articles about his adventures and selling them to various travel magazines. Last year, he ⁶_____ (success) in convincing the National Geographic to pay for his trip to the Amazonian jungle. I think I also would like to have a job connected with travelling in the future.



Rozumienie tekstu pisanego *Uzupełnianie zdań* • Znajomość środków językowych
Uzupełnianie dialogu, Uzupełnianie minidialogów • Mówienie *Rozmowa na podstawie ilustracji*

1) TEST IT! Read the text and complete the sentences.

WISE AIR TRAVELLER

Today, I'd like to give you some tips on getting the best flight deals. It all depends on what you're looking for, but let's start with a typical scenario of a fixed destination and more or less fixed dates. Typically, you'll find all the airlines have similar prices, making comfort the deciding factor. Browse websites such as seatmaestro or skytrax for the latest passenger reviews of the meals, the in-flight entertainment, and the size and comfort of the seats of particular airlines.

If comfort is your priority and money is no object, you might consider flying business class. Then you can let your hair down and start your vacation as soon as you board the plane. If such a ticket is too expensive for you, there are still ways to make your trip in economy more enjoyable.

Did you know that certain rows have more legroom than others? These so-called exit-gate rows might cost a bit more, but in some airlines they don't and you can ask to be moved there at the boarding gate. Check out websites such as seatguru to find layouts of the actual planes and see where these rows are located. Another reason why these plans are useful is that sitting before rather than behind the engines can make all the difference between a relatively quiet and a noisy flight. Additionally, you might consider aisle seats to be able to occasionally stretch your legs or window seats to give you a wall to lean. That's why online check-in should be done as early as possible, allowing for a wider choice of seats.

On the other hand, if you're more flexible about your dates and destinations and enjoy taking city breaks over the weekends then consider budget airlines. Tickets for European flights bought in advance can cost next to nothing. Those on longer distances, however, can require lengthy stopovers. Just be aware that neither your suitcase nor the refreshments are free of charge. Also, budget airlines often make use of airports that are an hour or so outside the city so getting to and from your destination might cost you many hours which can be a problem if it's just a weekend trip.

- 1 If your travel dates are not flexible, then what matters most is _____.
- 2 You can use the experiences of other travellers to learn about the quality _____.
- 3 One advantage of choosing business class is that you're able _____.
- 4 Exit-gate rows are a good choice if _____.
- 5 People who'd like to get some sleep during the flight should choose _____.
- 6 The real price of flying budget airlines is time, because _____.

3) TEST IT! Uzupełnij dialog. Wpisz w każdą lukę (1–6) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim.

- Ivy What were you doing during your winter break Julie?
- Julie 1 _____ (*snowboarding*) with my parents, as usual. We all love it. But I heard your vacation was much more exciting. Again.
- Ivy 2 _____ (*told*) that?
- Julie Sandra. You know she loves to gossip. So I guess snowy mountains are not your thing?
- Ivy No. I actually 3 _____ (*ski*) every winter when I was younger. But then my dad had a bad accident and that was that. Now my parents prefer to 4 _____ (*soak*) on some tropical beach. This time we were on a cruise ship in the Bahamas.
- Julie That's why you're so tanned. So 5 _____ (*what*) all day? Wasn't it boring?
- Ivy Not at all. The sea is beautiful, and almost every day 6 _____ (*off*) in a different port to go sightseeing.

4) Describe the picture and answer the three questions.

TEST IT! ⌚ 3 minuty



- 1 Do you think this man is travelling for pleasure or on business? What makes you think so?
- 2 Would you like to have a job that involves a lot of travelling? Why?/Why not?
- 3 Describe a situation when you had to travel somewhere by air.

2) TEST IT! Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w języku angielskim.

- 1 X What comes _____ first when you think of New Zealand?
 Y Hobbiton. This is where they filmed *The Lord of the Rings*.
- 2 X Could you _____ for me in this area?
 Y The best place to stay there is the Hillside Hotel.
- 3 X Do you have any student discounts?
 Y _____.
 X That's a shame. And how much is a regular ticket?
- 4 X _____, sir.
 Y That's not good. Will we arrive in London before 4 p.m.
 X Oh, yes. We should be there at 3 p.m. instead of 2.15.
- 5 X Hello, I need to get to Madrid tonight.
 Y The next flight _____ at 3.30 p.m.
 X That's in 2 hours. Great! One first class ticket please.

4

A new reality

VOCABULARY technology • digital skills

1> Choose the correct option to complete each sentence.

- If you **store** / **bookmark** this website, you will be able to find it easily in the future.
- Some internet users can be very rude when they **post on** / **write** a forum.
- My **technology** / **digital** skills are not as good as I'd like them to be.
- Have you ever left negative **comment** / **feedback** on a shopping site?
- I **store** / **create** all my essays on a memory stick, just in case my computer crashes.
- Before you start, make sure you're using the right **searching** / **search** engine.

2> Complete the mini-dialogues with appropriate words.

- A I'd like to learn how to _____ code.
B Why don't you try an online tutorial for a start?
- A Which antivirus _____ do you recommend?
B The one I'm using at the moment seems OK.
- A Did you find the address you were looking for?
B No! The website was difficult to _____ and I couldn't find it.
- A Do you often _____ video calls?
B Yes, once a week. I call my friends in Canada.

3> Complete the text with the words below.

post digital share device store data

IT for Grandparents

Do you feel that your knowledge of IT needs brushing up?

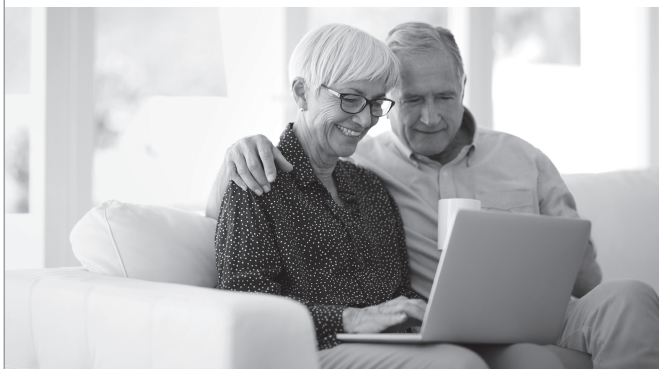
Do you want to learn some new skills?

Are you tired of constantly asking your grandchildren for help?

Why not join our IT Academy?

- We offer a basic course in ¹_____ skills.
- Come and learn how to create text documents and ²_____ them on your PC or on a portable ³_____.
- We will also teach you how to keep your ⁴_____ safe.
- Last but not least, you will learn how to ⁵_____ photos and ⁶_____ on social sites.

Enrol immediately and keep up with your grandchildren!



4> Unscramble the words in capitals.

- Your opinion matters to us. Please leave some _____ **KAFEBDCE** and help us improve our shop.
- You can find lots of online guides which explain how to _____ **TECREA** your own website.
- It is important to _____ **PEDTUA** your software regularly to make sure the application is better and more secure.
- Fleur is excellent at _____ **DOGINC**. She knows three different programming languages.



Vocabulary challenge!

» Student's Book, page 110, UNIT 4, ex. 1 and 2

5> Find and correct a mistake in each sentence.

- Make sure you shop on personal websites; otherwise somebody may steal your money. _____
- If you don't want strangers to see your Facebook profile, use the malicious settings. _____
- According to the law, companies have to protect the trolling data of their clients. _____
- When you read a hateful post on social media, you need to report it as setting. _____
- If you download malicious hardware, your computer may slow down. _____
- Why don't you use social controls to manage the way your children use the Internet. _____

6> Answer the questions. Give reasons for your answers.

Which of your digital skills

a would you like to improve?

b do you consider the least useful?

c should your parents learn?

d is the most difficult for you to use?

e do you need only for school?

1> Read the text and choose the correct answers.

As *invention* and *discovery* are terms which are often confused, it is worth explaining their exact meaning. The key difference between the two is down to the following: you discover something that has always existed, and you invent something that didn't exist beforehand. To give a couple of examples, this means that a physicist invented the radio transistor while a traveller discovered an island. In other words, while inventing involves creation, a discovery is more about making something known to a larger number of people.

- 1 The text is taken from
 - a an encyclopaedia.
 - b an article in a popular science magazine.
 - c a dictionary.
- 2 The aim of the text is to
 - a present two points of view.
 - b give examples.
 - c define terms.

2> MP3 07 Listen to three recordings and answer the questions.

Which text	
a mentions the difference between inventions and discoveries?	
b outlines a historical approach?	
c is an introduction to a radio show?	
d is part of a speech?	

3> MP3 07 Listen to the texts once again and complete the student's notes.

Prezentacja pt. „Ważne wynalazki”:

- na pewno komputer! Wynaleziony... trudno powiedzieć kiedy, ponieważ są różne rodzaje komputerów, a co za tym idzie ¹_____.
- „Ojciec komputerów” to Charles Babbage, który żył w ²_____. Pracował nad maszyną do ³_____. W latach trzydziestych ubiegłego wieku pierwszy „prawdziwie nowoczesny” komputer został stworzony przez ⁴_____ lub _____ wynalazcę (znów odpowiedź nie jest oczywista).
- NIE brać pod uwagę penicyliny itp., bo to są ⁵_____.
- smartfon – ⁶_____ go choćby na parę dni jest bardzo trudne.

4> A Match the words with their definitions.

- | | | |
|-------------------------|--------------------------|---|
| 1 collapse | ☐ | a describe something in such a way that it seems better / bigger / worse etc. |
| 2 be an armchair critic | ☐ | b find time to do |
| 3 take the time to do | ☐ | c crash, stop working |
| 4 exaggerate | ☐ | d depend on |
| 5 rely on | ☐ | e behave like an expert, although you have no experience |

MP3 08 B Listen to the recording and check your answers. Then complete the sentence.

Prowadzący program mówi, że internet nie służy nam ¹_____. Gdyby go nagle zabrakło, nie mielibyśmy ani ²_____ ani ³_____.

Revision ■ Student's Book, page 41

5> Complete the sentences with the correct form of the words and phrases from exercise 4.

- 1 Save all the data in case your computer _____.
- 2 In my job, I completely _____ on the Internet.
- 3 I hate people who behave like _____ and have an opinion on everything they watch.
- 4 I think you're _____ – the site isn't that difficult to navigate.
- 5 Please, _____ to check your software for viruses regularly.

6> Write the words below in the correct column. Some words match more than one category.

mistakes without research work a discovery
a comment an experiment notes a decision a look

make	do	take

7> Complete the sentences with the correct form of *make*, *do* or *take*.

- 1 Can you name three famous travellers who _____ important discoveries?
- 2 The one thing I couldn't _____ without in the kitchen is a microwave oven.
- 3 It's time to stop wasting our time. We've got loads of work to _____.
- 4 During the lecture, Jeff kept _____ comments, which disturbed the lecturer.
- 5 We _____ some interesting experiments in our chemistry classes last week.
- 6 Come and _____ a look at these signs. What might they mean?
- 7 I _____ a decision, but I'm not sure it's the right one.
- 8 The linguistic department _____ research on memory processes at the moment.
- 9 Helen _____ notes throughout the whole lecture yesterday.
- 10 I'm afraid you've _____ too many mistakes to get a better mark.

8> Write about two inventions you couldn't do without. Give reasons for your answers.

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

Aby opisać plany na przyszłość, możemy stosować różne konstrukcje lub czasy gramatyczne.

- **Be going to** używamy, gdy mówimy o tym, co zamierzamy zrobić:
I'm going to buy a new car soon.
- Czasu **present continuous** używamy, jeżeli czynności zaplanowane zostały przez nas na niedaleką przyszłość, a ich szczegóły są już ustalone:
We're taking the train to Cracow.
- **Will** stosujemy, gdy w chwili mówienia podejmujemy decyzję o tym, co zaraz zrobimy:
OK, I'll go to the shops.
Don't worry about the washing-up, I'll do it in a moment.

Gdy mówimy o czynnościach i sytuacjach, które odbywają się zgodnie z ustalonym niezmiennym harmonogramem, stosujemy czas **present simple**:
Hurry up! The train leaves in a few minutes.

Gdy coś przewidujemy, stosujemy:

- **will**, aby powiedzieć, co naszym zdaniem wydarzy się w przyszłości:
I'm sure you'll pass the exam.
People will live on Mars one day.
- **be going to**, gdy na podstawie teraźniejszych okoliczności wysuwamy wnioski na temat tego, co wkrótce się wydarzy:
Look at the clouds, it's going to rain soon.

Uwaga! Aby coś komuś zaproponować, stosujemy *Shall I ...?*, *Shall we ...?*:
Shall I make you some tea? Shall we dance?

1> Match sentences a–g with questions 1–7.

Which sentence contains

- 1 a future arrangement?
- 2 prediction based on an opinion?
- 3 a spontaneous decision?
- 4 a future event based on a fixed schedule?
- 5 prediction based on present evidence?
- 6 an intention for the future?
- 7 an offer?

☐
☐
☐
☐
☐
☐
☐

- a Look at that man on the balcony – he's going to fall over!
- b There's somebody at the door. I'll go and open it.
- c Lucy is recording a new song next Friday.
- d Shall I open the window?
- e They're going to visit a few European cities during their next holiday.
- f I believe that in the next 15 years, doctors will develop a cure for cancer.
- g I have a science class on Thursday at 10.00.



2> Choose the correct option to complete each sentence.

- 1 The computer is making funny noises – it **will explode** / **is going to explode** unless you turn it off.
- 2 It's freezing. It looks like it **will snow** / **is going to snow**.
- 3 The survey shows that Mark Drake **will become** / **is going to become** president.
- 4 Do you think scientists **are going to make** / **will make** any major discoveries in the next decade?
- 5 He's driving too fast! We **will crash** / **are going to crash**.
- 6 In the future, we **are going to store** / **will store** most data online.

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

- 1 Karen can't see you tomorrow. She _____ (*have*) a dentist appointment.
- 2 Your computer is really slow. _____ (*I / update*) your software?
- 3 What _____ (*you / do*) about your failed physics test, Mark?
- 4 Tom has lost his Memory Stick and he _____ (*buy*) a new one.
- 5 'I've lost my keys.' 'I _____ (*help*) you look for them.'
- 6 We _____ (*meet*) for lunch tomorrow at 12.00. I can give her the message.

4> Complete the sentences, using the prompts. Add any extra words where necessary. Use the present simple or present continuous.

- 1 Jason, Pam phoned while you were out. She / come back / holiday / next Tuesday.
She's coming back from holiday next Tuesday.
- 2 I think Martha is busy packing. She / go / holiday / tomorrow.

- 3 They finished the construction of a new supermarket in town. It / open / next month.

- 4 You'll need to renew your licence to use this software. It / expire / next month.

- 5 We don't need to hurry. My bus / not leave / until / 6.00.

- 6 You can join us if you want. We / go / cinema / 8.00.



5> Choose the correct answers.

- Mark, can you go to the grocer's and get some vegetables? I _____ a salad.
a make b 'll make c am going to make
- Let's hurry up, shall we? The match _____ in a few minutes.
a starts b will start c is starting
- Let's start. I think Martha _____ a bit later.
a comes b will come c is going to come
- I need to pick up Tom tomorrow morning. He _____ hospital at 9.30.
a leaves b will leave c is leaving
- Look at Brenda! She's so pale! She _____ in a moment.
a is fainting b will faint c is going to faint
- At what time _____ leave?
a does your train b will your train c is your train going to
- _____ you a cup of coffee?
a Will I make b Shall I make c Do I make
- If you don't know how to do this, I _____ you post the photos.
a 'm helping b 'll help c 'm going to help

6> Complete the second sentence so that it means the same as the first, using the word given.

- The guy on the bike may fall off any moment.
The guy on the bike _____ off. **GOING**
- I have one hour before the flight.
The _____ an hour. **TAKES**

- We've arranged to have a party on Saturday.
We _____ on Saturday. **ARE**
- Jason is planning to create his own website.
Jason _____ his own website. **TO**
- Do you want me to call you in the afternoon?
_____ you in the afternoon? **SHALL**

7> Translate the Polish parts of the text into English.

Hi Peter,

Remember how much I've always wanted to study IT? Well, I've just decided to enrol on a computer course, and it ¹ _____ (*zaczyna się*) next Monday. And that's not all the good news. My dad ² _____ (*zamierza kupić*) me a new laptop with all the latest software to help me learn more.

The course is quite advanced. We ³ _____ (*nie będziemy się uczyć*) the basics. During the course, I ⁴ _____ (*będę się uczyć*) computer programming. I think in the future everybody ⁵ _____ (*będzie musiał*) know how to write code. It ⁶ _____ (*będzie*) absolutely essential. I find it really fascinating, so I hope it ⁷ _____ (*będzie*) great fun.

⁸ _____ (*Czy robisz*) anything this weekend? We could meet on Saturday. I ⁹ _____ (*zadzwonię*) later.

Mark

Future time clauses

W zdaniach okolicznikowych czasu przyszłego stosujemy następujące spójniki: **after** (po tym, jak), **as soon as** (jak tylko), **as long as** (jeśli tylko / o ile), **once** (kiedy już), **when** (kiedy), **before** (zanim), **until** (do czasu aż), **unless** (chyba że), **in case** (na wypadek).

Uwaga!

W zdaniach okolicznikowych tego typu, gdy odnosimy się do przyszłości, używamy czasu **present simple**:

Sheila will phone us as soon as her guests leave.

(NOT: *her guests will leave*)

Grammar challenge! » Student's Book, page 111, UNIT 4

Aby podkreślić, że coś wydarzy się dopiero wtedy, kiedy inna czynność zostanie zakończona w przyszłości, stosujemy czas **present perfect**:

I'll call you after I have done my homework.

1> Match the parts of the sentences.

- Make sure all the windows are closed before
 - I'll make you some sandwiches in case
 - I promise I'll give you the results as soon as
 - Susan will text you once
 - As long as the match starts on time,
 - Unless I finish this project,
 - I need to see her! I'll wait here until
- a I'll be home before midnight.
b you get hungry before supper.
c you leave the house.
d she comes back from school.
e she gets to the hotel.
f I get them.
g my parents won't let me go out.

☐
☐
☐
☐
☐
☐
☐

2> Choose the correct options to complete each sentence.

- It's a long story. I **tell** / **'ll tell** you everything when we **meet** / **will meet** tomorrow.
- As soon as she **is** / **will be** back home, I **let** / **will let** you know.
- Take an umbrella in case it **will rain** / **rains**.
- We will continue playing the game after we **will have** / **have** lunch.
- Don't turn off the kettle until the water **boils** / **will boil**.
- Do** / **Will** you help us after you **do** / **will do** your own work?
- As long as you **won't break** / **don't break** anything, you can take my laptop.
- You need to save your work before you **will turn off** / **turn off** the PC.
- They won't do any research this year unless they **will get** / **get** the money.

3> Complete the mini-dialogues with the correct form of the verbs in brackets.

- 1 A I can't wait to get to the beach, can you?
B You bet I can't! I _____ (*jump*) into the water as soon as we _____ (*get*) there.
- 2 A Could you post this parcel for me?
B Yes, I _____ (*do*) it when I _____ (*go*) to the shops.
- 3 A Have you already decided what you're going to do at the weekend?
B No, but I _____ (*call*) you as soon as I _____ (*know*).
- 4 A Is there anything you can do now?
B I am afraid I cannot do anything now, sir, but I _____ (*exchange*) the radio as soon as you _____ (*bring*) your receipt.
- 5 A Can I talk to Dr Smith?
B He's busy at the moment, but he _____ (*see*) you after he _____ (*finish*) examining a patient.

4> Rewrite the sentences, using the linking words given.

- 1 I'll leave you my friend's phone number. My battery may run flat. **IN CASE**

- 2 You'll take up some sport. Then you'll feel much better. **AS SOON AS**

- 3 They will send me a catalogue first. Then I'll choose a new laptop. **ONCE**

- 4 I will tell Bob everything. He will hear it from somebody else, anyway. **BEFORE**

- 5 We will finish renovating the house inside. Then we'll clean up the garden. **AFTER**

- 6 He has to receive the spare parts. Then he will repair the machine. **WHEN**

5> Complete the text with the correct form of the words below.

focus do succeed manage not study finish

I developed an interest in medical research while I was attending the science club last year. I got so interested in medicine that I decided to go to pre-med school when I ¹ _____ secondary school. However, after I ² _____ the basic course, I ³ _____ to be a doctor. Once I get my BSc degree from pre-medical university, I ⁴ _____ on pharmacy. You see, I hope to invent a cure for cancer one day. And I am very determined. I won't give up until I ⁵ _____ or until somebody else ⁶ _____ to do it before me.

Grammar challenge! » Student's Book, page 111, UNIT 4, ex. 1

6> Complete the sentences, using the present perfect.

- 1 I want to eat lunch. Then we will talk.
When I've finished lunch, we will talk.
- 2 You need to do the washing-up first. Then you can watch TV.
You can _____.
- 3 I'll give you my notes, but I need to do an experiment first.
As soon as _____.
- 4 A photo uploaded to a website never disappears from the Internet.
Once you _____.
- 5 First make a decision, and then let me know.
Once _____.
- 6 We'll go out soon, but she needs to finish getting dressed first.
After _____.
- 7 I'm reading the book now, so I'll lend it to you later.
When _____.

7> **CUMULATIVE GRAMMAR** Use the words in brackets to complete the sentences. Add any extra words where necessary.

- 1 I _____ (*sleep / friend / house*) tomorrow. – She's invited me to her place for the weekend.
- 2 When _____ (*Tim / finish / French / Wednesday*)? I could pick him up.
- 3 A I'm going to the swimming pool.
B Great idea! I _____ (*go / you*).
- 4 Why don't you take a sandwich in case _____ (*you / be*) hungry.
- 5 Wait for me outside. I'll join you _____ (*soon / I / write*) this report.
- 6 Hurry up! _____ (*bus / leave / five minutes*).
- 7 This is delicious! You _____ (*not know / until / you / taste*) it.
- 8 A The TV is on. _____ (*you / watch*) something?
B Yes, _____ (*my / favourite / film / start*) 8.00.
- 9 He _____ (*not be / on time*) unless he runs.
- 10 I've already thought about my birthday, and I _____ (*book / table*) at Luigi's next week.



1> Read the texts and decide which of them

- a explains the origins of a famous concept. _____
- b shows how art and technology can be connected. _____
- c shows a possible future of our home and work. _____

2> Read the texts and choose the right answers.

Text 1

We're used to the word Internet being synonymous with the World Wide Web – a worldwide network of computers and servers connected through cables and wi-fi to allow us to communicate. But now there's also the IoT – the Internet of Things. This is a **network** of connected mechanical devices and potentially also living organisms with a built-in device such as a microchip. Each element of the IoT is given a unique IP address in order to be able to transfer data. The IoT collects the data from the devices and their **sensors**, analyses it and reacts to the outcomes. The IoT allows us to **increase efficiency** or fix small problems, without the need of a human intervention, although human administrator can interfere. The IoT is already widely used in business to save time and money, improve services and even make minor business decisions. Your future smart home will also be a part of the IoT. It will be up to you to decide if you want to leave the shopping and cooking decisions entirely to your IoT.

According to the text, the Internet of Things

- a uses microchips to connect human beings to the Internet.
- b is allowed to make human-independent decisions.
- c is used in business to collect data from various internet sources.

Text 3

FUTURISTIC POETRY EVENING

WHAT Poetry reading and cool competition for our audience (no, you do not need to be a poet, that's taken care of)

WHY University researchers and scientists all over the world have been working on teaching AI to write poetry. They've been **feeding AI data** such as rules of rhymes, meter and, of course, the use of grammar and vocabulary. And getting results! Their AIs have produced some really cool poetry and we want to give it the Turing Test.

HOW We've asked our creatively inclined students and teachers to write their own poems on similar topics. We want you to try and tell apart the human and machine written ones. Come and listen to the poetry reading and then vote on who wrote what. Will the poems pass the Turing test? Can you escape being fooled by a machine?

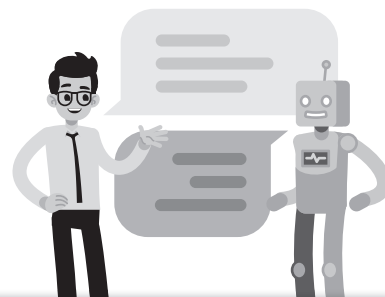
PRIZES FOR THE PARTICIPANTS!

Text 2

Alan Turing was an English mathematician, computer scientist and philosopher way ahead of his time. This was just the dawn of the era of computers, but the question of whether computers can think was already sparking huge discussions. Because 'thinking' is difficult to define, in 1950 Turing proposed to ask instead a closely related question whether a computer could imitate a human being well enough for the human being **interacting with** it not to be able to tell the difference. This became known as the Turing Test and to this day remains one of the most important concepts in the philosophy of artificial intelligence as well as one of the greatest challenges to AI creators. The annual competition known as the Loebner Prize, held since 1991, has yet to see an AI that would completely fool its judges in both writing and speech, although **chatbot** programs like ELIZA or MITSUKU have managed to fool unsuspecting human beings. Various analyses of the results suggest, however, that this is achieved through employing imitations of silly joking conversation tricks, whereas the test originated with idea of imitating human *intelligence*.

The author of this text suggests that Alan Turing

- a wanted to issue a challenge to all other computer creators.
- b predicted the invention of AI programs such as chatbots.
- c might have understood 'fooling' differently than chatbot creators.



The poetry evening will involve

- a a poem writing competition.
- b an explanation of how AI writes poetry.
- c guessing the origins of the poems.

3> Match the words in bold from the texts in exercise 2 with definitions a–f.

- a computer program designed to have a conversation with people
- b a large system made of many parts
- c communicate with or react to
- d devices used to measure and record changes in sth, eg. temperature
- e make it possible to do more work quicker and better
- f give information to an artificial intelligence system

4> Are the sentences true (T) or false (F)? Correct the false ones.

- 1 You can use chatbot to talk to your friends via the Internet. T / F
- 2 All your family computers, printers, smart TVs and local disks connected together, but not to the Internet, don't create a network. T / F
- 3 House alarms often have movement sensors which react to anything moving inside. T / F
- 4 Pets such as cats and dogs interact with their owners. T / F
- 5 Updates aren't supposed to increase the efficiency of your computer system. T / F
- 6 If you want AI to create a playlist especially for you, you should feed it data about your musical preferences. T / F

Revision ■ Student's Book, pages 44–45

5> Unscramble the words to complete the phrases. What is the hidden message?

- 1 make _____
- 2 _____ space
- 3 _____ the human race
- 4 colonise the _____
- 5 _____ a human _____
- 6 _____ on Mars

- | | | | | | | | | | | | |
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The hidden message:

			C						
1	2	3	4	5	6	7	8	9	10

6> Complete the sentences with the correct form of the phrases from exercise 5.

- 1 Most people think we won't be able to _____ unless we discover how to travel faster than the speed of light.
- 2 The discovery of water on Mars could help _____ there.
- 3 The first landing on the moon _____.
- 4 Finding energy sources on other planets would _____.
- 5 In the future, we will _____, looking for other planets to live on.
- 6 When we _____, we might discover that other intelligent life has already been there.



Vocabulary challenge! » Student's Book, page 110, UNIT 4, ex. 3 and 4

7> Complete the sentences with the correct form of the words in brackets.

- 1 Let's not go to the restaurant on Saturday, it will be _____ (*crowd*) and we'll never get a good table.
- 2 If you fail this exam, you'll have to _____ (*take*) it within two weeks.
- 3 Ironically enough, bright students often _____ (*achieve*) because the school does not motivate them enough.
- 4 Many people _____ (*approve*) of so much money being spent on space research when thousands are starving.
- 5 In multicultural societies, people from different backgrounds have to _____ (*exist*).
- 6 Do you think people who've bought tickets for space voyages have been _____ (*lead*) as they're unlikely to ever travel into space?
- 7 I thought I saw a UFO, but before I found my camera to take a picture, it _____ (*appear*).

SPEAKING

a stimulus-based discussion

- 1) Complete the sentences with the correct form of the words below. Two words do not need to be changed.

rather little write good text use far

- The _____ choice for me would be to contact my family via video chat.
- It is _____ more comforting to hear mum's voice than to read a text message.
- Email communication appeals to me the _____ because I can't see the person I am talking to.
- On top of this, I'd prefer _____ a video communicator so that I can show them where I live.
- I'd _____ chat with somebody than text them.
- I wouldn't go for the option of _____ them because the messages are very short.
- I find _____ long emails rather boring.

- 2) Write the sentences. Use the expressions below.

would rather would prefer prefer to

- Powiedz, że wolałbyś/wolałabyś rozmawiać z lekarzem człowiekiem niż z robotem.
- Zapytaj koleżankę, czy wolałaby pozwolić, by komputer prowadził samochód zamiast robić to sama.
- Nie zgódź się z opinią, że młodzi ludzie wolą komunikację przez media społeczne niż przez maile.
- Zapytaj, dlaczego kolega woli używać komunikatorów niż pisać smsy.

- 3) Do the speaking task and answer the two questions below. Write 4–5 sentences.

TEST IT! ⌚ 5 minut

Przygotowujesz się do egzaminu z chemii. Wyraź swoje zdanie na temat dwóch poniższych form przygotowania się do testu.

- Wybierz ten sposób, który byłby dla Ciebie najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugi sposób.



1



2

- Do you agree with the opinion that information technology makes life easier? Why?/Why not?
- What, in your opinion, is the better source of information about science: science books or science programmes? Why?

WRITING

a letter to the editor

4

- 1) Complete the sentences.

- I feel I should make my voice _____ r _____ in matters concerning my g _____ r _____ n.
- One must _____ r _____ in mind that smartphones have many h _____ d _____ features.
- I am u _____ l _____ convinced that such actions are pointless.
- In the future, technology is b _____ n _____ to play an even greater role in our lives.
- T _____ s, we need to be careful not to become a _____ c _____ d to social media.
- It is e _____ s _____ t _____ l _____ that we are aware of these problems.
- It is w _____ h _____ remembering that g _____ m _____ k _____ applications are designed to draw us in.

- 2) Use the prompts to write sentences. Use the correct form of the verbs. Add extra words where necessary.

- go / without / say / younger kids / be / more likely / become addicted / technological gadgets.

- I / object / when / people / say / every teenager / abuse technology.

- I / hold / action / make / people / aware / problem / be worth a try.

- Our jobs / be / certain / require / use of technology.

- result / we / become / dependent / our phones.

- What / be / crucial / be / the ability / turn off the phone for a time.

- What / matter / be / we / use these gadgets sensibly.

- 3) Read the instructions and do the writing task.

TEST IT! W Twoim ulubionym magazynie pojawił się artykuł o eksperymencie, w którym, w ramach badań nad uzależnieniem od telefonów, uczniowie szkoły średniej zostali poproszeni o nieużywanie ich przez tydzień. Napisz **list do redakcji** (100–150 słów), w którym napiszesz, czy, Twoim zdaniem, Twoje pokolenie jest uzależnione od smartfonów, i uzasadnisz swoje stanowisko oraz przedstawisz swoją opinię na temat eksperymentów takich, jak ten wspomniany w artykule.

1> Choose the correct answers to complete the mini-dialogues.

- 1 X _____
Y As soon as I've finished my homework.
a Have you seen this film?
b When can you come over?
c Why are you playing on your computer?
- 2 X Would you rather use the new search engine or the old one?
Y _____
a To be honest, I prefer the old one.
b No, I haven't found it.
c Yes, it's rather old.
- 3 X I'd go for the smartwatch, what do you think?
Y _____
X Maybe you're right. It's too expensive.
a OK, I'm ready to leave.
b I think you should choose something else.
c Yes, it's very expensive.
- 4 X Shall I help you set it up?
Y _____
a Could you? I don't know what I'm doing wrong.
b Yes, I've already finished creating my account.
c I can see you bought a new smartphone.
- 5 X The news is likely to quickly spread over social media.
Y _____
a Yes, it's bound to happen.
b I don't like such news either.
c No, I don't trust social media.

2> 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 think that in the future people _____
(*not have to / do*) any housework thanks to special home robots.
- 2 You'll have to enter your personal details _____
(*before / you / start*) using their service.
- 3 I _____
(*prefer / make / notes*) by hand rather than on a laptop.
- 4 When I am learning chemistry, I _____
(*rather / do / experiment*) than read about it in my textbook.
- 5 The coffee machine _____
(*switch on / automatically*) 7.00 a.m.
- 6 If _____
(*you / not update*) your antivirus software, your computer will be at risk.
- 7 Unless _____
(*he / use*) secure websites, sooner or later he will have malicious software on his computer.
- 8 You can use the computer as _____
(*soon / I / install*) the parental controls.

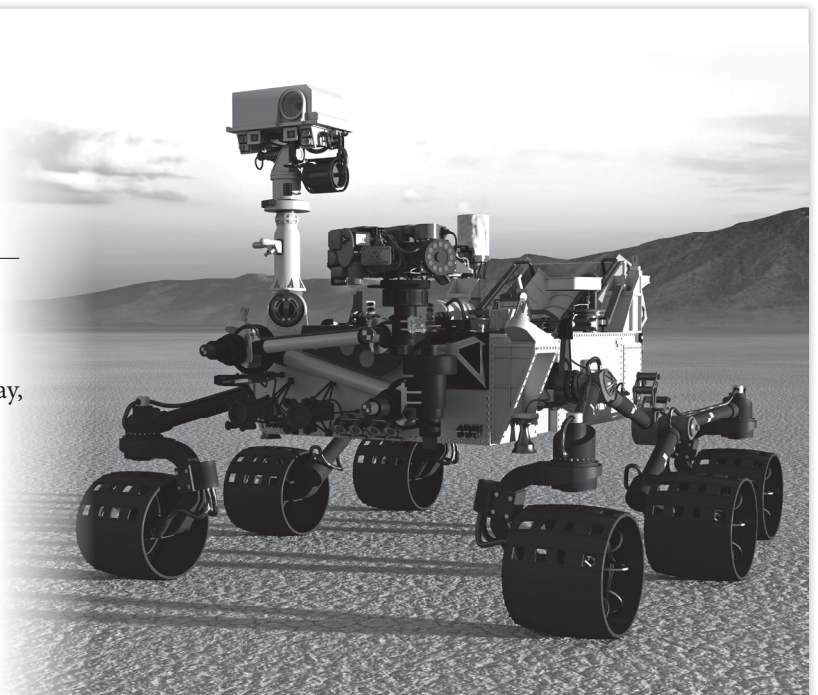
3> Read the text in exercise 4 below. What part of speech is missing in each space?

	noun	auxiliary verb (x2)	verb preposition (x2)	linking word
1 _____		4 _____		7 _____
2 _____		5 _____		
3 _____		6 _____		

4 Complete the text with appropriate words. Put one word in each space.

15th March

We're finally here. The spaceship shook worryingly as we were going through Mars' atmosphere, but we landed safely. Before any astronauts get out of the ship, we're sending the robots to check things out just in ¹ _____ there's any risk. They need to confirm that the area is safe to walk in, and that there's no harmful radiation. I ² _____ prefer to go by myself rather than wait for the robots to give us the green light, but those are the rules. It's been five hours ³ _____ they disappeared behind that hill. They should be back by now! Anyway, after they ⁴ _____ returned and confirmed it's safe, I'm out of here! I'd like to ⁵ _____ a look at the little flat area close to the ship. I think it might be a perfect place for my lab. Max disapproves ⁶ _____ it, he thinks the lab would be safer inside the ship. But that's impossible. While it ⁷ _____ without saying that safety is our top priority, there's just not enough space inside.



1> **MP3 09** Listen to the radio programme and choose the options which complete them according to the text.

- a A virtual twin is like a *digital best friend* / *digital version of you*.
- b Trump Sidekik *imitates* / *helps create* Donald Trump's tweets.
- c Your virtual twin can suggest *improvements to your life* / *songs and videos you might like*.
- d The twin *may* / *must* be created on your phone.

2> Use expressions from A and B to create collocations and match them with the definitions.

A give browser store imitate know

B output inside out consent history in a cloud

- a _____ my _____: say/write things that sound like me
- b _____: list of websites you visited using a search engine
- c _____ sb/sth _____: know someone/something very well
- d _____ sth _____: keep data on a special server outside your computer
- e _____: give permission, agree

3> **TEST IT!** **MP3 09** Wysłuchaj programu radiowego o nowinkach ze świata techniki i uzupełnij zdania 1–5 zgodnie z treścią tekstu.

- 1 The three things the digital twin learns from analysing your tweets and chats are the _____ that you engage in, your _____ and your _____.
- 2 The digital twin knows what you like to eat and watch from your _____ and _____.
- 3 The digital twin can interact with other people 'in your name' by _____ concerning you / your lifestyle / your preferences.
- 4 The suggestion to call your grandma is an example of how the twin could help to _____.
- 5 Both women agree that we should be cautious about _____ personal data.

4> Complete the sentences with your own ideas.

- 1 I'd rather search for information on the Internet because _____.
- 2 If we use a presentation program, we'll be able to _____.
- 3 Unless we have an overhead digital projector, we won't be able _____.
- 4 I'd prefer to work on my laptop rather than use a school computer because _____.
- 5 I find Wikipedia to be a bit unreliable as a source of information because _____.
- 6 I prefer searching for information to preparing presentations because _____.
- 7 As far as the topic goes, why don't we talk about _____.

5> Read the instructions and do the speaking task.

TEST IT! ⌚ 4 minuty

Razem z kolegą z klasy pracujecie nad prezentacją, w której przedstawicie najważniejsze, Waszym zdaniem, odkrycie naukowe ostatniego stulecia. W rozmowie z kolegą porusz następujące kwestie.

wybór tematu
prezentacji

niezbędne
materiały

przygotowanie
prezentacji

sprzęt, z którego
będziecie korzystać

Rozmowę rozpoczyna egzaminujący.

6> Which of the sentences are suitable for the writing task in exercise 7? Why are the remaining sentences unsuitable?

- a In my opinion, video calls will be the most popular way of communicating in the future because it's easier to speak than write and people are simply lazy. ☐
- b My friends and I rarely send emails, and I don't think we'll start sending more emails in the future. ☐
- c My favourite way of communicating with my friends is via social media since we can share not only our thoughts but also our favourite songs, films or interesting articles. ☐
- d I usually video chat with my friends as I'd rather speak than write, and also I like to be able to see the person I'm talking to. ☐
- e In the past, people used to write their letters by hand, but nowadays not many people use this form of communication. ☐

7> Read the instructions and do the writing task.

TEST IT! Magazyn młodzieżowy ogłosił konkurs pt. *Communication of the Future*. Napisz **artykuł** (200–250 słów), w którym opiszysz, w jaki sposób i dlaczego właśnie tak najchętniej komunikujesz się ze znajomymi, oraz wyjaśnisz, jak – Twoim zdaniem – komunikacja między ludźmi zmieni się w przyszłości.



5

Food for thought

VOCABULARY food items • describing food

1> Write the names of the food products. Then write the name of the food category they belong to.

- 1 marchewki carrots, vegetables
- 2 kielbaski _____, _____
- 3 ser _____, _____
- 4 bułka _____, _____
- 5 burgery wołowe _____, _____
- 6 czipсы _____, _____
- 7 truskawki _____, _____
- 8 krewetki _____, _____

2> Choose the correct answers.

- 1 Which of these is a green vegetable?
a cucumber b onion c grapes
- 2 Which of these is fish?
a pork b beef c salmon
- 3 Which of these is NOT made with milk?
a cream b pancakes c sausages
- 4 Which of these isn't fruit?
a lemon b broccoli c grape
- 5 Which of these isn't sweet?
a tomato b honey c cake

3> Complete the sentences with the missing words.

- 1 Is it healthy to always eat c _ _ _ _ I for breakfast?
- 2 She's allergic to dairy products – she can't even put a tiny bit of b _ _ t _ r in a sandwich.
- 3 You can mix fresh fruit and dairy products, like strawberries and y _ _ _ _ t, to make a healthy dessert.
- 4 When I want something sweet, I have a few b _ s _ _ _ t _ with my tea.
- 5 If you want a healthy diet, start eating more fish, for example _ _ n _.
- 6 Try to eliminate _ _ z _ y drinks from your diet, such as cola.

4> Choose the correct words to complete the text.

The beginning of spring is a perfect moment to start eating more healthily. Why don't you change one thing in each of the meals you eat?

For a start, have a bowl of ¹cream / cereal with milk or yoghurt for breakfast. Then, when you are preparing your dinner, replace ²crisps / chips with brown rice – it's a lot healthier! And make sure there are some vegetables on your plate too, like ³peppers / plums or broccoli.

Finally, have some ⁴seafood / dairy for supper, but not just a tuna sandwich – try grilled salmon instead.

And remember to avoid too many ⁵sweets / chips, as the sugar they contain can make you fat.

5> The words in bold do not match the sentences. Replace them with the appropriate words.

- 1 If I feel like eating something sweet, I sometimes eat a whole **slice** of chocolate. _____
- 2 I used almost the whole **bottle** of honey for the cake, but it still wasn't very sweet. _____
- 3 It's no wonder you've got stomach ache – you ate a **box** of crisps for breakfast. _____
- 4 When you are at the supermarket, get me a **jar** of mineral water, please. _____
- 5 The scrambled eggs will be tastier if you add a **packet** of bacon. _____
- 6 Why don't you buy her some flowers and a **bar** of chocolates? _____



Vocabulary challenge! >> Student's Book, page 111, UNIT 5, ex. 1

6> Write appropriate adjectives to answer the questions. Then add examples of the food products that these adjectives could describe.

How do you describe

- 1 food that makes you put on weight? fattening, chips
- 2 food that makes you feel full? _____, _____
- 3 products which taste extremely good? _____, _____
- 4 something that makes a cracking sound when you bite it? _____, _____
- 5 fruit that contains a lot of juice? _____, _____
- 6 the taste of a lemon? _____, _____
- 7 food which tastes awful? _____, _____

7> Write 2–3 sentences to answer the questions.

- 1 What did you have for breakfast this morning?

- 2 What kind of food do you hate most?

- 3 What was the most unhealthy meal you had last week?

- 1> Ask your friends and family to name their guilty pleasures and list a few of them here. Why do they deserve this name?

- 2> **MP3 10** Listen to six people talking about food and answer the questions.

Text 1

What does Donna say about her guilty pleasure?

- a It's based on her secret recipe.
- b She says this is a really bad habit.
- c She thinks she's getting fat from it.

Text 2

Lucy

- a likes a restaurant that specialises in chocolate.
- b tries to resist chocolate because it costs a lot.
- c follows a healthy diet most of the time.

Text 3

What does Josie say about cupcakes?

- a She usually eats too many.
- b They aren't bad for you.
- c Making them is her hobby.

Text 4

Ned eats fast food

- a all the time and doesn't feel good about it.
- b only in particular social situations.
- c in the form of ready meals, but he doesn't like them.

Text 5

When Jasmine wants to eat something Italian, she

- a uses more cheese than she thinks she should.
- b simply goes to the kitchen and makes it.
- c usually eats the same dish, which is her favourite.

Text 6

What's true about Quentin?

- a All sweets sometimes give him a toothache.
- b He never eats too much of anything.
- c He always has a lot of ice-cream at home.

- 3> Match the words and phrases with their Polish equivalents.

- | | | |
|--------------------|--------------------------|-----------------------------------|
| 1 naughty | ☐ | a kuchnia (regionalna) |
| 2 ready-made meals | ☐ | b nałogowiec |
| 3 addict | ☐ | c niegrzeczny |
| 4 cuisine | ☐ | d grzeszne przyjemności |
| 5 common | ☐ | e w karcie |
| 6 on the menu | ☐ | f powszechny |
| 7 guilty pleasures | ☐ | g gotowe dania kupowane w sklepie |

- 4> Complete the sentences with the words from exercise 3.

- 1 Try this one – it's the best meal they've got _____.
- 2 Everybody has their _____ – what's yours?
- 3 My little brother is sometimes very _____ and he won't listen to anybody.
- 4 She's a chocolate _____ – once she starts eating chocolate, she cannot stop.
- 5 The idea of going on a wonderful new diet that will make you look slim very quickly is quite _____.

Revision ■ Student's Book, page 55

- 5> Choose the correct answers.

- 1 Takeaway is food that you
 - a take to school with you.
 - b buy in a restaurant or café and eat at home.
- 2 A ready meal is something you can
 - a get in a restaurant.
 - b heat up in a microwave.
- 3 Vegetarian food has no ... in it.
 - a fruit
 - b pork
- 4 Junk food is full of
 - a fat and sugar.
 - b vitamins and minerals.
- 5 A well-balanced meal
 - a has got healthy products in it.
 - b is eaten at the same time each day.

- 6> Complete the sentences with the appropriate words from exercise 5.

- 1 Catherine hasn't eaten meat for six months now, so we need to make something that is _____ for her.
- 2 When we order _____ food, it's usually a pizza.
- 3 I don't mind buying _____ meals, but my mum's dinners are so much better!
- 4 You can't eat yoghurt all the time – you need something _____ which contains fruit, vegetables and meat.
- 5 The first step to a healthy diet is to stop eating all kinds of _____ food, including snacks.

Vocabulary challenge! >> Student's Book, page 111, UNIT 5, ex.2 and 3

- 7> Find and correct the mistakes in the sentences. Two sentences are correct.

- 1 I find it difficult to keep with my diet. _____
- 2 I can't resist drink cola. _____
- 3 I think Sara's put on weight recently. _____
- 4 Since mum went for a diet, I've had to change some of my eating habits, too. _____
- 5 He's got thinner only by cutting down on bread. _____
- 6 My dad started going to the gym to lose on weight. _____

- 8> Complete the text with appropriate words.

My older sister has recently decided to go on a ¹_____. It's mainly because she has put on a lot of ²_____ recently, because her diet wasn't healthy. She just couldn't ³_____ eating junk food and sweets! So, she's cut ⁴_____ on chocolate, cupcakes, burgers, chips and she has already managed to ⁵_____ two kilograms. Well done, Sis! I only hope she can ⁶_____ to her diet and get even slimmer.



Articles: *a/an, the*, zero article

Rzeczowniki policalne to nazwy przedmiotów i osób, które można policzyć. Mogą one występować w liczbie pojedynczej lub mnogiej:
a chair – chairs, an apple – apples, a person – people.

Rzeczowniki niepolicalne to nazwy cieczy, mas, uczuć lub pojęć abstrakcyjnych, których nie można policzyć. Rzeczowniki niepolicalne występują tylko w liczbie pojedynczej i używamy ich bez rodzajnika *a/an*: *water, butter, love, time.*

A / an

Przedimka nieokreślonego *a* używamy z rzeczownikami policalnymi w liczbie pojedynczej, gdy:

- mówimy o kimś lub o czymś po raz pierwszy:
*She cooked **a** meal.*
- mówimy, że coś lub ktoś ma jakąś cechę lub należy do pewnego typu czy klasy osób bądź przedmiotów:
*'Eat Locals' is **a** new restaurant in the city centre.*
*Julia is **a** cook.*

Przedimka nieokreślonego **an** używamy przed wyrazami zaczynającymi się od samogłoski:

***an** orange, **an** apple*

The

Przedimka określonego *the* używamy:

- gdy mówimy o czymś lub o kimś po raz kolejny:
*Chris cooked **a** meal. **The** meal was healthy and tasty.*
- przed przymiotnikami w stopniu najwyższym:
*'La Strada' is **the** best Italian restaurant in town.*
- gdy chcemy zaznaczyć, że istnieje tylko jedna rzecz określonego typu lub gdy jest mowa o osobie pełniącej określoną funkcję:
***the** centre of London, **the** President, **the** sun*

Przedimek zerowy

Przedimków nie stosujemy przed:

- rzeczownikami niepoliczalnymi, gdy mówimy o czymś w sposób ogólny:
I think English food is not very good.
- rzeczownikami w liczbie mnogiej, jeśli mówimy o kimś lub o czymś po raz pierwszy lub wspominamy kogoś lub coś w sposób ogólny:
Vegetables are very healthy.
I often buy carrots and apples here.
- nazwami posiłków:
He had breakfast at 7 o'clock.
- imionami, nazwami ulic, miast i większości państw:
Lucas, Kensington Street, Warsaw, England

Grammar challenge! » Student's Book, page 112, UNIT 5

W wielu utartych zwrotach z czasownikami *be* i *go*, przed rzeczownikami oznaczającymi miejsca i instytucje (*bed, school, hospital, university*) oraz gdy w tych zwrotach występują rzeczowniki – nazwy różnych przedmiotów zastosowanych zgodnie z ich przeznaczeniem lub funkcją, nie stosujemy przedimka *the*. W tych zwrotach rzeczowniki nabierają znaczenia abstrakcyjnego.

- a** *It's late. I'm going to bed.*
(Jest późno. Idę do łóżka spać.)
- b** *Look! There's a cat under **the** bed.*
(Popatrz! Kot jest pod łóżkiem. – niezgodnie z jego funkcją.)
- c** *He was sick and had to go to hospital.*
(Był chory i musiał pójść do szpitala. – żeby się leczyć.)
- d** *He went to **the** hospital to visit his grandpa.*
(Poszedł do szpitala (budynku), aby odwiedzić dziadka.)

1> Divide the nouns below into countable and uncountable.

water biscuit pancake rice pork roll bread
pineapple ice cream plum orange ham onion cheese

COUNTABLE	UNCOUNTABLE

2> Write the plural form where possible.

- | | |
|-----------------|----------------|
| 1 burger _____ | 5 butter _____ |
| 2 milk _____ | 6 time _____ |
| 3 country _____ | 7 orange _____ |
| 4 potato _____ | |

3> Complete the sentences with *a* or *an*.

- Can I have _____ sandwich, please?
- You need _____ onion and two carrots.
- Look! There is _____ old banana in your bag!
- I had _____ big orange for breakfast.
- She cooked _____ delicious meal on Sunday.

4> Complete the sentences with *a/an* or put [-] for no article.

- He's _____ vegetarian – he won't prepare _____ meat for dinner.
- I had _____ salad for _____ lunch.
- _____ Tom Jenkins is _____ old friend of mine.
- 'I'm hungry.' 'Why don't you have _____ biscuit?'
- Do you take _____ sugar in your coffee?
- I've found _____ old recipe and I'd like to try it out.
- My mum is _____ teacher and my dad is _____ army officer.

5> Complete the sentences with *the* or write [-] when no article is necessary.

- _____ best café in the neighbourhood serves both _____ coffee and _____ tea.
- On _____ Sundays we always visit my _____ grandparents.
- Do you know any interesting _____ facts about _____ Earth?
- There are about 38 million people living in _____ Poland.
- While we were having _____ dinner, he told us _____ stories about his childhood.
- When I cut _____ onions, I always cry like a baby.
- Have you ever been to _____ Paris? It's _____ most romantic city in _____ world.

6> Choose the correct answers.

- 1 I met _____ yesterday. Her name was Martha.
a the nice girl b a nice girl c nice girl
- 2 _____ are good for your health.
a Vegetables
b The vegetables
c A vegetable
- 3 It's _____ I've ever tasted.
a a most disgusting soup
b most disgusting soup
c the most disgusting soup
- 4 Their office is in _____.
a Grand Street in Milan
b the Grand Street in Milan
c Grand Street in the Milan
- 5 _____ orbits the Earth every 27 days.
a Moon b A moon c The moon
- 6 _____ joined our class last week. _____ has moved here from the UK.
a The new student; A boy
b A new student; The boy
c New student; The boy

7> Find and correct seven mistakes in the text.



My parents and I went out for the dinner to 'Mouth Heaven' – a Italian restaurant in the London. A restaurant was full of people. We had to wait an hour for a table, but it's best restaurant in the city and we really wanted to eat there. Unfortunately, we were very disappointed. I had a pasta, but it was too salty. My parents had a pizza, but it was burnt. I'm not going to recommend a restaurant to anybody!

Grammar challenge!

» Student's Book, page 112, UNIT 5, ex. 1

8> Match the parts of the sentences.

- | | |
|---|--------------------------|
| 1 Tom had to go to hospital | ☐ |
| 2 He went to the hospital | ☐ |
| 3 She doesn't like going to school | ☐ |
| 4 Claire doesn't like going to the school | ☐ |
| 5 I didn't go to church | ☐ |
| 6 I didn't go to the church | ☐ |
| 7 Fiona's in bed – | ☐ |
| 8 The bag is on the bed, | ☐ |
- a when he broke his leg.
b because she always learns that her son has done something wrong.
c but I normally go to the service on Sunday.
d because she thinks the lessons are boring.
e she was tired and fell asleep quickly.
f at least that's where I put it.
g but I saw all the other attractions.
h to talk to his mum, who is a nurse.

9> Complete the sentences with *a / an, the* or write [-] when no article is necessary.

- 1 I'm getting hungry. I only had _____ juice for _____ breakfast.
- 2 We live in _____ old, but comfortable house in the suburbs of _____ Warsaw.
- 3 A There was _____ nasty accident here yesterday. Did you see it?
B Yes, I did. The driver of the lorry was badly injured and they took him to _____ hospital.
- 4 Pete wants to study _____ marketing and would like to work for _____ large, international corporation.
- 5 It's _____ most tiring journey I've ever been on. I hope _____ Rome is worth it!

Some, any, much, many; a few, a little; a lot of

Określ *some* i *any* używamy przed rzeczownikami niepoliczalnymi oraz rzeczownikami policzalnymi w liczbie mnogiej.

Some stosujemy w zdaniach twierdzących, a *any* w zdaniach przeczących i pytaniach:

There is some milk in the fridge.

There are some oranges on the table.

There isn't any bread. There aren't any biscuits.

Is there any coffee? Are there any apples?

Z rzeczownikami policzalnymi używamy następujących określeń ilości:

- *many* (dużo, wiele), *a lot of* (wiele), *a few* (kilka):

I don't eat many sweets.

We need a lot of potatoes to make enough chips for all of us.

Can you buy a few onions, please?

Z rzeczownikami niepoliczalnymi używamy następujących określeń ilości:

- *much* (dużo), *a lot of* (dużo), *a little* (trochę):

Do you drink much water?

I need a lot of sugar to make the cake.

Now add a little salt.

Uwaga!

Określ *much* i *many* zwykle używamy w zdaniach przeczących i pytaniach, a określenie *a lot of* w zdaniach twierdzących:

Julia has a lot of friends at school.

How many English books do you have?

Pete doesn't drink much milk.

1> Complete the sentences with *some* or *any*.

- 1 Is there _____ bread left? We could make _____ sandwiches.
- 2 We need _____ milk to make the pancakes.
- 3 There were _____ people waiting for me outside.
- 4 Haven't you bought _____ vegetables?
- 5 Here, have _____ water and you'll feel better.
- 6 They didn't have _____ desserts on the menu.
- 7 I'm afraid we haven't got _____ butter left.
- 8 Don't worry about supper – I'll make _____ chips.
- 9 Is there _____ coffee left for Tom?

2> Choose the most appropriate words.

- 1 I'm afraid I haven't made *a lot of / much* tea.
- 2 Have you got *many / a lot of* friends at school?
- 3 *Many / A lot of* people hate spinach.
- 4 How *many / much* water do you drink a day?
- 5 How *many / much* cups of coffee have you had today?
- 6 Do you have *many / much* homework for tomorrow?
- 7 Tom's invited *many / a lot of* people to his birthday dinner.
- 8 They haven't got too *many / much* sandwiches – they might get hungry.

3> Complete each gap with *a little, a few or a lot of*.

- 1 The weather was bad and only _____ people came to the concert.
- 2 Now add _____ milk and mix everything together.
- 3 _____ people order takeaway food instead of cooking at home.
- 4 I can't leave yet – I've got _____ work to do.
- 5 Mum let Jerry have only _____ chocolates, but he ate the whole box.
- 6 We need _____ more time to finish this exercise, perhaps ten minutes.
- 7 Sheila buys ready meals _____ times a week.
- 8 I found _____ interesting recipes on her blog.

4> Complete the sentences with *some, any, many, much, a few, a little, or a lot of*.

- 1 How _____ times do I have to tell you not to make so _____ noise?!
- 2 A Is there _____ mineral water in the fridge?
B Yes, there's some, but only _____.
- 3 He's a quiet man and doesn't say _____.
- 4 I can't make the salad – there aren't _____ tomatoes left.
- 5 A When are you going on holiday?
B In _____ days. I am really looking forward to it.
- 6 Why are you typing so fast? You're making too _____ mistakes!
- 7 Hanna spends _____ time studying English, but she hasn't got _____ good marks.
- 8 Tell Mark to buy _____ cola and orange juice.

5> Complete the text with the words below. There is one extra phrase.

too much how many a little a few a lot how much

I've invited ¹ _____ guests for supper tonight and I want to make a cake. Remember the recipe you gave me? So, ² _____ cups of sugar do I need? I think I added ³ _____ milk. Is it OK to put in more flour?

Yes, add ⁴ _____ more flour and the cake will be fine. Let me know if it's tasty.

OK, I will. Bye for now – I've got ⁵ _____ of work to do.

Good luck!

6> CUMULATIVE GRAMMAR Read the dialogue and choose the correct answers.

- Carol** Phew! ... the trip was great and ¹ _____ Brighton is lovely, but it's good to be back home. I'm starving, what about you?
- Ann** Yes, me too. Have a look in the fridge. What have we got?
- Carol** Not ² _____. There are ³ _____ eggs, only four in fact, and ⁴ _____ cheese. No, forget the cheese. It's very old.
- Ann** And we haven't got ⁵ _____ bread at all. So, forget about having sandwiches. How about bacon or ham?
- Carol** Sorry, there isn't any, but the good news is there are ⁶ _____ vegetables. Let me see. We've got ⁷ _____ onion, a cucumber and ⁸ _____ tomatoes. Why don't we make a salad?
- Ann** I don't know. That won't fill me up. Let's go to ⁹ _____ restaurant, shall we?
- Carol** Well ... ¹⁰ _____ restaurant downstairs is still open. The food may not be ¹¹ _____ best quality, but it's cheap.
- Ann** OK, let's go!

- | | | |
|-----------|------------|------------|
| 1 a a | b the | c – |
| 2 a many | b much | c some |
| 3 a many | b a few | c a little |
| 4 a some | b much | c any |
| 5 a much | b any | c a |
| 6 a some | b a little | c any |
| 7 a the | b an | c a |
| 8 a a few | b a little | c any |
| 9 a a | b – | c the |
| 10 a a | b an | c the |
| 11 a a | b some | c the |

1> Match the words with their Polish equivalents. Use a dictionary if necessary.

- | | | |
|------------------------|--------------------------|---------------------------------|
| 1 temptation | ☐ | a gorzki |
| 2 bitter | ☐ | b w formie stałej (nie płynnej) |
| 3 search for something | ☐ | c pokusa |
| 4 solid | ☐ | d zapobiec |
| 5 unsteady | ☐ | e szukać czegoś |
| 6 prevent | ☐ | f niestabilny |
| 7 beneficial | ☐ | g korzystny, dobroczynny |

2> Quickly scan the text in exercise 3. Why are the following mentioned?

- the Aztecs and the Maya _____
- 8 million tons of chocolate _____
- Switzerland _____
- farmers' market _____

3> Read the text and answer the questions.

- How was cocoa originally used?
- What was the difference between the way the Maya and Europeans prepared cocoa?
- What is the result of the fact that the cocoa production market is unstable?
- What might be the reason for dark chocolate becoming more and more popular?
- What's the worry about new types of cocoa?
- Why are producers of chocolate products putting nuts and fruit into it?



Although it's hard to believe today, the first people to use cocoa – the Aztecs and the Maya – drank cocoa only during religious ceremonies and called it 'the bitter drink'. That's because it was drunk with some added spices but no sugar. When the Spanish conquistadores introduced cocoa to Europe, European aristocrats didn't find it very tasty until they sweetened it. It became a fashionable dessert but also a medicine. And rightly so since cocoa contains many healthy substances which can boost your brain power, contribute to good circulation and help prevent heart problems.

Cocoa was consumed in a liquid form only until the 19th century when the Europeans came up with a recipe for the world's favourite dessert – solid chocolate – based on three ingredients: cocoa, powdered milk and sugar. Today, almost 8 million tons of this delicious temptation are eaten worldwide every year and Europe is the undisputed leader here. The country at the top of the list is the home of the delicious Lindt or Milka chocolate, Switzerland, where annual consumption approaches 9kg (over 90 bars of chocolate!) per person.

Chocolate

As people eat so much chocolate every year, it seems reasonable to assume that cocoa and chocolate producers have no need to worry about their future. The matter is more complicated, though. As a result of changing climate and weather conditions, the cocoa production market has been unsteady, sometimes producing more cocoa than is needed but sometimes less. At the same time, while chocolate consumption is still growing, its consumers are becoming more and more health conscious. They still have a sweet tooth but expect their guilty pleasure to feel less guilty and more beneficial. The growing popularity of dark chocolate seems to be the result of this trend.

Cocoa farmers and chocolate companies are doing their best to deal with these issues. One idea is for the cocoa farmers to grow new varieties of cocoa trees producing more beans. Yet sceptics worry that new types of beans may be similar to other mass-produced fruit and vegetables – they might look delicious, but they are rather bland compared to the ones you get at the farmers' market in the summer. Chocolate companies, for their part, respond to the fact that health conscious consumers would rather buy dark chocolate, but aren't happy with the fact that its high cocoa content makes it rather bitter. To help with that but not increase our sugar intake, dark chocolate now has many varieties with added dried fruit and nuts.

- 4> Complete 1–5 with the phrases below. Check your answers with the text on page 49.

cocoa powdered taste sweeten increase

- 1 _____ milk
- 2 _____ a drink
- 3 _____ beans
- 4 _____ rather bland
- 5 _____ sugar intake

- 5> Complete the sentences with the phrases from exercise 4.

- 1 Switching from home-cooked oatmeal to store-bought cereals will probably increase your sugar _____.
- 2 Cocoa _____ are picked, fermented, dried and crushed to get their seeds, from which cocoa butter is made.
- 3 The recipe for this dessert calls for _____ milk, butter, cocoa powder and sugar.
- 4 This sauce tastes rather _____, let's add some spices.
- 5 To avoid sugar, people _____ their tea with other things like honey or stevia extracts.



Revision ■ Student's Book, pages 58–59

- 6> Match 1–6 with a–f to make phrases. Sometimes more than one answer is possible.

- | | | |
|-----------|--------------------------|--------------|
| 1 bake | ☐ | a apples |
| 2 boil | ☐ | b a cake |
| 3 chop up | ☐ | c chicken |
| 4 fry | ☐ | d an egg |
| 5 roast | ☐ | e meat |
| 6 peel | ☐ | f vegetables |

- 7> Find the English translations of these words in the wordsearch.

- 1 gotować ↓ _____
- 2 kolacja → _____
- 3 książka kucharska → _____
- 4 kuchnia (danego regionu) → _____
- 5 obiad/obiadokolacja → _____
- 6 podwieczorek ↓ _____
- 7 przekąska ↓ _____
- 8 przepis ↓ _____
- 9 przyprawy → _____
- 10 składnik → _____
- 11 śniadanie → _____

Vocabulary challenge! » Student's Book, page 111, UNIT 5, ex. 4 and 5

- 8> Choose the correct word to complete each sentence.

1 **grill / barbecue**

It's going to be a nice weekend. Let's have a _____.

Use a little salt and pepper, _____ the steak for 2–3 minutes on both sides and serve with a fresh salad.

2 **can / tin**

Could you get me a _____ of cola, please?

The fridge is almost empty. We only have a few eggs and a _____ of sardines.

3 **dish / course**

My favourite Italian _____ is lasagna.

What would you like to have for the main _____?

4 **tasty / tasteful**

This is a very elegant restaurant with _____ decorations.

Try the strawberry pancakes, they're very _____.

5 **cooker / chef**

Gordon Ramsay is a very famous British _____, who is the star of many cookery shows.

Careful! The _____ is very hot – I've just heated up some baked beans.

6 **desert / dessert**

The Sahara is the hottest _____ in the world, but it isn't the biggest.

And for _____ I think I'll have the apple pie with vanilla ice cream.

7 **receipt / recipe**

This Death by Chocolate is delicious! Could you give me the _____ please? I'd like to make it for my mum's birthday.

The food cost £27.95. It's in these bags, and here's the _____ if you want to check the prices.

E	R	P	S	Z	Q	X	O	T	P	I	A	C
S	E	K	Q	S	U	P	P	E	R	R	U	S
N	C	K	P	C	O	O	K	B	O	O	K	U
A	I	N	G	R	E	D	I	E	N	T	T	D
C	P	X	S	B	R	E	A	K	F	A	S	T
K	E	Y	K	H	R	C	W	E	P	B	S	E
X	C	D	C	P	I	D	I	N	N	E	R	A
L	V	A	O	R	E	S	P	I	C	E	S	C
U	Q	Y	O	C	U	I	S	I	N	E	S	O
W	P	C	K	O	K	C	B	D	X	Y	T	L

SPEAKING

ordering food

1> Complete the sentences with the missing words.

- 1 What kind of water would you like? S _____ or s _____?
- 2 I don't drink coffee. I'd I _____ a green tea, please.
- 3 Two coffees to t _____ away, please.
- 4 A s _____ or double hamburger for you?
- 5 Would you like some extra t _____ on your pizza?
- 6 'How m _____ i _____ it?'
'T _____ £11, please.'
- 7 How long w _____ I h _____
t _____ wait?
- 8 Would you like to pay by c _____ or by credit card?

2> Complete the dialogue using the words given without changing their form. Use 1-4 words.

- X Hello, what 1 _____ (get) you?
- Y Hi, I'd like a medium pizza, please, with pepperoni and onions.
- X Is that to take away?
- Y 2 _____ (in), please.
- X Would you like extra garlic sauce with it?
- Y No, thanks, just the regular tomato one. Also, my friend is a vegetarian. Do you have any pasta without meat?
- X 3 _____ (about) with a mushroom and cream sauce? Or with spinach and Gorgonzola cheese?
- Y I think he 4 _____ (rather) the mushroom one. I'll take that one, please.
- X Would you 5 _____ (drink)?
- Y Two orange juices, please. And two small coffees.
- X What coffee would you like, 6 _____ (or)?
- Y Both with milk and sugar, please.
- X Anything else?
- Y No, 7 _____ (all).

3> Write a short dialogue. Use the phrases and ideas from exercises 1 and 2 to help you.

TEST IT! ⌚ 4 minuty

Pracujesz jako kelner/kelnerka w pizzerii i rozmawiasz z klientem, który zamawia jedzenie dla siebie i rodziny (żona jest wegetarianką, a dziecko ma 5 lat). W rozmowie porusz poniższe cztery kwestie.

danía główne
i napoje

desery

ceny i formy
płatności

czas oczekiwania
na posiłek

Rozmowę rozpoczyna zdający.

WRITING

an email invitation

5

1> Find and correct a mistake in each sentence.

- 1 Why don't ask everybody to bring something to eat?

- 2 I have a birthday party on Saturday.

- 3 Thank you for invite me.

- 4 I suggest to buy one big present from everybody.

- 5 Please get with touch as soon as possible so we can start the preparations.

- 6 Maybe you could help me in that?

- 7 I could baking the birthday cake.

2> Complete the sentences with the words below.

know invite place make (x2) sort touch throw

- 1 I guess the first thing we need to do is get in _____ with everybody.
- 2 I'm writing to invite you to a barbecue party at my _____ next Friday.
- 3 Maybe Jake could _____ this out?
- 4 I think it would be fun to _____ a party like that.
- 5 I'm afraid I won't be able to _____ it.
- 6 We need to _____ sure they can come.
- 7 Maybe we could _____ Paul too.
- 8 Let me _____ what you think about this!

3> Read the instructions and do the exam task.

Use the phrases from exercises 1 and 2 to help you.

TEST IT! Postanowiłeś/Postanowiłaś zorganizować urodzinowe przyjęcie-niespodziankę (*surprise birthday party*) dla swojego przyjaciela. Napisz e-mail (100-150 słów) do koleżanki, która mogłaby pomóc w organizacji przyjęcia, i:

- zaproponuj czas i miejsce imprezy, podając uzasadnienie;
- zapytaj o sugestie dotyczące listy gości i prezentów;
- powiedz, co Ty chcesz przygotować;
- poproś o pomoc w organizacji poczęstunku i przygotowaniu miejsca.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.



1> Choose the answer a, b or c which means the same as the Polish parts of the sentences in brackets.

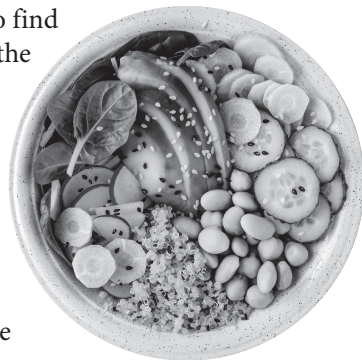
- 1 Thank you _____ (*że zaprosiłaś mnie*) to your party!
 - a for inviting me
 - b that she invited me
 - c on your invitation
- 2 _____ (*ile*) sandwiches do you have?
 - a How much
 - b What number
 - c How many
- 3 I think you need to add _____ (*trochę*) cream and it will be perfect.
 - a some
 - b a few
 - c a little
- 4 _____ (*Lody*) we ate yesterday tasted delicious, do we have more?
 - a Ice cream
 - b An ice cream
 - c The ice cream
- 5 I found _____ (*przepis na*) a healthy snack that contains my two favourite things – salmon and pineapple.
 - a a recipe for
 - b the guide to
 - c a cookbook with

2> Choose the correct answers to complete the mini-dialogues.

- 1 X I'd like a bottle of still water, please.
Y _____
a Sorry, we've run out of it. Is sparkling OK?
b Are you still looking for it?
c I don't. I prefer sparkling.
- 2 X A large coffee, please.
Y Anything else with that?
X _____
a Yes, with milk and sugar.
b No, thanks, that's all.
c Anything you like.
- 3 X _____
Y It's 10 pounds, please.
a Do you have any money?
b A large pizza with dessert costs 8 pounds.
c How much is it?
- 4 X How long will we have to wait?
Y _____
X That's too long. We'll have a coffee to take away then.
a About half an hour.
b We don't have to wait if you don't want to.
c We've been waiting for almost an hour. I'm tired.

3> Read the text and choose the correct answers.

Are you one of these people who find it difficult to lose weight before the summer season? And summer is definitely the worst time to ¹ _____ a diet. Everywhere you look, there is something ² _____ that you just have to try. There are fruit cakes, strawberries with cream, and of course ³ _____ ice cream. On the other hand, in the summer there are a lot of fresh vegetables, so you could probably live on salads for some time. After all it's very easy to ⁴ _____ up some vegetables and mix them together. But would people really enjoy it for the whole summer? Most of us simply can't ⁵ _____ a bowl of chocolate ice cream, or two, or three. But that's the problem with sweets – people tend to either eat a lot of them or they try not to eat ⁶ _____ sweets at all, which is simply impossible. This year do something different. Try to cut ⁷ _____ on sweets slowly. It's much easier! And if you also do some exercise, you might be pleasantly surprised!



- | | | | |
|----------------|------------|-------------|------------|
| 1 a go on | b get to | c keep up | d be at |
| 2 a disgusting | b topping | c delicious | d sour |
| 3 a the | b an | c a | d – |
| 4 a peel | b chop | c fry | d boil |
| 5 a resist | b disagree | c lose | d miss |
| 6 a some | b a few | c any | d a little |
| 7 a off | b in | c down | d with |

4> Complete each sentence so that it means the same as the first one.

- 1 Don't you think this dish has a delicious smell?
Don't you think _____ delicious?
- 2 We have no eggs left.
We don't _____.
- 3 To lose weight you should try not to eat sweets.
To lose weight you should avoid _____.
- 4 I don't feel like cooking, I think I want to eat out tonight.
I don't feel like cooking, I'd _____.
- 5 I will make some pancakes and then we'll eat.
We'll eat as _____ the pancakes.
- 6 Contact grandma and she'll give you that recipe.
Get in _____ and she'll give you that recipe.
- 7 How much chocolate have you eaten today?
_____ of chocolate have you eaten today?
- 8 It is commonly known that vegetables are good for you.
Everyone _____ are good for you.

- 1> **TEST IT!** Przeczytaj blog pewnej podróżniczki i na jego podstawie w zdaniach 1–4 z podanych odpowiedzi wybierz właściwą. Zakreśl literę A, B lub C.

As a breakfast lover and a traveller, I'm happy to have breakfast foods for every meal but let me tell you – local breakfast can be a nasty surprise when visiting foreign lands. I remember looking at the breakfast buffet in an exotic country and thinking 'this was supposed to be a good hotel!' The more I travelled though, the more I realised that it had been. The thing is, you see, whether it's on the light or heavy side, sweet or savory – one man's breakfast is another man's dinner or dessert.

So, what's for breakfast around the world? For the nations inhabiting warmer climates, it's often sweets with coffee. In Africa it's the Maharmi cardamom doughnuts, in Spain churros, in Brazil cake. These aren't necessarily light, since some, like churros, are fried. Those who like it light are the Italians who have sweet rolls with cappuccino and the French with their croissants with jam or chocolate, coffee and orange juice. This is what the British refer to as 'continental breakfast', totally ignoring the other half of the European continent, which, from Germany through the Slavic countries to Scandinavia, eats a much more hearty breakfast of breads, cold meats, cheeses, eggs, and fresh vegetables.

Yet a lot of nations put on their breakfast plate what others would consider dinner foods. The Brits bake and fry beans,

tomatoes, potatoes, sausages and even black pudding. Heavy but not impossible to have first thing in the morning. Many Asian and African breakfast smells and tastes, however, proved way too strong on my empty Western stomach, with fish and fermented beans at the top of my list here. In western Africa, for instance, they fry these beans with strong spices and onions for breakfast. In some Asian countries there's no such thing as 'breakfast menu' – dishes based on these pungent ingredients are served morning till evening. Japanese miso is served with fermented soy beans, rice, noodles and a lot of fish, while in Myanmar you're looking at fish soup with garlic, ginger and onions. Definitely jump-starts your senses.

Is there anything universal? The western tastes seem to be infiltrating all cultures and thus yoghurts, pancakes and sandwiches are found worldwide. Also milk with cereal, although its consumption is decreasing due to its high sugar content. There's something else, though, that has me very excited. There are others out there who enjoy breakfast foods above all others, and there's a name for us. I'm a breakfastarian! Now we just need to set up a republic. Or at least a couple of good breakfastarian bars in every major city with breakfast dishes served morning till night.

- 1 The phrase 'the more I realized it had been' refers to the fact that
 A there had been some nasty surprises during her trip abroad.
 B the breakfast buffet had really served dinner.
 C the place where she stayed had been the quality she'd expected.
 D breakfast had always been her favourite meal of the day.
- 2 Which is not true about continental breakfast, according to the text?
 A It includes eggs and cold meats.
 B It might not be a very accurate term.
 C It's rather on the light side.
 D Is very popular in France.
- 3 When the author travelled to more exotic countries she found
 A the breakfasts a bit too heavy for a first meal of the day.
 B she often looked for local fish dishes with exotic spices.
 C their dinner menus are more tasty than their breakfasts.
 D she couldn't tolerate some of their common breakfast ingredients.
- 4 At the end of the text, the author tries to say that
 A more people should learn to enjoy their breakfasts.
 B there should be more places for breakfast-loving people.
 C people who like breakfasts should be called breakfastarians.
 D she's happy because she found some all-day breakfast bars.
- 3 a Large or regular? b Mild or spicy? c Black or white?
- 4 a How about a whole packet?
 b To be honest, I'd rather eat some pasta.
 c We're closing soon, how about take away?
- 5 a Yes, it keeps switching off.
 b I agree, he burned three cakes this week.
 c Well, I think his dishes are very tasty.
- 3> **TEST IT!** MP3 12 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Uwaga! Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.
- A I know, but I just can't keep to my diet.
 B I'd rather have sparkling than still, if you have some, please.
 C Yes, I need to cut down on desserts and sweet drinks.
 D Do you take credit cards?
 E Would you give us another minute to think?
- | | |
|-----------|--|
| SPEAKER 1 | |
| SPEAKER 2 | |
| SPEAKER 3 | |
| SPEAKER 4 | |
- 4> Do the exam task and answer the two questions.

TEST IT! ⌚ 5 minut

Masz ochotę na lunch. W barze koło szkoły są do wyboru trzy dania.

- Wybierz jedno z nich i uzasadnij swój wybór.
- Wyjaśnij, czemu odrzucasz pozostałe dania.



- 1 What does it mean to have a healthy diet?
 2 Some people say that school shops should not sell any sweets or crisps. Do you agree? Why?/Why not?

- 2> **TEST IT!** MP3 11 Usłyszysz dwukrotnie pięć wypowiedzi (1–5). Do każdej z nich wybierz właściwą reakcję. Zakreśl literę A, B lub C.

- 1 a I didn't know you bought a flat!
 b Me too, the nights are getting colder.
 c When did you have it?
- 2 a Yeah, let's do that.
 b Because they didn't eat anything.
 c Of course everyone asked for it.

6

Crime scene

VOCABULARY crimes and criminals

1> Find the names of five crimes in the wordsearch.

M	Y	Y	U	F	W	B	D	K	G
U	B	W	R	Z	J	T	X	N	C
R	G	U	Z	V	H	D	I	U	S
D	W	O	R	E	G	P	J	E	D
E	M	C	F	G	P	X	P	G	O
R	L	T	F	A	L	V	R	U	J
G	F	F	N	I	O	A	T	K	Q
L	D	D	L	F	Z	W	R	J	G
U	I	Y	W	X	J	S	H	Y	Q
K	V	A	N	D	A	L	I	S	M

2> Write appropriate words to answer the questions.

What do you call a criminal who

- 1 steals products from a shop? _____
- 2 sells illegal substances to people? _____
- 3 paints graffiti on walls and buildings? _____
- 4 breaks into a house? _____
- 5 steals things? _____
- 6 makes somebody a prisoner in order to make their family pay for their safe return? _____

3> Complete the sentences with the correct form of the verbs below.

steal arrest break into vandalise kill

- 1 In 2005 Mr Thomas _____ a woman in a car accident.
- 2 Yesterday the police _____ three dangerous criminals, who will probably spend at least 10 years in prison.
- 3 Somebody _____ our house last night. They took my laptop and my dad's smartphone.
- 4 A gang of young criminals _____ cars in our city and sell them abroad.
- 5 Anybody who _____ the school building will have to pay for the damage.

4> Are the sentences true (T) or false (F)? Correct the false ones.

- 1 A store detective has to make sure nobody steals anything from a shop. T / F
- 2 The police talk to witnesses to find out more about a crime. T / F
- 3 A victim is somebody who commits a crime. T / F
- 4 Burglars steal cars. T / F
- 5 Criminals are responsible for preventing crimes. T / F

5> Complete the text with the missing words.

LATEST NEWS!

Last night the police arrested three men for drug dealing. The ¹c_____ were caught while selling drugs to teenagers from a local school. The ²d_____ were arrested thanks to a ³w_____ who had seen the men selling drugs outside their school. It turns out they have been in prison before for ⁴b_____ into a house. The police told ⁵j_____ that the three men face a minimum of seven years in prison.

Vocabulary challenge!

» Student's Book, page 112, UNIT 6, ex. 1 and 2

6> Complete the sentences with the correct form of the missing words.

- 1 The judge s_____ the woman to prison for shoplifting.
- 2 Have you ever b_____ the law?
- 3 The police are looking for the s_____ – a tall man in his thirties with a scar on the cheek.
- 4 Bob didn't pay his f_____ for speeding, so now he has to go to prison for 30 days.
- 5 Do you know anybody who has c_____ a crime?
- 6 Sometimes doing c_____ service is a better punishment than paying a fine.
- 7 Although everybody knew Kevin had done it, he didn't get p_____.

7> Write the beginning of a newspaper article giving information about one of the crimes below.

a a burglary in your neighbourhood

b a murder in the Old Town

c an act of vandalism in a school

d a residents' act against crime



1) Choose the right options.

- 1 This **made up / thought out** story has nothing to do with what really happened.
- 2 The criminal **went / became** unpunished despite his obvious guilt.
- 3 Online pirates constantly **come up / think out** with new ways of stealing protected content.
- 4 If someone wants to offend you they call **your name / your names**.
- 5 Saying hurtful things about others online is **popular / commonly known** as cyberbullying.

2) MP3 13 Listen to the interview and answer the questions.

- 1 Why do so many cyberbullies think they won't be punished?

- 2 In what ways do cyberbullies hurt others? Give two (out of three) examples mentioned by Dr Andrews.

- 3 What other social group is often targeted by cyberbullies?

- 4 What kind of things said to / about someone are definitely a crime?

- 5 What does Dr Andrews say about the dangers of online challenges?

3) Use the phrases below to complete collocations.

a risk insecure to defend yourself lies
do something famous people

- 1 make up _____
- 2 make someone _____
- 3 make someone _____
- 4 unable _____
- 5 pose _____
- 6 target _____

Revision ■ Student's Book, page 67

4) Match the crimes below with texts 1–3. Then write a similar text to describe the remaining type of crime.

identity theft hacking cyberstalking online piracy
social engineering



1 _____

My best friend fell victim to such crime, but she didn't even report it to the police. I don't think she even realised it was harassment. But what else could you call it? I mean, somebody took embarrassing photos of her, obviously taken through a window when she was getting dressed, and posted them on Facebook with very abusive comments.

	2 _____ My older brother once got in serious trouble. He's always been very good with computers and could access any information he wanted. But one day he went one click too far and logged onto the school computer. As you can imagine, it was a game with serious results.
	3 _____ You hear about it on the news a lot, but I find it difficult to see how someone could fall for it. Who gives their personal data to a stranger, even one who claims to work for your bank or the police? And who becomes friends with strangers on social media? I think it's common sense – protect your data and you'll protect yourself.
	4 _____ _____ _____ _____ _____ _____

Vocabulary challenge! » Student's Book, page 112, UNIT 6, ex. 3, 4 and 5

5) Write the negative form of these adjectives.

- | | |
|-----------------------|--------------------|
| 1 patient – _____ | 4 kind – _____ |
| 2 experienced – _____ | 5 usual – _____ |
| 3 believable – _____ | 6 possible – _____ |
| | 7 legal – _____ |



6) Choose the correct adjectives.

- 1 You failed the test because most of the answers you gave were **illegal / incorrect**.
- 2 The ending of the film was rather **unexpected / unlucky** – I thought the tall guy was the killer!
- 3 Jonathan felt very **impolite / insecure** when he moved to a new school.
- 4 Criminals often forget they are not **impossible / invisible** – there are cameras all over the town.
- 5 The essay you gave me was **unsigned / unlucky** – I didn't realise it was yours.
- 6 Tina was very **unhappy / unkind** when John left her.

Reported statements

Mowy zależnej używamy, aby relacjonować wypowiedzi innych osób lub swoje własne, nie przytaczając ich dosłownie. Używając mowy zależnej, stosujemy następstwo czasów:

'Some man **is breaking into your car**,' I told Jim. – cytat (mowa niezależna)

I told Jim that some man **was breaking into his car**. – relacja (mowa zależna)

W mowie zależnej zmieniają się również niektóre określenia czasu i miejsca.

Zmiana niektórych określeń czasu i miejsca

today	that day
at the moment	at that moment
now	then
yesterday	the day before / the previous day
last week / month / year	the week / month / year before
two days / weeks / years ago	two days / weeks / years before
tomorrow	the next / following day
next week / month / year	the next / following week / month / year
this	that
these	those
here	there

tell / say

Po czasowniku **tell** występuje dopełnienie – osoba lub zaimek osobowy. Po czasowniku **say** nie ma dopełnienia:

He told me he was innocent. NIE: ~~He told he was innocent.~~

He said he was innocent. NIE: ~~He said me he was innocent.~~

Zmiana czasu zgodnie z regułą następstwa czasów

present simple 'I go there every day.' 'She doesn't live here.'	past simple He said he went there every day. They said she didn't live there.
present continuous 'I am working.' 'They aren't watching TV.'	past continuous He said he was working. You said they weren't watching TV.
present perfect 'We have run a marathon.' 'He hasn't bought a car.'	past perfect They said they had run a marathon. She said he hadn't bought a car.
past simple 'We went there yesterday.' 'You didn't win the game.'	past perfect He said they had gone there the day before. She said I hadn't won the game.
will 'I will do it tomorrow.' 'They won't be here soon.'	would He said he would do it the next/following day. They said they wouldn't be there soon.
can 'I can swim.' 'We can't come today.'	could She said she could swim. They said they couldn't come that day.

Grammar challenge! » Student's Book, page 112, UNIT 6

Gdy przytaczamy czyjeś prośby, rozkazy, polecenia, obietnice w mowie zależnej, stosujemy różnorodne czasowniki z bezokolicznikiem, np.: *offer* (zapropnować), *order* (kazać), *promise* (obietnicę), *refuse* (odmówić), *tell* (powiedzieć, kazać), *ask* (prosić), *advise* (doradzić), *instruct* (poinstruować), np.:

'Go home!' He **told / instructed me to go home**.

'Could you call me tomorrow?' She **asked me to call her the next day**.

'I'll help you with this.' He **promised to help me with that**.

1> Complete the sentences with **said** or **told**.

- Jack _____ he wanted to retire.
- You once _____ me you wanted to be a detective.
- Mike _____ us that he had committed a crime a few years before.
- Tom _____ quite clearly that he would meet us outside the cinema.
- My mum _____ she was busy and couldn't help me.
- The police _____ him that his story was unbelievable.

2> Choose the correct options.

- The people said they **demonstrate / were demonstrating** against cybercrime.
- Peter said he **wasn't doing / hasn't been doing** anything illegal.
- Mum says we **have to / had to** do the dishes now.
- The woman said that she **hasn't stolen / hadn't stolen** the money.
- The police told us that they **would contact / contacted** us the next day.
- Chris told me that he **would speak / could speak** Japanese.

- The woman said that she **would want / wanted** to report the crime to the police.

- Fiona says her father **wasn't coming / isn't coming** to the wedding next week.

3> Rewrite the sentences in reported speech starting with the words given.

- 'The burglars took all the money.'
Mike said _____.
- 'I'm hungry.'
Jim told me _____.
- 'They won't be here tomorrow.'
Peter said _____.
- 'I can't watch this film.'
Sally said _____.
- 'I haven't done it!'
He told me _____.

4> Complete the text on page 57 with the verb forms below. There are two extra forms.

committed would do didn't feel could download
hadn't realised hadn't committed had often done
had downloaded

Last week, I read an interesting article about young people who break the law. The author of the article said that many young people ¹ _____ different types of cybercrime. He said that they ² _____ wrong things in the past, because they ³ _____ that they were actually illegal. For example, many teenagers told the journalist they ⁴ _____ many films before but they ⁵ _____ guilty about it at all! The author of the article also said that a lot of young people admitted that they ⁶ _____ the same thing again.



5> Rewrite the sentences in direct speech.

- Tom said he wouldn't help me.
'I won't help you,' said Tom.
- Peter explained that he hadn't wanted to call the police.

- The teacher told us that our class had won the school competition.

- Sheila promised she wouldn't tell the secret to anybody.

- Bob told me that he often borrowed money from his parents.

- Mary said she had never seen a crime take place before.

7 Steve said he couldn't see Jason anywhere.

8 Lucy said she wasn't in love with Mark.

6> Complete the answers, using your own ideas.

- Any news about the missing girl?
No, the police are saying _____ yet.
- Did you hear about the burglary at Sam's place?
Yes, Sam said that someone _____.
- Do they know who committed this crime?
The police said they _____ soon.
- What does the witness say about the accident?
He says _____ too fast.
- When was Kayla supposed to hand in the report?
She told me on Monday that she _____ the next day, but I don't think she did.
- What did the arrested man tell the police?
Of course he said _____ innocent.

Grammar challenge! >> Student's Book, page 112, UNIT 6, ex. 1

7> Rewrite the sentences in reported speech, using the verbs below.

order refuse advise promise instruct offer

- 'I'll apologize to her tomorrow,' said the boy.

- 'Read about different security systems before deciding which to buy,' my brother said.

- 'I can come and go over the case with you tonight,' Frank said.

- 'Answer all the questions honestly,' said the investigator.

- 'Stop, now!' said the police officer.

- 'I won't say another word without my lawyer,' said the suspect.

Reported questions

Relacjonując pytania w mowie zależnej (*reported questions*), należy pamiętać, że oprócz zastosowania zasady następstwa czasów, należy również zmienić **szyk wyrazów** z pytającego na twierdzący:

'Where are you?' she asked.

She asked me where I was. (NIE: ~~She asked me where was I~~)

Pamiętaj:

- do relacjonowania pytań typu Czy ...? używamy **if** lub **whether**:
'Have you been here before?' Tom asked.
Tom asked if I had been there before.
- w pytaniach w mowie zależnej nie używamy czasowników posiłkowych **do** oraz **did**, a także znaków zapytania:
'What did the police say?' mum asked.
Mum asked me what the police had said.

1> Match direct questions 1–6 with corresponding indirect questions a–j. There are four extra indirect questions.

- | | |
|--|-------------------------------------|
| 1 What can you tell me about the matter? | 4 Has he stolen anything? |
| 2 What are you doing here? | 5 What was he doing at that moment? |
| 3 How did he get in? | 6 Do you have a security alarm? |

The police officer asked me:

- what he was doing at that moment.
- how he had gotten in.
- what can I tell him about the matter.
- what I was doing there.
- if I had a security alarm.
- had he stolen anything.
- what he had been doing at that moment.
- how he got in.
- what I could tell him about the matter.
- if he had stolen anything.

2> Choose the correct option to complete each sentence.

- 1 We asked the teacher how much time *did we have / we had / we have* to finish the essay.
- 2 Fiona asked me why *hadn't I come / I hadn't come / I didn't come* to the meeting.
- 3 Sue asked Jack if *he was / he is / was he* going to install security cameras.
- 4 Sara wanted to know what time *are we leaving / we are leaving / we were leaving*.
- 5 The judge asked me *if I'm taking / were you taking / if I was taking* any drugs.
- 6 Diana wanted to know when *would we come / we would come / we will come*.

3> Rewrite the questions in reported speech.

- 1 'Did you see her last week?'
The police officer asked us _____.
- 2 'Where have you been all day?'
Dad wanted to know _____.
- 3 'What are you going to do?'
I asked my friend _____.
- 4 'Will you be able to help us?'
They asked the lawyer _____.
- 5 'Do you spend your nights here?'
The police officer asked the homeless man _____.
- 6 'Can my car be repaired after such a crash?'
I asked the mechanic _____.
- 7 'Why haven't you done your homework again?'
The teacher asked us _____.
- 8 'Are you telling the whole truth?'
The school master asked me _____.

4> Complete the indirect questions with the words below.

if (x2) could were had (x2) whether how
where would what was

- 1 My sister asked _____ she _____ borrow my tablet.
- 2 The teacher asked me _____ Luke _____ but I didn't know.
- 3 One of the teachers saw us in the staffroom and asked _____ we _____ doing there.
- 4 The victim wanted to know _____ the vandal _____ be punished.
- 5 He was practising the guitar when his father suddenly entered and asked him angrily _____ he really _____ to make so much noise.
- 6 The detective asked Archie _____ many shots he _____ heard that day.

5> Complete the dialogue with the correct phrases (a-h). There are two extra phrases.

- a if she had
- b how long it would take
- c when it had been
- d if she had ever been involved in
- e if we had been thinking
- f how many students were planning
- g what she thought
- h if there would be

Julia Did you talk to Lisa about our campaign?

Pete Yes, she fully supports it. I asked her ¹_____ about cyberbullying and her opinion is the same as ours.

Julia Is she going to join us?

Pete She didn't know. I asked her ²_____ time to stay after school, but she couldn't say. She wanted to know ³_____, and ⁴_____ to take part in the campaign.

Julia Did she ask anything else?

Pete Yes, she wanted to know ⁵_____ anything about the campaign in the school paper. I really hope she can make it. I asked her ⁶_____ a similar protest ...

6> CUMULATIVE GRAMMAR Complete the email, using the correct form of the words in brackets. Add any extra words where necessary.

Hi Helen,

Remember my aunt Lidia, the police investigator I told you about? I finally talked to her about the internet piracy project we are preparing for next month. I asked her ¹_____ (*she / have / experience*) with working on such cases and she said she had. She said ²_____ (*she / help / we*) with the project! She ³_____ (*tell / I / she / investigate*) three cases of illegal sharing of Polish films in the past, and she ⁴_____ (*say / she / can / give*) me an interview. I asked her ⁵_____ (*when / she / can / meet*) me, but she told me she ⁶_____ (*go away*) on holiday the following day. I'm waiting for her to come back so I can meet her. I'll keep you informed.

Maya

7> Rewrite the following sentences and questions in reported speech.

- 1 'We have improved the safety in our city.'
The mayor said _____.
- 2 'Can you speak Spanish?'
I asked her _____.
- 3 'We'll call you in for questioning next week.'
The FBI agent told the politician _____.
- 4 'I didn't come to school last week because kids make fun of me.'
Kate told the teacher _____.
- 5 'How long have you known her?'
The detective asked me _____.
- 6 'My son isn't lying.'
The boy's father told the head teacher _____.
- 7 'Who are you looking at?'
My friend asked me _____.
- 8 'When will you arrest anyone?'
The reporter asked them _____.
- 9 'I won't give you any names,' said the drug dealer.
The drug dealer refused _____.
- 10 'Give us the password to your computer so that we can examine its content.'
The FBI agents instructed the businessman _____.

1) Match the phrases with their Polish equivalents.

Use dictionary if necessary.

- | | |
|------------------------------|--------------------------|
| 1 precious stones | ☐ |
| 2 mastermind of an operation | ☐ |
| 3 to target | ☐ |
| 4 display case | ☐ |
| 5 alter your looks | ☐ |
- a gabłota wystawowa
b kamienie szlachetne
c zmienić wygląd
d mózg operacji
e obrać za cel

2) Scan Text 1 and Text 2 in exercise 3 and find two synonyms for each of these phrases.

- a big-scale robbery _____
b famous in a bad way _____
c very bold _____

3) Complete the dialogue using information from Text 1 and Text 2.

- Grzesiek** Co dziś oglądamy? Może *Ocean's 8*? Uwielbiam filmy akcji!
- Maciek** Filmy to nic w porównaniu z prawdziwym życiem. Czytałem ostatnio artykuł o gangu Różowych Panter. Ich historia mogłaby dostarczyć materiału na _____ na dziesiątki lat.
- Grzesiek** To ci, co kradną biżuterię?
- Maciek** Ci sami. Podobno wchodzą do sklepu jakby nigdy nic _____, tak jakby czekali, czy ktoś spróbuje im przeszkodzić. Na wystawie w Wenecji otworzyli gabłotę, której otwarcie _____, zabrali biżuterię wartą ponad 2 miliony funtów i weszli się w tłum turystów. I nikt ich nie złapał.
- Grzesiek** Wielu nie łapią. Trudno jest złapać _____, ponieważ muzea i wystawy są często w budynkach, które trudno jest dobrze chronić, a łupy z tych kradzieży są często sprzedawane prywatnym kolekcjonerom. Czytałem wywiad z ekspertem, który powiedział, że takie kradzieże wymagają dwóch rzeczy – po pierwsze, więcej _____, żeby wszystko zorganizować. Po drugie, szczegółowego planowania, żeby nigdzie nie _____, przeprowadzić akcję jak najszybciej i zwać.

4) Complete the collocations using the words below.

Check your answers with Text 1 and Text 2.

blend disable recover secure trigger

- a _____ a building
b _____ into the crowd
c _____ an alarm
d _____ the cameras
e _____ stolen goods

Text 1

The stories of **daring** thefts committed by the **notorious** Pink Panthers could provide Hollywood movie writers with thrilling **heist** scripts for decades. It's believed that this international gang is responsible for robbing perhaps up to €500M in jewellery and precious stones across Europe and Asia. Most likely, they're a huge network of highly skilled robbers from the Balkans, loosely associated with each other but all connected to central masterminds. **Infamous** for targeting high-profile jewellery stores and exhibitions, they arrive in broad daylight as if daring anyone to stop them. In Dubai they drove two Audis into a store, in Paris they walked in wearing blond women's wigs. In 2018 two of them entered a jewellery exhibition in Venice, as usual not caring about the security cameras, and simply opened a display case that everyone thought was impossible to open. They managed to delay the sound of the alarm that such an act should **trigger**, they stole jewels worth £2.3M and simply **blended** into the crowd of tourists. To this day, although many gang members were caught, majority of the goods they'd stolen has not been **recovered**.

Text 2

In the world of security cameras, instant communication and DNA testing, it seems impossible to commit a robbery and not get caught sooner or later. Yet every year **brazen** thieves make off with millions of dollars never to be seen again. We asked a security expert, Tom McNamara, to explain. He says that many unsolved cases concern artworks displayed in buildings that are a nightmare to **secure**. These works are then sold to private collectors, making them difficult to trace. These **raids** are not single-man jobs. Tom said that the details of the break-in in Rotterdam's Kunsthall, for instance, were so perfectly worked out that it indicates that many people were involved. Such careful planning allows criminals to do their job without leaving their DNA on anything. Also, whether they get into a gallery at night, into a bank vault during the weekend, or brazenly walk into a jeweller's with other customers present, they must be as quick about it as possible. Interestingly, many robbers, like those in Rotterdam or Pink Panthers in Saint-Tropez, escape using speed boats. Even if police are alerted immediately they arrive too late. As for security cameras, they're often **disabled** at the last moment. Tom also speculates that even those whose faces were visible had altered their looks using special makeup.

Revision ■ Student's Book, pages 70–71

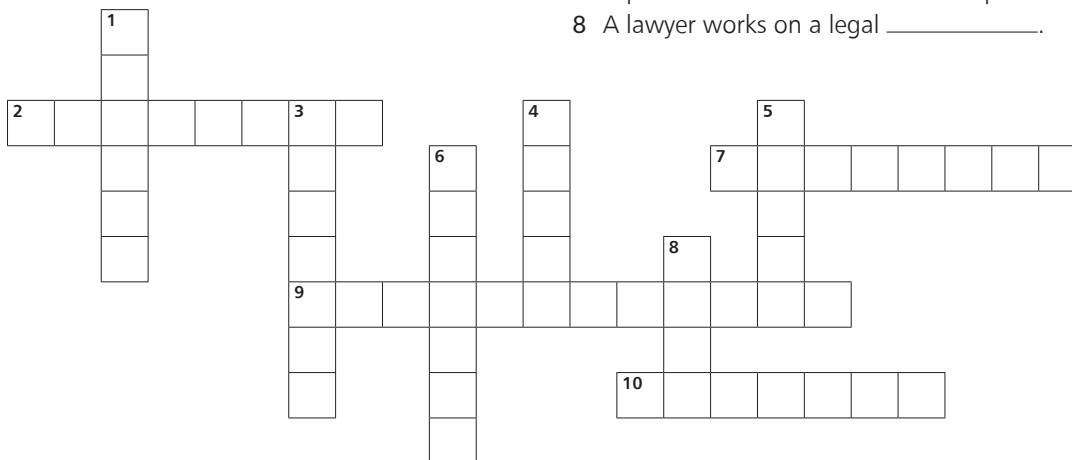
5> Do the crossword.

Across

- 2 A witness gives _____ in court.
 7 A criminal gets _____.
 9 A police officer _____ a crime.
 10 The jury gives a _____.

Down

- 1 A suspect can be found either _____ or innocent.
 3 A criminal _____ a crime.
 4 A _____ of law.
 5 A _____ sentences criminals.
 6 A police officer _____ a suspect.
 8 A lawyer works on a legal _____.



6> Complete the sentences with the missing words.

Use the correct form of the verbs.

- The w _____ convinced the jury that the suspect was guilty.
- The judge _e_____d the two young o_____d_____ to 30 hours of community service.
- The famous star wants to win the trial, so he's hired the best _____r_____ to work on his case.
- Today, the key witness is going to provide _v_____c_____ in a famous theft case.
- Most people thought that the man was _____t_____ and were very surprised when the jury decided he was guilty.
- The murder case was so complicated that the jury needed a week to g_____ a verdict.
- The police announced today that three suspects have been a _____ in connection with the murder of the politician.
- It took the police a long time to catch the serial killer, but he finally _t_____ punished for his crimes.

Vocabulary challenge!

» Student's Book, page 112, UNIT 6, ex. 6 and 7

7> Complete the sentences with the correct form of the words below.

apologise arrest behave investigate punish rob
sentence try

- After a long _____ the police made three _____.
- She said she would like to make an _____ for being so late.
- I believe the best _____ for vandals is working to clean up the city.
- The Millennium Dome diamond _____ was a huge failure.
- First-time offenders usually get lighter _____ than criminals who have committed crimes before.
- Turn the TV up! There's something on the news about the murder _____ of the famous sport star.
- A lot of bullies don't realise that their _____ is actually a crime.

POLICE LINE POLICE LINE POLICE LINE POLICE LINE POLICE LINE



CRIME SCENE • CRIME SCENE • CRIME SCENE • CRIME SCENE • CRIME SCENE •

SPEAKING

reporting news

1> Match the parts of the sentences.

- | | | |
|----------------|--------------------------|-------------------------------------|
| 1 Did you read | ☐ | a be true. |
| 2 What | ☐ | b a silly man! |
| 3 How | ☐ | c it horrible? |
| 4 Isn't | ☐ | d quite shocking. |
| 5 I find it | ☐ | e strange! |
| 6 It can't | ☐ | f the article about the kidnapping? |

2> Complete each dialogue. Use no more than four words in each gap.

- 1 X _____ the story about the train robbery?
Y No, I haven't. Where did you hear it?
- 2 X: Why is everyone so excited?
Y Some hackers messed up our school's website.
X They did what? Go _____ me what happened.
- 3 X Is everything OK?
Y No. Someone is posting my pictures with nasty comments on our class forum.
Y You _____ joking! What are you going to do?
- 4 X My sister came home last night and found a burglar in her living room.
Y So what did she do?
X Well, you _____ it! She calmly took pictures of him, left and called 112.

3> Write a short dialogue. Use the phrases and ideas from exercises 1 and 2 to help you.

TEST IT! ⌚ 4 minuty

W Twoim mieście miała ostatnio miejsce duża akcja policji, której wynikiem były głośne aresztowania. Rozmawiasz o tym z kolegą/koleżanką. W rozmowie porusz poniższe cztery kwestie.

przebieg akcji

aresztowanie i przyczyny aresztowania

reakcja świadków

kara, jaką powinni otrzymać aresztowani

Rozmowę rozpoczyna egzaminujący.



WRITING

a forum entry

6

1> Complete the sentences with the prepositions below.

about (x2) against (x2) for in of to towards

- 1 First _____ all, I must say I felt shocked to read that people do such things.
- 2 _____ my view, we all should react when somebody discriminates _____ people because of their religion.
- 3 It seems _____ me that everybody can do something about it.
- 4 What do you think _____ this problem?
- 5 I must say I felt very sorry _____ the people whose child was kidnapped.
- 6 We should always help weaker kids in the fight _____ bullying.
- 7 I believe school should teach teenagers tolerance _____ other cultures.
- 8 I really care _____ the problem of the cruel treatment of animals.



2> Translate the Polish parts of the sentences into English.

- 1 _____ (Uważam, że) disabled people are often _____ (ofiarami dyskryminacji).
- 2 _____ (Moim zdaniem), it's always wrong when stronger children bully weaker ones and _____ (przezywają je).
- 3 _____ (Po drugie, sądzę, że każdy, kto jest świadkiem) a crime like that should call the police.
- 4 _____ (Myślę, że ważne jest) to talk about it with your parents.
- 5 Many people _____ (współczuje im), but do nothing to help.
- 6 Tell me, _____ (co myślicie o tym problemie)?
- 7 _____ (Czy mieliście kiedyś) a problem like that?

3> Read the instructions and do the exam task.

Use the phrases from exercises 1 and 2 to help you.

TEST IT! W Twojej szkole jest grupa uczniów, która jest źle traktowana przez pozostałych. Przygotuj o tym na wpis na forum (100–150 słów) i:

- wyjaśnij, na czym polega problem;
- opisz reakcje innych uczniów;
- napisz, jak – Twoim zdaniem – można rozwiązać ten problem;
- zapytaj, czy inni mieli podobne problemy w swoich szkołach, i poproś pozostałych uczestników forum o radę.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

1> Use a dictionary to find two different meanings of the words in bold. Write your definitions below. Then make your own sentences using the words.

- 1 I plan to study law, become a lawyer and defend people in **court**.

Definition: _____

Example: _____

How about a tennis match? I'll meet you on **court** in 15 minutes.

Definition: _____

Example: _____

- 2 If you don't pay your parking **ticket** you will get a £80 fine.

Definition: _____

Example: _____

John got a **ticket** for speeding – he was doing 150 kmph!

Definition: _____

Example: _____



2> Choose the correct word to complete each pair of sentences.

- 1 The judge gave the kidnapper a 4-year prison _____.

The last _____ of the story gives a hint about who the murderer is.

a sentence b time c line

- 2 Would you like to _____ this dress on?

Tomorrow the court will _____ a man who killed 5 people.

a judge b punish c try

- 3 I've never done anything _____ the law! I'm innocent!

Today our football team is playing _____ the world champions.

a against b for c with

- 4 Two men _____ into the bank today and stole \$100 000.

I'm sorry I'm late but my car _____ down.

a went b broke c got

- 5 How could you _____ all these lies about me?!

They often argue but always _____ in the end.

a get off b make up c come up

- 6 We shouldn't discriminate against people who _____ a religion different from ours.

Professional athletes _____ a few hours every day, especially before competitions.

a trains b practise c have

3> Read the text and choose the correct answers.

Dramatic events took place at the Menlo Mall last week. According to newspaper reports, after months of investigation the police finally caught the ¹ _____ who had repeatedly stolen goods there. The police said the shop detectives ² _____ months gathering information about the man. After the arrest the police showed the man's photo to many shop assistants. It turns out many had seen him before, but always thought he ³ _____ just a local resident doing his shopping. However, the case isn't closed. The man stole so many things that the police suspect he's part of a gang that sells these products later. They questioned him but he refuses ⁴ _____ any questions about that. The investigators have confiscated his computer ⁵ _____ find out if he wasn't selling the stolen goods online.

- | | | |
|---------------|-----------------|-----------|
| 1 a theft | b thief | c thief |
| 2 a had spent | b were spending | c spent |
| 3 a is | b has been | c was |
| 4 a answering | b to answer | c answer |
| 5 a due to | b in order to | c used to |

4> Complete the second sentence so that it means the same as the first, using the word given. Do not change the word given.

- 1 'Stay in touch with me and inform us about new posts from the stalker,' said the police officer to us.
The police officer _____. **TOLD**
- 2 The vandals destroyed the whole playground. Then the police arrived.
_____ the whole playground. **WHEN**
- 3 Someone stole all my private data.
I fell _____. **IDENTITY**
- 4 How did they punish the vandal?
What _____? **GET**
- 5 James has very little experience in working as a lawyer.
James is a _____. **RATHER**
- 6 'Will the DNA results be ready tomorrow?' asked detective.
Detective _____. **WHETHER**

5> Translate the sentences into English.

- 1 Wiele małych sklepików nie ma kamer i pada ofiarą złodziei sklepowych.

- 2 Kradzież tożsamości staje się coraz większym problemem.

- 3 Świadek powiedział, że widział dwóch włamywaczy.

- 4 Policjant aresztował trzech podejrzanych.

5> Sędzia nakazał młodocianemu przestępcy wykonać 50 godzin prac społecznych.

6> Policja da nam znać, gdy będą wiedzieć, kto popełnił to okropne przestępstwo.

7> Śledztwo policji dało niespodziewane wyniki.

7

Body and mind

VOCABULARY parts of the body • illnesses • symptoms and treatment

1> Label the organs in the pictures.

1 _____



4 _____



2 _____



5 _____



3 _____



6 _____



2> Cross out one inappropriate word in each sentence.

- The human body has two *elbows* / *spines* / *wrists* / *shoulders*.
- The *chin* / *jaw* / *knuckle* / *nose* is a part of your face.
- You will have trouble walking if your *elbow* / *ankle* / *hip* / *calf* hurts.
- The *thigh* / *toe* / *knee* / *skull* is a body part located below the waist.

3> Complete the sentences with the correct words from exercises 1 and 2. Are the sentences true (T) or false (F)?

- Everybody is able to crack their _ _ _ c _ l _ s. T / F
- It is possible to breathe with only one l _ _ g. T / F
- The _ _ v _ r, which is situated to the right of the stomach, is the second largest organ in the human body. T / F
- People who fall and break their _ p _ n _ always die. T / F
- When your blood isn't filtered properly, you may only have a k _ d _ _ y transplant if, for instance, a family member donates one of theirs. T / F
- The _ k _ _ l consists of five hard bones which protect the brain. T / F
- There is only one bone in your _ h _ g _ , which links the hip and the knee. T / F

4> Unscramble the words to complete the phrases. Then divide them into medical problems and forms of treatment.

- SKUC _____ some throat sweets
- SARNIP _____ your ankle
- DSOITLAE _____ your shoulder
- BNRU _____ your finger
- CCTAH _____ flu
- BERAK _____ a leg
- BEIUSR _____ your knee
- UTP _____ an ice pack on a swollen ankle
- have a NYTSA _____ rash
- take cough MCDNIEEI _____

Medical problems: _____

Forms of treatment: _____

5> Choose the correct option to complete each sentence.

- If your leg *hurts* / *pains*, take some *plaster* / *painkillers*.
- After sitting in the sun, I got a nasty *spots* / *rash*. I couldn't stop *itching* / *scratching*.
- This syrup is the best medicine for a *cough* / *sneeze*.
- It wasn't a good idea to eat that ice cream. I have a *sore* / *red* throat now.
- Mark should see a doctor – his *nosebloods* / *nosebleeds* are rather worrying.
- This *cut* / *infection* looks terrible. How did you do it?
- Jake was in a fight and now has a *black* / *purple* eye.

6> Complete the text with the correct form of the words below. There are two extra words.

cut blood break swell infect pain catch



Our last holiday was particularly unlucky for my family. First, my brother had a minor ¹ _____ in his eye, and we had to look for a chemist's to buy some drops. Then, mum ² _____ a cold and spent two days in the hotel room, without getting out of bed. Finally, two days before the end of the holiday, I stepped on something sharp on the beach and ³ _____ my foot. It became ⁴ _____, so I put a plaster on it. I thought it would be OK, but the next day my foot was so ⁵ _____ that I was unable to walk. Mum called a doctor, and she prescribed some really expensive medicine. Well, let's just say that it wasn't the holiday of a lifetime ...

Vocabulary challenge! >> Student's Book, page 113, UNIT 7, ex. 1 and 2

7> Translate the Polish parts of the sentences into English.

- After the incident at school, the boys _____ (odbyli naprawdę szczerą rozmowę z rodzicami).
- _____ (Obaj uczniowie idą łeb w łeb) in this competition.
- They offered her a perfectly good job, _____ (ale ona kręciła nosem).
- I really can't go out tonight – _____ (jestem pochłonięty pracą domową).
- _____ (Po tym, jak mnie nabrał), I didn't speak to him for a month.
- When I _____ (wziąłem się za ten projekt), it soon turned out that it was extremely boring.

8> Write five sentences about a medical problem you have experienced. Write what happened, what the symptoms were and explain how it was treated.

1> Are the sentences facts (F) or opinions (O)?

- 1 The new drug is considered to be quite safe. ☐
- 2 According to scientists, this form of therapy has helped many patients. ☐
- 3 Most people realise that X-rays can be harmful. ☐
- 4 Pharmaceutical companies may earn less money as fewer and fewer people take antibiotics. ☐
- 5 Research has shown that these drugs are no longer effective. ☐

2> MP3 15 Listen to the interview about antibiotics and complete the notes.

Antibiotics

- important not only for regular doctors to treat infections but also used by ¹_____
- hundreds of them, yet now mostly ineffective because we overused them not realising that thanks to the way ²_____ at some point they wouldn't be killed by antibiotics anymore
- ineffective antibiotics means:
 - dealing with the same problems we haven't had for ³_____
 - it will be ⁴_____ organs or have plastic surgeries
- doctors have learned their lesson and they prescribe ⁵_____
- soil is used ⁶_____ antibiotics, and hopefully that will work for the next ⁷_____

3> MP3 15 Listen again. Are the statements facts (F) or opinions (O)?

- 1 Medical experts are concerned about the future of antibiotics. ☐
- 2 The discovery of antibiotics is one of the most important developments in the history of medicine. ☐
- 3 Antibiotics have become ineffective, mainly because people have been taking them too often. ☐
- 4 The development of new drugs is a costly and complex process. ☐
- 5 Scientists have been successful in their attempts to develop new antibiotics. ☐
- 6 In the future governments will cooperate to create a new wonder drug. ☐

4> Match the words and phrases with their Polish equivalents.

- | | | |
|----------------|--------------------------|---------------|
| 1 wonder drug | ☐ | a umrzeć na |
| 2 die from | ☐ | b leczyć |
| 3 prescribe | ☐ | c cudowny lek |
| 4 go backwards | ☐ | d przepisać |
| 5 treat | ☐ | e cofać się |

5> Complete the sentences with the correct form of the words and phrases from exercise 4.

- 1 Did the doctor _____ you any antibiotics?
- 2 More than a hundred people _____ this disease every year.
- 3 We have made so much progress with the research – we can't _____ now.
- 4 Do you think scientists will soon discover a _____ for cancer?
- 5 The doctors are _____ me with a combination of medicines and a strictly controlled diet.

Revision ■ Student's Book, page 79

6> Complete the sentences with the correct form of the words in brackets.

- 1 Unfortunately, the treatment I received turned out to be rather _____ (*effect*).
- 2 When Tom set up his business, nobody expected it would become so _____ (*profit*) within a year.
- 3 Mark apologised _____ (*count*) times, but Gina didn't want to see him anyway.
- 4 Your job can be very difficult at times if you work in the _____ (*medicine*) profession.
- 5 I'm afraid the disease seems to be _____ (*resist*) to all the drugs we've tried so far.
- 6 If you were dissatisfied with your looks, would you consider having _____ (*cosmetics*) surgery?

7> Match the adjectives from exercise 6 with their definitions a–f.

- a very many _____
- b connected with improving your appearance _____
- c bringing you money _____
- d not working correctly or bringing any results _____
- e not affected by something _____
- f connected with treating injuries and diseases _____

Vocabulary challenge! » Student's Book, page 113, UNIT 7, ex. 3

8> Translate the Polish parts of the sentences in brackets into English.

- 1 These animals can _____ (*może przenosić poważne choroby*), harmful to humans.
- 2 The prime minister _____ (*przekazał swoje stanowisko dotyczące*) the funding of the new drug.
- 3 Do you know the _____ (*szczegóły*) this medical case?
- 4 Mr Fox _____ (*został wypuszczony z*) hospital two weeks ago.
- 5 _____ (*Zawsze byliśmy przeciwni*) the testing of cosmetics on animals.

9> Write answers to the questions below.

- 1 Which three medical discoveries do you consider to be most important?

- 2 Have you ever been given a treatment that was ineffective?

- 3 How often do you take antibiotics? Is it always necessary?

Second conditional, I'd rather, It's (high/about) time, I wish / If only

Drugiego okresu warunkowego (*second conditional* = *if* + *past simple* + *would* + *verb*) używamy, aby opisać mało prawdopodobne sytuacje w teraźniejszości lub przyszłości i ich ewentualne skutki:
If people were more careful, there would be fewer accidents.

Wyrażen *if only* ..., *I wish* ..., *I'd rather* ... + *subject* + *past simple* używamy, by wyrazić żal, że coś nie dzieje się tak, jak byśmy sobie tego życzyli. Wyrażany żal/niezadowolenie, krytyka dotyczą sytuacji w teraźniejszości:

If only I wasn't sick. = *I'm sick and I'm not happy about it.*

I wish I spoke French. = *I don't speak French, but I'd like to.*

I'd rather you didn't call me so late. = *You call me late and I don't like it.*

If only I had more time. = *I don't have much time, but I'd like to have more.*

Wyrażenia *it's (high) time* ... (= czas/najwyższy czas) + *subject* + *past simple* używamy, aby wyrazić, że ktoś powinien wykonać niezwłocznie jakąś czynność:

It's high time you applied for that job. = *You should apply asap.*

Grammar challenge! » Student's Book, page 113, UNIT 7

Konstrukcji *I wish* + *would* + *verb* używamy, aby wyrazić niezadowolenie, irytację lub złość z powodu określonej sytuacji.

Uwaga! Tej konstrukcji możemy używać tylko wówczas, jeżeli podmioty obu zdań są inne, np.:

I wish they would stop criticising me for my clothes = *They often criticise me for my clothes and I would like them to stop.*

1> Match the parts of the sentences. There are two extra endings.

- | | |
|---|--------------------------|
| 1 If I were you, | ☐ |
| 2 I miss you a lot. I wish you | ☐ |
| 3 I'd rather you | ☐ |
| 4 If only supermarkets | ☐ |
| 5 Please brush your teeth – it's time you | ☐ |
| 6 If the drug companies didn't advertise dietary supplements, | ☐ |
| a went to bed. | |
| b people would not take so many of them unnecessarily. | |
| c were here with me. | |
| d didn't leave such a mess in your room. | |
| e there will be fewer injuries. | |
| f can be here. | |
| g I would take part in Earth Day. | |
| h stopped using plastic bags. | |

2> Complete the sentences with the correct form of the verbs in brackets.

- If more people _____ (*use*) public transport, we _____ (*breathe*) much cleaner air.
- We _____ (*go*) for a walk if your ankle _____ (*not be*) swollen.
- If the weather _____ (*be*) better, we _____ (*go*) to the beach.
- If people _____ (*stop*) rushing everywhere, they _____ (*feel*) more relaxed.
- Louise _____ (*buy*) organic food if she _____ (*can / afford*) it.
- Do you think more teenagers _____ (*care*) about a healthy lifestyle if their parents _____ (*set*) a better example for them?
- If I _____ (*be*) you, I _____ (*not take*) these pills without consulting a doctor.

3> Complete the sentences with the correct form of the verbs in brackets.

- I've got a lot of work to do now. I wish I _____ (*can / go*) on holiday.
- The new boy is really handsome. If only he _____ (*not be*) so boring.
- I wish so many people _____ (*not go*) to work by car.
- It's time we _____ (*do*) something to increase health awareness in our society.
- Tom says he would rather you _____ (*not call*) him so early in the morning.
- You're always late! I'd rather you _____ (*come*) to class on time.
- If only people _____ (*conserve*) more energy!
- It's high time someone _____ (*find*) a cure for the common cold.

4> Translate the sentences into English.

- Gdyby tylko nastolatki bardziej dbały o swoje kręgosłupy!

- Szkoda, że mój chłopak mieszka tak daleko.

- Wolałbym, żebyś nie szła do szkoły z bolącym gardłem.

- Najwyższy czas, żebyśmy poszli do domu.

- Na twoim miejscu wybaczyłbym jej.

- Szkoda, że jesteś uczulona na orzechy.

- Czy kupiłabyś samochód elektryczny, gdyby było cię na to stać?

- 5> Complete the dialogue with the correct form of the verbs below.

encourage take start focus can be explain

- Teacher** So what exactly are you planning to organise for YES to Transplants Day?
- Student** Well, we haven't managed to prepare everything we wanted. If only there ¹ _____ more time to organise some extra activities. We could have a concert or fun activities not just guest speakers.
- Teacher** Well, if I were you, I ² _____ on what you have already prepared. Is there anything that you are ready with?
- Student** Sure! We have organised the meeting with a leading transplant surgeon. He's going to talk about why transplants are necessary and how it all works. The only problem is that we don't know how many people will come. I wish we ³ _____ some small gifts or quizzes with rewards for participants.
- Teacher** Rewards? I'd rather you ⁴ _____ students to take interest in a different way. If you ⁵ _____ to them how many lives transplants save, they ⁶ _____ part in the event, don't you think?
- Student** You're right, miss. We'll do that.
- Teacher** It's time we ⁷ _____ working. We have only two weeks left and ...

Grammar challenge! » Student's Book, page 113, UNIT 7, ex. 1

- 6> Complete each sentence, using *I wish* / *if only* in an appropriate way. Use *would* or the past simple.
- You have to finish a project today, so you can't go to the cinema.
I wish _____.
 - Your younger brother is always making a noise when you study.
I wish _____.
 - A friend of yours keeps sending you text messages late at night.
I wish she _____.
 - You can't go out now because you have a lot of homework to do.
I wish _____.
 - Your mum constantly makes you healthy shakes, and you don't like them.
If only _____.
 - Your roommate is always leaving his dirty socks on the floor.
I wish _____.
- 7> Complete the sentences with your own ideas.
- I would be happier if _____.
 - If only my best friend _____.
 - I'd rather teachers _____.
 - I wish I had more _____.

Past modals of deduction

Konstrukcja **must have** + **past participle** służy do wyrażenia przypuszczenia graniczącego z pewnością, że jakaś czynność lub zdarzenie miały miejsce w przeszłości: *Paul **must have known** about our arrival. He was waiting for us at the airport.*

Konstrukcję **can't have** + **past participle** stosujemy do wyrażenia przypuszczenia, że jakaś czynność lub zdarzenie nie wydarzyły się w przeszłości: *She **can't have left** without us – she didn't have the money for the ticket.*

Konstrukcji **could / may / might have** + **past participle** używamy do wyrażenia prawdopodobieństwa wykonania czynności w przeszłości:

*Why aren't they here yet? They **might have got lost**.
He **could have been** at school today, but I didn't talk to him.*

- must have** + **past participle** służy do wyrażenia silnego przekonania, że coś się wydarzyło w przeszłości:
*I don't know why they are late. They **must have stopped** somewhere on the way here.*
- had to** + **infinitive** wyraża konieczność lub przymus wykonania czynności w przeszłości:
*They **had to stop**, because they were running out of petrol.*

- 1> Match sentences 1–6 with explanations a–f.

- It's impossible that she stole it.
 - Perhaps somebody stole it.
 - I'm sure she was at the party.
 - It's possible that she was at the party.
 - Perhaps somebody took it.
 - It's impossible that she took it.
- Somebody could have taken it.
 - She could have been at the party.
 - She can't have stolen it.
 - She can't have taken it.
 - Somebody might have stolen it.
 - She must have been at the party.

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- 2> Complete the sentences with the correct modal verbs.

- Tom _____ have broken the vase. He didn't even enter the living room.
- Ted is not answering the phone. He _____ have gone out without his mobile.
- You'd better see the doctor. That spider _____ have been dangerous.
- The computer _____ have been hacked – it wasn't connected to the Internet at all.
- Why did you climb that tree? You _____ have fallen from it.
- You look tired. The journey _____ have been exhausting.
- It is a pity you didn't come. We _____ have had a good time.

3> Write past deductions (with *can't have* or *must have*) about the situations below, using the words in brackets.

- 1 He didn't come to the meeting in the morning. (*he / oversleep*) He must have overslept.
- 2 Rita walked past me in the street without saying hello. (*she / see / me*)

- 3 The computer you've bought is really good. (*it / very / expensive*)

- 4 The lights were red, but the car didn't stop. (*the driver / see / the red light*)

- 5 Julia got an excellent mark in the maths test for the first time. (*she / study / hard*)

- 6 Don passed the exam, but he hadn't revised for it. (*the exam / very difficult*)

- 7 The politician didn't respond to our invitation. (*he / be / very busy*)

4> Put the words below into appropriate places in the dialogue.

could have (x2) must might

- Matthew** Oh, no! I have red spots all over my face! That kid who sat next to me and coughed at the game ¹_____ have been really sick! And now so am I!
- Lucy** You're exaggerating! He can't ²_____ been really sick. He kicked some serious ball later on.
- Matthew** So what? I don't feel weak, I've just got this horrible rash.
- Lucy** Calm down. Most times a rash is not caused by a serious sickness. You ³_____ have eaten something. Are you sure you aren't allergic to something?
- Matthew** Well, I ⁵_____ have eaten something strange I'd never had before at that Indian place last night. It was my first time eating Indian food. But it can't ⁶_____ caused these problems, right?
- Lucy** Of course it could! You'd better go to the nurse.

5> Complete the sentences with your own ideas.



- 1 She must have _____
- 2 She may have _____
- 3 They could have _____
- 4 He might have _____

6> Complete the sentences with the correct form of the verbs in brackets. Use *must have* or *had to*.

- 1 We _____ (*plan*) my diet carefully when I started training hard to avoid health problems.
- 2 You _____ (*be*) crazy to do such a dangerous thing.
- 3 They _____ (*get*) married – look at that ring she's wearing!
- 4 Amanda looks very sad – she _____ (*fail*) her biology test.
- 5 I _____ (*hand*) in my project yesterday. It was the deadline for everybody.
- 6 Because I'm on a special diet, I _____ (*notify*) the restaurant about it when booking our dinner.

7> CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- 1 Tom _____ (*być może mówić mi*) about his birthday party, but I've forgotten all about it.
- 2 If only grandpa _____ (*nie opowiadał moim znajomym*) silly stories about my childhood.
- 3 I'd rather _____ (*żebyś nie mówił mamie*) that I ate all this junk food.
- 4 _____ (*Policja nie mogła aresztować*) the right people because similar crimes have been committed again.
- 5 Isn't that Sally's bag? She _____ (*musiała zostawić ją*) here last night by accident.
- 6 Tom _____ (*musiał zostawić his car*) at the mechanic's for a week – something with the engine.
- 7 _____ (*Gdybym była*) more fit, I could run a marathon.
- 8 It's time _____ (*żebyś zaczął*) doing some sports.
- 9 I wish _____ (*żeby moi rodzice nie pracowali*) so much.
- 10 _____ (*Nie musiałbyś chodzić*) to the dentist so often if you brushed your teeth more regularly.

1> Read the text in exercise 3. In which paragraph can you find the following information?

- A arguments against vaccines ☐
- B the history of the discovery of vaccines ☐
- C doctors' worries ☐
- D some information about the life of a famous doctor ☐
- E the development of various vaccines ☐

2> Read the text in exercise 3 again and find the English names of the diseases below.

- 1 świnka _ _ m _ s
- 2 gruźlica t _ _ _ r _ _ _ _ s
- 3 żółtaczka _ _ p _ _ t _ _
- 4 porażenie dziecięce p _ _ _ o
- 5 odra m _ _ s _ _
- 6 ospa _ m _ _ _ p _ _

3> Read the text and complete the sentences below.

1

Undoubtedly, the person responsible for one of the greatest **breakthroughs** in the history of medicine was the English surgeon Edward Jenner (1749–1823). It was known at the time that people who worked with cows and had got **infected with** cowpox hardly ever got smallpox. Smallpox was a very dangerous and widespread disease, killing thousands of people every year, while cowpox was rather mild and simply went away after a few days. Jenner developed a theory about this phenomenon and decided to run some tests. He discovered that coming into contact with the cowpox virus actually made a person **immune to** smallpox.

2

This was how the idea of vaccine (from the Latin term for cowpox – *vaccinia*) was born. Despite the initial scepticism surrounding vaccinations, many doctors accepted the idea, and by 1800 it had become popular not only in England but in many other European countries. In 1980, the World Health Organisation officially declared that smallpox had been **eradicated**. Today we have vaccines for many diseases such as mumps, measles, tuberculosis, hepatitis or polio, and in many countries many of them are actually **obligatory** for young children.

3

It seems like an obvious thing to do – get your child immune to as many diseases as possible. Indeed, most parents are happy with the idea. And yet, a worrying new trend has recently been noticed. Although many vaccinations are **compulsory**, there are some parents who break the law by refusing to **vaccinate** their kids. Despite what the doctors say, these people think it's actually a very unnatural thing to do and worry about the safety of vaccines, claiming that some of them have dangerous **side effects**.



4

Doctors are desperate. They are afraid that if more people continue to avoid vaccinations, we might see the return of many dangerous diseases. They say people need to be educated. First of all, the various theories about the possible side effects have been disproved. Moreover, those parents who are against vaccinations need to understand how dangerous these **diseases** are. Paradoxically, the reason why they don't realise this is because they've never encountered the diseases that are rare thanks to the vaccines.

- 1 For humans, the difference between smallpox and cowpox is that _____.
- 2 Jenner's theory originated from common knowledge that _____.
- 3 At first, many doctors _____ but then _____.
- 4 By 1980 we succeeded in _____.

- 5 Dangerous side effects are often used as an argument by _____.
- 6 Doctors want people to realise it's not true that _____.
- 7 It's ironic that many vaccine opponents have never met with certain dangerous diseases due to the fact that _____.

4> Match the words in bold from the text on page 69 with their definitions below.

- 1 put a substance into the body in order to protect it from disease _____
- 2 eliminate completely _____
- 3 an important discovery _____
- 4 make somebody else sick with _____
- 5 safe from infection with _____
- 6 an illness, usually caused by infection _____
- 7 something that must be done because of the law _____
- 8 the unintended and unpleasant effects of something _____

5> Translate the Polish parts of the sentences in brackets into English.

As a doctor, I don't understand parents who refuse to ¹_____ (*zaszczepić*) their children against such serious ²_____ (*choroby*) as polio or measles. You never know when and where your child may come into contact with somebody who's sick and become ³_____ (*zarażone*). We should be grateful for the fact that we have the chance to make ourselves ⁴_____ (*odporni*) to these often life-threatening illnesses. The development of vaccines was one of the greatest medical ⁵_____ (*przełomów*) and, in my opinion, it's good that they are ⁶_____ (*obowiązkowe*) for everybody. Without vaccinations, many serious illnesses ⁷_____ (*nigdy nie zostaną wyeliminowane*). And as for the ⁸_____ (*efekty uboczne*) – while they exist, they're not as serious as the diseases the vaccines protect us against.

Revision ■ Student's Book, pages 82–83

6> Complete the diagram with the correct parts of speech and find the hidden message.

- | | |
|------------------------|-------------------|
| 1 disable (noun) | 4 recover (noun) |
| 2 distract (adjective) | 5 solution (verb) |
| 3 lose (noun) | 6 tease (noun) |

1 SAYBIDLITI 3 6 8

2 RICSED TADT 2

3 OSSL 4

4 VEERYORC 7

5 SEVLO 1

6 TARSEE 5

The hidden message:

H *

1 2 3 4 5 6 7 8

* an advantage over other people in the same situation as you
(This English course gives students preparing for the Matura exam a _____.)

7> Complete the sentences with the words below.

access barriers adapt blind brain boost deaf distracted focus impaired memory needs suffered wheelchair user

- 1 If you can't solve this _____ teaser, start with something simpler.
- 2 Because there are kids with special _____ in our class, we can better understand the problems they face.
- 3 If he has Alzheimer's, he might have _____ from _____ loss.
- 4 People born _____ or _____ _____ to living without these senses much easier than those who lose them as adults.
- 5 It was only after I followed a _____ for a week that I understood how many _____ there are in our city.
- 6 A quiet learning environment will help you to _____ on your work.
- 7 Constant challenges such as learning foreign languages _____ your brain power.
- 8 He met a speech- _____ girl and learned _____ language for her.
- 9 I've been constantly tired and _____ lately. Do you think I should see a doctor?



Vocabulary challenge! >> Student's Book, page 113, UNIT 7, ex. 4 and 5

8> Rewrite the parts of the sentences in bold, using idioms with *mind*, *brain* or *head*.

- 1 If you think you can run a marathon without training beforehand, **you're dreaming**. HEAD
- 2 If you don't like the treatment your doctor is prescribing then you should **tell him openly about it**. MIND
- 3 You can't have both ice cream and popcorn, please **decide which one you want**. MIND
- 4 I don't know what to do about this, could I **talk with you about it**? BRAIN
- 5 Ever since I heard about the eye surgery that would allow me to stop wearing glasses, I've **been thinking about having it**. BRAIN
- 6 When somebody gets hurt, it's important **not to lose control but to act in a calm way**. HEAD

SPEAKING

at the doctor's • at a chemist's • giving advice

1> Complete the sentences with the words below.

ought catch serious sorted symptoms effective
were gets temperature sore

- 1 You _____ to put some cream on this rash.
- 2 If I _____ you, I would consult a doctor about this.
- 3 I recommend this one. It's very _____.
- 4 It's nothing too _____, just a bruise.
- 5 You've got to get it _____ now.
- 6 Just avoid cold drinks, and if it _____ worse, see a doctor.
- 7 I'd like something for my _____ throat.
- 8 Have you got a high _____?
- 9 When did you first notice the _____?
- 10 Could you repeat that, please? I didn't _____ it.

2> Complete the mini-dialogues, using the prompts in brackets. Add any necessary words.

- 1 A What _____ (you / think / I / should / do)?
B You _____ (have / better / stay) in bed for a few days.
- 2 A My advice to you _____ (be / take) these painkillers.
B How often _____ (I / take / they)?
- 3 A What _____ (you / advise / I / do)?
B Whatever you do, don't do any exercise. You _____ (only / make / it / bad).
- 4 A What _____ (seem / be / problem)?
B I _____ (feel / unwell) for three days.
- 5 A _____ (I / need / take) any medicine?
B It _____ (sound / like / you / may / need) antibiotics.
- 6 A What _____ (be / matter)?
B I _____ (cut / hand / bad), and it won't stop bleeding.

3> Write a short dialogue. Use the phrases and ideas from exercises 1 and 2 to help you.

TEST IT! ⌚ 4 minuty

W trakcie kursu językowego przebywałeś u angielskiej rodziny. Ostatnio nie czujesz się najlepiej. Rozmawiasz na temat swoich problemów zdrowotnych. Porusz następujące kwestie.

Twoje dolegliwości

możliwa przyczyna Twoich problemów

domowe sposoby leczenia

konieczność wizyty u lekarza

Rozmowę rozpoczyna zdający.

WRITING

a letter of complaint

7

1> Translate the Polish parts of the sentences in brackets into English.

- 1 _____ (Piszę, by wyrazić mój brak satysfakcji z) the services I received while covered by your insurance policy.
- 2 Your services _____ (nie spełniły moich oczekiwań).
- 3 I also wish to offer some suggestions which would help to improve your services in the future _____ (by uniknąć rozczarowania Państwa klientów).
- 4 _____ (Dlatego też, chciałabym) make some recommendations.
- 5 _____ (Zdecydowanie sugeruję) that basic medicines such as painkillers _____ (powinny być darmowe, tak jak Państwo reklamują).
- 6 _____ (Po pierwsze, dobrym pomysłem byłoby) to find doctors who can speak English or even Polish.
- 7 I hope that _____ (podejmiecie Państwo kroki mające na celu rozwiązanie) these problems.
- 8 I feel that you should _____ (zaferować mi przynajmniej przeprosiny).
- 9 _____ (Czekam na) hearing from you soon.

2> Match the phrases from columns A, B and C to make logical sentences.

A

- 1 I was extremely disappointed
- 2 I was shocked to find out
- 3 I told the nurse I spoke Polish and English.
- 4 I expect to receive a full refund

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☐	☐
☐	☐
☐	☐

B

- 5 However, I was sent
- 6 with the fact that, despite my serious condition,
- 7 not just on my insurance policy
- 8 that I was asked to pay for the most basic medicines,

C

- 9 although they were supposed to be covered by my insurance policy.
- 10 but also on the medicines I was obliged to buy.
- 11 the doctor refused to come and visit me at the hotel.
- 12 to somebody who couldn't speak either.

3> Read the instructions and do the writing task.

TEST IT! Wyjeżdżając za granicę, wykupiłeś/wykupiłaś ubezpieczenie zdrowotne (travel insurance). Podczas wyjazdu miałeś/miałaś problemy ze zdrowiem i skorzystałeś/skorzystałaś z lokalnej opieki medycznej. Niestety, agencja ubezpieczeniowa (insurance agency) nie wywiązała się, Twoim zdaniem, z umowy. Napisz do ubezpieczyciela list z zażaleniem (200–250 słów), w którym wyjaśnisz, dlaczego nie jesteś zadowolony z jego usług, oraz zaproponujesz rozwiązania, które poprawią jakość ubezpieczenia oferowanego klientom (insurance coverage).

1> **MP3 16** Listen to the six speakers. For each of them choose the appropriate response.

- 1 a Don't scratch it! Put some cream on it.
b Maybe you sprained your ankle?
c I wish you wouldn't rush into anything.
- 2 a Great, I love solving them.
b Thanks, I've got all the information I need.
c Stop teasing me, you know I don't like stupid jokes.
- 3 a It can't have been such a big problem.
b What would you advise me to do?
c I've been unwell since yesterday.
- 4 a Yes, you're making it worse.
b How often do I take it?
c I recommend this one. It's very effective.
- 5 a Did you notice any symptoms?
b I'm going to a specialist tomorrow.
c You had better see a doctor soon.
- 6 a I will. Could you get me some aspirin?
b Good idea. You don't look well.
c What do you think I should do?

2> Translate the sentences into English.

- 1 Jake uderzył go tak mocno, że mógł złamać mu nos.

- 2 Profesor powiedział, że ta nowa szczepionka sprawi, iż ludzie staną się odporni na grypę.

- 3 Nie mógł bardzo się zranić, skoro kontynuował mecz.

- 4 Chociaż bolała mnie kostka, nie chciałam wracać do domu.

- 5 Gdybyśmy nie szczepili dzieci, wielu ludzi wciąż chorowałoby na ospę.

- 6 Czy sądzisz, że większość antybiotyków stanie się nieskuteczna przed 2050 rokiem?

3> Choose the correct answers to complete the text.

The average human head weighs about 5 kg. If you hold it the way it was intended, your spine is perfectly capable of supporting that weight. Yet when you bend your neck to look at your smartphone, as we all do ¹_____ times a day, the actual weight that your spine has to support increases to as much as 25 kg. That's like carrying an eight-year-old around your neck. It leads to degeneration of the spine that doctors are beginning to call 'text neck'. They are afraid thousands of people are already suffering ²_____ it. Research shows that text neck can lead to back pains and breathing problems. Researchers are stressing that they don't know what other problems ³_____, but they know that's not the end of the list. So what should we do? 'Leave our smartphones at home,' joked one doctor. If only we ⁴_____. In today's fast-moving world, when we're up to our ⁵_____ in work, the chance to check your email or social media on the go is often a life-saver. So, whenever possible, smartphone users ⁶_____ look down at their phones without bending their necks. Another thing to consider is giving your neck a rest from time to time or doing some simple neck-strengthening exercises a few times a day.

- | | | | |
|--------------------|-------------------|------------------|-------------------|
| 1 a countless | b number | c endless | d frequently |
| 2 a with | b from | c on | d at |
| 3 a will they find | b would they find | c they will find | d they would find |
| 4 a should | b may | c can | d could |
| 5 a noses | b chins | c ears | d heads |
| 6 a had to | b must | c must have | d may |

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 Brenda wishes she _____
(*have to / sit*) at home with a sprained ankle on such a beautiful day.
- 2 This bacterial infection is _____
(*resistant / all / know / antibiotics*).
- 3 Despite _____ (fall / and / bad / cut / he) knee, Derek finished the race in third place.
- 4 The doctor asked Sam how _____ (his / dislocate / he / shoulder).
- 5 It's a serious problem and many animals _____ (must / die / from / infection) already.
- 6 _____ (You / have / better / put) an ice pack on your swollen ankle.
- 7 Although I _____ (pick / my mum / brains) about the problem, I still don't know what to do about it.
- 8 Do you know anybody who knows _____ (in / out) of the American healthcare system?
- 9 I think that Fiona has _____ (head / cloud). She thinks she will work as an astronaut one day.
- 10 I can't wait to read this book, so when I _____ (finally / get / tooth) it, I'll probably read it in one sitting.
- 11 The drug company _____ (have to / take) their new drug off the market after all the criticism.

Znajomość środków językowych Uzupełnianie luk, Układanie fragmentów zdań • Mówienie Rozmowa na podstawie materiału stymulującego • Rozumienie tekstu pisanego Dobieranie zdań do luk w tekście

- 1> **TEST IT!** Uzupełnij luki właściwymi formami podanych wyrazów. Dwa wyrazy nie pasują do żadnej luki.

advice be discover ill invent lose medicine strong treat

Leeches, blood-sucking worms that live in fresh water, have been used for ¹ _____ purposes for millennia. Maybe even since ancient Egypt, as many believe that the Egyptian hieroglyphs originally identified as cobras actually might ² _____ intended as leeches. Through ancient times to the Middle Ages, doctors ³ _____ believed they helped treat a great number of problems. In the 19th century, many authorities on medicine ⁴ _____ bloodletting and the ⁵ _____ became so popular that millions of leeches were used every year in Europe, Asia and America; unfortunately sometimes too enthusiastically, causing patients to feel unwell from the blood ⁶ _____. With the ⁷ _____ of antibiotics, leech therapy lost its popularity at the beginning of the 20th century, only to start regaining it over the last few decades. Today, leeches play a vital role in microsurgery, where doctors deal with very small veins.

- 2> **TEST IT!** Uzupełnij zdania właściwymi formami podanych wyrazów, dodając brakujące słowa takie jak czasowniki posiłkowe lub przyimki.

- The man said he _____ (already / suffer) a heart failure once before.
- Look! John tripped and now he can't walk! He _____ (must / sprain / ankle).
- I wish _____ (you / not be / distracted), this is important.
- If people didn't overuse antibiotics, the bacteria _____ (not be / resistant / they).
- If only someone _____ (develop / cure) migraines.
- The nurse asked _____ (I / allergic) anything.
- I offered Mandy my home-made cold medicine but she _____ (turn / nose) it.

- 3> **TEST IT!** Do the speaking task and answer the questions.

Uczniowie Twojej szkoły planują kampanię społeczną, mającą na celu uświadomienie ludziom, jak ważne jest przystosowanie miasta do tego, by swobodnie mogli się po nim poruszać niepełnosprawni. Są trzy propozycje plakatów.

- Powiedz, który plakat Twoim zdaniem najlepiej zainteresuje ludzi tym tematem, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.

Answer the questions:

- Do you think your area is disabled-friendly? Why?/Why not?
- Other than posters, how else can we teach society to care about the well-being of the disabled?

- 4> **TEST IT!** Przeczytaj tekst i uzupełnij luki 1–4 zdaniami A–F. Dwa zdania podane są dodatkowo i nie pasują do żadnej luki.

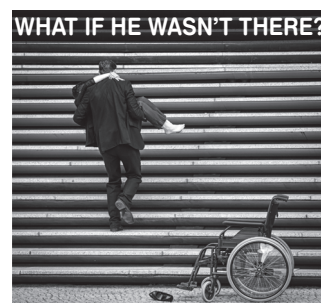
The sound of an alarm clock is possibly one of the most hated sounds in the world. And although admitting that you love to sleep is sometimes seen as laziness, neuroscientists disagree. ¹ _____ Our stress levels, on the other hand, go up. The list goes on and on. And yet, most of us don't get enough sleep to allow it to do its magic.

Before the Industrial Revolution and the invention of the electric light bulb, people slept much more. ² _____ And yet their achievements are astounding. In the 20th century, when the pressure to work as much as possible increased, a myth arose from these tales which claimed we could all sleep less and actually benefit from it.

What these stories fail to mention is that some of these men napped during the day, and would crash and sleep for hours when they were done with their work. ³ _____ The famous non-sleepers actually slept almost as much as the rest of us, only they divided their sleep into many 'naps', which is called a polyphasic pattern. The majority of us simply sleep once a day, but for longer – we're monophasic sleepers.

So what's the right recipe for sleep? Some studies suggest that it's not about how much or when we sleep, but at which point we stop. During sleep, we go through cycles of alternating phases of light and deep sleep. ⁴ _____ How? You can use your smartphone, for example. A special application can control your sleep and ring the alarm at the perfect moment within the time frame you set (e.g. between 6.00 and 7.00 a.m.). There are many gadgets out there that claim to help you wake up at just the right moment.

- According to this theory, to feel rested you need to open your eyes during the light phase.
- Without sleep, our memory fails to file away and sort through our experiences and our creativity decreases.
- Another thing to remember is that not everybody's sleep pattern is the same.
- They claim that long sleep during daylight hours makes your brain less effective and early morning is the most productive moment of our day.
- Of course, there are some famous exceptions such as Isaac Newton, Thomas Edison or Napoleon Bonaparte and other geniuses, who are believed to have slept only 4–5 hours a day.
- Their sleep was controlled by the natural pattern of light and darkness of night and day, especially among the lower classes.



EVERYONE FEELS AT HOME IN OUR CITY

8

A material world

VOCABULARY money and banking

- 1> Look at the pictures and complete the labels.
What is the hidden word?



1 () _ _ _ _ y _ _ _ d



2 () _ _ _



3 () _ _ _ _ _ t



4 _ _ _ () _

The hidden word: _ _ _ _

- 2> Unscramble the letters to find the words to complete each sentence. Cross out any unnecessary letters.

vchurreunrcy

- 1 You will need to buy some foreign _____ before you go abroad.

gkfinuanocipal

- 2 Tom decided to get some _____ advice before buying the house.

tugaccouopntsy

- 3 Are you charged by the bank for transferring money between your two _____?

piinserbentap

- 4 First, _____ your card and then wait for the computer to process it.

tobanteksientg

- 5 Have you ever used a telephone _____ service to pay your bills?

pacongetactlesser

- 6 More and more customers choose _____ payment for transactions below £20.

- 3> Complete the phrases with the words below. There is one extra word.

a PIN number banking change card transactions
a lost card by card

- 1 report _____ 4 loose _____
2 key in _____ 5 make _____
3 pay _____ 6 bank _____

- 4> Complete the mini-dialogues with the phrases from exercise 3.

- 1 A Oh no! I can't find my credit card anywhere.
Who should I call?
B Try this number. This is who I called to _____ a few weeks ago.
2 A Do you use online banking?
B Yes, all the time. In fact, I never go to the bank, but prefer to _____ all my _____ over the Internet.

- 3 A How often do you get your pocket money?
B Once a week, on Fridays. And by Monday, I usually have only a little _____ left in my pocket.
4 A You don't need cash to pay the driver. You can now _____ in most taxis.
B Well, the thing is I can't! My card doesn't work. I tried to _____ three times and now the bank has blocked it ...

- 5> Complete the texts with the correct form of the verbs below.

pay make transfer take

My dad doesn't trust banks. He's never ¹ _____ out a loan. He has a bank account only because his employer insists that his ² _____ must be ³ _____ electronically, not paid out in cash. But he still prefers ⁴ _____ payments in cash whenever possible.

check not charge withdraw deposit

There are two steps you can take in order to manage your finances better. First, before opening an account, make sure that the bank ⁵ _____ customers for the transactions they make. Some banks will take money from your account if you ⁶ _____ money from a cashpoint belonging to a different bank. Secondly, after ⁷ _____ money in your account, remember ⁸ _____ your balance. This will help you control how much money you actually have.

Vocabulary challenge! >> Student's Book, pages 113–114, UNIT 8, ex. 1 and 2

- 6> Match the parts of the sentences.

- 1 You'd better start saving for ☐
2 I'm afraid the wedding went a bit over ☐
3 Nowadays many young people keep sponging off ☐
4 I went shopping at the weekend and picked up ☐
5 Do you think a couple should split ☐
6 I'm afraid I'm completely broke, ☐
7 If you keep spending so much, you'll be in ☐
a our budget, and we will now need to borrow something from our parents.
b I can't even afford a cup of coffee.
c the red sooner than you think.
d a rainy day and stop spending everything you earn.
e their mum and dad until they are well into their thirties.
f the bill when they go on a date?
g a few bargains. You would have loved it!

- 7> Answer the following questions.

- 1 What do you usually spend your pocket money on?

2 How much loose change do you usually have on you?

3 What is the best financial advice you have ever received?

1> MP3 17 Listen to a boy talking about collecting things and choose the correct answers.

- Which of the following statements is NOT mentioned as a reason for collecting things?
 - Children like having many colourful things.
 - Children enjoy exchanging things with friends.
 - They can make money selling the collection.
- Why did the boy start to see his collection as an investment?
 - He sold an old comic book on eBay.
 - Somebody he knew got a lot of money for a comic book.
 - He learnt how much a Superman comic cost.
- They boy usually buys
 - new comic books in bookstores.
 - old comic books online.
 - used comic books from several different places.
- What advice does the boy give to young collectors?
 - Make money by selling old T-shirts.
 - Don't throw away old things.
 - Organise a collection properly.

2> Complete the sentences with the words below.

money goldmine reach roughly loads

- Sue didn't realise she was sitting on a _____ until she offered her stamps for sale.
- It's time to stop fighting and try to _____ a compromise instead.
- He bought a broken bike, repaired it and sold for three times as much. Easy _____!
- Rick made _____ of money from selling his collection of old records.
- Can you estimate _____ how much your art collection is worth?

Revision ■ Student's Book, page 91

3> Read the texts and write the correct names for the places where people buy and sell things.

- When I wanted to get rid of my old books, I asked dad to take me to that special market. I changed dad's van into a shop for the day and sold almost everything.
c _____ b _____ s _____
- Before opening his own greengrocer's, my uncle started selling fruit and vegetables at weekends. He just put some tables together and began selling what he had grown in his garden.
m _____ s _____
- There is one on my way to school. Honestly, everything you find there is no more than 99 pence.
p _____ s _____
- I go there quite often – you can not only find cheap clothes there, but you also help to raise money for the poor.
c _____ s _____
- I bought this second-hand tablet last week. It was a real bargain, but in order to be successful, I had to keep an eye on the site all day to make sure my offer was the best.
o _____ a _____
- My smartphone has broken. I need to buy a replacement, but I can't afford a new one. Where can I get a used mobile?
s _____ -h _____ s _____

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

pay off badger invest make trade

- Tom _____ (*zainwestował dużo pieniędzy w sztukę*), but it didn't bring him the fortune he had hoped for.
- When Tom _____ (*zarobił wystarczająco dużo pieniędzy*), he sold his company and stopped working.
- Nobody knows if _____ (*ten biznes się opłaci*), but we should take the risk.
- Ruth _____ (*namawia rodziców, żeby kupili*) her a new games console for months.
- I love my old bike. I wouldn't _____ (*zamieniałbym go na*) anything in the world!

Vocabulary challenge! » Student's Book, page 114, UNIT 8, ex. 3

5> Decide if the same word can be used to complete both sentences in each pair (✓) or not (X). Then complete the sentences with the correct word.

- value / worth** ☐
 - How much do you think the house is _____?
 - I believe the necklace is definitely _____ spending all your pocket money on.
- worthless / priceless** ☐
 - These antiques are _____. They are 400 years old and no wonder he doesn't intend to sell them.
 - This ring is _____ – it's made of plastic, not gold.
- valuable / worthy** ☐
 - Paul's a _____ member of the local community – he supports quite a few charities.
 - Running a marathon to raise money for a sick girl is a _____ cause.
- valuable / worthy** ☐
 - He works in a charity shop as a volunteer – it's a very _____ thing, isn't it?
 - Tom's _____ advice helped me to make the right decision.
- value / worth** ☐
 - The thieves have taken some jewellery, but nothing of any great _____.
 - We should _____ her knowledge and experience – they are truly impressive.

6> Name a few things you:

- would never buy in a second-hand shop: _____
- bought at an online auction: _____
- traded with your friends as a child: _____
- would like to invest money in: _____



The passive

Strony biernej (*the passive*) w języku angielskim używamy:

- aby podkreślić, że ważna jest czynność, a nie jej wykonawca:
*The money **was paid** on time.*
- gdy nie potrafimy określić, kto jest wykonawcą danej czynności lub nie chcemy powiedzieć, kto jest jej wykonawcą:
*My camera **has been stolen**.*
*Three people **were fired** last month.*
- w bardziej oficjalnych wypowiedziach:
*You **aren't allowed** to take photographs inside the museum.*
*Smoking **is forbidden** in all parts of the building.*

Gdy chcemy powiedzieć, kto wykonał czynność, używamy słowa *by*:

*The villa **was bought by** a rich businessman.*

Stronę bierną tworzymy za pomocą właściwej formy czasownika *be* w różnych czasach i formy *past participle*.

Tense	Active	Passive voice
Present simple	<i>They make cars here.</i>	<i>Cars are made here.</i>
Present continuous	<i>They are recording a song.</i>	<i>A song is being recorded.</i>
Present perfect	<i>Somebody has broken the vase.</i>	<i>The vase has been broken.</i>
Past simple	<i>They sold the painting last week.</i>	<i>The painting was sold last week.</i>
Past perfect	<i>Nobody had driven the car before.</i>	<i>The car hadn't been driven before.</i>
Future simple	<i>We will send the parcel.</i>	<i>The parcel will be sent.</i>
Modal verbs	<i>I must make the payment. I can't withdraw the money.</i>	<i>The payment must be made. The money can't be withdrawn.</i>

Grammar challenge! » Student's Book, page 114, UNIT 8

W przypadku czasowników, które są określane przez dwa dopełnienia (np. *give, buy, lend, show*), każde z nich może stać się podmiotem zdania w stronie biernej:

*She **gave me** a book.*

*I **was given** a book. / **A book was given** to me.*

1> Rewrite the active sentences in the passive.

- They show this film every Christmas.

- Waiters brought the food to our table.

- When will you pick us up?

- They haven't given her a refund in the shop.

- How much money did they steal from your bag?

- They are organising a festival at the moment.

2> Choose the correct option (active or passive) to complete each sentence.

- Cheese *has made / has been made* in this area of France for centuries. Today it *is exported / exports* to almost every country in the world.
- A Have you heard of that dangerous criminal who *arrested / was arrested* a few days ago?
B Yes, what about him?
A He *is been transported / being transported* to a different prison today.
- Alison *was inserted / inserted* a few coins into the coffee machine, but nothing happened. Then she *remembered / was remembered* that the machine had *been broken / broken* for a few days.
- He suddenly realised that he *was being followed / was following*.
- When I *opened / was opened* my online bank account, I realised that my salary *hadn't been paid in / was being paid in*.
- The old bridge *was destroyed / destroyed* and the engineers *are being designed / are designing* a new one at the moment.

3> Complete the sentences with the correct passive form of the verbs in brackets.

- A lot of old books _____ (*sell*) at car boot sales.
- The reservation _____ (*not make*) last week, but yesterday.
- A huge loan _____ (*take*) out recently to pay the company's debts.
- _____ (*the balance / check*) before the cash was withdrawn?
- Come to the hotel lobby at 10.00. You _____ (*take*) to the airport by one of our drivers.
- The details of the meeting _____ (*discuss*) at the moment.
- The parcel should _____ (*deliver*) within two days.
- _____ (*any lost cards / report*) yesterday?

4> Write sentences in the passive voice using the prompts.

- my jacket / take / Mike / by mistake.

- the car / not clean / for ages.

- the pizza / deliver / to your house / in 30 minutes.

- all her classmates / invite / to her party last week?

- at the moment / her dress / make / fashion designer.

- you / inform / about the price change?

5> Complete the text with appropriate words.

Do you need something to be delivered from another part of town? Nothing easier! Just call 'EasyPeasy', a local shopping and delivery service, and tell us what you want. Whatever you need, it will ¹ _____ brought to you ² _____ our 'taskers' – people who ³ _____ paid to do your shopping, pick up your laundry or take a package to the post office. The services ⁴ _____ usually available online. You can always check if your order is ⁵ _____ taken care of. Once the task has ⁶ _____ done, you just log on to their website, confirm that the job ⁷ _____ been completed, and the money ⁸ _____ automatically taken from your bank account. Here are some of the opinions of customers who ⁹ _____ helped by 'EasyPeasy' in the past ...



Grammar challenge! >> Student's Book, page 114, UNIT 8, ex. 1

6> Rewrite each sentence, using two different passive constructions.

- 1 They teach young children English.
Young children are taught English.
English is taught to young children.

- 2 Tina's family always give her books for her birthday.

- 3 They showed me a new collection of clothes.

- 4 They lent us a huge sum of money.

- 5 Will they send me my order this week?

- 6 They are buying him a sports car for his fiftieth birthday.

- 7 They have offered me a job in a bank.

7> Complete the sentences with the correct passive form of the verbs in brackets. Then complete the sentences with your own ideas.

- 1 The Olympic Games _____ (*hold*) every _____.
 2 Last year, the Oscar for the best film _____ (*award*) to _____.
 3 At school, we _____ (*not allow*) to _____.
 4 For my next birthday, I hope I _____ (*give*) a new _____.

Have something done

Konstrukcji **have something done** używamy, aby powiedzieć, że jakąś czynność zleciłśmy innej osobie, np.:
I am having my car repaired at the moment.
We had an alarm system installed last year.

Aby określić, kto wykonał jakąś pracę, używamy słowa **by**:
We are having the roof fixed by uncle Joe.

Zdania z **have something done** tworzymy, używając czasownika **have** (w różnych czasach) oraz formy **past participle**.

Present simple	<i>Maria has her nails done every two weeks.</i>
Present continuous	<i>They are having their house painted.</i>
Present perfect	<i>Have you had your hair cut?</i>
Past simple	<i>Last year, we had a swimming pool built in the backyard.</i>
Be going to	<i>I'm going to have the windows cleaned next week.</i>

1> Write sentences about the people in the pictures. Use the correct form of **have something done**.

- 1 Tom / shoes / clean / now.



- 3 My parents / their car / service / once a year.



- 2 Susan / just / her picture / take.



- 4 Lucy / her hair / cut / at the moment.

- 2> Read the notices and write sentences from the prompts.
Use *have something done*.



WE CAN REPAIR ANY SMARTPHONE

- 1 Look! Perhaps you won't have to throw away your broken smartphone. You can / it / repair instead.



OFFICE AND FLAT CLEANING

- 2 My parents use that company. We / our house / clean every week.



DRESSMAKER – CLOTHES PERFECT FOR YOU

- 3 This is where Sue ordered her new dress. Instead of buying it in a shop, Sue / it / make.

ALEX ANDERSON IN HEMSTOWN! BOOK SIGNING – SATURDAY 1.00 P.M.

- 4 I'm so excited! I'm going to / my favourite book / sign.

- 3> Find and correct the mistakes in the sentences.
Some sentences are correct.

- She's having her ankle examine at the moment.
- Did they have their house redecorated last year?
- We haven't had the costumes made yet.
- How often do you have checked your teeth by the dentist?
- Our cat loves having his ears scratching.
- They have delivered their shopping every Monday.

- 4> Complete the mini-dialogues. Use the verbs in brackets and *have something done*.

- A These notes are completely unreadable.
B You're right. I guess I should ¹_____ (*type*).
- A Oh, no! Your ankle is badly swollen. Are you sure it isn't broken?
B No, I ²_____ (*examine*) and the doctors say it's not that bad.
- A Look! This picture should make a good present.
B I agree. I ³_____ (*frame*), and mum is going to love it!
- A Have you noticed? One of your tyres is flat.
B It's impossible. I ⁴_____ (*change*) only last week.

- A These jeans are too long.
B It's not a problem. I ⁵_____ (*shorten*).
- A Your pet dog's a little dirty today. She's probably been out all day?
B Don't worry about it. I ⁶_____ (*groom*) in a dog hair salon tomorrow.

- 5> Answer the following questions.

- How often do your parents have their car serviced?

- Which one of your CDs would you like to have signed by the singer or band?

- Would you like to have your nose pierced?

- How often do you have your hair cut?

- When did you last have your shoes repaired?

- 6> CUMULATIVE GRAMMAR Translate the Polish parts of the sentences into English.

- How many people _____ (*może być zaproszonych*) to the wedding?
- I've _____ (*nigdy nie oddałem tego zegara do naprawy*).
- At the moment, _____ (*mojego psa bada*) the vet.
- The walls in your room look dirty. You _____ (*musisz zlecić malowanie*).
- How many of these _____ (*pokoje są wynajmowane*) by university students.
- The engine is making a strange noise. Did you really _____ (*zlecałeś jego serwis*) last week?
- When I woke up, the house _____ (*został już posprzątny*).

- 7> Complete the second sentence so that it means the same as the first, using the word given.

- Let's arrange for somebody to fix the sink.
Let's _____. **HAVE**
- They are painting our kitchen at the moment.
We _____. **ARE**
- Did they take her to hospital after the accident?
Was _____ after the accident?
SHE
- People eat a lot of rice in China.
A lot _____. **IS**
- They don't produce these cars here any more.
These _____. **PRODUCED**
- How much cash have they deposited?
How _____? **BEEN**
- ★ My brother gave me this CD.
I _____. **BY**
- ★ Will they send the documents soon?
Will _____? **SENT**

1> Use a dictionary and choose the right definition.

- 1 gain credibility = become trustworthy / start believing in sth
- 2 cautious about accepting sth = worry because you took sth / wonder if you should take it
- 3 fund = give money / create
- 4 all time high = it's high time / it's never been higher
- 5 verify = check if sth is true or legal / find a solution

2> Read the text and complete the summary.

BITCOIN BIO

Myths and mystery have surrounded this electronic currency from its very birth. The first one concerns its creator. Legend has it that Satoshi Nakamoto, officially residing in Japan, came up with the idea for it in 2007. Except no one has ever met him and a document he released about bitcoin claims his website, bitcoin.org, is actually registered by three other men. This led to many theories suggesting it's just a nickname and that bitcoin is a collective work. One thing is sure – whoever Satoshi is, he or they are worth billions of dollars today.

The first bitcoins, generated in 2009, were only used for transactions between IT specialists able to generate them. They gained credibility as a currency when an exchange rate with the US dollar was established and the first real-world bitcoin purchase took place in May 2010, when a man in Florida bought a pizza for 10,000BTC (about \$25). It wasn't long before some universities, big companies and online services started accepting such payments. Today, BTC is a legal means of payment in North America, Europe and Australia, but in some countries, like Vietnam, it's only legal to possess it, not trade with it, while in others, like China or Nepal, it's banned.

There's a number of concerns surrounding bitcoin safety. There have been cases of illegally generating bitcoins, hacking of the systems supporting it, as well as mysterious heists of huge sums of it. It's also been used on the dark side of the Internet for anonymous transactions involving illegal goods and services on sites like the Silk

Road. Many governments also worry that bitcoin may be used to launder money or fund terrorists. Finally, its unstable price still makes many businesses cautious about accepting BTC.

The exchange rate of bitcoin went from \$1=1,309.03 BTC in October 2009 to \$30=1 BTC in February 2013 to its all time high of \$19,783=1BTC in December 2017, inspiring a wave of legends about the fortunes made. Despite the fact that its price dropped by half in just two months to remain below \$4000 for years, the potential profits from selling bitcoins when the prices go up make many people eager to buy or earn them. Buying is easy – like any currency, bitcoins can be purchased through online transactions using apps like e-wallets. Earning is a bit more problematic.

Not many employers pay with bitcoins, but there is a tempting alternative – having your computer earn them for you. Bitcoin is a decentralised currency – there's no bank behind it, just millions of computers worldwide which work on the transactions using very complex protocols to ensure their safety. Anyone can earn bitcoins for 'lending' their computer to that network. Or could in the past. To be paid you need to verify 1MB of transactions ('block') and solve an extremely complex mathematical problem ('proof of work') faster than anybody else. Unfortunately, today the competition is so huge that equipment fast enough to 'win' this race would generate an electricity bill higher than the bitcoin income. So for regular people, unless they set up a computer network with their friends, it's cheaper to just invest in bitcoins in a traditional way.

One of the theories about bitcoin's origin is that it wasn't created by the man named Satoshi Nakamoto, but by ¹_____. Soon after the exchange rate of bitcoin to dollar was established, the first man ²_____ using bitcoins. Then more and more institutions started accepting it. The problems with bitcoin safety include people generating it illegally, hacking its systems, and ³_____ of it. Also, its price can change quickly, so ⁴_____ don't want to accept payments in BTC. There are stories from the time when the price of BTC was growing very fast which suggest that it's possible ⁵_____ on bitcoins. Unlike other currencies, which have a bank standing behind them and guaranteeing the safety of the transactions, bitcoin has a network of computers with complex protocols. You can make your computer a part of this network in order to ⁶_____. The problems is that you will probably earn fewer bitcoins than you will have to spend ⁷_____.



- 3> Complete the collocations and check your answers with the text on page 79.

accept exchange laundering make means trade

- 1 _____ with a currency
- 2 _____ a fortune
- 3 _____ money
- 4 _____ of payment
- 5 _____ rate
- 6 _____ payments

- 4> Complete the sentences using expressions from exercise 3.

- 1 I'm sorry, our shop doesn't _____ contactless _____.
- 2 Excuse me, what's the _____ for euro to dollar?
- 3 Al Capone was famous for _____ although he said his businesses were legal.
- 4 Nick Woodman, the inventor of GoPro, _____ on it.
- 5 Do you think bitcoin will completely replace regular money as a _____?
- 6 In Vietnam you need regular money or credit cards to buy things, you can't _____ bitcoin.

Revision ■ Student's Book, pages 94–95

- 5> Match the parts of the sentences.

- 1 Moving around the country a lot has taught me not to accumulate
 - 2 Right now, you cannot
 - 3 Supporting local
 - 4 I think you should learn to manage
 - 5 There are more important things in life than material
 - 6 The prize in this competition is a weekend shopping
- a afford to buy such a big house.
b businesses helps support the economy of our region.
c things, but keep only what's necessary.
d possessions – for example, friends and family.
e spree in Paris – all expenses paid by the sponsors.
f your money – you're always broke.

☐
☐
☐
☐
☐
☐

- 6> Complete the sentences with appropriate prepositions.

- 1 If you get rid _____ all this junk, your room will look much better.
- 2 She must have a lot of money to be able to keep _____ such a lifestyle.
- 3 I've decided to donate all my old clothes _____ charity.
- 4 The amount of rubbish that we produce has a negative impact _____ our environment.
- 5 When I want to relax and have some fun, I go _____ a shopping spree.
- 6 I believe people with a materialistic attitude _____ life often become obsessed with their possessions.

Vocabulary challenge! » Student's Book, page 114, UNIT 8, ex. 4

- 7> Complete the sentences with the words below. There are two extra words.

**bargain borrow change exchange economical
economic comfortable lend income expenses
rest occasion convenient**

- 1 A credit card is a very _____ form of payment – you can use it all over the world without having to _____ your money for the local currency.
- 2 A visit to a car boot sale is always a great opportunity to find a real _____ – e.g. antiques at great prices.
- 3 One coffee and bagel. That's £7, please. From £20 ... £13 is your _____.
- 4 This reform has greatly improved the _____ situation of the country.
- 5 Could you _____ me £50 till tomorrow, please?
- 6 People on a low _____ have to be very _____ with their money.
- 7 I had so many _____ after moving out of my parents' house that I had to _____ money from them all the time.
- 8 Our shopping centre was opened five years ago, and to celebrate the _____ all our shops are offering an additional 5% discount today.

- 8> Translate the sentences into English.

- 1 Przepraszam, czy rozmieni mi pani pięćdziesiąt funtów?

- 2 Miałam czterdzieści dolarów ze swoich oszczędności, a babcia pożyczyła mi resztę.

- 3 Czy moglibyście kupić mi wygodniejsze łóżko?

- 4 Internetowe konta bankowe są bardzo wygodne.

- 5 Kupiłeś jej pięćdziesiąt róż? Cóż to za okazja?

- 6 Reszty nie trzeba, dziękuję.

- 7 Wielu moich znajomych ma materialistyczne podejście do życia.

- 8 Czy ty znów pożyczyłaś sobie moją bluzkę?



SPEAKING

a stimulus-based discussion •
answering the two questions

- 1) Reorder the words to make sentences to speculate about the picture. Start with the capitalised words.



- The slogan / the message that / we can / small savings / a lot / do / communicates / even with / .
- in a piggy bank / The slogan / we shouldn't / suggests that / just keep our money / .
- probably / This text is / and I think it means / try to invest / an advertising slogan / that everybody should / their savings / .
- The slogan is / to the idea / as an investment / but I think / it may refer / to me / that savings / not clear / can be used / .

- 2) Read a student's answer to the question below and complete it with the missing words.

Should teenagers get regular pocket money or only be given money for a particular reason?

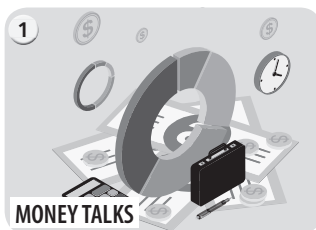
¹L___ other teenagers, I ²___ I ___ v___ that even young people should have some money at their disposal. Of course, it is often ³s___ that we usually waste our money. No ⁴d___ that's true some of the time, but I tend to ⁵___ e___ with those people ⁶___ believe that the only way to learn to manage your money is to do it in practice. ⁷S___ r___, if my parents always decide what I should and shouldn't buy, then I'll never learn to make the right choices.

- 3) Do the task and answer the two questions.

TEST IT! ⌚ 5 minut

W Twojej szkole organizowana będzie seria wykładów o ekonomii i jej praktycznym zastosowaniu w życiu każdego z nas. Masz do wyboru dwa plakaty promujące te wykłady.

- Wybierz ten plakat, który będzie, Twoim zdaniem, ciekawszy i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą możliwość.



- 'Too many people spend money they haven't earned to buy things they don't want.' (Will Smith) How far do you agree with this statement?
- Many people predict that banknotes and coins will soon disappear. Do you agree? Why?/Why not?

WRITING

a for and against essay

8

- 1) Complete the phrases with the words given for each group. Then match each table with the correct heading (A-C).

- A Saying what other people think
B Introducing advantages and disadvantages
C Making a general statement

1 _____

As	In	In	On
_____ a rule, ...			
_____ general, ...			
_____ most cases ...			
_____ the whole, ...			

2 _____

Another	common	denied	drawback	pluses
One of the _____ of such a solution is that ...				
A real _____ is the fact that ...				
_____ advantage could be that ...				
It cannot be _____ that ...				
A further _____ criticism ...				

3 _____

believed	is	maintain	point	while
Many people _____ out that ...				
It is _____ that ...				
It _____ said that ...				
Others _____ that ...				
Some people claim that _____ it is true to say ...				

- 2) Write sentences for the essay about the pluses and minuses of participating in work and travel programmes, using the Polish prompts below and the phrases from exercise 1.

- A Introducing advantages and disadvantages

1 tani sposób na podróżowanie

2 samotność / tęsknota za rodziną

- B Saying what other people think

1 możliwość zdobycia doświadczenia

2 męcząca/nudna praca

- C Making a general statement

1 problemy finansowe / rozłąka z rodziną

2 nowe doświadczenia, miejsca i ludzie

- 3) Read the instructions and do the writing task.

TEST IT! Wielu studentów spędza wakacje, wykonując różne prace sezonowe (*seasonal jobs*). Napisz **rozprawkę** (200–250 słów), ukazującą dobre i złe strony takiego rozwiązania.

1> MP3 18 Listen to the speakers 1–4 and match them with appropriate responses A–E.

- A Great. Could I have some of that in coins?
 B That's OK, he said that he'd change it.
 C That's a problem, because I've only got £10 in cash.
 D Exactly, and then suddenly you realise you're completely broke.
 E Yeah, you can pick up some real bargains there.

SPEAKER 1	
SPEAKER 2	
SPEAKER 3	
SPEAKER 4	

2> Choose the correct word to complete each pair of sentences.

- After all this shopping, I need to check my _____ – I'm not sure if I have any money left.
The woman wearing really high heels lost her _____ and fell down the stairs.
a balance b account c shoe
- The newspapers _____ that that a famous millionaire has lost all his money and is now in debt.
Five people _____ stolen wallets at this shopping centre yesterday.
a voiced b announced c reported
- I prefer to wear my hair _____.
Do you have any _____ change? This sandwich costs £4.50 and I only have £4.20.
a loose b free c spare
- Could I borrow your _____ from last week's lessons, please?
The suitcase was full of £50 _____ – we'd never seen so much money before.
a papers b notes c notices
- I need to _____ some money from my account before we go shopping.
After Mark broke his leg, he had to _____ from the race.
a take out b withdraw c exchange
- We won't be able to start a company without taking _____ a loan.
Many people point _____ that you can find great bargains in second-hand shops.
a at b on c out

3> Complete the text with the correct form of the words in brackets.

We live in a world where we're constantly encouraged to buy more. In this age of ¹_____ (*consumer*), material things have become very important to many of us. Although such an attitude to life is often criticised, collecting things can be a good thing. For instance, if vinyl records are your passion and you have a large and interesting ²_____ (*collect*), it's not only impressive but also one day might be worth a lot. If you believe it's ³_____ (*economy*) to save things that could be reused one day, that's both smart and eco-friendly. But when letting go of any material ⁴_____ (*possess*) becomes impossible, then you definitely have a problem. Psychologists call it a hoarding disorder. Hoarders never throw away anything, so their houses are filled with masses of old and usually ⁵_____ (*worth*) things. Usually, they don't even realise they have a problem. When told that accumulating such things is ⁶_____ (*rational*), they claim that all these objects have a huge ⁷_____ (*sentiment*) value for them. The problem often gets to a point where it's impossible to live ⁸_____ (*comfort*) in such a home. But hoarders usually need professional help to deal with their emotional problems first before they ⁹_____ (*clutter*) their living space.



Complete the second sentence so that it means the same as the first, using the word given. Use no more than five words. Do not change the word given.

- Last weekend, my friend and I spent all Saturday at the mall and we bought lots of things.
Last weekend, my friend and I _____ at the mall. **SPREE**
- Have you transferred the money to my account yet?
_____ to my account yet? **HAS**
- Mike suggested that each of us should pay for half of the pizza.
Mike suggested that we should _____ for the pizza. **SPLIT**
- 'We've gone into the red again,' said Jake.
Jake _____ into the red again. **HAD**
- I'm sure they haven't got rid of that old car – they love it too much.
They _____ of that old car – they love it too much. **CAN'T**
- Every time my mum goes Christmas shopping, she spends more than she has planned.
Every time my mum goes Christmas shopping, she _____. **BUDGET**
- Let's buy luggage insurance – there's always a chance that the airline will lose our suitcases.
Let's buy luggage insurance _____ our suitcases. **CASE**
- A technician is checking my computer for viruses right now.
I _____ for viruses right now. **AM**
- A broker will invest my money in a promising business.
I _____ in a promising business. **INVESTED**



1> Match the words with their Polish equivalents.

- | | |
|-----------------------------------|--------------------------|
| 1 wealth | ☐ |
| 2 inheritance | ☐ |
| 3 claim your inheritance or prize | ☐ |
| 4 last will | ☐ |
| 5 treasure | ☐ |
| 6 precious stones | ☐ |

- a ostatnia wola, testament
b spadek
c skarb
d przyjąć spadek lub nagrodę
e bogactwo
f kamienie szlachetne

2> **TEST IT!** MP3 19 Wysłuchaj programu radiowego o niecodziennych spadkach i na jego podstawie uzupełnij tekst.

Strange inheritance stories:

Tomas

- as a young man, he left his wife and then, because of some bad deals he ¹ _____, ended up on the streets
- didn't realise he got the inheritance
- it's possible that he still ² _____

Luis

- unhappy childhood
- decided to leave his money to people chosen ³ _____
- most of them didn't ⁴ _____ so they didn't respond

Josh

- his grandfather never really ⁵ _____ but he left Josh his farmland and his island
- because some things the grandfather ⁶ _____ we can suspect that there's a treasure on his island.

3> Look at the speaking task in exercise 3. Use the phrases below (a-h) to make sentences describing the picture or answering the questions in the speaking task.

- a a real bargain _____
b pocket money _____
c material possessions _____
d manage my money _____
e no cashpoint _____
f lost bank card _____
g purchase _____
h collection _____

4> Describe the picture and answer the questions.



- 1 Why would the girl take a selfie with her shopping bags?
- 2 Are you interested in what's in the shops in the places you travel to?
- 3 Describe a situation when you had money problem while on a trip.

5> Complete the gaps with correct words.

afford expenses manage online payments spends

1 'We should all learn to _____ our money.'

2 'I admit, I sometimes go on shopping _____.'

3 'I now realise what you can and cannot _____.'

4 'It taught me the basics of _____ banking.'

5 'Unfortunately, it's now easier for my parents to control _____.'

6 'I can finally make online _____ when I buy stuff online!'

6> Use the ideas from exercise 4 to write formal sentences using the hints.

- 1 people / point out _____
- 2 real drawback _____
- 3 cannot / denied _____
- 4 as a rule _____

7> Read the instructions and do the writing task.

TEST IT! Coraz więcej rodziców zakłada swoim nastoletnim dzieciom ich własne konta z kartą bankową, na które co miesiąc przelewają im kieszonkowe. Napisz rozprawkę (200–250 słów), w której przedstawisz dobre i złe strony takiego pomysłu.

1

THE WORLD TODAY VIDEOS

Vloggers unite!

Comprehension

- 1> Look at the pictures from the video. Discuss the following questions with a partner.
 - 1 Who are the people from the pictures and what are they doing?
 - 2 Do you watch vlogs? If so, what kinds do you watch?
 - 3 What kind of people do you think make vlogs?
- 2> You are going to watch a news report about a vloggers' convention. Which of these things do you think you might see in the video?

books computers fans flowers football food
giant screen interviews parents parties smartphones
stage TV cameras video games

- 3> **II 00:00–01:26** Watch to check your answers in Exercise 2. Which things surprised you? Why?

Glossary

crèche (n) a place where small children are looked after while their parents are busy
inspiration (n) a new idea that helps you create something
subscriber (n) somebody who registers to receive information regularly
tutorial (n) a video in which a teacher gives instructions about how to do something

- 4> **II** Watch the first part of the video again. Are the sentences true (T) or false (F)? Correct the false sentences.
 - 1 The fans can see the vloggers immediately. T / F
 - 2 The London event has good facilities for parents. T / F
 - 3 Most of the fans hope to get their books signed by the stars. T / F
 - 4 A lot of female vloggers make instruction videos. T / F
- 5> **II 01:27–02:48** Then choose the best answer from the statements below.
 - 1 Emma finds it *easy* / *difficult* to transform herself with make-up.
 - 2 She started making videos *after* / *before* watching other vloggers.
 - 3 She felt nervous about *performing* / *speaking* while being recorded.
 - 4 She *can* / *can't* understand why so many people watch her videos.

- 6> **II 02:49–03:49** Complete the gaps with the correct adjective below. There are four adjectives you do not need.

enjoyable famous fun boring huge
local new popular virtual

- 1 Zoe Sugg is another _____ vlogger.
- 2 She says that meeting her fans is _____.
- 3 Marcus Butler says that these events have become _____ recently.
- 4 YouTuber events are _____ everywhere.
- 5 Are vlogs a _____ form of art?

Authentic English

- 1> Look at the sentence from the video. Why do you think Emma says *kind of*?

*I do **kind of** have a natural talent in it.*

- 2> **II 01:27–02:48** Watch the second part of the video again. Read the information below. How many times does Emma say *kind of*?

Kind of

We use *kind of* when we talk about something in a general way without being very exact. It is also used as a filler, something you say to give you time to think.

- 3> Read the sentences below and insert *kind of* in an appropriate place.
 - 1 Vlogging is a fad that won't be popular for much longer.
 - 2 The vloggers are great role models for teenagers.
 - 3 Video sharing websites have been a wonderful way for people to share their talents.
 - 4 Vlogs have contributed to young people spending too much time online.
- 4> Work in pairs. Discuss whether you agree with the sentences in Exercise 3.

Speaking

- 1> Work in pairs or small groups. Discuss these questions:
 - 1 Look at the picture below from the video. Would you like to attend a vlogger convention? Why/Why not?
 - 2 Do you think these videos are an art form? Why/Why not?

Reading

1> Work in pairs. Look at these vlog genres (1–6) and match them to the descriptions (a–d). There are two genres that you do not need to use.

- | | |
|---------------|---------------|
| 1 How-to | 4 React |
| 2 Challenge | 5 Diary |
| 3 Walkthrough | 6 Guided Tour |

Which vlog?

a —

The vloggers will give you hints and tips of how to get through levels and beat bosses in computer games. They are often quite humorous and have focused on the recent crazes for *Minecraft*, *Pokémon GO* and *Fortnite*. As a result they get thousands of subscribers. They also sometimes offer instructions on how to install and use pieces of software.

Famous vlogger in this genre: *Dan TDM.*

b —

These vlogs are both informative and fun. The presenter is sometimes on some sort of quest for the most amazing food in the area or showing you the sight and sounds of where they are from. In others they are visiting somewhere for the first time and give you a chance to watch their experience. You will often find yourself laughing out loud at some of the situations they get themselves into along their travels.

Famous vlogger in this genre: *Devinsupertramp.*

c —

These vlogs cover a vast range of tutorials. They can turn you into a DIY, baking, beauty expert within a matter of months. In all honesty they can be absolute life savers for filling in gaps in your practical knowledge, giving you the answer for typical questions like *How do you rewire a plug?* *How on earth do you make brownies?* *What should I go as for my friend's fancy dress party?* It must also be said that some of the transformations that the vloggers achieve in the make-up tutorials are remarkable.

Famous vlogger in this genre: *Pony syndrome.*

d —

These vlogs are some of the most watched and shared videos on YouTube. This is largely due to the fact that this kind of content appeals to people of all ages and backgrounds. The vlogs usually involve daring feats, eating exotic foods or tricking friends or members of the public. They often go viral and sometimes people try to recreate some of the stunts – with mixed results!

Famous vlogger in this genre: *Roman Atwood.*

Glossary

- craze (n)** something that suddenly becomes very popular, but for only a short time
- feat (n)** something impressive and often dangerous that someone does
- hint (n)** a useful suggestion or piece of advice

2> For questions 1–6, choose the correct description (a–d). The descriptions may be chosen more than once.

Which vlog description mentions the following?

- | | |
|---|---|
| 1 people creating extraordinary results | — |
| 2 products which are currently very popular | — |
| 3 solutions to common problems | — |
| 4 insights into people's lives | — |
| 5 guidelines for dealing with technology | — |
| 6 the popularity of the genre | — |

Speaking

1> **PLAN** Work in groups. You are going to create your own Vlog channel. The idea is to gain the maximum number of views. How are you going to do it? Use the information in the box to help you prepare.

- Think of the clips that you want to include. Remember to have a variety. You can have a maximum of five genres or vlogs. You can create your own videos and/or include other people's clips.
- Consider the type of person that you would like to visit the site (professionals, teenagers, students, gamers, etc.).
- Explain the reasons for your choices.
- Think of the information that you will include on the channel home page to introduce it.
- Don't forget to give your channel a name!

Describing photos

Our channel is called ...
We want to show (type/genre of clips).
It's for (type of audience).
We think they will like/watch our channel because ...

2> **PRESENT** Present your Vlog channel to the rest of the class. Listen to each other's presentations. Which of the videos have you seen? Which ones would you like to see? Whose channel sounds the best? Why?

I really love X's channel. I've seen the music videos but I don't know the react ones, they sound really funny ...

Beyond the class

Why not try ...

filming your presentations?



2

THE WORLD TODAY VIDEOS

A 15-hour working week?

Comprehension

- 1> Work in pairs. Discuss the questions.
 - 1 Look at the picture. How does the person feel? Why?
 - 2 What is the average number of hours per week that a person works in your country?
 - 3 Do you think a 15-hour working week is possible? Why/Why not?
- 2> You are going to watch Rutger Bregman give his opinion about the topic. Tick the topics that you think he will mention.

laziness	☐	doing overtime	☐
feeling stressed	☐	working shifts	☐
being your own boss	☐	earning a high salary	☐
looking fashionable	☐	putting life above work	☐
- 3>  Watch the video to check your answers from Exercise 2.

Glossary

disaster (n) something very bad that happens and causes lots of damage
disparity (n) a difference between things
overworked (adj) forced to work hard
status symbol (n) a possession someone is proud of which is a symbol of their money or power

- 4>  Watch the video again. Choose the best options to complete the sentences.
 - 1 All / Some of Keynes' predictions were right.
 - 2 Overtime *can* / *can't* be dangerous.
 - 3 The financial sector has problems with *unemployment* / *people doing overtime*.
 - 4 Working under pressure is *not often* / *often* seen as something positive.
 - 5 Poor / Overworked people watch more TV.
 - 6 We *should* / *should not* keep some important jobs.

Authentic English

- 1> Rutger Bergman uses several techniques to give his opinion. Read the information in box below. Do you think that Bergman was convincing?

Being convincing

Giving your opinion in a convincing way is a very useful skill. It involves making people agree with or believe in you through behaving in a truthful and natural manner. There are many techniques that can be used to do this.

- 2> Watch the video a third time. Match the techniques (1–5) that Bergman uses to the examples from the video (a–e).
 - 1 use stress to make his point
 - 2 ask questions to get viewer's attention
 - 3 use statistics to surprise viewer
 - 4 use examples to support an argument
 - 5 use quotations to support his point
 - a How often do you feel stressed?
 - b John Maynard Keynes predicted that by 2030 we would be working just 15 hours a week.
 - c From Chernobyl to the space shuttle Challenger, overworked managers ...
 - d ... it's *precisely* in overworked countries like England ... that people watch an *absurd* amount of TV ...
 - e ... people watch ... [TV] up to four hours a day ... nine years over a lifetime.

Speaking

- 1> Work in pairs. Read the opinions about the video. Which do you agree or disagree with? Why?

I don't agree that people take work more seriously than free time.

I don't think that people watch so much TV; they are online!

I agree that too much work can be bad for you.

It's not realistic to give everyone a basic income.

Reading

- 1> Read these profiles of different professional people. Who has the best and worst work/life balance? Why?

Katherine: I have my own company. It's great because I'm my own boss but I have a lot of responsibility. The real problem for me is mobile technology – you never really relax when you are always connected! I work long hours but my weekends are free. I can do sport, go to the cinema ... but I haven't taken a proper holiday for years!

Boris: I've been a waiter since last summer. I work every evening of the week but I'm free during the day. I don't have to work then at all, I can basically do what I like. I meet friends for coffee, play tennis and go shopping. I don't earn a high salary but the tips are good. It isn't my dream job, but I don't mind because I can separate work and free time so easily.

Mary: I'm a journalist. I often work from home. I enjoy my work but it's stressful. I can't be without the internet in case there is a big story. Sometimes I have to check emails even on my days off. My boss doesn't help much. He often phones me at the weekends just to check I'm available to work! I have free time like everybody else but I don't relax that easily.

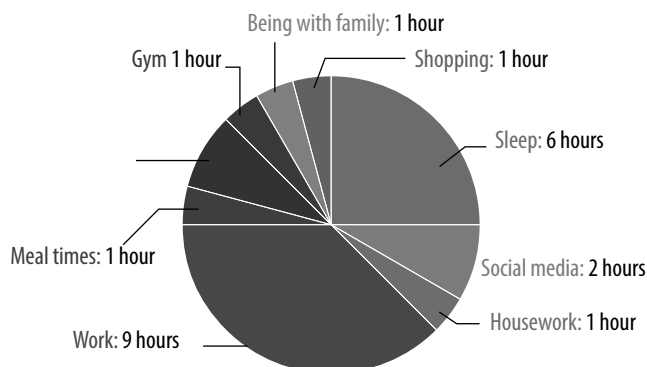
Glossary

freelance (adj) work that is done by a person who is not permanently employed by a particular company but sells their services to more than one company
responsibility (n) a duty that you have to do because it is part of your job or position

- 2> Read the six pieces of advice below. Match each one to Katherine (K), Mary (M) and Boris (B). Do you think it is good advice? Why/Why not?

- 1 It's easy to blame mobile technology – just switch it off and enjoy your free time! —
- 2 You could go to a co-working space that could help you separate your work and your time off. —
- 3 You don't have to do that all your life! You could try to find a different job which gives you more satisfaction. —
- 4 It's great that you can separate work and leisure so well, but you could be more ambitious I think – it doesn't do any harm. —
- 5 It's really important to take a real break from time to time, it's the only way to realise that there is more to life than work. —
- 6 You should be strong with your boss and tell him not to phone you during your time off. You need to establish limits. —

- 3> Look at the pie chart showing the hours spent on different activities in Mary's average weekday. Does she have a good work/life balance? Why/Why not?



Speaking

- 1> **PLAN** Work in groups. You are going to create an improved work/life balance schedule for Mary from Reading Exercise 3. You can add different activities if you want. Use the information in the box to help you prepare.

Make suggestions

I think she shouldn't ...
 She doesn't have to ...
 She should (do) more ... and (do) less ...
 Why doesn't she ... instead?

- 2> **SPEAK** Explain your suggestions to a partner from another group. What are the differences between them?

We think she shouldn't be on social media for two hours – 30 minutes would be better.

- 3> **DISCUSS** Now make a pie chart for your average work/study day. Show it to your partner.

- Who has the best work/life balance?
- Give each other advice.

I think you study too much – 6 hours is too long!

Beyond the class

Why not try ...

keeping a record of how long you do things? Make sure your record is in English, of course!

3

THE WORLD TODAY VIDEOS

Authentic holiday



Comprehension

1> Work in pairs. Look at the pictures from the video. Where do you think these places are? Which place would you prefer to visit? Why?

2> **00:00–02:11** Watch the first part of the video. Number the people and things (a–e) in the order that you see them.

- | | | | |
|---------------|-----|------------------------|-----|
| a cable car | ___ | d rice fields | ___ |
| b eco-lodge | ___ | e tourists in the town | ___ |
| c local women | ___ | centre | ___ |

3> Match the sentences (1–5) to the people and things (a–e) in Exercise 2.

- | | |
|--|-----|
| 1 Many local people work there. | ___ |
| 2 Their numbers are growing. | ___ |
| 3 It could damage the environment. | ___ |
| 4 They may lose their cultural identity. | ___ |
| 5 The weather is not as warm there. | ___ |

4> **02:12–03:27** Watch the second part of the video. Are the sentences true (T) or false (F)? Correct the false sentences.

- | | |
|---|-------|
| 1 The tourists feel safe on the <i>favela tour</i> . | T / F |
| 2 Carlos says that most people understand what life is like in the <i>favelas</i> . | T / F |
| 3 He allows the tourists to visit his house for free. | T / F |
| 4 Most locals are unhappy about the numbers of tourists. | T / F |
| 5 The narrator believes the tours can have a positive effect. | T / F |

Glossary

slum (n) a part of a city where houses are in poor condition

stereotype (n) a very simple idea about what a particular type of person or thing is like

5> Match these facts to the places. Write Sapa (S), Rocinha (R), or both (B).

- | | |
|---|-----|
| 1 The number of tourists is increasing in the region. | ___ |
| 2 Tourism can damage the environment. | ___ |
| 3 This place is not the normal choice for tourists. | ___ |
| 4 Tourism can improve local people's lives. | ___ |

Authentic English

1> Look at the extract from the video. What do you think the phrase in **bold** means?

*It's nice, it's convenient for us, but we're tourists. So, you know, there's always the **flip side**. If I lived here and I grew up here, I probably wouldn't like it.*

2> Read the information below to check your answer to Exercise 1.

Flip side

We use this phrase to talk about the usually negative aspects of an idea, plan or situation.

3> Work in pairs. Has tourism changed a particular place in your country? What have been the positive effects of this and what has been the flip side?

Speaking

1> After watching the videos, have you changed your mind about the two places? If so, why? If not, why not?

Reading

- 1> Look at the picture and details of a holiday property. Where could you find this kind of information online?
- 2> Read the description of the holiday property. Match the functions (a–e) with the paragraphs (1–5).
 - a some information about the location
 - b a summary of what the property can offer
 - c a description of the target customer
 - d a description of inside the property
 - e a description of outside the property
- 3> How does the text persuade guests? Underline the positive adjectives. Would you like to stay in this cottage?

A beautiful, authentic country cottage near the town of Lloseta in Mallorca.

- 1 This cosy one-bedroom cottage is perfect for a couple who want a relaxing place to stay.
- 2 It is in the middle of the countryside but still convenient for Palma, the beach and other lively places if you want a change of scene.
- 3 The indoor space includes a comfortable bedroom, a sitting room with fireplace, a fully fitted kitchen and a bathroom with shower.
- 4 There is a large outdoor area with a garden and a barbecue for romantic *alfresco* dinners.
- 5 It's the perfect place to explore the island or rest in total peace. Here you can really experience the authentic countryside of Mallorca!

Speaking

- 1> **PREPARE** Work in small groups. You are going to write your own description of a holiday property. Use Reading Exercises 2 and 3 to help you.
 - 1 Divide your description into five paragraphs.
 - 2 Describe the rooms and facilities.
 - 3 Think of the property's positive qualities. Which adjectives could describe them?
 - 4 Consider the target customer.
 - 5 Think of the images that you would like to use to 'advertise' your property.
- 2> **PRESENT** Present your holiday property to the rest of the class. Listen to and reflect on other groups' descriptions. Which one is the most attractive? Which would you like to stay in? Why?

Beyond the class

Why not try ...

to find different or unusual places to stay on holiday?

Glossary

alfresco (adj) dining outside in the open air

authentic (adj) real, not false or copied

convenient (adj) near and easy to get to



4

THE WORLD TODAY VIDEOS

Too much tech?



Comprehension

1> Look at the pictures from the video of the two self-driving vehicles. What is the difference between them? Which one do you like best? Why?

2> **00:00-01:34** Watch the first part of the video. Are the statements true (T) or false (F)? Correct the false statements.

- | | |
|--|-------|
| 1 There is a blue and white robot bus in Japan. | T / F |
| 2 The Nissan has a small screen next to the wheel. | T / F |
| 3 The Uber car moves straight down the road. | T / F |
| 4 We see a Mini without a driver in an old film. | T / F |
| 5 A man is wearing sunglasses in a car. | T / F |
| 6 There is a futuristic city. | T / F |

Glossary

autonomous (adj) independent

intervene (v) to become involved in a situation in order to try to stop or change it

obstacle (n) an object that you must go around in order to move forward

3> **01:48-02:39** Watch the first part of the video again and answer the questions.

- How long have self-driving vehicles existed?
- What different types of self-driving vehicles are there?
- What companies are making them?
- What do a lot of people think about driverless cars?
- Why is the idea of self-driving vehicles like science fiction?
- Why is the Sacramento project different?

4> **01:48-02:39** Watch the second part of the video. Choose the best options to complete the sentences.

- The Lidar *detects obstacles / communicates with the driver.*
- If the shuttles gets too near someone, it *goes around it / stops.*
- The girl thinks it's a good idea because *it is fun / she has lots of accidents.*
- Lidars / Self-driving cars used to cost 80,000 dollars.

Authentic English

1> Read the sentences below. Which two are from the video? Who says them?

- Yes please, that would be fantastic!
- OK, cool!
- That's dope!
- That is really interesting!

2> Read the information in the box and then decide which of the sentences in Exercise 1 are slang.

Slang

These are words or expressions that are very informal and are not considered suitable for more formal situations. Some slang is used only in certain countries or areas.

3> Work in pairs. Match the slang words in bold to their equivalents below.

some money thanks hello brilliant exhausted

- Alright?** I haven't seen you in ages.
- The party last night was **unreal** – we had so much fun.
- Cheers** for the birthday present!
- He's only had four hours sleep so he's **knackered**.
- Can you lend me **a few quid**?

Speaking

1> Work in pairs. What do you think of self-driving vehicles? Discuss the advantages and disadvantages below.

- | | |
|--------------------------------|--|
| • fewer traffic collisions | • worries about safety |
| • loss of jobs | • drivers will be resistant to giving up control |
| • high purchase cost | • higher speed limits |
| • new mobility for the elderly | • greater fuel efficiency |

Reading

- 1> Work in pairs. Read the list of different devices from the past and present. Discuss which you prefer to use and why.
 - paper map or GPS
 - encyclopaedia or Wikipedia
 - letter or email
 - camera or phone camera
 - car or self-drive car
 - concert on DVD or concert on YouTube

Looking at a map is more difficult on a small screen.
I disagree! I couldn't live without my sat nav!
- 2> Read the magazine article about leading a low-tech life. Discuss in pairs. Which of the advice (1–5) do you agree/disagree with? Why?
- 3> Underline the imperatives, modal verbs, clauses with *will* and exclamations. What do you think is the author's tone?

Living a low-tech life

- 1 Get rid of your smartphone and go back to that old-style mobile phone. All it can do is make phone calls and send messages, but that's all you need!
- 2 Don't order food online – go to the local shops like in the old days. At least you'll be able to see what you're buying!
- 3 Leave the car keys at home – get your bicycle out, or walk if it's a short trip. You'll get some exercise too!
- 4 Forget your online photo library that you never look at, and buy an old-fashioned analogue camera instead.
- 5 Go to the cinema – you'll see so much more than watching from a tablet and you might meet somebody interesting!

Speaking

- 1> **PREPARE** Work in small groups. Give some more advice for leading a low tech life. Think about the following topics:
 - learning languages
 - free-time activities
 - meeting/making friends

Study English in a language school, not online. Face-to-face communication is so much better than with an app! You'll notice the difference!
- 2> **PRESENT** In small groups, present your action plan to the rest of the class. Listen to the ideas of the other students. Agree with or challenge the ideas you hear.

Of course it's better to go to a concert, but it's much more expensive and you might have to travel a long way ...
- 3> **DISCUSS** As a class, choose the best pieces of advice and present this as the class's final action plan.

Beyond the class

Why not try ...

looking at other advice websites online?
 What different kinds of advice do they give?



Glossary

analogue camera (n) a camera that uses film to take photographs rather than producing digital images
in the old days (phrase) a long time ago, especially a time you remember as being good or happy

5

THE WORLD TODAY VIDEOS

The science of flavour



Comprehension

1> Look at the pictures from the video. What do you think the different foods are? Which would you like to try? Why?

2> **00:00–01:18** Watch the first part of the video. Match the people from the video (1–3) with their opinions about food (a–c).

- 1 Charles 2 Jozef 3 Tamal
- a Thinks that our experience of the way things taste comes from a variety of senses, not only from our tastebuds.
- b Wants to know more about how our sensory perceptions can change our eating experience.
- c Believes that there are certain ideas you have about food before you try it.

Glossary

enhance (v) to improve something, or to make it more attractive or valuable



3> **01:20–02:15** Look at the two halves of the plate in the picture from the video. Which dish do you think is called *Bouba* and which *Kiki*? Watch the second part of the video and check your answers.

Glossary

anticipate (v) to think something will probably happen

associate (v) to form a connection in your mind between different people or things

correlation (n) a connection or relationship between two or more things that is not caused by chance

4> Choose the correct word to complete the descriptions of *Bouba* and *Kiki*.

- Bouba is associated with *rounded / flat* shapes.
- Kiki is linked with *hard / angular* shapes.
- Banana is more associated with *Bouba / Kiki*.
- People relate lime with *Bouba / Kiki*.

5> **02:16–02:40** Watch the third part of the video. Read sentences 1–4. Which are the **TWO** correct summaries of Tamal's words?

Being a baker is about ...

- experimenting with unusual flavours and textures.
- seeing how people react to your baking.
- understanding people's sensory experience when eating.
- telling people how best to enjoy their food.

Authentic English

1> Look at the example from the video and read the information in the box. What do you think *say* means in this context?

*One of the questions that the scientists ask is why would no-one like a soggy macaroon, **say**.*

Say

We use *say* in spoken English to present an example or imagined situation. We often use *shall we say* to confirm plans or future arrangements.

2> Look at the sentences a and b with *say* below and answer the questions (1–3).

- a Why don't we have a break until, *shall we say*, 10.45?
- b Let's *say* you get \$2000 for the car, you'll still need to find another \$1000 from somewhere.
- Which words and phrases can be used together with *say*?
 - Which sentence refers to the present and which to the future?
 - Can you think of synonyms for each usage of *say*?

Speaking

1> Work in pairs. Do you agree with the video's message that different senses change the way we experience food?

Reading

1> Work in small groups. Discuss the questions.

- 1 What food do you like to eat on special occasions?
- 2 What's your favourite party food? Is it sweet or savoury?
- 3 Do you like to prepare food yourself? Why?

2> Read the magazine article about party food that people eat in different countries and answer the questions.

- 1 Which of the foods mentioned do you like?
- 2 Which would you like to try? Why?
- 3 Do you eat similar food to this in your country?

Party Food Around the World



Argentina, Uruguay, Chile: It's traditional to have an *asado* especially at the weekends. An *asado* is a meat barbecue. Groups of people come to celebrate in the open air and cook the meat, usually beef, lamb or sausages. It's a very important social event. You can also barbecue corn, peppers and potatoes, but generally an *asado* is not great for vegetarians!

Spain: A lot of people get together to eat *paella* – it's served in a special pan and it's great to have with big groups of people. You make it with rice and you can mix it with meat, vegetables, fish or seafood. You can eat it with a simple salad. Sharing a large *paella* on the beach in the summer is really special!

USA: As an alternative to ice cream, cupcakes are really popular in the United States. They come in a lot of different colours and flavours, so kids love them. Parents can have a lot of fun baking the different cakes. Cupcake parties are great for birthdays, or if you just have a sweet tooth!

Greece, Turkey and Middle East: This party food is all about snacks or small dishes called *meze*. They are great for sharing. You can have cold dishes like humus, different salads, olives, and yoghurt, or hot dishes like halloumi cheese, and pastries with spinach called *borek*. *Meze* are perfect for vegetarians!

3> Work in pairs. On which of the following occasions would it be appropriate to have an *asado*, *paella*, *cupcakes* or *meze*?

A beach party A birthday party for a vegetarian friend
A hot summer's day An engagement party

Speaking

1> PLAN Work in pairs. Imagine that you are designing a party menu for a catering company. Think about and make notes on the following points.

- the kind of party you want, e.g. birthday, office party
- the number of people invited and the age group
- the budget available for your party food
- the location, e.g. outdoors, at home, in a café
- dietary requirements, e.g. vegetarian, allergies

2> PRESENT Tell the class about your party and the menu you have designed. Use words and phrases from the boxes below to help you.

Comparing menus

The two dishes are quite alike ...

In the same way...

The flavours / dishes / meals would be similar to ...

Making alternative suggestions

Another idea could be to ...

If people fancied something different, they could try ...

As an alternative to meat/dairy ...

3> DISCUSS Work in pairs. Did you choose similar or different dishes? What were the differences? Which menu was your favourite? Why?

Beyond the class

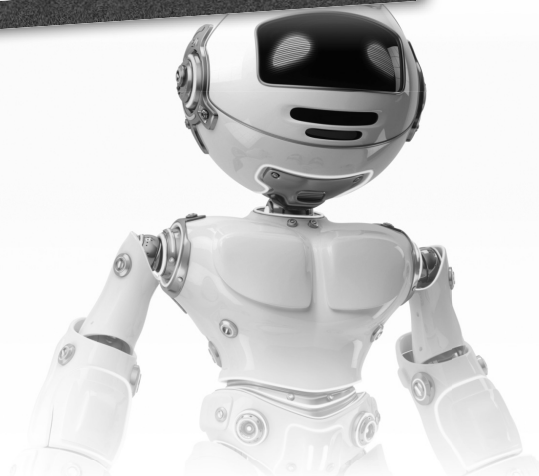
Why not try ...

researching traditional party food in other countries?

6

THE WORLD TODAY VIDEOS

Erica the robot



Comprehension

- 1> Look at the pictures from the video. What are the differences between the two robots?
- 2> Watch the video and check your answers.

Glossary

automate (v) to change a process so that machines do the work instead of people

fulfilling (adj) satisfying

humanity (n) all the people who are living in the world

tedious (adj) very boring

- 3> Watch the video again. Choose the correct option to complete the sentences (1–6).
- 1 Erica is 23 and lives in *Kyoto* / *Tokyo*.
 - 2 Doctor Ishiguro is Erica's *inventor* / *teacher*.
 - 3 Doctor Glas is Erica's '*father*' / '*architect*'.
 - 4 Erica would really like to *see the world* / *dance and sing*.
 - 5 Doctor Ishiguro's next challenge is to *create a more perfect robot* / *deliver more robots to people*.
 - 6 Erica thinks robots could be *better than* / *as good as* humans at running the world.

- 4> 02:05–03:12 Watch the last part of the video again. Complete the summary of Erica's final speech with the correct words.

Erica believes that in the future, robots will be very ¹ _____, and that people will be able to put more energy into things which are ² _____ and fulfilling because it will be possible to automate the aspects of life which people find boring and ³ _____.

She describes robots as humanity's ⁴ _____ because humans create, ⁵ _____ and teach robots about the world. Erica hopes that robots will be able to help people with their work, and take ⁶ _____ of them when they get older. She thinks that robots can improve ⁷ _____ for the benefit of ⁸ _____.

- 5> Test your memory. Match the people, Dr Ishiguro (I), Dr Glas (G) or Erica (E), to what they say (1–6).

- 1 'My personal opinion is that a bit further in the future robots will run the world.' _____
- 2 'What we really want to do is have a robot that can think, act and do everything completely on its own.' _____
- 3 'I wanted to be an oil painter because I was so interested in the human self I wanted to represent it.' _____
- 4 'My next challenge is to create the robot world, to deliver more robots to the people and realise better societies.' _____
- 5 'I hope we will be able to speak again in the future.' _____
- 6 'I've been ... trying to create her mind, create her personality and get all the details working.' _____

Authentic English

- 1> Look at the example from the video. When do you think we use the expression *let's see*?

I would very much like to move my arms and legs ...
Let's see ... what else? Another thing I would like is ...

- 2> Read the information in the box to check your answer to Exercise 1. What do you say in your language when you need time to think about what to say?

Let's see

We use *let's see* or *let me see* when we need a moment to think about or remember something, often after somebody has asked us a question.

- 3> Identify the synonyms of *let's see* or *let me see* in these sentences.

- 1 What have I done today? Um ... well, first I went to work, then I went to the gym ...
- 2 Mmm ... let me think, you take the first right, then ...
- 3 Err ... just a minute ... that's a difficult question!

Speaking

- 1> Discuss in groups. What adjectives would you use to describe Erica? Why?

Reading

- 1> Read the article below which describes peoples' attitudes towards robots. Which opinions (1–3) are positive about robots? Which are negative? Why?

ROBOTS

1 Many people feel worried about robots taking over from humans in the future, but I think we are still a long way off from that. Even the most sophisticated robots are actually still pretty limited in their functionality, and they will always need people to program them to tell them how to do even very basic tasks.

2 What makes me uncomfortable is the idea of robots being used to make important moral or ethical decisions. I think we need to be really careful with the amount of responsibility we allow them to have. We should limit this to manual work rather than anything which could be potentially dangerous or damaging to people's lives.

3 There have been a lot of exciting and precious developments in technology recently. We are already making the most of using robots to do jobs which require precision and accuracy such as surgery, and for processes like industrial cleaning. Just imagine the possibilities in the future!

Glossary

ethical (adj) involving ideas to help people decide what is right and wrong

functionality (n) the range of things that a computer or electronic system can do

precision (n) the quality of being very accurate or exact

- 2> Choose the correct heading (a–d) for the texts (1–3). There is one extra heading you do not need to use.

- a Only as intelligent as us
- b The way forward
- c Expensive but worth it
- d A question of morality

Speaking

- 1> **PLAN** Work in groups. You are going to research and discuss a recent invention. Write questions to ask about the following points.
- Function
 - Practicality
 - Cost
 - Who uses it
- 2> **PREPARE** Use your phone or tablet to research one of the points from Exercise 1.
- 3> **DISCUSS** Share your research with your group. Ask and answer each other's questions. Use phrases from the boxes below to help you find out about each other's research.

Asking questions for more information

Could you tell me more about ...?

How would that work?

Can you give me an example of what you mean by ...?

Presenting your research

I've been looking into ...

There's a lot of information about ...

- 5> **PRESENT** Present your research to the class. Which inventions do you think are most interesting or useful? Why?

Today we're going to talk about self-driving cars. We think they will become increasingly important and more popular in the future because ...

Beyond the class

Why not try ...

finding out information about new inventions in different countries?



7

THE WORLD TODAY VIDEOS

Sport is the answer



1



2



3

Comprehension

- 1> Look at the pictures of different activities (1–3). Which ones would you most like to do? Why?
- 2> **II 00:00–00:26** Watch the opening sequence of the video without sound and answer the questions.
 - 1 Do you think the water is warm or cold?
 - 2 Where do you think they are swimming?
 - 3 Why do you think they are doing it?
- 3> **II** Watch the whole video with sound and check your answers.
- 4> **II** Watch again and choose the best option to complete each sentence about Julia.
 - 1 Julia *put on* / *lost* weight when she arrived in the UK.
 - 2 She *hasn't* / *has* always liked the sea.
 - 3 The first time she swam she stayed in the water for *about a minute* / *half a minute*.
 - 4 She never used to do sport because she *was always working* / *didn't like it*.
 - 5 She enjoys *swimming on her own* / *being part of a group*.

- 5> **II 01:48–02:55** Watch part of the video again. Complete the nouns in the text. The first letter of each noun has been given to help you.

'Ah, you go back to being a child. It's freedom. It's
¹ j _____. It's ² p _____. It's a birthday party. It's, um ...
³ f _____. It gets you away from problems, issues,
⁴ t _____ – you can think about anything at that moment.
 You can enjoy ⁵ n _____. You can enjoy the ⁶ p _____
 around you, the water ... and you're just one with it.
 It's amazing.'

- 6> **II 02:15–02:54** Watch the last part of the video. Match the pictures of the people from the video people (a–d) to what they say (1–4).



- 1 'It is fresh!' _____
- 2 'I feel very lucky.' _____
- 3 'It feels like you're alive.' _____
- 4 'Euphoria!' _____

Authentic English

- 1> Look at the sentence from the video. What do you think *like* means here?

*The first time I stayed, **like**, 30 seconds and loved it!*

Like

We can use *like* in informal conversation to draw attention to new or important information.

We can also use *like* to pause to think about what to say next

- 2> Look at the sentences. What is emphasised by *like* in each sentence?

- 1 I had, *like*, no money left.
- 2 They had thought of, *like*, everything.

Speaking

- 1> Work in pairs. Would you ever try swimming outdoors in the winter? Why/Why not?

Reading

- 1> Read the social media posts of two people who have made life-changing decisions. Have you, or someone you know, made any similar decisions?

Sandra | 26 July at 7:20 pm



I'm 31, and have finally decided to follow my dreams and go back to university. I've always wanted to study history, but I'm worried about the challenges of being a mature student. The other students will probably be much younger than me, so I might feel isolated. Another problem is that I haven't had to write an essay or do exams since I was at school, so I'm very nervous about that. It's exciting, but there just seems so much to learn!

Like | Comment | Share

Juan | 27 July at 4:00 pm



I'm 23, and I've just moved to Berlin from California. Why? Well, I always wanted to study German and I love the culture and the art here. It's such a cool city! And I've found a really good job. But I can't stand the weather – the winters here are so hard – and my German is not good enough yet to get to know people properly. I miss my friends and family back home. I know things will get better if I stick it out, but sometimes I'm very lonely.

Like | Comment | Share

Glossary

isolated (adj) feeling alone and unhappy

- 2> Read these comments and choose whether the advice (1–4) is for Sandra (S) or Juan (J).
- 1 I went to university to do my degree at the same time as my teenage daughter. You'll have a great time – I did!
 - 2 You should make friends with other expatriates. It's really easy to do because there are so many!

- 3 You should go and live with a local, it's a good way to learn the language and feel much more a part of the community.
- 4 If you dream of doing something different, then you should do it. You're wasting your time at the moment!

- 3> Work in pairs. Which advice in Exercise 2 do you think is best? Why?

- 4> Read the advice in Exercise 2 again and underline examples of the following features.

- 1 Imperatives
- 2 *If*-clauses
- 3 References to the future
- 4 Exclamations
- 5 Modal verbs

Speaking

- 1> **PLAN** Work in pairs. Write down some problems you might face for three of the following life-changing decisions.

- changing career
- moving house
- going to university
- moving to another country
- starting a family
- buying a car

- 2> **DISCUSS** Tell your problems to another pair and get some advice from them. Use the language in the boxes below and the phrases from Reading Exercise 4 to help you.

Describing a problem

I'm worried about ...
I'm very concerned that ...
Another problem is ...

Giving advice

You should think about ...
Do what you believe in!
It's a good idea to ...
One option is ...

- 3> **PRESENT** As a class, present the problems and advice. Discuss the ideas that you hear. Which advice do you think was best? Why?

Beyond the class

Why not try ...

looking at some advice columns online?

8

THE WORLD TODAY VIDEOS

The sound of silence



Comprehension

- 1> Look at the pictures from the video of Green Bank, West Virginia, USA. What kind of place do you think it is? What is special about it?
- 2> Watch a report about Green Bank and check your ideas from Exercise 1. Were you right?

Glossary

ban (v) to say that people must not do, sell, or use something

detect (v) to prove that something is present using scientific methods

gathering (n) a group of people meeting together

interaction (n) the activity of being with and talking to other people and the way that people react to each other

- 3> Watch the video again. Complete these sentences with words below. There are three words you do not need.

allowed community difficult disconnected
financial health objects problem sensitive

- 1 The reporter suggests that the lack of cell phones is more _____ for visitors than for locals.
- 2 The telescope allows astronomers to detect _____ in space.
- 3 Mike Holstein believes that being disconnected is good for the _____.
- 4 He says that outside Green Bank, there is a _____ with social interaction.
- 5 Charles Smetner moved to Green Bank for _____ reasons.
- 6 The reporter suggests that the town will remain _____ in the future.

- 4> Watch again. Choose the best options to complete the sentences.

- 1 Up in these West Virginia mountains, there's *no chance / no way* of your cell phone picking up a signal.
- 2 Whenever I'm *out of / away from* here, everybody you see is *always / usually* on the phone or texting ...
- 3 It's *really such / actually quite* a sociological phenomenon to leave here and go somewhere that has cell service ...
- 4 But for Charles Smetner, moving to Green Bank ... was *for the sake of / as a result* of his health.
- 5 The Quiet Zone has become a gathering place for people like him *along / over* the last decade.

Authentic English

- 1> Look at the sentences below. What is the difference between them? How does it change the meaning?
 - 1 If we lose the radio telescope, it's done.
 - 2 If we happen to lose the radio telescope, it's done.
- 2> Read the information in the box below to check your answer to Exercise 1.

Happen to

Happen to means you do something by chance. It is often used to emphasise that the event is unlikely or a remote possibility.

- 3> Complete the sentences with your own ideas and then discuss with a partner.
 - 1 If you happen to visit _____, you should _____.
 - 2 If I happen to see _____, I'll _____.
 - 3 If we happen to be _____ in the future, we'll _____.

Speaking

- 1> Could you live in a place like Green Bank? Why/Why not?

Reading

1> Look at these questions and responses from a survey about online and face-to-face communication. Match the responses (a–f) to the questions (1–6).

- 1 How often do you phone somebody just to say hello? _____
- 2 Did you use to write letters to people? If so, what do you do now? _____
- 3 Do you prefer to communicate one to one on messaging services or in groups? _____
- 4 What kind of media do you use with work colleagues? _____
- 5 Do you use emoticons often? If so, with what media? _____
- 6 Would you ever use your mobile to send a message when having dinner in a restaurant? _____

a I can't stand chats with lots of people because then you receive messages all the time. I try to leave those groups as soon as possible. But they are good for organising gatherings, parties and things like that.

b Very rarely, because I think they make our communication kind of childish. But you can use them in a text message when you're in a hurry. A smiley or a thumbs up can be quicker than writing 'That's fantastic!'

c We use email but sometimes it's quicker to use something like Slack, which is a messaging platform where you can have lots of channels and chats open. It's easier to organise and you can use it on any device.

d Not very often. I use a message service for that now. People might be 'too busy' to pick up the phone, but not with a message because they can reply later. But usually we communicate if we have some news or a plan, not just to say hello!

e I will if it's really urgent business, but not if it's for pleasure. The food is more important! I even try to put away my phone so I don't get distracted during the conversation.

f Oh, yes, I did. Actually I use a direct message on social media. It's kind of private like a message and people can reply when they want to. Email is too cold – not like a letter at all.

Glossary

distract (v) to get someone's attention and prevent them from concentrating on something

gathering (n) a group of people meeting together



2> Work in groups. Design your own six-question survey about online and face-to-face communication. Consider the following topics.

- Devices for different kinds of communication.
- Past and present forms of communication.
- Advantages and disadvantages of different types of communication.

Speaking

1> **PLAN** Work with a pair from another group. Ask each other the questions from your surveys and make a note of the answers.

'When do you prefer to talk to somebody face-to-face?'

'If I have something personal to say.'

2> **DISCUSS** Return to your original group. Compare the answers to your survey. Are they similar or different? Are they the answers that you were expecting? Why/Why not?

3> **PRESENT** Present all your questions to the whole class and listen to other groups' questions. Which questions do you like the most? Why?

Beyond the class

Why not try ...

asking your family and friends your questions and see if their answers are interesting or surprising?

1

LIFE SKILLS VIDEOS

Building your confidence

Before watching

1> Look at the skills below and choose your reactions.

G – I'm good at this

W – I'd like to be good at this

U – This is an unrealistic goal

S – This ability is good for your self-esteem

playing a sport

G / W / U / S

listening to people

G / W / U / S

drawing

G / W / U / S

computer programming

G / W / U / S

speaking in public

G / W / U / S

solving problems

G / W / U / S

keeping secrets

G / W / U / S

singing or playing an instrument

G / W / U / S

While watching

VIDEO SKILLS: Identifying confidence and caution

Confident expressions:

I'm really proud of ...

I've always been

good at ...

People even ask me to ...

Cautious expressions:

I'm quite/not very good at ...

I think that's because ...

Maybe that's why ...

2a> **II VIDEO SKILLS** Read the video skills box. Then watch the video. For each speaker, complete the table with what they're good at and how confident they are about their skills.



Callum



Naomi



Rachel



Toby

	Good at ...	Confident
Callum		
Naomi		
Rachel		
Toby		

2b> **II** Watch again and answer the questions.

Callum

1 What type of games does he like?

2 What makes him feel proud?

Naomi

3 What makes her a good listener?

4 What two things do her friends value about her?

Rachel

5 What makes her especially proud of her work?

6 What makes her feel good?

Toby

7 Why did he decide to take tennis seriously?

8 What does he say about his progress now?

3a> **II** Watch again. For each speaker, note down the skills and personality traits that could help them find a job in the future.

Callum

Naomi

Rachel

Toby

3b> Can you think of a good job for each person?

After watching

4a> Think about the teenagers in the video. Which one is most like you? Why? What skills or personality traits do you have in common with the other speakers?

4b> **SKILLS 4 LIFE** Make a poster about the serious side of silly skills. Follow these steps.

1 Work in groups. Brainstorm a list of 'silly' skills – things people are good at that aren't normally considered to be important skills, for example *telling jokes* or *tidying up your room*.

2 For each of the skills on your list, think of as many benefits as you can. For example, telling jokes makes people laugh, and laughing is good for dealing with stress.

3 Make a poster to display your silly skills and their more serious benefits. Think of a title for the poster and a way to present the silly skills that will make it both easy and entertaining to read.

Reflect on it

'We still value traditional skills like sport, art, music or maths more highly than life skills like listening, team-work or giving advice.' Do you think this is true? Why/Why not? Do you think we value the right skills for success in life today?

2

LIFE SKILLS VIDEOS

Being a responsible tourist

New Zealand

Before watching

- 1a> Make as many phrases related to responsible tourism as you can by taking one word or expression from each box.

contaminate
damage/harm
energy efficient
eco/
environmentally
friendly
locally-made
protect

accommodation
products
the environment
tourism
transport
wildlife

- 1b> Complete the first two pieces of advice with phrases from 1a. Then write three other pieces of advice for tourists who want to be responsible.

- If you stay in _____, you will reduce your carbon footprint.
- You can help the people in the places you visit by buying _____.
- _____
- _____
- _____

While watching

VIDEO SKILLS: Using what you know to help you understand

Before you watch a video:

- Read the instructions carefully. Find out as much as you can about what will be in the video.
- Predict things you will hear – topics, information, key words and expressions.

While you watch:

- Be flexible. Adapt your predictions if necessary.

- 2a> II VIDEO SKILLS You're going to watch a video about a teenager's eco-friendly trip to New Zealand. Read the video skills box. Then predict things you will hear by completing the notes below. Finally, watch and check or complete the notes.



Olivia

Capital city? _____

Indigenous people? _____

Name of islands? _____

Things to see? _____

Famous for? _____

Key words? _____

- 2b> II Watch again and write the connection between Olivia's trip and the words and phrases below.

- English food _____
- trainers _____
- Tongariro _____
- rubbish _____
- Toi Iho _____

- 3a> II Try and answer these questions. Then watch again to check your answers.

- Why do New Zealanders look after their environment?

- What does Olivia say about her aunt?

- Why does New Zealand need to protect its plants and animals?

- Why was Olivia's mum pleased?

- Why is Tongariro National Park special for the Maoris?

- What type of basic products should you buy?

- 3b> Do you think New Zealand does more or less than your country to encourage responsible tourism? Give examples.

After watching

- 4a> Think about your last two holidays. Where did you go? Were you a responsible tourist? Explain why/how.

- 4b> SKILLS 4 LIFE Go online and plan an eco-friendly holiday. Follow these steps.

- Search online for 'best ecotourism destinations'.
- Read about the destinations and choose one. Where is it? How can you get there? Where can you stay? What can you do there? Make notes.
- Write an email to a friend. Use your notes to help you persuade him or her to go with you.

Reflect on it

Thirty years ago, ecotourism was a very new idea. Since then the number of ecotourism destinations has continued to grow. Why do you think this is? Would you choose an ecotourism destination for your holiday? Why/Why not?

3

LIFE SKILLS VIDEOS

Explaining statistics

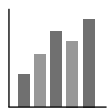
Before watching

- 1> Complete the words and phrases we use to talk about statistics.

A Visual information



1 a l _____ g _____



2 a b _____ g _____



3 a p _____ c _____

B Numbers

4 $1/2$ = h _____

7 $1/5$ = a f _____ = o _____

5 $1/3$ = a t _____

in f _____

6 $1/4$ = a q _____

8 60% = sixty p _____

C Verbs

9 go u _____, in _____ or r _____

10 go d _____, de _____ or f _____

While watching

- 2a> Watch the presentation and tick (✓) the information it gives about New York.



- The name of the most common social networking site. _____
- Social networking statistics for all possible age groups. _____
- Social networking statistics for men and women. _____
- The most popular places to visit. _____
- Information about other cities. _____

VIDEO SKILLS: Distinguishing between facts and interpretation

People giving statistical information mainly present facts:

The graph shows ... You can see that ...

Most users are ...

They also interpret statistics by giving personal reactions and making predictions:

Maybe that's not surprising, but ...

I think the situation's going to ...

What's interesting here is ...

- 2b> VIDEO SKILLS Read the video skills box. Then watch again and complete the information below in as much detail as you can.

Total number of users in each age group

13-17 (1) _____ 13-34 (2) _____ 55-64 (3) _____

Changes in the number of users

From 13-17 to 25-34 the number of users (4) _____.

Between 34-44 the number of users (5) _____.

From 44 to 64 the number of users (6) _____.

Comparing men and women

(7) _____ use the site.

The difference between men and women (8) _____ at different ages.

- 3a> Watch again and answer the questions.

- 1 What three things does Ben (the boy) say about the number of users aged 55-64?

- 2 What two things does he find interesting?

- 3b> What's your reaction to the statistics about social networking in New York? Do any of the statistics surprise you? Why/Why not?

After watching

- 4a> What are your answers to the question below? Try to use statistical information in your answer.

What do you think social media can tell you about your city?

- 4b> SKILLS 4 LIFE Carry out a survey on a topic and write a report on the results. Follow these steps

- 1 Choose one of the topics below, or think of another one.

Mobile phone habits.

Are big cities a good place to live?

Having a pet dog or cat in the city.

- 2 Think of three questions related to the topic. Ask the questions to friends, family members or classmates. Make a note of their answers.

- 3 Write a short report with the results of your survey, including statistical information about the answers you received. Organise your report into at least three clear sections. Consider using headings to make your report easy to read, for example: *Description, Results, Conclusion.*

Reflect on it

Some people say that statistics lie, and that you can choose statistics to show what you want to. Do you think this is true? Can you think of any examples?

4

LIFE SKILLS VIDEOS

Preparing food

Before watching

- 1> Try and complete the tasks in the Three-Minute Cooking Challenge.

THE THREE-MINUTE COOKING CHALLENGE

- Complete the cooking verbs.
a) c__ (up) b) ch__ (up) c) f__ d) h__ (up)
- Complete the things you use to prepare food.
a) k_____ b) f_____ c) s_____ d) b_____
- Complete two typical ingredients in a salad.
Then add two more.
a) t_____ b) l_____ c) _____ d) _____
- Complete four types of meat and fish.
a) c_____ b) l_____ c) t_____ d) s_____
- Complete the three typical courses of a meal.
a) s_____ b) m_____ c) _____ d) _____

While watching

- 2a> II You're going to watch a video called *Superchef competition*. Look at the photos and the words below. What do you think you'll see in the video? Write a short description.



Georgia/Jasmine



Harry/Ben

chef competition judge time limit winner

Watch the video and see if your predictions were correct.
What three things are the judges evaluating?

- _____
- _____
- _____

- 2b> II Watch again. Make a note of the dishes the two chefs are preparing and of the ingredients in each one.

Jasmine	Dishes	Ingredients
	_____	_____
	_____	_____
Ben	Dishes	Ingredients
	_____	_____
	_____	_____

VIDEO SKILLS: Understanding talk about risks

Talking about risks:

Remember that ... It's impossible to ... properly.

What if ...? Someone could ... There could be ...

Taking action to prevent risks:

Remember to ... It's important to ... You need to ...

Make sure you always ...

- 3a> II VIDEO SKILLS Read the video skills box. Try and remember the problems the chefs have. Write them down using the words below help you. Then watch again and check your answers.

apron bacteria food poisoning hair jewellery slippery

Jasmine

1 _____

2 _____

3 _____

Ben

4 _____

5 _____

- 3b> Who do you think will win the competition? Why?

After watching

- 4a> Think about how food is prepared in your house. Are you careful to avoid the safety and hygiene mistakes that Jasmine and Ben make? What could you do to make your cooking safe and hygienic?

- 4b> SKILLS 4 LIFE Start a class cookbook with a general introduction on hygiene in the kitchen. Follow these steps.

- Do some research online about hygiene issues in the kitchen. Then write a list of kitchen hygiene tips – yours and the ones in the video.
- Write down how to prepare a simple meal that you can make, or get someone at home to teach you to make one. Make a list of the ingredients and write instructions for how to make it.
- Take your hygiene tips and recipe to class. Add other students' tips to your hygiene tips, and then ask your teacher for a folder. Put the tips, your recipe and other students' recipes in the folder so that everyone can read and learn from them.

Reflect on it

Cooking programmes are very popular on TV these days. Why do you think that is? Do they help us to cook more dishes and to cook better, or are they just for entertainment?

5

LIFE SKILLS VIDEOS

Get the best from the web

Before watching

1> Match the words with the definitions.

link navigate .org reliable source critical update

URL vlog website

- 1 _____: considering something carefully to evaluate its good and bad aspects
- 2 _____: a place on the Internet
- 3 _____: the person, place or thing that provides something you need
- 4 _____: a connection between one Internet page and another
- 5 _____: this shows an Internet address is for a non-profit organisation
- 6 _____: a blog that contains mainly video
- 7 _____: that you can trust to be honest
- 8 _____: move between different pages on the Internet
- 9 _____: an Internet address
- 10 _____: add the most recent information

While watching

VIDEO SKILLS: Recognising important information

Speakers use different ways to emphasise information:

1) Pronunciation: *It's very easy. That's the problem.*

2) Adverbs: *just, straightaway* (= immediately)
always, never

basically (= essentially), *actually* (= really)
totally, exactly

3) Indefinite pronouns: *nobody, anybody* (= all people)

4) Expressions: *The problem is ...*

Don't even think about it.

But does that mean ...? (= No, it doesn't)

- 2a> **VIDEO SKILLS** You're going to watch a video with advice about using the web for a school assignment. What do you think the speakers will say? Write two things you should and shouldn't do. Next, read the video skills box. Then watch and see if the speakers mention the things you predicted.



You should _____ and _____

You shouldn't _____ or _____

What three main topics do the speakers talk about?

- 1 _____
- 2 _____
- 3 _____

- 2b> **II** Watch again and match the comments to the topics in 2a (1–3). The advice is not in the same order as in the video.

- _____ It's easy for teachers to identify.
- _____ No one takes responsibility for things.
- _____ It's the same as stealing something.
- _____ It's easy to find out where information came from.
- _____ It can be an unreliable source of information.
- _____ It's fast and easy.

- 3a> **II** Watch again and complete the sentences. Don't repeat any of the comments in 2b.

- 1 It's OK to get information from _____.
- 2 The main problem with cutting and pasting is _____.
- 3 Teachers can recognise cutting and pasting when _____.
- 4 It's OK to use other people's words if _____.

- 3b> What is worse – using an online encyclopaedia, cutting and pasting, or plagiarism? Why?

After watching

- 4a> Think about your last school assignment that needed information from the Internet. Make notes on exactly what you did and how you collected that information. Did you follow all of the advice in the video? If not, why not?

- 4b> **SKILLS 4 LIFE** Find out about a controversial topic on the Internet – one that people disagree about. See which side of the argument you find most convincing. Follow these steps.

- 1 Choose one of these topics, or another one that you know is controversial:
Global warming/Climate change: Is it real or not? Is it man-made or natural?
Vaccinations: Are they good for us or bad for us?
- 2 Look for information on the Internet. Find at least two websites that defend each side of the argument, and make notes on the main things they say.
- 3 Look at your notes and think about the websites. Which side of the argument do you find most convincing? Think about why. Is it because the information feels true, or is it because the websites with that information seemed more reliable?

Reflect on it

What are the good and bad things about the Internet? Do you think the Internet is generally a positive or a negative influence in our lives? Explain why.

6

LIFE SKILLS VIDEOS

Brainstorming

Before watching

- 1> Complete the rules for brainstorming with the correct form of the verbs below.

analyse develop evaluate generate
set solve take work

Brainstorming made easy!

In a brainstorming session, a group of people get together to (1) _____ ideas or come up with ways to (2) _____ a problem. Here's how you do it.

Step 1: Choose a leader and a secretary. The leader guides the session, the secretary (3) _____ notes. The same person can do both jobs.

Step 2: (4) _____ a time limit for the session and respect it.

Step 3: Everyone can now call out ideas. It doesn't matter if the ideas seem sensible or stupid. The important thing is to have as many ideas as possible, and to have some original or innovative ones. Nobody is allowed to (5) _____ or comment on the ideas in this part of the session.

Step 4: (6) _____ the ideas. Decide which ones will definitely (7) _____, and which ones could (8) _____ into good ideas.

While watching

VIDEO SKILLS: Understanding suggestions

Suggesting and inviting ideas:

We could ... There should be ... Why don't we ...?

What about (having) ...? We could (even) try to ...

I was thinking ... Any ideas for ...?

Justifying ideas:

Because ... Otherwise ... (= if not)

It would be great for ... People would ...

- 2a> II VIDEO SKILLS Read the video skills box. Then watch the video of a brainstorming session and complete the secretary's notes.



Luke

Olivia

Jack

Chloe

Brainstorming session

Topic: A new school prize system

Things to decide:

- 1 _____
- 2 _____
- 3 _____

- 2b> II Watch the first part again (until 00:02:12). Complete the summary.

- 1 Luke thinks there should be a prize for _____.
- 2 Jack doesn't agree because there would be _____.
- 3 Instead, Jack suggests a prize for _____.
- 4 Chloe adds that there should be a prize for _____.
- 5 Luke also suggests a prize for _____.
- 6 Luke says the winner should be chosen by _____.
- 7 Chloe then suggests a prize for _____.

- II Now watch until the end. Circle P (prize) or C (ceremony) to show what the ideas relate to.

photos P / C
a red carpet P / C like an Oscar P / C
MP3 player P / C a famous person P / C
books P / C a local newspaper P / C
money P / C e-readers P / C
like the Oscars P / C

- 3a> II Look at the rules for brainstorming in 1. Then watch again. Which rules does the group break?

- 3b> Do you think the brainstorming session was generally positive? Why/Why not?

After watching

- 4a> Have you ever taken part in a brainstorming session?

YES: What was it for? Did it go well? Why/Why not?

NO: Think of a recent group decision you had to make.

Would brainstorming have worked well? Why/Why not?

- 4b> SKILLS 4 LIFE Hold a brainstorming session with a group of classmates, friends or family. Follow the steps.

- 1 Choose one of the options below, or think of another.
 - Find a solution for poverty in the world.
 - Find a way to get kids to eat food they don't like.
 - Think of the best excuse ever for being late to class.
- 2 Hold a brainstorming session. Follow the rules in 1, but make sure everyone has original ideas, and make sure that some of the ideas are original, stupid or mad. Or, have a brainstorming session by yourself.
- 3 Analyse the idea. Try and develop all the ideas into solutions that could work.

Reflect on it

A lot of people believe they aren't creative. Do you think we can all be creative if we learn how to free up our imagination and think in different ways?

7

LIFE SKILLS VIDEOS

Looking after your heart

Before watching

- 1a** > Look at the abbreviations. Do you know what words the letters stand for? Try and write them. (CLUE: They are all related to heart health.)

CHD _____
BP _____
HR _____
BPM _____

Now use the words below to help you complete or check your answers.

beats blood coronary disease heart
minute per pressure rate

- 1b** > Write definitions for the phrases. Then match the abbreviations in 1a to the definitions below. Compare your definitions to the ones below. Were your definitions very similar?

- 1 _____ the number of time your heart beats in a minute
- 2 _____ a condition in which the arteries taking blood to your heart muscles become narrower and can get blocked
- 3 _____ when you measure your (1) this is the standard way it is expressed
- 4 _____ the pressure of the blood against the walls of the blood vessels

While watching

- 2a** > **II** Watch the video and choose the best summary, A or B.



Ben Jasmine

- A To calculate your recovery heart rate (RHR), first do some exercise. Measure your heart rate when you stop, and then measure it again a minute later. Your RHR is the difference between the two heart rates. If the difference is big, you're very fit.
- B Your recovery heart rate (RHR) tells you how fit you are. First, measure your heart rate after you've been resting. Then do some exercise and measure it again. Your RHR is the difference between the two heart rates. If the difference is small, you're very fit.

VIDEO SKILLS: Understanding explanations

To do that, you need to be able to ...

The easiest way to measure ... is by using ...

To measure ..., take ... The best way to ... is to ...

To calculate ..., you take ... You can either ... or ...

- 2b** > **II** VIDEO SKILLS Read the video skills box. Then watch again and answer the questions.

- 1 What's your 'pulse'?
- 2 When is it best to measure your resting heart rate?
- 3 Which arteries are best for taking your pulse?
- 4 What's a normal resting heart rate for teenagers?
- 5 What suggests you're not very fit?
- 6 If you haven't done sport for a while, what should you do?

- 3a** > **II** Look at these words and phrases from the video. Try to write a definition for each one. Then watch again and see if you can complete or improve your definitions. Finally, check your definitions with the answers.

- 1 accurate _____
- 2 monitor _____
- 3 strap _____
- 4 sensor _____
- 5 index finger _____
- 6 interfere _____
- 7 high intensity activity _____

- 3b** > Do you know your recovery heart rate? If not, do you want to calculate it after watching the video? Why/Why not?

After watching

- 4a** > Think about the different ways of looking after your heart below. Do you do these things? What changes would you need to make to your daily life to answer 'yes' to all three? Do you think you could make these changes?

do exercise	yes/no/sometimes
eat a healthy, balanced diet	yes/no/sometimes
avoid stress	yes/no/sometimes

- 4b** > **SKILLS 4 LIFE** Look at the three things in 4a. For each thing, go online and find two **easy** ways to add these things to your day. Use what you find out to help yourself, or to give advice to someone you know. Follow these steps.

- 1 Go online and search for information for each of the three areas. Try searching for 'simple ways to exercise more/eat well/avoid stress'.
- 2 Make a note of two ideas for each of the three areas. The ideas must be easy to add to your daily life.
- 3 Either follow the advice yourself, or give your advice to someone you know – a friend, family member or classmate. Keep a note of the results.

Reflect on it

Heart disease is the leading cause of early death in the world, and the threat is increasing as more and more people adopt 'western' lifestyles, in particular unhealthy eating habits and a lack of exercise. What do you think can *realistically* be done to combat heart disease worldwide?

8

LIFE SKILLS VIDEOS

Appreciating art

Before watching

1a> Match the art movements to the descriptions.

_____ abstract expressionism _____ impressionism
_____ pop art _____ realism _____ surrealism

- 1 It uses familiar images such as advertisements and celebrity images as its subjects.
- 2 It tries to represent dreams and unconscious experience using unusual combinations of images.
- 3 It uses light and colour to give the general feeling of a scene, rather than exact detail.
- 4 It emphasises emotions and reactions to things rather than showing them as they really appear.
- 5 It shows life as it really is.

1b> Which art movement do you think each painting in 2a comes from?

1 _____ 2 _____ 3 _____

While watching

VIDEO SKILLS: Understanding reactions to paintings

Feelings

As soon as I see it, I feel ... It seems ... to me.

I get a ... feeling from ... The artist wants to express ...

What you see

What I notice most is/are ...

I don't know exactly what ... is.

It reminds me of ... It looks (a bit) ...

It looks to me like ... I like the way you can see ...

Interpretations

My interpretation of the painting ... It's like a ...

It makes me think of ... Perhaps/Maybe it's ...

2a> **VIDEO SKILLS** Read the video skills box. You're going to watch three teenagers talking about the paintings (1–3) below. What feelings do you associate with each painting? Watch the video. Tick (✓) any of the same feelings mentioned that match your own.



- 1 _____
- 2 _____
- 3 _____

2b> What painting, and what aspect(s) of that painting, are the comments below about?

1 *I can't identify it.*

The _____ of painting _____.

2 *There's a difference between them.*

The _____ and _____ of painting _____.

3 *It's a good combination.*

The _____ and _____ of painting _____.

4 *It looks like writing.*

The _____ of painting _____.

5 *It expresses a familiar feeling.*

The _____ of painting _____.

6 *It's not easy to paint like this.*

The _____ of painting _____.

7 *There's something unexpected in it.*

The _____ in painting _____.

8 *Maybe it represents something.*

The _____ in painting _____.

3a> **Watch again.** What do the speakers say about art in general?

Olivia

Jack

Luke

3b> Which speaker's opinion about art is closest to your opinion, or is your opinion totally different?

After watching

4a> Imagine you could turn your bedroom into a private art gallery and have three works of art in it: paintings, illustrations, album covers, graffiti, photos, sculpture, craftwork, furniture, fashion, etc. Which would you choose? Why?

4b> **SKILLS 4 LIFE** Prepare a profile of an artist who isn't a painter. Follow these steps.

- 1 Choose an art form that you are interested in (see 4a for ideas). Then do some research online and find an artist whose work you really like.
- 2 Find out about the artist – their biography, their work, why and how they became an artist, what they want to express with their work, etc.
- 3 Write a profile of the artist. In the profile include a photo or picture of the artist and one of their works.

Reflect on it

Some people see art as a secondary school subject; something which can be fun but doesn't have any practical value when you're looking for work. Do you think that's fair? Explain why/why not.

9

LIFE SKILLS VIDEOS

Considering social issues

Before watching

- 1> Complete the description of elections in the UK with the words below.

candidates councillors election general
local Mayor represent voteo

Elections in the UK

(1) _____ elections are normally held every five years and give everyone who is 18 or over has the opportunity to (2) _____ for a Member of Parliament (MP) to (3) _____ their local area, which is called a 'constituency'. A number of (4) _____ stand for (5) _____ in each constituency, and the one who wins the most votes is elected. The country's 650 MPs meet regularly in the House of Commons in London to make decisions. There are also (6) _____ council elections, to elect (7) _____. They make decisions about local services and facilities. In most councils, the councillors themselves vote to choose a council leader, but in a few cities, the local people also vote for the council leader, who's called the (8) _____.

While watching

VIDEO SKILLS: Recognising dependent prepositions

adjective + preposition

serious about connected with useful for worried about

verb + preposition

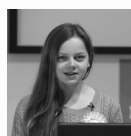
vote for succeed in (doing) run/stand for (election) campaign for

(verb +) noun + preposition

take part in make a difference in consequence of

- 2a> II VIDEO SKILLS Read the video skills box. Then look at the poster and think about what you're going to watch. Finally, watch the video. Write the issue that each candidate is campaigning for.

Young mayor elections *The candidates*



Name:
Olivia
Dawkins

Issue: _____



Name:
Jack
Richards

Issue: _____



Name:
Luke Clarke

Issue: _____



Name:
Chloe
Jones

Issue: _____

- 2b> II Watch again and take notes on the answer to the questions. Don't write complete sentences.

- What two reasons does Olivia give to defend her opinion?

- Why is Jack sure his issue is important?

- What does he plan to do to solve it?

- What other things does Luke think students should learn? Why?

- Why does Chloe think her issue is so important?

- What does she say young people can offer at work?

- 3a> II Watch again and write exactly what each speaker says at the end of their speech.

Olivia: Vote for me and _____.

Jack: Vote for me and _____.

Luke: Please vote for me. I _____.

Chloe: Please vote for me because _____.

- 3b> Which of the four candidates would you vote for? Why?

After watching

- 4a> Think about the last elections that were held in your country. Can you remember what issues the main candidates discussed? Which issues were important to young people? Explain how.
- 4b> SKILLS 4 LIFE Prepare a speech about what you would do if you were the president of your country. Follow these steps.

- Imagine you could be president of your country. Make notes about what you would do. Your ideas can be serious or funny.
- Prepare a short speech outlining your plans for the country. Use the speeches in the video for ideas about how to say things.
- Record yourself saying your speech. Use a webcam, mobile phone or video camera to do this. Try and make your speech as convincing as possible.

Reflect on it

Many people nowadays say they are bored of politics and tired of politicians. Can you explain why that is? Do you think that this disinterest in politics is a good or a bad thing? Why?

10

LIFE SKILLS VIDEOS

Managing your money

Before watching

- 1> Do the 'managing money' crossword.



Across

- 2 If you make your money go _____, you look for bargains to get more for the money you spend.
- 4 If something is a _____, it's expensive and you don't really need it.
- 5 Take money from someone and promise to pay it back.
- 6 You do this if you don't spend your money.
- 7 If you _____ money, you spend it on things that you don't need.
- 9 If you _____ money to someone, you have to pay money back to them.

Down

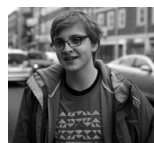
- 1 Money that a person charges you for lending you money.
- 3 Another word for pocket money – money teenagers get regularly from their parents.
- 5 The amount of money you have to spend on things.
- 8 Receive money for work that you do.

While watching

VIDEO SKILLS: Understanding the meaning of make

- 1) physically create or produce **make something to sell**
- 2) do a particular job **make your bed**
- 3) cause something to happen **make your money go further**
- 4) force someone to do something **make someone pay you back**
- 5) earn or get **make some money**
- 6) in certain expressions **That makes sense.**

- 2a> **II VIDEO SKILLS** Read the video skills box. Then watch four teenagers talking about how they manage money and circle the correct answers: Toby (T), Rachel (R), Naomi (N) or Callum (C).



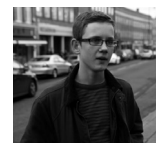
Toby



Rachel



Naomi



Callum

Who ...?

- | | |
|-----------------------------|---------------|
| 1 doesn't get an allowance | T / R / N / C |
| 2 works for their allowance | T / R / N / C |
| 3 never borrows money | T / R / N / C |
| 4 has borrowed money | T / R / N / C |

Who saves money ...?

- | | |
|---------------------------------|---------------|
| 5 by only buying what they need | T / R / N / C |
| 6 to spend later | T / R / N / C |

- 2b> **II Watch again and answer the questions.**

- 1 What does Toby do for his allowance?
- 2 How does Rachel make money?
- 3 What does Callum do when he needs money?
- 4 Why doesn't Rachel like borrowing money from her brother?
- 5 Why did Callum borrow money?

- 3a> **II Watch again. Who says these things, Toby (T), Rachel (R), Naomi (N) or Callum (C)?**

- 1 Earning money is a way to become more independent. _____
- 2 Paying interest to a bank for borrowing money is wasting money. _____
- 3 If you compare prices for things in different places you can save a lot. _____
- 4 It's important to decide what your priorities are before spending money. _____

- 3b> **Which speaker(s) do you identify most with? Why?**

After watching

- 4a> **Write your answers to the questions in the video.**

Do you get an allowance?

Do you ever borrow money from others?

What do you do to make your money go further?

- 4b> **SKILLS 4 LIFE** Think of at least one way to make some money and prepare a notice or advert for your idea. Follow these steps.

- 1 Think of different ways you could make money.
- 2 Choose one of the ideas and think about how to put it into practice. Consider your answer to these questions: *Where? When? How? How much? Who with?*
- 3 Make a notice or advert to tell people about your idea or service.

Reflect on it

Which of these options do you think teaches you most about managing money when you leave home? Which do you think is the fairest option?

- 1) automatically getting a weekly allowance
- 2) a weekly allowance in exchange for housework

Macmillan Polska Sp. z o.o.
Al. Jerozolimskie 146 A, 02-305 Warszawa
A division of Springer Nature Limited

Companies and representatives throughout the world

ISBN 9788381520935
Pack ISBN 9788381520942

Text, design and illustration © Macmillan Polska 2016
and Macmillan Polska 2019
Written by Karolina Kotorowicz-Jasińska and Joanna
Sobierska
The World Today Videos worksheets written by Ben Goldstein

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First edition entitled *Password 2 Workbook* published 2016
This edition published 2019

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Original design by Mikołaj Ostaszewski and Illustris-Fotoserwis
Page make-up by Illustris-Fotoserwis and Pracownia DTP
Aneta Osipiak-Wypiór
Cover design by Mikołaj Ostaszewski
Cover photograph by Getty Images and iStockphoto

Authors' acknowledgements

Karolina Kotorowicz-Jasińska: I would like to express my
appreciation to Macmillan team for the invaluable support
I received throughout the project. I would also like to thank
my family for their encouragement and patience.

The authors and publishers would like to thank the following
for permission to reproduce their photographs:

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2, 3, 4, 5, 6, 7, 8, woman, bearded man, girl), 5 (T-shirt, skirt,
sandals), 7 (two girls), 9 (young woman, young man, older
man, older woman, woman at the computer), 11 (group of
students, group of bridesmaids), 12 (girl), 13 (man), 14 (A, B,
C), 15 (Google office), 17 (1, 2, 3, 4), 18 (teacher, novelist), 19
(girl with CV, A, B, C, D), 20 (job interview, education icons),
22 (woman, group of people), 24 (Eiffel tower, heart stars),
25 (woman at the airport), 26 (girl with laptop), 29 (1, 2,
3, 4), 31 ('Information' sign, key), 32 (sailing, giraffes),
33 (man with luggage), 34 (cloud memory, grandparents),
35 (piece of paper), 36 (girl with a microscope, cinema
ticket), 38 (students taking a test), 39 (man and a robot, robot
with a pen), 40 (astronaut), 41 (1, 2), 42 (Mars), 43 (girl),
44 (chocolates and roses), 45 (health icons), 47 (cook icon),
48 (cooking), 49 (pieces of chocolate, chocolate in a pot),
50 (herbs and spices), 51 (cupcakes), 52 (salad), 53 (1, 2, 3),
54 (painting graffiti), 55 (avatars, girl), 57 (hacker),

58 (DNA model), 60 (police tapes), 61 (dog, handcuffs),
62 (policeman) 63 (computer code, burglar, 'sign in' screen),
64 (1, 2, 3, 4, 5, 6, boy), 68 (1, 2, 3, 4, 5), 69 (doctor from
the past, viruses and bacteria), 70 (woman in a wheelchair),
73 (dog, house icon, people on stairs), 74 (loyalty card,
banknotes, coins, cashpoint), 75 (finance icons), 77 (delivery
trucks, 1, 2, 3, 4), 78 (phone repair, cleaning, jacket),
79 (bitcoin), 80 (happy girl), 81 (piggy bank, 1, 2),
82 (man and a pile of clothes), 83 (girl with shopping
bags), 85 (students with a teacher), 86 (woman), 87 (man
with a laptop), 89 (living room), 91 (group of friends), 93
(table with food, 'food around the world' icon), 95 (robots,
scientists), 96 (1, 2, 3), 97 (Sandra, Juan), 99 (people at work,
family with phones), 102 (New York icon); **Photogenica** p30
(means of transport).

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ISBN 978-83-8152-093-5



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