

Student's Book

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Checkpoint



Podręcznik dopuszczony do użytku szkolnego w nowych typach szkół, uwzględniający podstawę programową kształcenia ogólnego określoną w rozporządzeniu Ministra Edukacji Narodowej z dnia 30 stycznia 2018 r. (Dz.U. 2018 poz. 467), przeznaczony do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców: dr. hab. Andrzeja Diniejki, dr Moniki Stawickiej, mgr Ewy Zajdel

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1 Work in pairs. Why do some teenagers decide to take part in student exchange programmes? Discuss the following ideas or add your own.

- to practise the language they are learning
- to learn a new language and culture
- to experience life abroad
- to meet new people

Time expressions 1

2 Read the email below and answer the questions in your notebook.

- 1 Why is Oscar writing to Kuba?
- 2 How long is Oscar going to live with Kuba and his family?
- 3 When is Oscar coming to Poland?
- 4 When was the last time Oscar was in Poland?

From: Oscar
To: Kuba
Subject: Exchange student

Hi Kuba,
My name's Oscar, I'm 16 and I'm from Göteborg in Sweden. I'm going to live with you and your family for a year. I'm coming to Poland in two weeks but first, from August 24th to August 29th, I'm going to stay in Poznań for an intensive course in Polish. After the course I'm going to stay at your house.
I'm really excited about coming to Poland. My aunt Kasia is Polish. She comes from Gdynia but she lives in Sweden now. She taught me some Polish last year, but I hope we can communicate in English. My mum is British, so English is my second language.
I was in Poland two years ago but I only visited Gdynia, Sopot and Gdańsk – I liked these cities very much.
Could you write to me and tell me something about your family and your house? Is there anything I should bring with me that I might need for school?
Thanks,
Oscar

Personal belongings

3 Work with a partner. Imagine you are going on a student exchange for a whole school year. Which of the things in the box would you take with you? What else would you take?

backpack • camera • cash • credit card
headphones • ID card • keys • laptop • mirror
passport • pendrive • smartphone • sunglasses
tablet • umbrella • wallet • watch

Seasons

4 Read the email below. Complete the gaps with the names of seasons (*spring, summer, autumn, winter*). Write the answers in your notebook.

From: Kuba
To: Oscar
Subject: Hello!

It was great to hear from you. I can't wait to meet you. Did you know that we're going to be in the same class? That's cool.
I'm sure you'll have your laptop and smartphone with you 😊. I think you should also pack a waterproof jacket and a pair of warm shoes – now it's quite hot as it's still (1) , but later on in (2) , when we go to school, it can get rainy and windy.
When (3) starts, it may become quite cold, but I suppose you'll bring more clothes when you come back after the Christmas break, right?
Oh, one more thing. If you like sports, you should bring some trainers or other sports shoes. I play basketball all year, but we also play football outdoors – in the summer, and when it starts getting warmer in (4) . I thought that maybe you could join us for a game.
You already have my contact details, so please call me when you're in Poland.
Take care,
Kuba

Personal information

5 Read the personal information form that Oscar filled in when he arrived in Poland. Then write the same information about yourself in your notebook.

PERSONAL INFORMATION SHEET

First name: **Oscar**
Middle name: **Wille**
Last name: **Hellman**
Date of birth: **December 2nd, 2003**
Gender: **male** female
Nationality: **Swedish**
Passport number: **590000001**



Residential address: **Alvaleken 3**

Postcode: **41319**

City: **Göteborg**

Country: **Sweden**

Email address: **oscar0203@yahoo.com**

Parent/Guardian: **Mother**

First name: **Kate**

Last name: **Hellman**

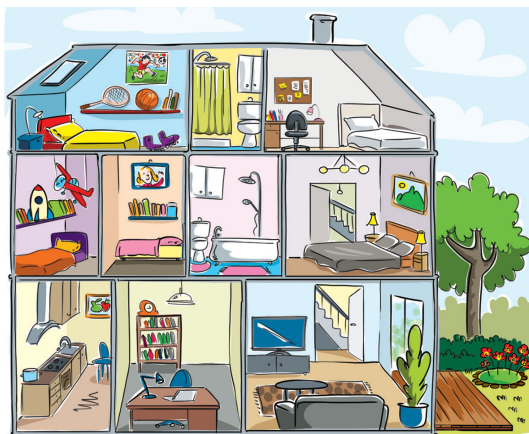
Email address: **kolhellman@yahoo.com**

6 In your notebook, match the lines of the conversation (A–K) with the names (1–11). The names are already in the correct order.

- | | |
|-----------------|---|
| 1 Oscar: | A Thank you very much. |
| 2 Mrs Nawacka: | B Great. Dziękuję. |
| 3 Oscar: | C Yes, a little bit. |
| 4 Mrs Nawacka: | D Yes, I did. Miło mi Państwa poznać. |
| 5 Oscar: | E Wow, you can already speak some Polish! |
| 6 Kuba: | F It's nice to meet you, too. Welcome to our home. I hope you're going to like it here. |
| 7 Oscar: | G Good afternoon, Oscar. I'm Sylwia Nawacka. This is my husband, Paweł, and these are Kuba and Janek. |
| 8 Kuba: | H It's really nice to meet you all. |
| 9 Oscar: | I Good afternoon. I'm Oscar Hellman. |
| 10 Mrs Nawacka: | J OK. Kuba will show you around the house and take you to your room. |
| 11 Oscar: | K So, how was your stay in Poznań? Did you learn any Polish? |

Home and furniture

7 Look at the picture of the house. In your notebook, complete the conversation, using information from the picture.



Kuba: So, on the ground floor there's a (1) and two rooms: the (2) and my mother's study. We have a garden with a small (3) , where we often sit when it's warm.

Oscar: This is a nice garden.

Kuba: It is, isn't it? Now, on the first floor, there are three (4) : my parents', my sister Ania's and Janek's. And just here there is a big (5) with a bathtub.

Oscar: Where's your sister Ania at the moment?

Kuba: Oh, she's at university, but she comes home quite often. OK, let's go upstairs. Your bedroom is close to mine. We also have another small (6) with a shower. You can unpack your things now, if you want to. Oh, there's someone else you have to meet. This is Łezka, our cat.

Oscar: She's cute.

Kuba: Look, she likes you.

8 Read the email from Oscar to his parents. Complete the plan of his room on the basis of the picture and the email. Write the answers in your notebook.

From:	Oscar
To:	Mum and Dad
Subject:	My room

Hi Mum, hi Dad,

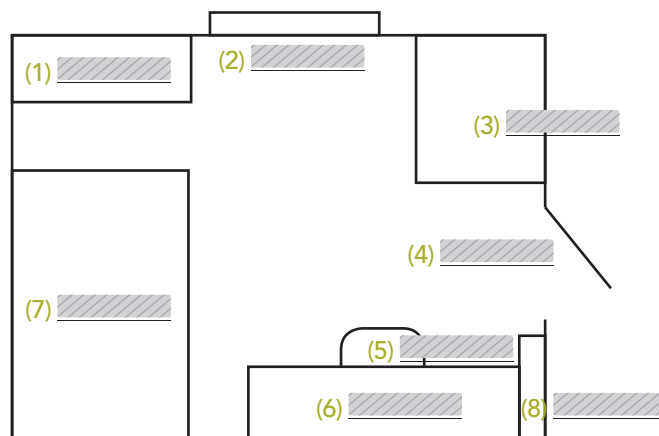
I promised to send you a picture of my room, so here it is. My room is in the attic, next to Kuba's room and a small bathroom. It's a guestroom, so it's not very big but it's OK.

As you can see, I have my bed on the left, which is opposite the window that has a view of the garden. There's a cupboard next to the window and a wardrobe on the other side of it. You can't see the desk and the chair because they are in the corner next to the bed. There are some shelves over the desk. The door is between the wardrobe and the desk. I haven't unpacked yet, and there's nothing on the walls, but Kuba says I can put some posters or photos up if I want.

I'll phone you tomorrow after my first day at school.

Bye,

Oscar



School objects

9 Look at the picture and find as many words in the box as possible.

backpack • calculator • clipboard • folder
highlighter • globe • glue • notebook
paper clips • pencils • textbook • scissors
stapler • sticky notes • tape • worksheet



10 Read the dialogue and complete it with *some*, *any* or *no*. Write the answers in your notebook.

Kuba: Wow, Oscar. You don't need all these things for tomorrow. It's the first day of school. There will be (1) lessons.

Oscar: Really? So, I don't need to take (2) notebooks, right?

Kuba: Well, you can take a notebook to make (3) notes, if you want. There's going to be a meeting with all the students in the assembly hall, and then a meeting with our class teacher.

Oscar: Am I going to meet (4) of your friends?

Kuba: Sure, (5) of them go to the same school.

Oscar: Are there (6) lessons which will be taught in English?

Kuba: Yes, let me look at the timetable ... There are (7) subjects in English: history, biology and geography, but maths and physics are in Polish.

Oscar: Right.

Time expressions 2

11 Work with a partner. Tell each other how often you use the objects from the picture in 9. Use the expressions below.

- every day
- once/twice a day/week/month
- often/quite often/not very often
- hardly ever/never

I never use a stapler. What about you?

12 Look at Oscar's timetable and answer the questions in your notebook, using the expressions in the box.

on Monday/Tuesday/... morning
in the afternoon • from ... to ... • at ... o'clock
once/twice/three times a week/day

- How often has he got physical education?
He's got PE twice a week, on Wednesdays and Fridays.
- What time do the lessons start and finish on Mondays?
- When has he got English?
- How often does he start lessons at 8 o'clock?
- How long are the PE lessons on Wednesdays?
- When does he have art: in the morning or in the afternoon?



Grade 1 B Timetable – extended English programme

No	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:00 – 8:45		PE (girls)	PE (boys)	Polish	maths
2	8:55 –9:40	Polish	PE (girls)	PE (boys)	Polish	maths
3	9:50 –10:35	Polish	maths	physics	English	English
4	10:45 –11:30	lesson with class teacher	maths	history (English)	English	English
5	11:40 –12:25	chemistry	Polish	German/Italian	chemistry	physics
6	12:45 –13:30	social sciences	history (English)	German/Italian	biology (English)	geography (English)
7	13:45 –14:30	German/Italian	art		PE (girls)	PE (boys)

Places at school

- 13** In your notebook, match the names for different places with the pictures. Then work in pairs and ask each other questions about where the places are in your school. Use the phrases in the box.

canteen • cloakroom • computer room • corridor • English classroom • gym • head teacher's office
library • sports field • staffroom



- on the ground/first/second/third floor
- in the cellar/attic
- next to / opposite / between

Where is the library?

It's on the ground floor, next to the staffroom.

Plants and animals

- 14** Read the dialogue and complete it with the correct form of the words in the box. The first letter of each of the words is given. Write the answers in your notebook.

bison • boar • eagle • elk • fox • frog • mosquito
oak • owl • pigeon • pine • seagull • stork • wolf



- Kuba:** Hi. What's up? Are you looking for something?
Oscar: Yes, I'm preparing a presentation for our biology class. The teacher asked me to compare Polish and Swedish wildlife.
Kuba: What are you reading about?
Oscar: The Białowieża forest. It says here that it's a huge old forest with 500-year-old (1) o_____ trees, and you can see hundreds of European (2) b_____ there, which I think live only in Poland.

Kuba: Well, not only in Poland, but we do have quite a big population. Other wild animals which live in Polish forests, like (3) w_____ or wild (4) b_____, also live in Sweden.

Oscar: And you also have (5) e_____, but not as many as we have in Sweden. Our special animal is the Arctic (6) f_____ which has thick white fur.

Kuba: Don't forget to read about birds. A lot of people think that the (7) s_____ is a typical Polish bird, but they only come here for the summer. The Polish national bird is an (8) e_____. What are your forests like? I think they are quite big and old, too, aren't they?

Oscar: Yes, we've got lots of forests, and they have pretty much the same trees as in Poland, like (9) p_____ trees, for example.

Kuba: Have you got (10) m_____ in Sweden?

Oscar: Oh, yes, they're horrible! They're the worst insects in the country!

- 15** Work in pairs. Discuss the questions with a partner.

- Would you like to study abroad as an exchange student? Why/Why not?
- Where would you like to go? Why?
- How long would you like to stay there?

1 Family life



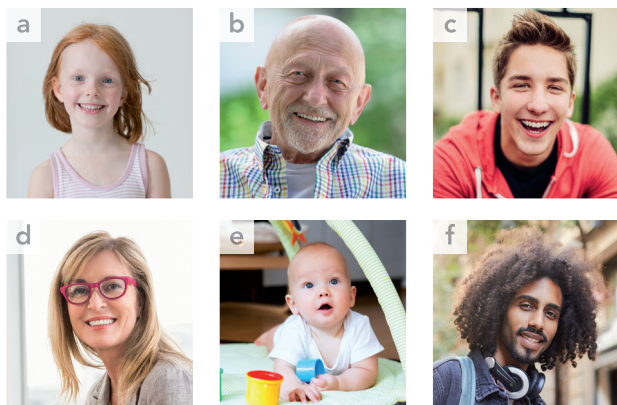
Vocabulary

Ages and stages of life

- 1 **Work with a partner. Match these words to the photos. What ages go with each stage of life? Write the answers in your notebook.**

baby • child • middle-aged (man/woman)
senior citizen • teenager • young adult

e baby, 0 to 3 approximately



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

adolescence • birth • childhood
death • middle age • old age

- 3 1.01 **Listen, check and repeat.**

The family

- 4 **In your notebook, divide these words into three lists as below.**

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

Male	Female	Male or Female
husband	daughter	

- 5 **Match the words in 4 with these descriptions. Write the answers in your notebook.**

- the man that a woman is married to
husband
- the brother of one of your parents
- your mother's new husband in a second or later marriage

- a daughter of your brother or sister
- the son of one of your children
- the brother of your husband or wife

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

It's the son of your brother or sister.

Nephew.

- 7 **Complete the sentences in your notebook with these words.**

born • divorced • one-parent
only child • partner • single

- If you are , you aren't married.
- A(n) doesn't have brothers or sisters.
- The word describes your husband, wife, or the person that you live with.
- If you are married and then you end the marriage, you are .
- In families only the father or the mother lives with the children.
- Approximately 800,000 babies are every year in the UK.

- 8 1.02 **Listen to three people talking about their families. Choose the correct alternative. Write the answers in your notebook.**

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

- 9 **Work with a partner. Tell them about your family using words from this page.**

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

1 Work with a partner. What types of things do teenagers argue about with their parents? Make a list in your notebook.

clothes, music ...

2 Read this post on a website that helps teenagers with problems. Does Zoe talk about any of the things in your list in 1?



HOME | POPULAR | ASK OUR EXPERT | SIGN IN

ZOE, 14 years old, London

Q I'm writing to you because of my problems at home. I'm having a really hard time at the moment. I have arguments with my parents about everything! For example, my mum and dad never knock before coming into my bedroom! When I'm sitting at my desk doing my homework, my mum interrupts me. She tells me how untidy my room is and says that I need to clean it. She doesn't understand that I have a lot of things to do. Later on she comes back to tell me to turn my music down. I don't think it's loud. But then we start shouting. She says that it's impossible to do homework and listen to music at the same time and tells me to switch it off completely. But she doesn't realise that the music helps my concentration. Please help. I don't know what to do!

3 Work with a partner. Think of good advice to give Zoe.

4 Now read advice from an expert. Do they mention any of your ideas in 3?



A You want your parents to treat you with respect. But show them respect, too. You say you have a lot to do but I'm sure your mother is also busy. You don't want to tidy your bedroom when you're doing your homework. So, decide on a time that is convenient for you. Tell your mum what time that is. Then make sure you do it! As for the music, parents and teenagers always argue about music. Speak to your mum calmly. Explain that it helps you to study. But keep it to a reasonable volume or use headphones. And finally, your bedroom. Maybe your parents don't realise that you're not a little child any more. Explain why you think it's important to have a private space. Maybe you're spending a lot of time in your bedroom and your parents don't see you or get a chance to speak to you. When you talk to parents it makes a big difference. Tell them what's happening in your life.

5 Read the text again and choose the best answers. Write them in your notebook.

- 1 Zoe is angry with her mum because she says her mum doesn't ...
 - a tidy Zoe's bedroom.
 - b realise how busy Zoe is.
 - c want Zoe to do her homework.
- 2 Zoe's mum has a problem with Zoe's music because she ...
 - a doesn't think it helps Zoe concentrate.
 - b doesn't like the style of music.
 - c can't do her work with loud music.
- 3 The expert thinks that Zoe's mum ...
 - a is right to tell Zoe to tidy her room.
 - b is right to stop Zoe in the middle of her homework.
 - c is right to decide what time Zoe should clean her room.
- 4 The expert thinks that Zoe can do what she likes with her music ...
 - a because parents are never happy with their children's music.
 - b if she talks to her parents about it.
 - c within certain limits.
- 5 The expert says that ...
 - a it's normal for Zoe's parents to enter her bedroom without knocking.
 - b maybe Zoe's parents want her to communicate with them more.
 - c Zoe's parents don't want her to have a private space because she's too young.

6 CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think is good advice for when you have disagreements with your parents?

7 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

8  What about you?

Do you ever argue with your parents? What about?

BUZZWORD

sharent – a parent who regularly uses social media to share a lot of detailed information about their child

Jenna posted over 10 photos of her son on Facebook yesterday: eating, sleeping, playing ... She's such a sharent!

Present simple and present continuous

1a Look at these sentences. Which sentences are in the present simple and which are in the present continuous?

- I'm **writing** to you because of my problems at home.
- My mum and dad never **knock** before coming into my bedroom!
- Parents and teenagers always **argue** about music.
- I **don't know** what to do.

1b Match the sentences in 1a with the explanation of their uses in a–d. Write the answers in your notebook.

- With certain verbs like *love, like, hate, think, believe, know, understand, want, need*.
- For regular or routine actions.
- For things that are always or generally true.
- For actions that are happening now or temporary actions.

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

Present simple

Affirmative: He history.

Negative: He physics.

Question: he English?

Present continuous

Affirmative: She English now.

Negative: She maths now.

Question: she French?

GRAMMAR REFERENCE ► PAGE 140

2 Look at the picture. Write sentences in your notebook about what the different members of the family are doing or not doing. Use the present continuous form of the verbs in the box.

cry • drink • laugh • listen • play • read • sit • sleep • stand • talk • watch

The daughter is talking on the phone.

3 Complete the dialogue about the picture using the present simple or present continuous form of the verbs given. Write the answers in your notebook.

Molly: Hi, Julia. What (a) you (do)? Are you at home?

Julia: Yes. I never (b) (go) out on Wednesdays.

Molly: (c) you (watch) TV?

Julia: No, right now my mum (d) (watch) her favourite series. She always (e) (watch) it on Wednesdays.

Molly: What's that sound? (f) somebody (cry)?

Julia: Yeah. It's my baby cousin.

Molly: (g) she always (cry) like that?!

Julia: No, she (h) ... (i) you (know) what my dad (j) (do) at the moment?

Molly: No, I (k) .

Julia: He (l) (listen) to loud music because he (m) (hate) the sound of crying! And the amazing thing is that now my grandfather (n) (sleep). He usually (o) (sleep) in the afternoon. I don't know how he's doing it!



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

- | | |
|-----------------|-------------|
| 1 at the moment | 5 now |
| 2 never | 6 right now |
| 3 normally | 7 usually |
| 4 on Wednesdays | |

at the moment = present continuous

5 Complete the sentences in your notebook with the present simple or present continuous form of the verbs in the box.

help • lie • need • not understand • shout • work

- I can't come out at the moment because I my sister with her homework.
- Why you ? My grandfather can hear you.
- My cousin always in a restaurant on Saturday afternoons.
- Can you say that again? I .
- Can I help you, Dad? you anything?
- My sister down right now because she doesn't feel well.

6 In your notebook, write questions for these answers.

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

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

What do you do on Fridays?

I go out with my friends.

Noun suffixes -ment, -ion, -ence

1 Look at these words from the text on page 11.

argument • concentration • difference

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

2 Complete the table in your notebook. Then use your dictionary to check the words.

-ment	
Verb	Noun
1 <u>argue</u>	argument
move	2
improve	3
4	retirement
-ion	
Verb	Noun
concentrate	5
6	information
describe	7
8	discussion
-ence	
Adjective	Noun
9	difference
10	adolescence
11	independence
confident	12

3a Choose the correct alternative.

Write the answers in your notebook.

- How can you improve/improvement your English this year?
- Do you think you are an independent/independence learner?
- Have you got a lot of confident/confidence when you speak in English?
- Are there many different/differences between English and your language?
- Do you like having discuss/discussions in English?

3b Work with a partner. Ask and answer the questions in 3a.

a



b



1 **Work with a partner. Describe the photos.**

2 **1.03 Listen to a radio programme about family dinners. Match the people with their situations. Write the answers in your notebook.**

- | | | |
|---------|---------|------------|
| 1 Mike | 3 Sally | 5 Jennifer |
| 2 Chris | 4 Alice | 6 Daniel |

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

3 **1.03 Answer these questions in your notebook. Listen again if necessary.**

- 1 How many hours a week does Mike work?
- 2 Where does he go in his job?
- 3 What does Chris usually eat?
- 4 When does Sally eat?
- 5 How many children and grandchildren does Alice have?
- 6 When does Alice eat with her family?
- 7 Where are Jennifer's parents tonight?
- 8 What's the problem with Daniel's family dinners?

4 **What about you?**

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

Articles

1 Look at these sentences and then complete rules 1–5 in your notebook with *a/an, the* or *no article*.

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

- 1 We use when we talk about things in general.
- 2 We use to talk about a singular, countable person or thing for the first time, or to say that the person or thing is one of a number of things or people.
- 3 We use to talk about a specific person or thing or a person or thing mentioned before.
- 4 We use to talk about someone or something that is unique.
- 5 We use to say what somebody's profession is.

GRAMMAR REFERENCE ► PAGE 140

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

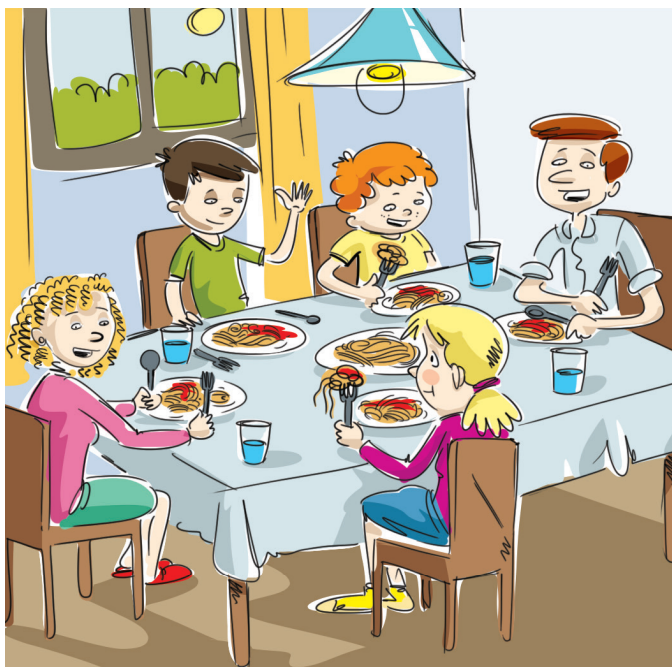
List A: *the problem the dinner the government the weekend*

List B: *the end the important thing the evening the afternoon*

2b **1.04 Listen again and repeat.**

3 Complete the sentences in your notebook with *the* if necessary.

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



4 Read the text and choose the correct alternative. Write the answers in your notebook.

(a) A/The report by the National Literacy Trust in the UK says that talking at home during meals can help (b) the/- children to be more confident and to communicate well. (c) A/The report says that 87% of (d) the/- young people sit down with their family at mealtimes. But 7.1% of those young people never or rarely talk to their family while they are eating. (e) A/An interesting thing the Literacy Trust discovered is that talking at mealtimes makes you more confident about speaking in (f) the/- class discussions or in front of your classmates. Most young people who talk at mealtimes think that (g) the/- good communication skills are important for finding (h) a/the good job. (i) A/The British Government is interested in this report because they want to improve children's speaking and listening skills. And (j) the/- families can help to do this just by talking at dinnertime.

5 Find and correct a mistake with articles in each sentence. Write the answers in your notebook.

- 1 I'm a vegetarian. I never eat the meat.
- 2 My mum is the doctor in a big hospital.
- 3 Could you pass me potatoes?
- 4 I had a cat but a cat disappeared last month.
- 5 He's a student at University of Edinburgh.
- 6 She's got a brother and the sister.
- 7 I haven't got a watch – can you tell me a time?

6a Look at these questions. Add a, an, the or – if no article is necessary. Write the answers in your notebook.

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



6b Interview your partner using the correct questions in 6a.

Do you think family dinners are important?

Yes, I do. You can talk and find out how everybody is.

Asking for personal information

- 1 Copy this personal information file into your notebook and complete it with information about you and your brothers, sisters or best friend.

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

- 2 Look at these four people and their personal information files. Tell your partner which people are similar to you. Explain why.

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



Liam

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



Oliver

- no brothers or sisters
- best friend studies at school
- goes out with friends on Saturdays
- does sport on Sundays



Emma

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



Phillipa

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

- 3 Listen to two teenagers meeting for the first time. Look at the information in 2. Which two people are talking?

- 4 Work with a partner. Complete the dialogue with the correct questions and write them in your notebook. Look at the Speaking bank for help.

A: (a) *notebook*
B: Yes, I've got one brother.
A: Me too. (b) *notebook*
B: He's 22.
A: (c) *notebook*
B: No, he doesn't. He's at university in Manchester.

A: (d) *notebook*
B: About once a month, when he comes home for the weekend.
A: That's good! I see my brother every day because he's only 14. (e) *notebook*
B: I usually go out with my friends on Saturdays and we sometimes play football on Sundays.
(f) *notebook*
A: My brother and I often go to the cinema on Saturdays. But I never play football because I don't like sport.

SPEAKING BANK

Useful questions to ask for personal information

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

- 5a Listen 1.06 Which questions in the dialogue go with diagram A? Which go with diagram B? Listen again and check.

diagram A diagram B

- 5b Listen 1.06 Listen and repeat the questions.

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

Practice makes perfect

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

You meet an English boy/girl at a summer camp.

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

- 7b Change partners and repeat.

BUZZWORD

chillax – to rest (chill) and relax, often by taking time off to do things you enjoy

Most weekends, I usually chillax by playing video games and meeting my friends.

An informal email



HOME

PALS

COMMUNITY

Search



Name Alanna

My country Ireland

My age 15

Category Language – English

Main aim Find an international e-pal

I speak English and a little Spanish

My interests Music, books, travel

Message Hi! I'm from Dublin. I've got two brothers, two sisters and two pets: a cat and a dog! I love travelling and discovering new countries, new music and new books. If you want to practise your English and make new friends, write to me.



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

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



New message!

Hi Alanna!

- I'm Isabel. I'm from Alicante in Spain. Let me tell you about myself.
- I'm from quite a big family. I've got two brothers and a sister. My sister and I are almost the same age and we go everywhere together. My father is a teacher and my mother works in a hospital. My dad teaches at my school. That's often a good thing, but sometimes it can be really bad 😊.
- I love listening to all types of music, but especially pop and rock. My favourite group is Imagine Dragons. Do you know them? Right now I'm listening to their latest album.
- English is my favourite subject at school. This year I'm doing extra classes and I also read books in English. At the moment I'm reading a book by John Green. Do you know him?
- Anyway, that's all for now. Write back soon if you'd like to be my e-pal.

Best wishes
Isabel 😊

3 Look again at the email in 2. In your notebook, complete the information in the Writing bank.

WRITING BANK

Useful words and expressions in informal emails

- To begin an informal email we usually use *Dear* (Alanna) or just *Hi*.
- We use contractions like *I'm* or .
- We can use emoticons like 😊 or .
- We can use the word to change the subject.
- To finish an informal email we can use:
That's *for now, Bye for now!, Write* *soon, All the best or Best* .

4 Match the paragraphs in Isabel's email with their content. Write the answers in your notebook.

- | | |
|-------------|-------------------------------|
| Paragraph 1 | a favourite subject at school |
| Paragraph 2 | b main interest or hobby |
| Paragraph 3 | c basic personal information |
| Paragraph 4 | d asking for a reply |
| Paragraph 5 | e family |

Practice makes perfect

5 Look at the task and write an email. Use Isabel's email and the Writing bank to help you. Follow the paragraph plan in 4.

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

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

WRITING BANK ► PAGE 163

- 1 **Work with a partner. Look at the list of free-time activities. In your notebook, put them into the three groups. What other categories for the activities can you think of?**

doing martial arts • doing yoga • gaming online
hip hop dancing • jogging • making YouTube films
playing/singing in a band • playing a sport
recording a video blog • socialising with friends
socialising online • taking photos • writing a blog
watching films/videos on your tablet/computer

Things which
are best done
at home

Things
which are best done
in specially designed
places

Things
you can do
anywhere

- 2 **Copy the questionnaire into your notebook. Write down how often you do the activities in your free time.**

How often do you:

- play online games?
- socialise online?
- socialise with friends?
- play a sport?
- enjoy your hobby/interest?

- 3 **Work with a partner. Which of your habits are different, and which are similar or the same? Which activities in 1 and 2 keep you the busiest?**

- 4 **Read the article on how teens in the UK spend their free time. Which activities keep British teenagers the busiest?**

- 5 **Which of the following is stated in the text as a fact? Which is an opinion? Write the answers in your notebook.**

- 1 Most young teenagers in the UK spend their free time at home.
- 2 Teenage boys spend more time gaming online than teenage girls.
- 3 Teenagers spend too much of their leisure time at home.
- 4 Most teenagers don't have the money for their favourite free-time activities.
- 5 There are not enough ways for British teenagers to spend their leisure time.

- 6 **In your notebook, complete the notes for your Polish class project with information from the article in 4.**

Nastolatki w Wielkiej Brytanii – czas wolny

Wiek respondentów: (1) _____ lat;

Dwa najczęściej wybierane sposoby spędzania czasu wolnego (44%): (2) _____ w sieci i utrzymywanie kontaktów (3) _____ w sieci;

Procent nastolatków, którzy (4) _____ lub uprawiają sport w czasie wolnym: 8%;

Ważne! 71% ma zbyt mało (5) _____, by spędzić czas wolny tak, jak by chcieli.

- 7 **Work with a partner. Answer these questions.**

- 1 Do you think that the results of the survey would be similar for Polish teenagers? Why/why not?
- 2 Why do you think so many teenagers prefer to spend their free-time online?
- 3 What free-time activities would you like to try if you had the time/the money/an opportunity?

- 8 **For the next class, prepare a short presentation with a partner on how Polish and British teenagers aged 14–16 spend their free time. Search the Internet for information about teenagers in Poland.**

What do Polish teenagers do in their free time?

Are there any differences between how girls and boys spend their free time?

Do Polish teenagers have easy access to leisure-time activities and facilities?

Are the activities affordable for teenagers in Poland?

News Sport Culture Lifestyle



A study carried out among 1,000 British teenagers showed that the majority prefer to spend their free time in their bedrooms (66 per cent). The group of 14 to 16-year-olds were also asked which three free-time activities they spend most time on. The most popular activity turned out to be online gaming and socialising (both totalled 44 per cent of the teens). Socialising with friends is also popular (33 per cent), while playing a sport and having a part-time job are much less popular (both 8 per cent). However, the survey also shows interesting differences between how girls and boys spend their free time online. Girls' number one activity is socialising with friends (53 per cent) compared with 37 per cent of boys. Online gaming, on the other hand, is the number one activity for 57 per cent of boys but only 29 per cent of girls.

Some psychologists and teachers believe that teenagers should spend their free time outside of both home and the school, developing their social skills and behaviours. On the other hand, one of the reasons why so many British teenagers choose to spend their free time glued to their screen may be money. In the survey, 71 per cent of teenagers said that they simply can't afford to spend their leisure time in the way they would like to. That is why some psychologists think that teenagers should have more facilities would give them greater opportunities to spend their free time.

CZŁOWIEK

Okresy życia

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

Umiejętności i zainteresowania

hip hop dancing (n phr)	/ˈhɪp ˌhɒp ˈdɑːnsɪŋ/	taniec hip hop
jogging (n)	/ˈdʒɒɡɪŋ/	jogging
martial arts (n phr)	/ˌmɑː(ɪ)l ˈɑːts/	sztuki walki
online gaming (n phr)	/ˈɒnˌlaɪn ˈgeɪmɪŋ/	granie w gry w sieci
play/sing in a band (v phr)	/ˈpleɪ ˈsɪŋ ɪn ə ˈbænd/	grać/śpiewać w zespole
record a video blog (v phr)	/rɪˈkɔːd ə ˈvɪdɪəʊ ˈblɒɡ/	nagrywać wideobloga
socialise online (v phr)	/ˈsəʊʃəlaɪz ˈɒnˌlaɪn/	prowadzić życie towarzyskie w sieci
socialise with friends (v phr)	/ˈsəʊʃəlaɪz wɪð ˈfrendz/	utrzymywać kontakty towarzyskie ze znajomymi
take photos (v phr)	/ˈteɪk ˈfəʊtəʊz/	robić zdjęcia
write a blog (v phr)	/ˈraɪt ə ˈblɒɡ/	pisać bloga
yoga (n)	/ˈjəʊɡə/	joga

ŻYCIE PRYWATNE

Rodzina

aunt (n)	/ɑːnt/	ciotka
born (adj)	/bɔːn/	urodzony
brother (n)	/ˈbrʌðə(r)/	brat
brother-in-law (n)	/ˈbrʌðər ɪn ˌlɔː/	szwagier
cousin (n)	/ˈkʌz(ə)n/	kuzyn/kuzynka, brat cioteczny/siostra cioteczna
daughter (n)	/ˈdɔːtə(r)/	córka
divorced (adj)	/dɪˈvɔːst/	rozwiedziony
father-in-law (n)	/ˈfɑːðər ɪn ˌlɔː/	teść
grandfather / grandmother (n)	/ˈgræɪn(d)ˌfɑːðə(r) / ˈgræɪn(d)ˌmʌðə(r)/	dziadek/babcia
grandson / granddaughter (n)	/ˈgræɪn(d)ˌsʌn / ˈgræɪn(d)ˌdɔːtə(r)/	wnuk/wnuczka
husband (n)	/ˈhʌzbənd/	mąż
mother-in-law (n)	/ˈmʌðər ɪn ˌlɔː/	teściowa
nephew (n)	/ˈnefjuː/	siostrzeniec/bratanek
niece (n)	/niːs/	siostrzenica/bratanica
one-parent family (n phr)	/ˌwʌn ˈpeərənt ˈfæm(ə)li/	rodzina niepełna
only child (n phr)	/ˌəʊnli ˈtʃaɪld/	jedynak
partner (n)	/ˈpɑːtnə(r)/	partner
single (adj)	/ˈsɪŋ(ə)l/	stanu wolnego
sister (n)	/ˈsɪstə(r)/	siostra
sister-in-law (n)	/ˈsɪstər ɪn ˌlɔː/	szwagierka/bratowa
son (n)	/sʌn/	syn
stepfather / stepmother (n)	/ˈstepˌfɑːðə(r) / ˈstepˌmʌðə(r)/	ojczym/macocha
uncle (n)	/ˈʌŋk(ə)l/	wujek
wife (n)	/waɪf/	żona

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

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

RZECZOWNIKI Z KOŃCÓWKAMI -MENT, -ION, -ENCE

argument (n)	/ˈɑːɡjʊmənt/	kłótnia, sprzeczka
concentration (n)	/ˌkɒns(ə)nˈtreɪʃ(ə)n/	koncentracja
confidence (n)	/ˈkɒnfɪd(ə)ns/	pewność siebie
description (n)	/dɪˈskrɪpʃ(ə)n/	opis
difference (n)	/ˈdɪfrəns/	różnica
discussion (n)	/dɪˈskʌʃ(ə)n/	dyskusja
improvement (n)	/ɪmˈpruːvmənt/	poprawa
independence (n)	/ˌɪndɪˈpendəns/	niezależność
information (n)	/ˌɪnfəˈmeɪʃ(ə)n/	informacja
movement (n)	/ˈmuːvmənt/	ruch
retirement (n)	/rɪˈtaɪə(r)mənt/	przejście na emeryturę

INNE

advice (n)	/ədˈvaɪs/	rada
afford (v)	/əˈfɔːd/	pozwolić sobie na...
alone (adj)	/əˈləʊn/	samotnie, w pojedynkę
approximately (adv)	/əˈprɒksɪmətli/	około
argue (v)	/ˈɑːɡjuː/	kłócić się, sprzeczać
behaviour (n)	/bɪˈheɪvjə(r)/	zachowanie
calmly (adv)	/ˈkɑːmli/	spokojnie
chance (n)	/tʃɑːns/	szansa, okazja
communicate (v)	/kəˈmjuːnɪkeɪt/	komunikować się
completely (adv)	/kəmˈpliːtli/	całkowicie
computer technician (n phr)	/kəmˈpjʊːtə tekˈnɪʃ(ə)n/	technik komputerowy
convenient (adj)	/kənˈviːniənt/	dogodny, wygodny
demand (v)	/dɪˈmɑːnd/	domagać się
depend (v)	/dɪˈpend/	polegać
disagreement (n)	/ˌdɪsəˈɡriːmənt/	różnica zdań
e-pal (n)	/ˈiː ˌpæl/	przyjaciół z Internetu
exercise (n)	/ˈeksəsaɪz/	ćwiczenia fizyczne
glued (adj)	/ɡluːd/	przyklejony
government (n)	/ˈɡʌvənmənt/	rząd
hard time (n phr)	/ˈhɑːd ˈtaɪm/	trudna chwila
headphones (n pl)	/ˈhedˌfəʊnz/	słuchawki
impossible (adj)	/ɪmˈpɒsəb(ə)l/	niemożliwy
interrupt (v)	/ˌɪntəˈrʌpt/	przeszkadzać
knock (v)	/nɒk/	pukać
limit (n)	/ˈlɪmɪt/	granica
loud (adj)	/laʊd/	głośny
majority (n)	/məˈdʒɒrəti/	większość
make sure (v phr)	/ˌmeɪk ˈʃʊː(r)/	upewnić się
meal (n)	/miːl/	posiłek
order (v)	/ˈɔːdə(r)/	zamawiać
personal (adj)	/ˈpɜːs(ə)nəl/	osobisty
private space (n phr)	/ˌpraɪvət ˈspeɪs/	przestrzeń prywatna
realise (v)	/ˈriːəlaɪz/	zdać sobie sprawę
reasonable (adj)	/ˈriːz(ə)nəb(ə)l/	rozsądny
respect (n)	/rɪˈspekt/	szacunek
responsibility (n)	/rɪˌsponsəˈbɪləti/	odpowiedzialność
right(s) (n)	/raɪt(s)/	prawo/prawa
shout (v)	/ʃaʊt/	krzyczeć
social skills (n phr)	/ˌsəʊʃ(ə)l ˈskɪlz/	umiejętności towarzyskie
special (adj)	/ˈspeʃ(ə)l/	szczególny
turn (music) down (v phr)	/ˌtɜːn ˈmjuːzɪk ˈdaʊn/	ściszyć (muzykę)
unique (adj)	/juːˈniːk/	unikalny, wyjątkowy
untidy (adj)	/ˌʌnˈtaɪdi/	nieposprzątany
volume (n)	/ˈvɒljuːm/	głośność

Rozumienie ze słuchu

- 1  1.07 Usłyszysz dwukrotnie wywiad z psychologiem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w poniższej notatce. Luki należy uzupełnić w zeszycie w języku angielskim.

ARE YOUR CHILDREN RESPONSIBLE?

Dr Rose Spencer works at (1) .

Dr Robert Epstein's nationality is (2) .

American teens spend (3)  of their time interacting with other teens and the media.

Role models for teens: older family (4) , teachers, sports instructors.

Role models can show teens how to (5)  the environment.

Teenagers should be given tasks such as helping their brothers and sisters to do (6) .

I promised to help mum with the Christmas shopping in the afternoon, but I have to stay on at school. We're having a choir practice before the school Christmas carol concert. Could you go with her instead? Mr Gable will be furious if I miss the rehearsal tonight. Please???? Kisses

That's OK, I'll go with mum. I know she hates buying presents alone and always needs someone to advise her. Actually, I need some new shoes – maybe we could choose a pair today? However, you'll have to walk Lola for me tonight! (We'll probably come back late, anyway ...)

2 Both texts are about

- A going shopping.
- B buying Christmas presents.
- C helping a parent.

Rozumienie tekstów pisanych

- 2 Przeczytaj teksty związane z życiem rodzinnym. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz w zeszycie literę A, B albo C.

BLOG



Confessions of a bad mother's daughter

My mother always says that she prefers to spend her free time – off work, that is – with us: my younger brother Jack and me. So, rather than cleaning up the house and cooking dinner for us on weekdays, she hires Miss Porter, who comes to our house to do those things (we all love her cooking!) – and we go cycling, jogging, walking with our dog, or just have ice cream and tell her about school. Of course, we still have time to do our homework or socialise online in the evenings, but we all like our quality time with her. Is she a bad mother? What do YOU think? Please write with your comments.

1 The blogger

- A is advising readers on how to spend free time with their mothers.
- B wants to hear readers' opinions of what makes 'a bad mother'.
- C gives her definition of 'a bad mother'.

Oliver,
1 Would you please read it and check it for mistakes?
I'm sure I mixed something up, you know that history isn't my thing.
2 Thanks. You're such an awesome big brother.
3 Could you help me with my writing assignment?
I need to hand it in tomorrow to Mr Lee.
4 If you find anything wrong, just make some notes and I'll rewrite it later after I come back from my yoga classes.

3 The correct order of the sentences in the message is

- A 3-1-4-2
- B 3-4-1-2
- C 2-3-1-4

Znajomość środków językowych

- 3 Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w zeszycie w języku angielskim.

- 1 X: Hi Chloe. What are you doing? Are you at home?
Y: Yes. I never  on Wednesdays. What's the matter?
X: Nothing. I'm phoning you just to say hi. I'm bored.
- 2 X: Have you got any brothers or sisters?
Y: No, I'm an only child. ?
X: I've got one younger brother.
- 3 X: What  superhero films?
Y: I love them! My favourite character is Thor.
- 4 X:  a pet?
Y: Yes, I've got a dog called Petal. She's really cute.
- 5 X: Can you say that again? I don't .
Y: Sorry. My baby cousin is crying really loud.

- 4 Przeczytaj tekst. Uzupełnij w zeszycie każdą lukę (1–5) jednym wyrazem, tak aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.**

TEENAGE VOICE

DO WE NEED TO HAVE RESPONSIBILITIES?

We often tell ourselves that we have a right to do what we want, to choose how and with whom we spend our free time, to decide what we wear and how we look. These rights are extremely important. It is what becoming (1) independent adult is all about. However, when we (2) changing from a child into an adult, we should remember that in every family there are both children and parents.

Of course we have rights, but we should also be given some responsibilities at home. It is not fair to demand our independence if we still depend on other people to do (3) shopping for us, clean the bathroom and (4) our meals (not to mention getting pocket money to go out with friends). If we want to become independent, mature adults, we have to start doing things for ourselves and taking care of ourselves and those around us. After all, parents have (5) rights, too, for example, the right to rest and relax.

Wypowiedź pisemna

- 5 Jesteś na obozie językowym w Wielkiej Brytanii. Napisz w zeszycie e-mail do kolegi z Anglii, w którym:**

- wyjaśnisz mu, co robisz w Wielkiej Brytanii i gdzie dokładnie jesteś;
- opisziesz, jak wygląda Twój dzień na obozie;
- opisziesz uczestnika/uczestniczkę obozu, z którym/którą dzielisz pokój;
- zaproponujesz spotkanie w czasie Twojego pobytu w Wielkiej Brytanii.

From:

To:

Subject:

Hi Jamie,
I'm writing to tell you that I'm in England now!
(...)
That's it for now. I hope we'll meet before I go back home.
Cheers,
XYZ

Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

- 6 Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.**

Uczeń A

Opowiadasz koledze z Wielkiej Brytanii, który przebywa w Twojej szkole na wymianie językowej, o swoim najlepszym koledze / swojej najlepszej koleżance, który/która chodzi do innej szkoły. Poniżej podane są cztery kwestie, które należy omówić z uczniem B.

Rodzina Twojego kolegi /
Twojej koleżanki

Zainteresowania Twojego
kolegi / Twojej koleżanki

Co Ty i Twój kolega /
Twoja koleżanka lubicie
robić razem

Jak często się spotykacie

Uczeń B

Przebywasz na wymianie językowej w szkole w Polsce. Kolega/Koleżanka z klasy opowiada Ci o kimś, kogo dobrze zna. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- zaproponuj wspólne spotkanie z kolegą/koleżanką ucznia A;
- zapytaj ucznia A, czy mógłbyś/mogłabyś dołączyć do nich w czasie weekendu;
- zapytaj ucznia A, czy kolega/koleżanka uprawia jakiś sport;
- poproś ucznia A, aby podał Ci więcej informacji na temat zainteresowań kolegi/koleżanki;
- dowiedz się, czy uczeń A ma innych dobrych kolegów / inne dobre koleżanki spoza szkoły.

✓ SELF-ASSESSMENT UNIT 1

**How well can you do these things in English now?
Give yourself a mark from 1 to 4.**

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about routines and what's happening now, using the present simple and present continuous.
- b I can ask for and give basic personal information.
- c I can understand conversations about families and family life.
- d I can write a basic informal email about myself or somebody I know well.
- e I can give a presentation about free-time activities.

2 Who did it?

Vocabulary

Crimes and criminals

- 1 **Work with a partner. Complete the sentences in your notebook with these words. Use a dictionary if necessary.**

burglary • fraud • mugging • piracy
robbery • shoplifting • theft • vandalism

- 1 A is when somebody steals something.
- 2 A is when somebody breaks into a house and steals things from it.
- 3 A is when somebody steals from a bank or a person.
- 4 is when somebody damages public property.
- 5 is when somebody takes things from a shop without paying.
- 6 is when somebody copies software such as CDs and DVDs illegally.
- 7 is when somebody takes a person's money or possessions using violence.
- 8 is when you trick somebody to get money or something from them.

- 2 **In your notebook, complete the words for the person who does each of the crimes in 1. Use a dictionary if necessary.**

- 1 b g
- 2 m g
- 3 f u s r
- 4 p t
- 5 r b
- 6 s l t
- 7 t f
- 8 v d

- 3 1.08 Listen, check and repeat.

- 4 1.09 Listen to four radio news items. What are the crimes? Write the answers in your notebook.

- | | |
|------------------------|------------------------|
| 1 <input type="text"/> | 3 <input type="text"/> |
| 2 <input type="text"/> | 4 <input type="text"/> |

Detective work

- 5 **In your notebook, complete the definitions with the expressions in the box.**

accuse a suspect • analyse evidence
arrest a suspect • charge a suspect
collect evidence • investigate a case
prove something • question a suspect

When detectives ...

- 1 , they try to find out what really happened.
- 2 , they ask them things.
- 3 , they take them to a police station because they think they have done something bad.
- 4 with something, they make an official statement that they think the suspect did something bad.
- 5 of something, they say that they did something bad.
- 6 , they get DNA samples or something that can help to show that somebody did something bad.
- 7 , they give evidence or proof that something is true.
- 8 , they study it in detail.

- 6 **What is the noun form of each verb in 5? Remember that some noun forms are identical to the verb form.**

Verb: accuse ➤ Noun: accusation

Verb: analyse ➤ Noun: analysis

- 7 **Work with a partner. Ask and answer this question.**

Would you like to do detective work? Why/Why not?

1 Look at these pictures. They illustrate three newspaper stories. In your notebook, match the titles of the stories with the pictures. There is one title you do not need.

- 1 POLICE! DON'T MOVE!
- 2 The bank that's always open.
- 3 ARREST THAT DETECTIVE!
- 4 A thief? Or just thirsty?

2 Work with a partner. From the titles and pictures, what do you think happens in each story? Guess.

3 Read the stories. Which picture and title goes with each one? Write the answers in your notebook.

Tommaso Bonardi, 78, and Vittorio Laudani, 70, are a pair of experienced thieves. Last weekend, they tried to steal from a luxury fashion shop in Rome.

They went into the shop in the middle of the night wearing smart suits. At 4 am they were putting clothes and accessories worth €100,000 into a bag when the police arrived. But the criminals didn't run away. They stood completely still and pretended to be part of the fashion display. The police looked for them but didn't see them. Then one of them moved. The police arrested them immediately, and not for the first time!

A

Police in Devon, UK, had a difficult case to investigate last week. A work of art disappeared at a literary festival. The work of art was a bottle of water.

It was special because the water came from melted Antarctic ice. An American artist called Wayne Hill brought back two litres of the special water and made a bottle for it. The work represented the problem of global warming. It had a value of over £42,000, so Hill wasn't very happy about its disappearance. Did an art thief take it? Or maybe somebody came across the bottle, thought it was rubbish and threw it in the bin. Or was somebody just very thirsty? The police looked into the case but no evidence turned up.

B

Banks use complicated systems to stop bank robbers. So what happened last weekend at a bank in Easingwold was very surprising.

It was Saturday lunchtime. British banks don't usually open on Saturday afternoon. Daniel and Alison Pettigrew were outside their local bank with Oliver, their 5-year-old son. Oliver disappeared for a minute. When he came back, he said: 'Dad, the bank's open.' Daniel didn't believe his son at first. But he found out it was true. The door was open! Nobody was inside, but they saw computers and other things, all unprotected. Daniel called 999 and waited for the police to arrive. The bank worked out that there was a problem with the door and sent somebody to lock it. They thanked Oliver for doing the right thing and opened an account for him.

C



4 Read the stories again and answer these questions in your notebook.

- 1 How did Bonardi and Laudani try to escape the police?
- 2 Why didn't their plan work?
- 3 What was the work of art that disappeared at a literary festival in Devon?
- 4 What different theories could explain the disappearance of the work?
- 5 Why were the Pettigrews surprised the bank was open?
- 6 Who discovered the problem and what did they do about it?
- 7 How did the bank thank Oliver?

5 CRITICAL THINKING

Think! Then compare ideas with your class.

- How serious are the crimes in stories A and B? Why?

6 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

7  What about you?

Which story do you prefer and why?

Past simple

1a Look at these sentences. Which sentences are in the present simple and which are in the past simple?

- The police **arrested** them immediately.
- Did** an art thief **take** it?
- Banks **use** complicated systems to stop bank robbers.
- The work of art **was** a bottle of water.
- They **went** into the shop in the middle of the night.
- British banks **don't** usually **open** on Saturday afternoon.
- The police **didn't see** them.
- Hill **wasn't** very happy.

1b In 1a, find a sentence with ...

- a form of *be* in the past simple affirmative.
- a form of *be* in the past simple negative.
- a regular verb in the past simple affirmative.
- an irregular verb in the past simple affirmative.
- a past simple question.
- a verb in the past simple negative.

1c Complete the sentences in your notebook with the past simple form of *be*, *walk* and *go*.

Affirmative: He (a) was/walked/went there yesterday.

Negative: He (b) wasn't there yesterday.

Question: (c) Was he (d) going there yesterday?

GRAMMAR REFERENCE ► PAGE 142

2a  Look at the three lists below. How do we pronounce the *-ed* ending in each list?

- List A: finished watched liked passed
List B: wanted needed painted started
List C: stayed arrived discovered planned

2b  1.10 Listen, check and repeat.

2c In which list is the *-ed* ending pronounced /ɪd/? Which letters come just before *-ed* in the words in this list?

3 Work with a partner. In your notebook, write an A to Z of irregular past simple forms with one verb for each letter. Omit any difficult letters. How many can you think of in five minutes?

A – ate, B – bought, C –

4 Complete the text with the past simple form of the verbs given. Write the answers in your notebook.

In 2013, in New York, there

(a) was (be) a terrible crime.

Somebody (b) mugged (mug)

a 16-year-old boy in the street and

(c) stole (steal) his smartphone.

Then he (d) ran (run) away.

The boy (e) didn't know (not know) the criminal but,

soon after the mugging, he (f) got (get)

a surprise. The mugger (g) wasn't (not be) very

clever. He (h) took (take) a photo of himself on

the phone and accidentally (i) emailed (email) it to

the boy! The boy (j) printed (print) the photo and

(k) went (go) to the police. The police (l) found (find) the criminal easily and (m) arrested (arrest) him.

He (n) has (have) other stolen things at home,

too, so the police (o) are (be) happy to catch

him.

5 In your notebook, complete these questions about the text in 4 with the past simple form of the verbs given.

1 Who was a criminal mugged (mug) in 2013 in New York?

2 What did the criminal steal (steal)?

3 Did the boy know (know) the criminal?

4 Was (be) the criminal clever?

5 What did the criminal do (do)?

6 Did the photo help (help) the police?

7 Was (be) it difficult to find the criminal?

8 How did this story end (end)?

6  Work with a partner. Take it in turns to ask and answer the questions in 5.



7a Work in pairs. Student A: look at the information below in 7b. Student B: turn to page 160. Prepare questions to ask your partner to find the missing information. Write them in your notebook.

(a) When was Sir Arthur Conan Doyle born?

7b Interview your partner.

Student A

Sir Arthur Conan Doyle was the creator of the world-famous detective, Sherlock Holmes. He was born in (a) in Edinburgh, Scotland.

Conan Doyle was a (b) . He began writing stories when he was at university. When he began work he didn't have many patients. He started writing stories again.

Conan Doyle wrote his first Sherlock Holmes novel in 1886. The title was (c) .

The idea for Sherlock Holmes came from one of Conan Doyle's teachers at university.

The teacher's name was (d) .

Apart from Sherlock Holmes, Conan Doyle created another interesting character, Sherlock's great friend, Doctor Watson.

Sherlock Holmes was always a very popular character. He appeared in over 50 short stories and (e) novels. Conan Doyle tried to kill the character in a story in 1893. But the public wanted more Sherlock Holmes stories and Conan Doyle started writing them again in 1903.

Conan Doyle died when he was (f) years old. But his famous character, Sherlock Holmes, is still very much alive. He continues to appear in (g) .

Phrasal verbs connected with investigating and finding

1 Find the phrasal verbs in the stories on page 23 and match them with the definitions below. Write the answers in your notebook.

come across • find out • look for • ~~look into~~ • turn up • work out

- investigate *look into*
- find by accident
- solve a problem by considering the facts
- try to find
- discover
- arrive or appear unexpectedly



2 Make new sentences in your notebook using the correct form of the phrasal verbs in 1.

- Detectives are trying to find the fraudster.
Detectives *are looking for the fraudster.*
- The CIA began to investigate the case.
The CIA .
- They found the keys by accident in the garden.
They .
- The shoe appeared unexpectedly in the garden.
The shoe .
- Sherlock Holmes used logic to solve crimes.
Sherlock Holmes .
- After their investigation, they soon discovered where the thief was.
After their investigation, they .

3 Work in a group. You have three minutes. How many sentences can you make with the words in the table? Write them in your notebook. Your sentences must include the phrasal verbs in 1.

I looked for the key.

I	looked found came worked	out for across	the key. the answer. the identity of the criminal.
---	-----------------------------------	----------------------	--

- 1 Work with a partner. Invent a very short story connecting the four pictures.



- 2 1.11 Listen to a boy telling his friend about something that happened to him last night. How are the pictures in 1 connected?

- 3 1.11 Listen again and decide if each statement is True (T), False (F) or if the information is Not Mentioned (NM). Write the answers in your notebook.

- | | |
|---|--------|
| 1 Daniel was watching a detective film on TV last night. | T/F/NM |
| 2 Jim doesn't like watching detective programmes. | T/F/NM |
| 3 Daniel was enjoying the programme he was watching. | T/F/NM |
| 4 Daniel stopped watching because his parents called him. | T/F/NM |
| 5 Daniel went to the kitchen to see what was happening. | T/F/NM |
| 6 Daniel's new cat was responsible for the scene in the kitchen. | T/F/NM |
| 7 Somebody was crying in the kitchen. | T/F/NM |
| 8 Daniel's parents were really angry with him because of the cat's behaviour. | T/F/NM |

- 4 Compare your answers with your partner.

BUZZWORD

hacktivist – a person who changes or manipulates information on the Internet in order to send a political message

'Anonymous' are the most famous group of hacktivists.

- 1a Look at sentences 1–4 and match them with the explanation of their uses in a–d. Write the answers in your notebook.

- | | |
|--|--|
| 1 Somebody was crying. | |
| 2 While I was watching the programme, I suddenly heard a loud noise. | |
| 3 I went towards the kitchen. | |
| 4 I studied in my room for an hour or two and then I had dinner. | |
| a a completed action in the past. | |
| b two completed actions in the past that happened one after the other. | |
| c an activity in progress in the past. | |
| d an activity in progress in the past interrupted by a sudden action. | |

- 1b Complete this rule in your notebook.

We make the past continuous with the past simple of + verb -ing

GRAMMAR REFERENCE > PAGE 142

- 2 What were these people doing yesterday at 6:30 pm? Write complete sentences in your notebook.

- Rachel and Kate / buy clothes.
- Joe's dad / not make the dinner.
- Kim / run in the park.
- We / not watch TV.
- We / do homework.
- Becky / swim.
- Sam and Beth / sit in the kitchen.



3 Write the questions and answers in your notebook.

- 1 Rachel and Kate / swim?
- 2 Joe's dad / make the dinner?
- 3 What / Kim / do?

- 4 Becky / swim?
- 5 Where / Sam and Beth / sit?

4 Have you got good powers of observation and memory? Look at the scene for two minutes. Then work with a partner. Close your book and list all the things that were happening. The pair with most sentences wins.



5 Take it in turns. One of you closes the book and the other asks questions about the scene.

What was the old man doing?

6 Write complete sentences in your notebook to answer these questions about the story.

Mystery story

One afternoon a young man was sitting in a café drinking coffee.

- a What else was he doing? *He was talking on his mobile phone.*

Suddenly an old man ran into the café and shouted the young man's name.

- b What was the young man's name?
- c What was the old man wearing?
- d What was the old man carrying?

The young man didn't appear to be very happy to see the old man. He immediately started to look inside his bag.

- e What was he looking for?
- f What did he take out of his bag?

The old man ran quickly towards the young man.

- g Then what did he do?
- h What did the young man do and why?
- i How did the story end?

7 Read your complete story to your partner. Are your stories similar or different? Which story do you prefer?

One afternoon a young man was sitting in a café drinking coffee. He was talking on his mobile phone. His name was ...



Apologising

- 1 Work with a partner. Look at the pictures. Describe what you can see. How do you think the people feel?



- 2 Discuss these questions with your partner.

- When was the last time you apologised to someone? Who did you apologise to and why?
- When was the last time somebody apologised to you? Who apologised and why?
- How easy or difficult do you find it to say that you're sorry?

- 3 1.12 Listen to two dialogues. In each dialogue, why does the person apologise? Does the other person accept the apology or not?

- 4 1.12 Listen again and complete the expressions in your notebook.

- I'm _____.
- It _____ matter.
- It's _____ (water).
- _____ me (get you a new bottle in the break).
- I'll _____ it up to you.
- That's the _____ time (I lend you anything).
- I _____ terrible.

- 5 Where do the completed expressions go in the Speaking bank? Write the answers in your notebook.

SPEAKING BANK

Useful expressions for apologies

■ Making apologies

I'm sorry.

■ Responding to apologies

It's OK.

Don't worry about it.

Never mind.

It's not that important.

- 6 Work with a partner. Think of different situations where somebody needs to make an apology. Look at the examples and think of two more. Write the answers in your notebook.

- You were going to go out with your friend on Saturday, but now you remember that you have to go somewhere with your family.
- Your friend lent you their favourite DVD. Now you can't find it.
- Your friend told you a secret. You told somebody else and your friend knows it.
- _____
- _____

Practice makes perfect

- 7a Work with a partner. Choose one of the situations in 6. Create a dialogue for the situation. Use expressions from the Speaking bank.

- 7b Practise the dialogue. Act it out for the class.

- 7c Now choose another situation and create and practise the dialogue.

BREAKING NEWS



1 Work with a partner. Look at the photos above from a newspaper. What do you think happened?

2 Read a blog post from Tom. Were your ideas in 1 correct?



Posted on August 21, 2018

My amazing discovery!

Did you see me in the newspapers yesterday?!

Yesterday evening I went out with my friend Max. We were going home when we came across a suitcase at the bus station. At first, we didn't know what to do. But then we decided to open it, to see who it belonged to. When we opened it, we couldn't believe it. It was full of money! There were also passports and plane tickets. We found out that there was £7,000 in there!

We went to the local police station but it was closed. Suddenly, we saw a police car. We decided to stop it as it was passing by. We explained the whole story. The police were a bit surprised, but very grateful. They contacted the owner. He was happy, too. In the end, he didn't give us a reward, but that doesn't matter because Max and I knew we did the right thing.

3 Look at the words and expressions in the Writing bank. In your notebook, write the ones which appear in the text.

WRITING BANK

Useful words and expressions of sequence and time

- At first
- Then
- In the end
- Suddenly
- The next day
- First of all
- Next
- Finally
- A few minutes/hours/days later

4 Imagine that you found something unusual last week. Make notes in your notebook answering the questions.

- 1 When did you find it?
- 2 Where were you?
- 3 Who were you with?
- 4 What did you find?
- 5 Why was it unusual?
- 6 What did you do with the object?
- 7 What happened in the end?

Practice makes perfect

5 Look at the task and write your blog post. Use your notes from 4 and the words and expressions in the Writing bank to help you.

Last week you found something unusual. Write a blog post about what you found. Explain:

- what you found and where
- why the object was unusual
- what you did next and what happened in the end.

WRITING BANK ► PAGE 163

⚡ BUZZWORD

yarn bombing – putting knitted clothes on statues and other public objects, especially if it is done anonymously and without any official permission

A statue in our town has been yarn bombed! Somebody put a knitted scarf and a hat on it during the night.

- 1 Work with a partner. Imagine you are going to visit all these countries. Which of the activities below are necessary beforehand in each case?**



- 1 Apply for a visa.
- 2 Apply for a passport.
- 3 Apply for a Polish identity card.
- 4 Take out some travel insurance.
- 5 Get vaccinated against certain diseases.
- 6 Pay customs duties.
- 7 Get a European Health Insurance Card.
- 8 Get an international driving permit.
- 9 Get a pet passport for your dog/cat.

- 2 Where can you arrange to do the activities in 1? Match them to the locations below. Write the answers in your notebook.**

the customs office • a district office
an embassy • an insurance company
a medical centre / hospital • a municipal office
the National Health Fund • a passport office
a veterinary clinic

- 3 Work with a partner. Answer these questions.**

- 1 Have you applied for an ID card / a passport / a visa? How long did it take? Where did you do it? Did you have to do it in person or was it possible to arrange it via the Internet?
- 2 Have you ever lost any documents / cards? What did you lose? When?
- 3 Would you know what to do if you lost a document in Poland / abroad? What if someone stole it?

- 4 1.13 Listen to the conversation and answer the questions in your notebook.**

- 1 Where is the girl calling?
The girl is calling _____.
- 2 Why is she calling?
Because _____.
- 3 Why is she worried?
She's worried that _____.
- 4 What does she need to do first?
She has to go to the police station to _____.
- 5 Where does she need to go next?
Next, she needs to go to _____.
- 6 Is the conversation formal or informal?
It is _____.

- 5 Read the information from the consulate's website. Then complete the message that Dorota wrote to her brother, using information both from the website and the telephone conversation in 4. In your notebook, complete the message in Polish.**

POLISH CONSULATE – PASSPORT OFFICE

Applying for a temporary passport

A temporary passport may be issued to:

- enable a Polish citizen to return to their place of permanent residence;
- a Polish citizen in emergencies connected to a personal situation (a serious health problem or a family funeral) or to their professional activities.

You must apply for a passport in person. It is possible to book an appointment online to apply for a passport.

A passport can only be collected by the person who submitted the application. The applicant must present their invalid Polish passport. If the passport has been reported stolen, a police report must be presented.

Requirements:

- 1 A Polish ID card or similar document which confirms personal information.
- 2 One passport photo (taken with the subject facing forward, with the mouth closed and a neutral expression – not smiling, without any head covering or glasses). Size 3.5cm x 4.5cm.
- 3 An application form (downloadable from our website).
- 4 A PESEL number.

Standard time for processing: 7 days (in emergencies, the consulate may issue the passport sooner).

Dorota: Możesz pójść ze mną na policję?

Maciek: Na policję??? 😬

Muszę zgłosić kradzież paszportu (1) _____ i wolałabym, żebyś poszedł tam ze mną.

No, tak. Jasne.

Potem muszę iść do polskiego (2) _____ Wiesz, gdzie to jest?

Nie, ale znajdę. 😊

Aha, wcześniej muszę zrobić jedno (3) _____ do wniosku o (4) _____ paszport. 😞

Ale miałas pecha, siostra. Za pół godziny będę w akademiku i wszystko załatwimy.

Dzięki! 😊

- 6 For the next class, prepare a presentation with your group. Search the Internet for the following information:**

- **Group A:** Find information on exchange programmes between Polish and British schools. Find five schools in the UK which take part in one of these programmes.
- **Group B:** Find out the condition a Polish teenager has to fulfill to study in a British secondary school.
- **Group C:** Check if it is possible to get a scholarship to study in the UK and how to apply for it.



PAŃSTWO I SPOŁECZEŃSTWO

Wydarzenia i zjawiska społeczne – przestępczość

accuse a suspect (v phr)	/ə'kju:z ə 'sʌspekt/	oskarżyć osobę podejrzaną
analyse evidence (v phr)	/'ænləɪz 'eɪd(ə)ns/	badać dowody
arrest (n & v)	/ə'rest/	areszt, aresztować
arrest a suspect (v phr)	/ə'rest ə 'sʌspekt/	aresztować osobę podejrzaną
burglar (n)	/'bɜ:glə(r)/	włamywacz
burglary (n)	/'bɜ:gləri/	włamanie
charge (n & v)	/tʃɑ:dʒ/	oskarżenie, postawić w stan oskarżenia
charge a suspect (v phr)	/'tʃɑ:(r)dʒ ə 'sʌspekt/	postawić osobę podejrzaną w stan oskarżenia
collect evidence (v phr)	/kə'lekt 'eɪd(ə)ns/	zbierać dowody
collection (n)	/kə'leɪʃ(ə)n/	zbiór, nagromadzenie
damage (v)	/'dæmɪdʒ/	wyrządzić szkodę
fraud (n)	/'frɔ:d/	oszustwo
fraudster (n)	/'frɔ:dstə(r)/	oszust
investigate a case (phr)	/'ɪn'vestɪgeɪt ə 'keɪs/	przewodzić dochodzenie/ śledztwo w sprawie
investigation (n)	/'ɪn'vestɪ'geɪʃ(ə)n/	dochodzenie, śledztwo
mugger (n)	/'mʌgə(r)/	uliczny rabuś, bandyta
mugging (n)	/'mʌɡɪŋ/	rozbój, napad na ulicy
piracy (n)	/'paɪrəsi/	piractwo
pirate (n)	/'paɪrət/	pirat, osoba naruszająca prawa autorskie
prison (n)	/'prɪz(ə)n/	więzienie
proof (n)	/'pru:f/	dowód
prove (v)	/'pru:v/	udowadniać
question (n & v)	/'kwestʃ(ə)n/	pytanie, przepytać/ przesłuchać
question a suspect (v phr)	/'kwestʃ(ə)n ə 'sʌspekt/	przesłuchać osobę podejrzaną
robber (n)	/'rɒbə(r)/	rabuś, złodziej
robbery (n)	/'rɒbəri/	rabunek, kradzież
shoplifter (n)	/'ʃɒp,lɪftə(r)/	złodziej sklepowy
shoplifting (n)	/'ʃɒp,lɪftɪŋ/	kradzież w sklepie
steal (v)	/sti:l/	kraść
theft (n)	/θeft/	kradzież
thief (n)	/θi:f/	złodziej
vandal (n)	/'vænd(ə)l/	wandal
vandalism (n)	/'vændə,lɪz(ə)m/	wandalizm
victim (n)	/'vɪktɪm/	ofiara, poszkodowany

Urzędy

apply (v)	/ə'plai/	ubiegać się
citizen (n)	/'sɪtɪz(ə)n/	obywatel, mieszkaniec
consulate (n)	/'kɒnsjʊlət/	konsulat
customs (n pl)	/'kʌstəmz/	cło
customs office (n phr)	/'kʌstəmz 'ɒfɪs/	urząd celny
district office (n phr)	/'dɪstrɪkt 'ɒfɪs/	starostwo powiatowe
document (n)	/'dɒkjʊmənt/	dokument
embassy (n)	/'embəsi/	ambasada
fee (n)	/fi:/	opłata
form (n)	/fɔ:m/	formularz
identity card (n)	/aɪ,dentɪti 'ka:(r)d/	dowód tożsamości
insurance (n)	/'ɪnʃʊərəns/	ubezpieczenie
municipal office (n)	/'mju:ˌnɪsɪp(ə)l 'ɒfɪs/	urząd gminy
office (n)	/'ɒfɪs/	biuro, urząd

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

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

passport (n)	/'pɑ:spɔ:t/	paszport
passport office (n phr)	/'pɑ:spɔ:t 'ɒfɪs/	urząd paszportowy
take out insurance (v phr)	/'teɪk 'aʊt ɪnʃʊərəns/	wykupić ubezpieczenie
temporary (adj)	/'temp(ə)rəri/	tymczasowy
vaccinate (v)	/'væksɪneɪt/	szczepić
visa (n)	/'vi:zə/	wiza

CZASOWNIKI FRAZOWE

break into (v phr)	/'breɪk 'ɪntə/	włamać się
come across (v phr)	/'kʌm ə'krɒs/	trafić na, natknąć się
find out (v phr)	/'faɪnd 'aʊt/	odkryć, dowiedzieć się
look for (v phr)	/'lʊk fɔ:(r)/	szukać
look into (v phr)	/'lʊk 'ɪntu:/	badać, prowadzić dochodzenie
turn up (v phr)	/'tɜ:n 'ʌp/	zjawiać się
work out (v phr)	/'wɜ:k 'aʊt/	rozwiązać (problem)

INNE

accessory (n)	/ək'sesəri/	akcesorium, dodatek
account (n)	/ə'kaʊnt/	konto
apologise (v)	/ə'pɒlədʒaɪz/	przepraszać
blog post (n phr)	/'blɒg ,pɒst/	wpis na blogu
case (n)	/'keɪs/	sprawa, śledztwo
complicated (adj)	/'kɒmplɪ'keɪtɪd/	skomplikowany
detective (adj & n)	/'di'tektɪv/	detektywistyczny, detektyw
display (n)	/'di'spleɪ/	wystawa, ekspozycja
escape (v)	/'skeɪp/	uciekać
experienced (adj)	/'ɪk'spiəriənst/	doświadczony
festival (n)	/'festɪv(ə)l/	święto, festiwal
illegal (adj)	/'ɪli:g(ə)l/	nielegalny
lock (v)	/'lɒk/	zamykać na klucz
luxury (n)	/'lʌkʃəri/	luksus
melted (adj)	/'meltɪd/	stopiony
newspaper (n)	/'nju:z ,peɪpə(r)/	gazeta
pair (n)	/'peə(r)/	para
possession (n)	/'pɒ'zeʃ(ə)n/	własność
pretend (v)	/'pri'tend/	udawać
privacy (n)	/'prɪvəsi/	prywatność
property (n)	/'prɒpəti/	własność, mienie, nieruchomość
run away (v phr)	/'rʌn ə'weɪ/	uciekać
smart (adj)	/'sma:t/	elegancki
still (adv)	/'stil/	nieruchomo
suit (n)	/'su:t/	garnitur
theory (n)	/'θiəri/	teoria
unprotected (adj)	/'ʌnpɹə'tektɪd/	niezabezpieczony
value (n)	/'vælju:/	wartość
violence (n)	/'vaɪələns/	przemoc
work of art (n phr)	/'wɜ:k əv 'ɑ:t/	dzieło sztuki
worth (adj & n)	/'wɜ:θ/	wart, warty, wartość

Rozumienie ze słuchu

- 1  1.14 Usłyszysz dwukrotnie cztery wypowiedzi związane z działaniami policji. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszycie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

The speaker

- A is introducing a police officer.
- B wants to speak to a noisy neighbour.
- C is a police officer talking to a crime victim.
- D is a police officer who is giving a talk about art.
- E is speaking to a group of teenagers.

1  2  3  4 

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst. Dobierz właściwy nagłówek (A–F) do każdej części tekstu (1–4). Zapisz odpowiedzi w zeszycie. Uwaga: dwa nagłówki zostały podane dodatkowo i nie pasują do żadnej części tekstu.

- A WHEN TRADITION MEETS TECHNOLOGY
- B STEALING EVERYTHING
- C TWO KINDS OF HIGH TECH CRIMES
- D WHAT HIGH TECH CRIME MEANS
- E THE JOYS OF HACKING
- F CRIMES OF THE FUTURE



HIGH TECH CRIME

1 Even if we are not familiar with the definition of high technology crime, it is very likely that either we, or someone we know, have already been a victim. It may happen when we buy something online and never get the product, or when someone breaks into our Facebook or Twitter account, or steals money from our bank account. So, high technology illegal activities refer to all those crimes committed with the help of the Internet and/or a computer.

2 There are two kinds of high tech crimes. The first category is more traditional crimes, like selling or buying illegal drugs and weapons, gambling illegally, or selling products and services which are never delivered – all committed with the help of computers. A lot of these illegal activities can now be performed via the Internet. It is usually easier and faster for criminals to run their businesses this way – and more difficult for the police to catch them.

3

The second type of high technology crime is connected with the use of a computer or a computer network, for example, hacking into a computer or a system, introducing a virus into the system, and so on. Why do hackers hack? There are many reasons; sometimes they do it just for the money, which they steal from bank accounts, or they steal and sell people's personal data. Others hack into government systems in order to steal information.

4

However, there are also hackers who hack for other reasons. Some of them do it simply because they are looking for fun or a challenge. The more difficult a system is, the more fun it is for the hackers. They feel satisfied when they succeed in breaking into a government agency and leaving a funny comment or a joke. They do not really harm anyone, but it is still an illegal activity.

Znajomość środków językowych

- 3  1.15 Usłyszysz dwukrotnie pięć wypowiedzi (1–5). Dla każdej z wypowiedzi wybierz właściwą reakcję. Zapisz w zeszycie literę A, B albo C.

1

- A I'm so sorry to hear that.
- B Well done!
- C Lucky you.

2

- A I'm so sorry to hear that.
- B What do you mean?
- C Don't worry about it.

3

- A I'm sorry. I didn't know it was a secret.
- B Why not?
- C Excuse me. I shouldn't tell him.

4

- A It's OK.
- B No problem.
- C I'm not really sure.

5

- A That's not very kind of you.
- B What a pity.
- C That depends.

4 W zadaniach 1–5 spośród podanych odpowiedzi (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym zdanie. Zapisz w zeszycie literę A, B albo C.

- (*Miałam/Miałem czerwony rower*) when I was a child.
A I was having a red bike
B I had a red bike
C I've got a red bike
- (*Robiłam/Robiłem kolację*) when my dog started barking.
A I made dinner
B I was making dinner
C I'm making dinner
- (*Nie byłam/byłem*) at the seaside last summer.
A I wasn't
B I didn't go
C I didn't visit
- I didn't watch the whole film. (*Co się stało*) in the end?
A What happened
B What was happening
C What is happening
- I know you were in Greece last month. (*Z kim byłeś/byłaś?*)
A With who were you?
B Who else was there?
C Who were you with?

Wypowiedź pisemna

5 W zeszłym tygodniu byłeś/byłaś świadkiem nietypowej kradzieży. Napisz swoją relację z tego wydarzenia na blogu.

- Wyjaśnij, gdzie wtedy byłeś/byłaś i co robiłeś/robiłaś.
- Opisz kradzież, której byłeś/byłaś świadkiem.
- Wyjaśnij, dlaczego kradzież była nietypowa.
- Napisz, jak zakończyła się sytuacja.

July 5, 2018

Hi everyone!

You'll never believe what I saw last week!

Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

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

Uczeń A



- Why are the police officers patrolling the street on their bikes?
- How important is it for you to feel safe in the place where you live?
- Tell us about a time or a place where you didn't feel very safe.

Uczeń B



- Why is the man wearing a hoodie?
- How should we protect our privacy on the Internet?
- Tell us about the last time you or someone you know was a victim of cybercrime.

✓ SELF-ASSESSMENT UNIT 2

**How well can you do these things in English now?
Give yourself a mark from 1 to 4.**

- | | |
|-----------------------------|---------------------------|
| 1 = I can do it very well. | 3 = I have some problems. |
| 2 = I can do it quite well. | 4 = I can't do it. |

- I can talk about past events using the past simple and past continuous.
- I can understand written and spoken texts about crimes and the police.
- I can make and respond to apologies.
- I can write a blog post about a past event.
- I can explain events in the past using expressions of sequence and time.
- I can name some important offices and institutions.

3 Universal language HELLO

Vocabulary

Countries, nationalities and languages

- 1 Work with a partner. How many countries can you name in this map of Europe?
- 2 Complete the table of countries around the world with the names for the nationality and the main language(s). Write the answers in your notebook.

Country	Nationality	Main language(s)
1 Argentina		
2 Austria		
3 Brazil		
4 Bulgaria		
5 Egypt		
6 Japan		
7 Mexico		
8 Poland		
9 Russia		
10 Switzerland		
11 Thailand		
12 Turkey		

- 3 1.16 Listen and check your answers.

- 4a Where does the main stress come in each word in 2?

Argentina Argentinian Spanish

- 4b 1.17 Listen, check and repeat with the correct stress.

- 5 Work in a small group. Which of the countries in 2 would you like to visit and why?

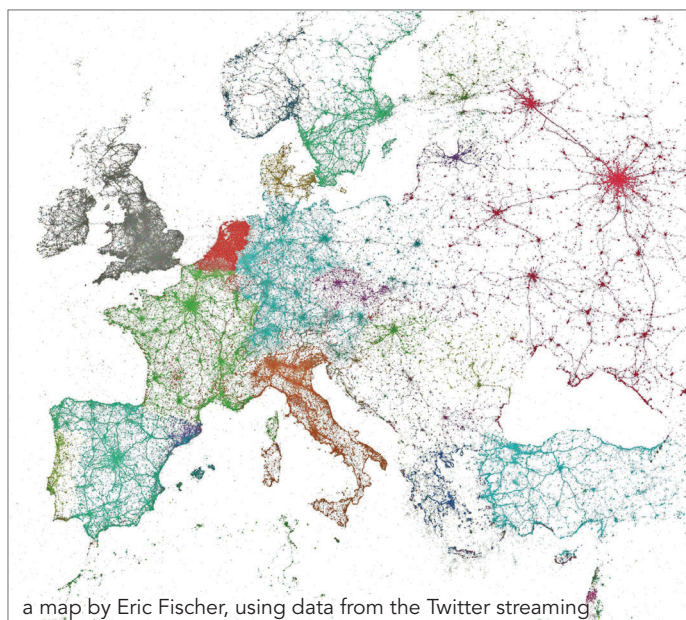
I'd like to visit Brazil, because I love watching the Brazilian football teams.

Learning a language

- 6 Look at these words. They are all verbs. What nouns can you make from them?

memorise • practise • revise • **study** • translate

study – student, studies



- 7 Look at these words. Decide if we use **do** or **make** with each word. Can you think of other verbs we can use with the words?

English • an essay • an exam
an exercise • homework • a mistake

do English, study English, learn English ...

- 8 Interview your partner with these questions about learning English. Are your answers similar?

- 1 How do you study English outside school?
- 2 How do you revise vocabulary before an exam?
- 3 How often do you translate from and into English?
- 4 How do you feel about writing in English?
- 5 How often do you do English homework?
- 6 When do you take English exams?
- 7 How do you feel when you make mistakes in English?
- 8 Do you prefer practising speaking, writing, reading, and listening or doing grammar and vocabulary exercises? Why?

How do you study English outside school?

I do my homework and I sometimes read books in English. I watch films in English, too.

1 Look at the map on page 34. The colours show the languages used on Twitter in different countries. Can you guess what language each colour is?

2 Read the text. How did they create the map on page 34? What other maps do they talk about in the text?



MAPPING the world's LANGUAGES

Nowadays there are a lot of different ways to communicate with others. One of these is Twitter. People send millions of Twitter messages, or tweets, every day. One Twitter user, Eric Fischer, likes making maps.

He had an idea. He used data collected from Twitter to show all the languages used in the tweets. He needed some time to collect the data. But once he had it all, it didn't take him long to create the maps. Now we have a collection of maps which show who uses which languages and where. The maps are fascinating and also very beautiful.

In North America there aren't many different colours. English, in grey, is the main language. There's also some pink for Spanish. And there is a little purple for French in Canada. The map of Europe, on the other hand, is like a rainbow. We can see that there are big blocks of colour for languages such as English, French, Spanish, German and Italian. But look closely and you can see there are a few areas where different languages coexist, such as in Switzerland. But what you can see are only tweets. Some countries are almost invisible because there are only a few Twitter users there. And in some countries, like Russia, the tweets are mainly concentrated in big cities.

There are also detailed maps of specific cities. A map of London in 2012 showed that people were tweeting in 66 languages! 92.5% of all the tweets were in English. Next were Spanish, Turkish and Arabic. The experts were surprised to see that the seventh biggest language appeared to be Tagalog, from the Philippines. At first, they couldn't see any good explanations for this unusual result. They looked into it and found that many of the words were not really Tagalog. They were English terms such as 'hahahahaha', 'ahhhhhh' and 'lololololol'. The professor in charge of the project said: 'Tagalog wasn't included in the final map but it seems like a fun language!'

3 Read the text again. Are these statements True (T), False (F) or is the information Not Mentioned (NM)? Write the answers in your notebook.

- | | |
|---|--------|
| 1 Eric Fischer doesn't send Twitter messages. | T/F/NM |
| 2 Eric Fischer just needed Twitter to make his maps. | T/F/NM |
| 3 The map of North America shows that one language is dominant there. | T/F/NM |
| 4 Fischer decided to make the map of Europe colourful. | T/F/NM |
| 5 On the maps, it is difficult to see countries where people don't use Twitter. | T/F/NM |
| 6 The Twitter map of London showed that 8.5% of tweets there are in Spanish. | T/F/NM |
| 7 Tagalog is a very difficult language to learn. | T/F/NM |
| 8 Tagalog wasn't really the seventh biggest language in London. | T/F/NM |

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think a Twitter map of your town, city, region or country would show?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6 What about you?

- What do you think about social networks like Twitter and why?
- How do you communicate with people and which language(s) do you use?

some, any, much, many, a lot (of), a few, a little

1a Look at the words. Are they countable or uncountable?

- | | | |
|-----------|----------|------------|
| 1 country | 3 money | 5 area |
| 2 time | 4 colour | 6 language |

1b Look at these sentences. The words in bold all express quantity. Answer questions a–e about the words in your notebook.

- Some** countries are almost invisible.
 - He needed **some** time to collect the data.
 - They couldn't see **any** good explanations for this.
 - Did Fischer make **any** money from the maps?
 - There aren't **many** different colours.
 - He didn't need **much** time.
 - There are **a lot of** different ways to communicate.
 - It doesn't take **a lot of** time.
 - There are **a few** areas where different languages coexist.
 - They had **a little** knowledge of Tagalog, but not much.
- Which words do we use with uncountable nouns?
some, any, much, a lot of, a little
 - Which words do we use with plural, countable nouns?
 - Which words usually appear in negative sentences and questions?
 - Which words do we use to talk about large quantities?
 - Which words do we use to talk about small quantities?

GRAMMAR REFERENCE ► PAGE 144

2a Complete the dialogue in your notebook with *some* or *any*.

Jamie: Brad, I'm going shopping this afternoon. What do we need to get? Have we got (a) **bananas**?

Brad: Yeah, we've got (b) **bananas** but we haven't got (c) **tomatoes** or **potatoes**.

Jamie: What about **sugar**? Have we got (d) **sugar**?

Brad: No, we haven't got (e) **sugar**, but we have got (f) **chocolate**. And we need to get (g) **biscuits** too.

Jamie: OK. Listen. I think I'll get (h) **burgers** for dinner tonight.

Brad: Good idea. In that case, get (i) **tomato ketchup**, too. We haven't got (j) at the moment. And get (k) **yoghurt** for dessert!

2b All the words above in bold are types of food, but they all have something else in common. Can you guess what it is?

3 Choose the correct alternative. Write the answers in your notebook.

Nobody knows exactly how (a) *much/many* words there are in total in the English language but there are (b) *a lot/a lot of*. One reason why there are so (c) *many/much* is that English takes words from (d) *much/many* other languages. Look at the words for food in exercise 2, for example. There may be (e) *a few/a little* words there that come from your language. (f) *Some/Any* of the words come from South America – potato, tomato and chocolate. There aren't (g) *any/many* words from Chinese in the English language, but ketchup is one of them. Originally, ketchup was the name for a type of fish sauce in China. Teenagers in the UK don't eat (h) *many/much* fish sauce but they do eat (i) *lots/lots of* burgers. There is (j) *some/any* confusion about the origin of the word burger, but (k) *a lot of/much* people think that it comes from German. Because the UK and France are neighbours, it is normal that there are (l) *a few/a lot of* French words in English – hundreds in fact. Biscuit is just one example. On the other hand, (m) *a lot of/many* fruit travels a long way to get to the UK. That explains why the word banana comes from an African language. There are also (n) *a few/a little* words from Turkish, like yoghurt. And, finally, if you ask for (o) *a few/a little* sugar in your coffee, you're using two Arabic words. Just by being in an English kitchen, you can travel to (p) *much/many* countries!



4 Work with a partner. Complete these sentences about your language in your notebook. Use the words in the box for ideas. You may complete each sentence with two or three different ideas.

English/French/German/Russian words
 irregular past forms • phrasal verbs • prefixes
 prepositions • present tenses • words beginning with Z
 words with more than 12 letters

- 1 There are some French words and some German words.
- 2 There are a lot of _____.
- 3 There aren't any _____.
- 4 There aren't many _____.
- 5 There are a few _____.

5a Work individually. Look at the photos and choose a country. In your notebook, make notes about things that there are or aren't in this country. Use the ideas in the box.

animals • bicycles • food • fruit
 modern/old buildings • monuments • mountains
 offices • people • snow • tourism • trees • water



5b Work in pairs. You need to guess your partner's country by asking questions with *any*, *much*, *many*, *a few*, *a little*, *a lot (of)*. Your partner can only answer 'Yes' or 'No'.

- Is there any snow there? Yes, there is.
- Is there a lot of snow? No, there isn't.
- Do many people live there? No, not many.

5c Now choose different countries which are not in the photos and repeat the task.

Negative prefixes *un-*, *in-*, *im-*, *ir-*, *il-*

1 Look at the words in the box. What do they have in common? What is the opposite of each word?

illegal • impossible • incorrect
 informal • invisible • irregular
 unhappy • unusual

2 Choose the correct alternative. Write the answers in your notebook.

- 1 Many common English verbs, such as *go*, *do* and *make*, have a regular/an irregular past form.
- 2 People aren't usually happy/unhappy when somebody reads their private messages.
- 3 'A books' is correct/incorrect English.
- 4 You couldn't see the message. It was visible/invisible.
- 5 'Dear Sir or Madam' is a formal/an informal expression.
- 6 It is legal/illegal to steal data.
- 7 It is possible/impossible to read hundreds of messages in just two minutes.

3a Listen 1.18 Listen to the words in 1. In your notebook, underline the syllable we stress in each word. Do we stress the prefix in each word?

3b Listen again and repeat the words with the correct stress.

4a Think of an example of something (for example, a word or a situation) for each word in 1.

4b Work with a partner. Say one of your words or situations. Can your partner guess the word?

Climbing Everest
 in a day.

Impossible.



1 **Work with a partner. Look at the five different languages below. What, if anything, do you know about each one? Do you think they are easy or difficult to learn? Why?**

- | | | |
|-------------|------------|-----------|
| a Spanish | c French | e Klingon |
| b Esperanto | d Japanese | |

2 **1.19 Listen to four speakers. Match each speaker to the language in 1 that they are learning now. Write the answers in your notebook. There is one language you don't need.**

- | | |
|-----------|-----------|
| Speaker 1 | Speaker 3 |
| Speaker 2 | Speaker 4 |

3 **1.19 Listen again and match the speakers with the correct information. Write the answers in your notebook. There are two pieces of information for each speaker.**

- A was not very successful with the first foreign language they learned.
- B is learning a language because they like the idea behind the language.
- C wants to learn a language to understand more about the people who speak it.
- D is learning a language because it helps them professionally.
- E started learning a language because of one special person.
- F tells people they meet interesting facts about the language they are learning.
- G was interested in a language from a TV programme before they started learning a real language.
- H knows three or more languages.

- | | |
|-----------|-----------|
| Speaker 1 | Speaker 3 |
| Speaker 2 | Speaker 4 |

4 **What about you?**

Choose one of the languages that you would like to learn. Give reasons.

Relative pronouns

1a Look at these sentences.

- Mexico and Argentina are two countries **where** I do a lot of business.
- Zamenhof was the man **who** created Esperanto.
- It was a TV series **which** made me want to learn Klingon.
- He's the character (**that**) I like the most.
- That was **when** I decided to start learning Japanese.
- They're comics **that** come from Japan.
- I don't know **whose** idea it was.

In your notebook, write which words in bold refer to:

- people? **who** and
- things? and
- possessions?
- places?
- times?

1b Look at sentences 4 and 6 in 1a and choose the correct alternative. Write the answer in your notebook.

We can/cannot omit **who**, **which** or **that** when a noun or pronoun comes immediately after.

GRAMMAR REFERENCE ► PAGE 144

2 Look at the relative pronouns in these sentences. In which sentences can you omit the relative pronoun?

- The Big Bang Theory* was the series **which** made him famous.
- That's the language **that** I want to learn.
- English is a language **which** millions of people speak.
- A linguist is a person **who** studies and speaks a lot of languages.
- He is the teacher **who** taught me French.
- She's the person **that** helped me to speak Italian.
- The first person **who** I met at the hotel was Spanish.
- She never forgot the people **who** helped her to learn English.



Jim Parsons from
The Big Bang Theory

3 Match the sentence halves using appropriate relative pronouns. Write the answers in your notebook.

Quebec is a part of Canada where they speak French.

- 1 Quebec is a part of Canada
- 2 Javier Bardem is a Spanish actor
- 3 Summer is a time
- 4 J.R.R. Tolkien was the writer
- 5 Latin was the language
- 6 *Sushi, manga* and *bento* are words
- 7 Captain Kirk and Mr Spock are characters
- a a lot of people go to the UK to study English.
- b makes films in English in the US.
- c adventures appear in the *Star Trek* films.
- d ~~they speak French.~~
- e books became a series of very popular films.
- f come from Japanese.
- g they spoke in Ancient Rome.

4a **Choose six words from the Vocabulary sections in Units 1–3. In your notebook, write definitions of the words using *who, that, which, where, when, whose*.**

4b Read your definitions to your partner. Can they identify the words?

It's a person who attacks you to take money or objects from you.

A mugger.

It's the stage of life when you're a child.

Childhood.

5 Complete these sentences in your notebook with true information about you.

- 1 is a place where I'm usually happy.
- 2 is an object which is really important to me.
- 3 was a year when something special happened to me.
- 4 is a person who is special to me.
- 5 is a place where I want to go one day.
- 6 is a language that I want to learn.
- 7 is a film that I love.

6 **Work with a partner. Compare your sentences in 5 and discuss your answers.**

Home is a place where I'm usually happy.

Me too. But I wrote 'the swimming pool'. I go swimming every weekend. I love it.

7 Read about Emilia Clarke. Choose the best answer (A, B, C or D) to complete the text. Write the answers in your notebook.



Actors have a difficult job. One difficult thing (1) they need to do is learn all their lines. But imagine how difficult it is when they need to learn words in (2) language which doesn't really exist! Emilia Clarke is a British actress (3) speaks not one but two fictional languages in the TV series *Game of Thrones*. One of the languages is called Valyrian (4) the other is Dothraki. David Peterson is the person who invented all the languages in the series. Peterson went to the University of California, San Diego. That was (5) he studied linguistics. For *Game of Thrones*, he created a (6) of words for each language. His wife Erin helped him to create at least one word. She was the person (7) name he used to create the adjective for *kind* or *good* in Dothraki. It must be really hard for Emilia (8) she needs to film in Dothraki. But there are a (9) words that she doesn't need to learn in Dothraki. One of them is 'Thank you'. The Dothraki people are quite aggressive and never use it!

- | | | | |
|----------|----------|-----------|---------|
| 1 A that | B who | C whose | D when |
| 2 A – | B a | C the | D some |
| 3 A – | B which | C who | D whose |
| 4 A and | B but | C because | D that |
| 5 A that | B what | C where | D which |
| 6 A lot | B lots | C many | D few |
| 7 A that | B which | C who | D whose |
| 8 A that | B what | C when | D which |
| 9 A few | B little | C lot | D many |

⚡ BUZZWORD

maven – somebody who is an expert in a particular subject

Christine's a history maven – you can ask her about anything and she'll know the answer!

Asking for information



CARDIFF ENGLISH CENTRE:

LEARN ENGLISH IN WALES

As a small school, we can give students the personal care and attention they need. Learn English and have fun, too! Why not contact us to find out more?

1 **Work with a partner. Look at this advert for a school that organises summer courses for students of English. Answer these questions.**

- Do you think this is a good place to learn English in the summer? Why/Why not?
- You want to do a summer course to practise English. What factors are important in deciding where to study? Make a list.

2 **1.20 Listen to a student asking for information about the Cardiff English Centre and write the information in your notebook. Does the student ask about any of the factors you thought of in 1? Which ones?**

Course begins:

Course lasts:

Price:

Other activities:

3 Look at the useful expressions in the Speaking bank. Read the dialogue in 4 and write the expressions which appear in it in your notebook.

SPEAKING BANK

Useful expressions for checking understanding

- Sorry, did you say ...?
- Could you repeat that?
- Pardon?
- I'm not sure I understood.

4 Complete the dialogue with the correct information. Write the answers in your notebook.

Receptionist: Good morning. This is the (a) English Centre. How can I help you?

Student: Good morning. I'd like some information about your summer courses.

Receptionist: Yes, of course. We have a course for students aged between 14 and 17. It begins on (b) .

Student: Sorry, did you say (c) .

Receptionist: Yes, that's right. The course lasts (d) .

Student: Do you organise accommodation?

Receptionist: (e) , we (f) .

Student: How much is the course?

Receptionist: The price of a (g) course is (h) .

Student: Could you repeat that?

Receptionist: Yes, I said the price is (i) .

Student: Does the price include other activities?

Receptionist: Yes, it does.

Student: What other activities are there?

Receptionist: There are (j) , (k) , and sports activities, including (l) .

Student: Oh, that sounds interesting. Can you send me a registration form?

Receptionist: Yes, of course. Can you give me your name and address?

Student: Yes, it's ...

5 **Practise the dialogue in 4 with your partner.**

Practice makes perfect

6a **Work with a partner. Do this role-play using the questions in 4 and the Speaking bank to help you.**

You want to find out the following information about summer courses at a language school:

- the starting date for the course
- the length of the course
- if accommodation is organised or not
- the price
- other activities on the course

Student A: You are the receptionist at the Sydney English Centre. Look at page 160.

Student B: You want information about the Sydney English Centre.

6b Now change roles.

Student B: You are the receptionist at the San Francisco English Centre. Look at page 160.

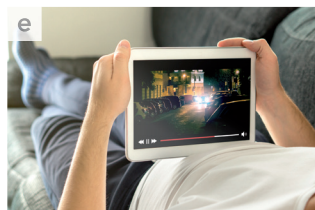
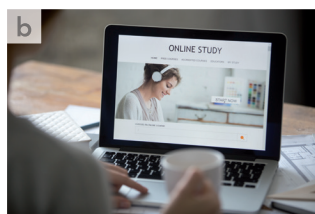
Student A: You want information about the San Francisco English Centre.

BUZZWORD

MOOC – massive open online course: a course of study on the Internet which is free and has a lot of participants

I just signed up for a MOOC on photography from a top American university – how cool is that?!

A language biography



1 **Work with a partner. Look at the photos showing different ways of learning a language. How can each one help you to learn English?**

2 **A language biography is a text where you describe your experiences of learning a foreign language. Read this language biography written by a student of English. What similarities are there between her experiences and yours?**

We both started learning English at primary school.

My name is Celia Rojas and I'm 16 years old. I'm Mexican and my mother tongue is Spanish. Apart from Spanish, I can speak English. I started learning English when I was at primary school. I was five years old. Primary school was where we listened to, and sang, a lot of songs in English. We also played games and read some stories. We didn't study a lot of grammar in primary school but we learned a lot of vocabulary and we practised speaking. At the moment, I'm studying English at secondary school. We study a lot of grammar and vocabulary, and we do a little speaking. We study vocabulary using an interactive wordlist. From time to time we do vocabulary tests. We don't do many translations in lessons, but we do lots of grammar exercises, sometimes on the computer. Outside school, I don't really speak much English. For homework, we often read special English readers, which our teacher gives us. When we finish them, we usually write summaries. I listen to a lot of English because I love English and American pop music and I also watch films in English, like *The Hunger Games*. That's my favourite. When I was thirteen, I went to Canterbury to do a summer course. When I was there, I met some great people. I'd like to go somewhere else in the UK, to London for example. I like learning English by doing activities and games in pairs. I make a few mistakes when I speak English, but I write the corrections down and revise them from time to time.

3 **The text in 2 is not divided into paragraphs. Read it again and decide where each new paragraph should begin. Use the plan below to help you. When you finish, read the information in the Writing bank.**

Paragraph 1: Basic personal information

Paragraph 2: Language-learning experiences at primary school

Paragraph 3: Language-learning experiences at secondary school

Paragraph 4: Language-learning experiences outside school, including trips

Paragraph 5: How you prefer to learn a language

4 **In your notebook, make notes for the paragraphs in 3 with information about yourself and your experiences of learning English.**

WRITING BANK

Paragraphs

We use paragraphs to group similar ideas and information together and express them more clearly. When you write a text in English, brainstorm your ideas and then group those ideas into logical paragraphs.

WRITING BANK > PAGE 163

Practice makes perfect

5 **Write your own language biography using your notes in 4. Organise your information into five clear paragraphs.**

1 Read the questions. Discuss them with a partner.

- Are there any traditions or customs followed by the school you attend?
- Do you know of any traditions and customs connected with the school dance and final exams?

2 1.21 Listen to the conversation and answer the questions in your notebook.

- What do Polish students celebrate during the school dance?
- What clothes do girls and boys wear for the school dance?
- Why shouldn't girls cut their hair between the school dance and the final exams?
- How does the school dance begin?

3 Why do people follow traditions and customs? Choose two reasons which, in your opinion, are the most important and discuss them with a partner.

- They want to preserve old traditions and customs.
- In order not to have bad luck.
- They want to do something unusual to celebrate a special event.
- They want to have good memories of an event.

4 1.22 Listen to the recording and complete the notes in your notebook.

Piotr is calling (1) . He has been trying to contact her (2) . He's calling to (3) her to the school dance. It's going to take place on the (4) of January. Piotr says he would be really happy if she (5) with him.

5 Read the email below and the information on the website. Then complete the email that Piotr wrote to his friend Bartek. Write the answers in your notebook.

From: Elise
To: Piotr
Subject: School dance

Hi Piotr,
Thanks a lot for the invitation. It is really nice of you. Of course, I'll be happy to go with you. I can't wait! It's going to be so much fun! I've already started to think about what to wear. Can I wear a long dress?
Sorry I didn't answer your phone call. I hadn't realised that my battery was flat.
Oh, and by the way, check out the website below. It's about a tradition we have in Norway. My brother celebrated it last year and he said it was so much fun! Maybe you'd like to visit us in Norway when I'm about to finish school? :)
See you tomorrow,
Elise

HOME

CELEBRATIONS

Welcome to russefeiring!

The *russefeiring* or 'russ' celebration' is a traditional celebration for secondary school students in Norway. It lasts about a month. It starts around April 20th but should always end on May 17th, Norway's national day. It is an opportunity for young people, known as 'russ', to celebrate not only the end of compulsory education and saying goodbye to their secondary school friends, but also the fact that they have become adults. On the first day of the *russefeiring*, they put on special coloured overalls (usually red, blue and white), and start celebrating: they go to 'russ' meetings, concerts and parties, meet friends and do all kinds of weird challenges, like going for a swim before May 1st or spending a night in a tree. Some 'russ' make groups, hire a van or a bus, paint it and use it to travel in. On May 17th they take part in the national day parades. Strangely, the celebrations take place a few weeks before the actual final examinations ...



Od: Piotrek
Do: Bartek
Temat: Norwegowie...

Hej,
Mówiłem Ci, że zamierzam zaprosić Elise na studniówkę, pamiętasz? Odpisała mi, że chętnie ze mną pójdzie. A wiesz, że w Norwegii nie mają jednej studniówki tylko świętują koniec szkoły przez prawie cały (1) ? Nazywa się to russefeiring, zaczyna się około 20 kwietnia i zawsze kończy się (2) . Młodzież przebiera się w (3) kombinezony, jeździ na (4) i spotyka się z innymi nastolatkami. Brat Elise brał w tym udział (5) . Elise pisze, że to fajny zwyczaj. Wyobrażasz sobie naukę do matury, gdy codziennie jest jakiś koncert? No, nie wiem...
Piotrek

6 In your notebook, write a short message to a foreign exchange student at your school, to invite him/her to a special event. Then exchange the message with a partner and write a short reply to his/her invitation.

7 For the next class, prepare a short presentation about a tradition/custom connected with finishing secondary education, which is typical of one of the countries mentioned in the unit. Search the Internet for the following information:

- what the tradition/custom/celebration is;
- what is celebrated;
- where and when it is organised.



Wordlist Unit 3

KRAJE, NARODOWOŚCI I JĘZYKI

Arabic (adj)	/ˈæɾəbɪk/	arabski
Argentina (n)	/ˌɑːdʒənˈtiːnə/	Argentyna
Argentinian (adj & n)	/ˌɑːdʒənˈtiːniən/	argentyński, Argentyńczyk
Austria (n)	/ˈɒstriə/	Austria
Austrian (adj & n)	/ˈɒstriən/	austriacki, Austriak
Brazil (n)	/brəˈzɪl/	Brazylia
Brazilian (adj & n)	/brəˈzɪliən/	brazylijski, Brazylijczyk
Bulgaria (n)	/bʌlˈɡeəriə/	Bułgaria
Bulgarian (adj & n)	/bʌlˈɡeəriən/	bułgarski, Bułgar
Egypt (n)	/ˈiːdʒɪpt/	Egipt
Egyptian (adj & n)	/iˈdʒɪp(j)ən/	egipski, Egipcjanin
German (adj & n)	/ˈdʒɜːmən/	niemiecki, Niemiec
Japan (n)	/dʒəˈpæn/	Japonia
Japanese (adj & n)	/ˌdʒæpəˈniːz/	japoński, Japończyk
Mexican (adj & n)	/ˈmeksɪkən/	mekykański, Meksykanin
Mexico (n)	/ˈmeksɪkəʊ/	Meksyk
Poland (n)	/ˈpəʊlənd/	Polska
Polish (adj & n)	/ˈpəʊlɪʃ/	polski, Polak
Portuguese (adj & n)	/ˌpɔːtʃəˈɡiːz/	portugalski, Portugalczyk
Russia (n)	/ˈrʌʃə/	Rosja
Russian (adj & n)	/ˈrʌʃ(ə)n/	rosyjski, Rosjanin
Spain (n)	/speɪn/	Hiszpania
Spanish (adj & n)	/ˈspæɪnɪʃ/	hiszpański, Hiszpan
Swiss (adj & n)	/swɪs/	szwajcarski, Szwajcar
Switzerland (n)	/ˈswɪtsələnd/	Szwajcaria
Thai (adj & n)	/taɪ/	tajski, Tajlandczyk
Thailand (n)	/ˈtaɪlənd/	Tajlandia
Turkey (n)	/ˈtʜːki/	Turcja
Turkish (adj & n)	/ˈtʜːkɪʃ/	turecki, Turek

EDUKACJA

Życie szkoły/Uczenie się

do an essay (v phr)	/ˈduː ən ˈeseɪ/	pisać wypracowanie
do an exercise (v phr)	/ˈduː ən ˈeksəsaɪz/	rozwiązywać zadanie
do homework (v phr)	/ˈduː ˈhəʊm.wɜː(r)k/	odrabiać zadanie domowe
do/study English (v phr)	/ˈduː / ˈstʌdi ˈɪŋɡlɪʃ/	uczyć się angielskiego
do/take an exam (v phr)	/ˈduː / ˈteɪk ən ɪɡˈzæm/	przystępować do egzaminu
make a mistake (v phr)	/ˈmeɪk ə mɪsˈteɪk/	popęłniać błąd
memorise (v)	/ˈmeməraɪz/	zapamiętywać, uczyć się na pamięć
practice (n)	/ˈpræktɪs/	ćwiczenia, praktyka
practise (v)	/ˈpræktɪs/	ćwiczyć
revise (v)	/rɪˈvaɪz/	powtarzać materiał
revision (n)	/rɪˈvɪʒ(ə)n/	powtórka
student (n)	/ˈstjuːd(ə)nt/	uczeń
study (v)	/ˈstʌdi/	uczyć się
translate (v)	/ˈtrænsˈleɪt/	tłumaczyć
translation (n)	/ˈtrænsˈleɪʃ(ə)n/	tłumaczenie

KULTURA

Tradycje i zwyczaje

anniversary (n)	/ˌænɪˈvɜːs(ə)rɪ/	rocznica
bad luck (n phr)	/ˈbæd ˌlʌk/	pech
celebrate (v)	/ˈseləˌbreɪt/	świętować, obchodzić
celebration (n)	/ˌseləˌbreɪʃ(ə)n/	obchody, uroczystość
custom (n)	/ˈkʌstəm/	zwyczaj, obyczaj
event (n)	/iˈvent/	wydarzenie
follow (v)	/ˈfɒləʊ/	postępować zgodnie z...
good luck (n phr)	/ˈɡʊd ˌlʌk/	powodzenie, szczęście

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

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

parade (n)	/pəˈreɪd/	parada, defilada
take part in (n phr)	/ˌteɪk ˈpɑːt ɪn/	brać udział w...
take place (phr)	/ˌteɪk ˈpleɪs/	odbywać się, mieć miejsce
tradition (n)	/trəˈdɪʃ(ə)n/	tradycja
traditional (adj)	/trəˈdɪʃ(ə)nəl/	tradycyjny

PRZEDROSTKI WPROWADZAJĄCE ZNACZENIE PRZECIWNIE

illegal (adj)	/ɪˈliːɡ(ə)l/	nielegalny
impossible (adj)	/ɪmˈpɒsəb(ə)l/	niemożliwy
incorrect (adj)	/ˌɪnˈkɔːrɪkt/	niepoprawny
informal (adj)	/ɪnˈfɔːm(ə)l/	nieformalny
invisible (adj)	/ɪnˈvɪzəb(ə)l/	niewidzialny
irregular (adj)	/ɪˈregjələ(r)/	nieregularny
unhappy (adj)	/ʌnˈhæpi/	nieszczęśliwy
unusual (adj)	/ʌnˈjuːʒ(ə)l/	niezwykły

INNE

accommodation (n)	/əˌkɒməˈdeɪʃ(ə)n/	zakwaterowanie
area (n)	/ˈeəriə/	obszar, teren
block (n)	/blɒk/	blok, sektor
character (n)	/ˈkærəktə(r)/	postać
closely (adv)	/ˈkləʊsli/	z bliska, uważnie
co-exist (v)	/ˌkəʊɪɡˈzɪst/	współistnieć
collect (v)	/kəˈlekt/	zbierać
concentrated (adj)	/ˈkɒns(ə)nˌtreɪtɪd/	skoncentrowany, skupiony
confusion (n)	/kənˈfjuːʒ(ə)n/	zamieszanie
data (n)	/ˈdeɪtə/	dane
detailed (adj)	/ˈdiːteɪld/	szczegółowy
explanation (n)	/ˌekspləˈneɪʃ(ə)n/	wyjaśnienie
fascinating (adj)	/ˈfæsɪneɪtɪŋ/	fascynujący
interview (v)	/ˈɪntəˌvjʊː/	przeprowadzić wywiad
main (adj)	/meɪn/	główny
manga comic (n phr)	/ˈmæŋɡə ˌkɒmɪk/	manga
map (n & v)	/mæp/	mapa, sporządzać mapę
North America (n phr)	/ˌnɔːθ əˈmerɪkə/	Ameryka Północna
origin (n)	/ˈɒrɪdʒɪn/	geneza, pochodzenie
rainbow (n)	/ˈreɪnˌbəʊ/	tęcza
region (n)	/ˈriːdʒ(ə)n/	region
series (n)	/ˈsɪəriːz/	serial
social network (n phr)	/ˌsəʊʃ(ə)l ˈnetwɜːk/	portal społecznościowy
the Philippines (n)	/ðə ˈfɪləˌpiːnɪz/	Filipiny
tourism (n)	/ˈtʊərɪz(ə)m/	turystyka
universal (adj)	/ˌjuːnɪˈvɜːs(ə)l/	powszechny, uniwersalny

Rozumienie ze słuchu

1  1.23 **Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz w zeszyte literę A, B albo C.**

- 1 Where are the people talking?
 - A In the teachers' room.
 - B In a classroom.
 - C In the school hall.
- 2 Grace needs to learn Korean because
 - A she's going to study in Seoul for five months.
 - B she's going to study in Seoul for a year.
 - C she's emigrating to Korea in five months.
- 3 Which statement is true of Cornish?
 - A It is now spoken by about 3,000 people.
 - B It disappeared at the beginning of the 20th century.
 - C There are TV programmes that are only in Cornish.
- 4 What is the best title for the news item?
 - A Police catch thief on roof
 - B Burglar who tells jokes
 - C Burglar caught laughing
- 5 The thing the speaker hates most about being a polyglot is that
 - A people ask her a lot of questions.
 - B people refuse to speak in their first language to her.
 - C she mixes up words from different languages.
- 6 Sophie couldn't sleep because
 - A she was learning her speech by heart.
 - B she was nervous about giving her speech.
 - C she was worried that the contest would be terrible.

Rozumienie tekstów pisanych

2 **Przeczytaj tekst 1. i 2. Uzupełnij w e-mailu do Ani luki 1-5 zgodnie z treścią tekstów. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszyte.**

Tekst 1

From: Olivia
To: Tom
Subject: Lecture

Hi Tom,

Did you know that there's going to be a lecture on body language taking place here in Exeter? I remember that your sister Ania is really interested in it. The lecture is on Saturday, so you won't have to skip any classes. The speaker, Nora Garvey, is well-known here in the south. She teaches public communication at the university but she also appears on TV and on the radio. It'll be in English, of course, but I hope it won't be a problem for you or Ania. There is an advert on the website of the university, so you can check it out for more information. You have to register fast, however, because there is a limited number of seats.

Cheers,
 Olivia

Tekst 2

University Summer School

Open Lecture

Your Body Language Says More About You Than You Think: The Art of Speaking in Public

Nora Garvey

The lecture will be interesting for you if:

- you are interested in body language
- you often speak or plan to speak in public
- you would like to make a better impression on people
- you want to work in the media



Nora Garvey, our specialist in interpersonal and intercultural communication, has been presenting lectures and workshops on effective communication for over 20 years. Her special interest is in public speaking and body language.

The lecture is free of charge but registration is necessary.

Venue: University Main Lecture Hall

Date: Saturday, July 16th

Time: 12.00-13.30

Od: Tomek
Do: Ania
Temat: Wykład

Ania,

Olivia napisała do mnie e-mail, że w następną sobotę na lokalnym uniwersytecie odbędzie się wykład na temat wystąpień publicznych. Będzie go prowadzić Nora Garvey, która wykłada (1)  na uniwersytecie. Olivia pisze też, że Nora jest dobrze znana, bo pojawia się (2)  i w radio. Może byśmy poszli? Zawsze bardzo się interesowałeś (3)  i mówiłeś, że chciałabyś nauczyć się przemawiać do ludzi. Nie opuścimy zajęć, bo wykład jest w sobotę. Wstęp jest (4) , tylko trzeba się wcześniej zarejestrować, bo wykład odbywa się w ramach wykładów otwartych. Oczywiście będzie prowadzony po (5) , ale to chyba dla nas nie problem. ☺

Daj znać, to nas zarejestruję.

Pa,

Tomek

Znajomość środków językowych

3 W zadaniach 1–5 spośród podanych opcji (A–C) wybierz tę, która jest tłumaczeniem fragmentu podanego w nawiasie poprawnie uzupełniającym zdanie. Zapisz w zeszycie odpowiedź A, B lub C.

- 1 That is the writer (*którego książki*) are really interesting, full of action and with lots of adventures.
A which books
B whose books
C what books
- 2 Today, I've read (*informację*) on the Internet which really made me laugh.
A an information
B information
C a piece of information
- 3 In my neighbourhood, there are (*kilka*) small corner shops and a big shopping centre.
A a lot B some of C a few
- 4 George R.R. Martin is the author (*który*) wrote *A Song of Ice and Fire*.
A which B who C whose
- 5 (*Czy są jakies*) lakes near Warsaw?
A Are there any
B Is there any
C Are there some

Wypowiedź pisemna

4 Zapisaleś/Zapisałaś się na zajęcia teatralne, prowadzone przez Anglików, którzy uczą angielskiego w Twojej miejscowości. Podziel się swoimi wrażeniami na blogu.

- Wyjaśnij, dlaczego zdecydowałeś/zdecydowałaś się zapisać na zajęcia teatralne.
- Opisz, jak wyglądają zajęcia i jakie przedstawienie przygotowujecie.
- Napisz, jakie zrobiłeś/zrobiłaś postępy w nauce języka angielskiego dzięki zajęciom.
- Zachęć czytelników do uczęszczania na zajęcia.

September 12, 2018

Hi everyone,
I'd like to tell you about an unusual and fun way of practising your English.!

Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

5  Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Chciałbyś/Chciałabyś w czasie wakacji wyjechać na dwutygodniowy kurs języka angielskiego. Masz do wyboru trzy miejsca.

- Wybierz miejsce, które byłoby według Ciebie najlepsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 Is the place where we study important? Why?/Why not?
- 2 Some people say that it's not enough to know English nowadays and that young people should learn another foreign language. Do you agree with this opinion? Why?/Why not?

Uczeń B

- 3 Is learning exotic or rare languages popular in Poland? Why?/Why not?
- 4 What are the disadvantages of learning English on your own?

✓ SELF-ASSESSMENT UNIT 3

**How well can you do these things in English now?
Give yourself a mark from 1 to 4.**

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can talk about different quantities.
- b I can understand written and spoken texts about different languages.
- c I can ask for information about language courses and check that I have understood.
- d I can write a text about my experiences of learning a language.
- e I can talk about customs and traditions connected with finishing secondary education in different countries.

4 Health watch

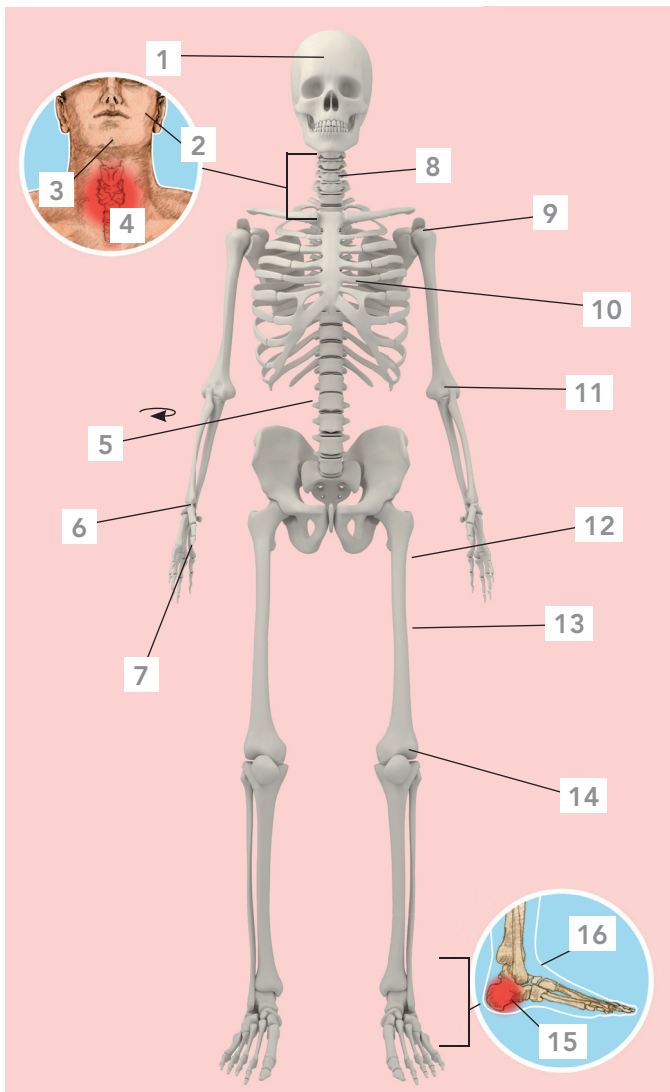


Vocabulary

Parts of the body

1a Work with a partner. Look at the picture and point to the parts of the body.

arm • ear • face • finger • foot • hand • head
leg • mouth • neck • nose • stomach • toe



1b Match these words with numbers 1–16. Write the answers in your notebook.

ankle • back • cheek • chest • chin • elbow
forehead • heel • hip • knee • shoulder
thigh • thumb • throat • wrist • neck

Health problems and illnesses

3 Work with a partner. In your notebook, complete each phrase with three parts of the body.

- I've got a **broken** _____/_____/_____.
- Have you got _____/_____/_____ache?
- My _____/_____/_____hurts.
- He **injured** his _____/_____/_____.

4 Complete the texts with the correct form of the words in the box. Write the answers in your notebook. Use a dictionary if necessary.

cough • flu • pain • sore • temperature • virus



Karen isn't very well at the moment. She's got a very bad cold, or perhaps it's (a) _____. She (b) _____ all the time and so now she has a (c) _____ throat.



Pete has a very high (d) _____, 39.5°C. He's got (e) _____ in his arms and legs. Perhaps it's a (f) _____ because a lot of people are ill at school at the moment.

5 1.25 Listen to four people. What health problems does each one have? Write the answers in your notebook.

Speaker 1 _____ Speaker 2 _____
Speaker 3 _____ Speaker 4 _____

6 Work with a partner. Discuss the questions.

- Do you catch colds easily? What do you do to stop them?
- Do you ever injure yourself doing sports or other activities? Which sports are the most dangerous?

2 1.24 Listen, check and repeat.

VOCABULARY BUILDER ► PAGE 133

1 Work with a partner. Look at the titles and photos that go with the articles from a health magazine below. Predict what each article is about.



January Edition



TEEN HEALTH TIPS

A ANKLES NEED RICE!

Right now there are outdoor ice rinks almost everywhere in the UK. But many people have never been ice-skating before. That's why hospitals and health centres are preparing for an increase in ankle and wrist injuries. Here's a simple first aid tip if your injury is not very serious. It's called the RICE method. R is for rest, I for ice, C for compression and E for elevation. So, when you hurt your ankle, for example, stop moving on it and rest it. Put ice on it – not more than 15 minutes and never in direct contact with your skin. Put a bandage on it and keep it tight (not too tight!). And keep your ankle up, on a cushion, for example. But remember, when it's really painful and you think the accident is serious, always see a doctor!

B NO FUN IN THE SUN

Have you ever tried to get a suntan? Be very careful. Doctors say that skin cancer is increasing because of our obsession with the sun. It is now the most common cancer for people between 15 and 34. According to a recent survey of 16- to 24-year-olds, over 70% of them want a suntan when they go on holiday. But the doctors' advice is clear. Don't go out in the sun between 11 am and 3 pm and always wear a T-shirt, hat and sunglasses. And never use sunbeds! They are incredibly dangerous, which is why now in the UK they have made it illegal for under-18s to use them.



C HOT SOUP FOR COLDS

Answered by Dr Lucy Smith

Dear Lucy,
I've had a bad cold for over a week. I'm taking medicine but it doesn't do anything. My mum says that chicken soup can help me. Is she mad?

Sarah Johnson



Dr Lucy Smith answers: Your mother's cure for a cold is what we call an 'old wives' remedy'. A lot of people think that it's a mad idea with no scientific basis. But a new study has discovered that many of these 'old wives' remedies do work. And scientists have found out that chicken soup is a great cure for a cold. All kinds of hot soup can help to get rid of a sore throat. And hot soup also helps to kill viruses quickly. So relax, your mum isn't mad.

2 In your notebook, write which article ...

- 1 talks about a traditional cure for an illness?
- 2 talks about a problem caused by insufficient experience?
- 3 mentions a problem that the law is trying to help with?
- 4 uses a simple word to help people remember their advice?
- 5 gives information to help one person in particular?
- 6 talks about a problem caused by people wanting to enjoy good weather?
- 7 tells you to speak to an expert when there is a real problem?
- 8 mentions a recent discovery in the world of medicine?

3 CRITICAL THINKING

Think! Then compare ideas with your class.

- Why do you think some young people have an obsession with suntans?

4 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

5 What about you?

- 1 Do you think the RICE method is useful? Why/Why not?
- 2 What do you think about the advice in B?
- 3 Do you know any other traditional remedies like the one in C? What are they?

BUZZWORD

legsie – a selfie of your suntanned legs taken to show that you are enjoying your holiday

'What are you doing with the camera, Caroline?' 'I'm taking a legsie, Mum. All my friends will be jealous when I post it, because the weather's so beautiful here!'

Present perfect with ever and never

1a Look at these sentences and match them with the explanation of their uses in a–c. Write the answers in your notebook.

- 1 Have you ever **tried** to get a suntan?
- 2 I've **had** a bad cold for a week.
- 3 They **have made** it illegal for under-18s to use sunbeds and now they can't use them.
- a an experience or experiences which happened at an unspecified moment in the past
- b a past action which has a result in the present
- c a situation that started in the past and continues to the present

1b Complete the rule in your notebook.

We make the present perfect with **have/has**
+ the of the main verb.

1c Complete the sentences in your notebook with the present perfect form of **see** and **visit**.

Affirmative: He the doctor.

Negative: He the doctor.

Question form: he the doctor?

1d Look at these sentences and choose the correct alternative. Write the answers in your notebook.

- 1 Have you ever/never tried to get a suntan?
- 2 Many people in the UK have ever/never been ice-skating.

1e Choose the correct alternative. Write the answers in your notebook.

- 1 Ever/never means at any time in your life.
- 2 Ever/never means at no time in your life.
- 3 Ever and never go just after/before the past participle.

GRAMMAR REFERENCE ► PAGE 146

2 Complete the sentences in your notebook with the present perfect form of the verbs given.

- 1 I have decided (decide) to study medicine.
- 2 My friend (meet) Dr Lucy Smith.
- 3 We (study) the history of medicine in biology.
- 4 I (not have) any bad accidents.
- 5 your dad (work) in a hospital?
- 6 My sister (become) a nurse.

3 Put **ever** or **never** in the correct place in these sentences and questions. Write the answers in your notebook.

- 1 Have you had hot soup to stop a cold?
- 2 I've felt sick in a car.
- 3 She's taken antibiotics.
- 4 Has your dad helped anyone in an accident?
- 5 Sam and I have written a story about doctors.
- 6 Have you done first aid?

4 In your notebook, write questions with **ever** to ask your partner.

catch a cold? ► *Have you ever caught a cold?*

- 1 stay in bed because of flu?
- 2 have a very high temperature?
- 3 stay in hospital?
- 4 make soup?
- 5 take medicine that tastes really bad?
- 6 visit a friend in hospital?
- 7 break your arm?
- 8 watch a hospital drama on TV?

5a  Work with a partner. Ask and answer the questions in 4.

5b  When you finish, tell a different student about your partner.

Adam has never stayed in bed because of flu, but he has broken his arm.



Present perfect with *for* and *since*

6a Look at these sentences and then choose the correct alternative. Write the answers in your notebook.

- 1 I've had a bad cold **for** a week.
- 2 I've had a bad cold **since** last Friday.
- a We use for/since for moments in time.
- b We use for/since for periods of time.

6b Look at this question and answer.

Q: How long have you known Andy?

A: For ten months.

Do we use **How long** to ask about frequency or duration?

GRAMMAR REFERENCE ► PAGE 146

7 Copy the table into your notebook. Put the time expressions in the box in the correct column.

6 o'clock • 7th February • 2014 • an hour
five years • Friday • ten seconds
the age of five • the day I met you
three days • 20 minutes

for	since
20 minutes	

8 Complete the sentences in your notebook with information about you. Use the correct form of the present perfect and a time expression.

- 1 I _____ (know) my English teacher for _____.
- 2 I _____ (live) in this area since _____.
- 3 I _____ (have) this watch for _____.
- 4 I _____ (be) able to swim since _____.
- 5 I _____ (live) in my home for _____.

9a Guess your partner's answers in 8 and write them down in your notebook.

9b Ask your partner questions to find out if you were right.

How long have you been at this school?

Compound nouns connected with health and medicine

1 We make compound nouns by joining two nouns or an adjective and a noun. Join words from column A and column B to make compound nouns, then match them with the correct definitions. Write the answers in your notebook. Use a dictionary if necessary.

A	B
1 pain	aid
2 heart	room
3 health	centre
4 waiting	killer
5 food	attack
6 first	poisoning

Definition

- ☐ a a place where people wait, for example to see a doctor
- ☐ b a medicine that reduces pain
- ☐ c basic medical help that you give to someone when they have an accident
- ☐ d a building where people can go to see a doctor or nurse
- ☐ e when somebody has a lot of pain in their chest and their heart stops working
- ☐ f an illness you get from eating food which contains harmful bacteria

2 1.26 Listen and check your answers.

3a 1.26 Listen again to the pronunciation of the compound nouns in 1. Where is the stress in words 1–5? Is it on the first word or the second word? And in 6?

3b Practise saying the words with the correct stress.

4 Complete the sentences in your notebook with the compound nouns in 1.

- 1 When I'm ill, I go to the _____ near my house.
- 2 Please take a seat in the _____. The doctor will see you in ten minutes.
- 3 Salmonella is a type of bacteria which causes _____.
- 4 To help avoid a _____, exercise regularly and eat a healthy diet.
- 5 I want to learn _____ so that I know what to do if there's an emergency.
- 6 A: My back really hurts.
B: Why don't you take a _____?



Daniel Craig

1 Work with a partner and answer these questions.

- What can you see in the photo(s)?
- Do you think actors generally do their own action scenes?
- Do you think actors often injure themselves?

2 1.27 Listen to two people talking about actors and action scenes. Which two actors do they talk about and why?

3 1.27 Listen again. Are the sentences True (T) or False (F)? Write the answers in your notebook.

- 'Doubles' usually do all the action in action films. T/F
- Jackie Chan injured himself making his new film. T/F
- Jackie Chan has broken his nose more than twice. T/F
- In 1986, Jackie Chan had a serious accident when he hit his head on a tree. T/F
- Sometimes Jackie Chan makes films when he is badly injured. T/F
- Daniel Craig never lets other people do the action scenes in the James Bond films. T/F
- Daniel Craig has never broken anything. T/F
- Chan and Craig prefer their films to look realistic. T/F

4 What about you?

- Do you like action films? Why/Why not?
- Do you think it's good that actors do their own action scenes? Why/Why not?

Present perfect with just, yet, already

1a Look at these sentences and complete rules 1–3 in your notebook with just, yet or already.

- He's just **made** a new film.
 - He's already **had** a lot of serious accidents.
 - He **hasn't stopped** making films yet.
 - Has** he **had** any accidents yet?
- We use the present perfect with to talk about very recent events.
 - We use to talk about something that has not happened, but we think it is going to happen soon.
 - We use to talk about something that has happened, possibly before we expected.

1b Choose the correct alternative. Write the answers in your notebook.

- We use **yet** in affirmative/negative sentences and questions.
- Yet** usually goes at the end of the sentence, but **already** and **just** usually go after/before the past participle.

GRAMMAR REFERENCE ► PAGE 146

2 What do you think has just happened in these photos? Write sentences with different ideas in your notebook.



3a In your notebook, write six sentences about yourself, two with *already*, two with *yet*, and two with *just*.

I've already done my history homework.

3b In your notebook, change your sentences into questions to ask your partner.

Have you done your history homework yet?

3c Interview your partner with your questions.

Present perfect and past simple

4 Look at this part of a dialogue and then answer questions 1–4.

Interviewer: Has he ever had a really serious accident?

Expert: Yes, he has.

Interviewer: What happened?

Expert: It was in 1986. He fell several metres and hit his head on a rock.

- 1 Is the presenter's first question in the past simple or the present perfect?
- 2 Does the question ask about general experience or a specific moment in the past?
- 3 Is the presenter's second question in the past simple or the present perfect?
- 4 Does the question ask about general experience or a specific moment in the past?

GRAMMAR REFERENCE > PAGE 146

5 In your notebook, complete the dialogue with the present perfect or past simple form of the verbs given.

Alan: (a) _____ you ever _____ (break) your leg?

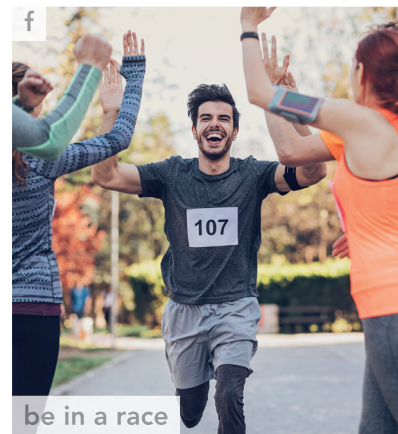
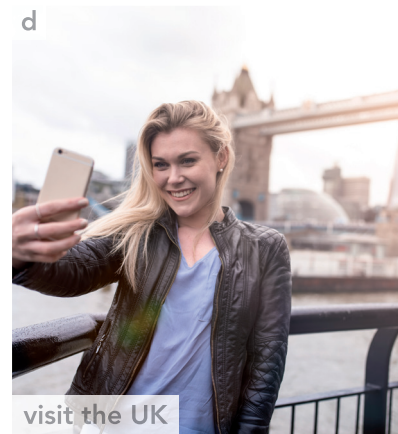
Dave: Yes, I (b) _____. Two years ago I (c) _____ (go) skiing and I (d) _____ (break) my left leg.

Alan: I (e) _____ never _____ (break) my leg but I (f) _____ (have) some bad accidents in the past. For example, I (g) _____ (crash) my bike at least five times.

Dave: (h) _____ you _____ (fall) off your bike last week?

Alan: No, I (i) _____. Last week, I was riding a horse and I (j) _____ (fall) off!

6 Ask your partner if they have ever done these things. Ask follow-up questions in the past simple to find out details of their experiences.



Have you ever broken your leg?

Yes, I have.

Where were you when you broke it?

Describing photos



1 **Work with a partner. Look at these photos. What is the connection between them?**

2a **1.28 Listen to a boy describing one of the photos. Which photo is he describing?**

2b **1.28 Listen again. Which of these questions does the boy answer? Write the answers in your notebook.**

- 1 Where are the people?
- 2 Who are they?
- 3 What are the people doing?
- 4 What are they wearing?
- 5 What things or objects are in the picture?
- 6 What has just happened before the scene?
- 7 When is the scene taking place (morning, night, summer, winter, etc.)?
- 8 Have you ever been in a situation like the one in the picture? When? What happened?
- 9 What do you think about the photo?

3 **Compare answers with your partner. Do you remember what information the boy gives? Together, practise describing the same photo.**

4 **1.28 Fillers are words or sounds which give you time to think without stopping the conversation. Listen to the boy again. Check which fillers from the Speaking bank he uses.**

SPEAKING BANK

Useful expressions for filling the conversation

- | | |
|---|----------------------|
| ■ Er ... | ■ Maybe ... |
| ■ Well ... | ■ You know ... |
| ■ The thing is ... | ■ I think ... |
| ■ I'm not (really/totally/ completely) sure but ... | ■ I imagine that ... |



Practice makes perfect

5 **Work with a partner. Take it in turns to describe one of the photos, using the questions from 2b and the Speaking bank to help you.**

Choose one of the photos on this page.

- Describe the photo.
- Have you ever been in a situation like the one in the photo? When? What happened?
- What do you think about the photo?

Notes and messages

- 1 Read these three notes and messages. In your notebook, write one sentence to explain the situation in each one.

a

Mum,
My friend Philip has had an accident. He fell and hurt his knee when we were playing basketball at school. The sports teacher took him to St Andrew's Hospital. I've gone to see him. Can you come and pick me up there after work?
Kate xxx
PS Can you bring him some magazines, 'Basketball Giants' or something? Phil's really bored.

b

Jamie,
I wanted to ask you if I could borrow your laptop but you weren't here. I need it to write up a project at school. I've taken it to school but I promise I'll look after it. You don't mind, do you? After all, that's what brothers are for! I'll bring it back asap.
Zara

c

Jenna,
I was really sorry to hear that you're ill 😞. I only found out yesterday when Martha told me. I know you don't want any visits at the moment, so I'm sending this note and some chocolates. I hope you can eat them! Don't worry about maths, physics, French, etc. I've taken notes for you and I'll give them to you when I see you.
Get well soon!
Sam

- 2 Look at the notes and messages again. In your notebook, complete the information in the Writing bank.

WRITING BANK

Useful expressions in notes and messages

- In notes and messages, it is normal to begin simply with the name of the person we are writing to.
- We often use abbreviations like *PS* or  to keep messages short.
- We use expressions like *I was really*  when we are writing about bad news, or *Congratulations!* when you are happy for somebody.
- We use the expression  to say we want somebody to recover from an illness or accident quickly.

- 3 Match the abbreviations and their meanings. Write the answers in your notebook.

- | | |
|--------|---|
| 1 PS | a as soon as possible |
| 2 e.g. | b here is some additional information to my letter or note (Latin: <i>post scriptum</i>) |
| 3 NB | c for example (Latin: <i>exempli gratia</i>) |
| 4 asap | d and other things of the same type (Latin: <i>et cetera</i>) |
| 5 i.e. | e Please pay special attention (Latin: <i>Nota Bene</i>) |
| 6 etc. | f that is, this is exactly what I mean (Latin: <i>id est</i>) |

Practice makes perfect

- 4a Look at the task and write the message. Use the expressions from the Writing bank and the abbreviations from 3.

You've just gone to visit your friend at his home because he hasn't been at school for two days. He's just gone out to see the doctor. You don't have your mobile phone so leave him a message. Include this information:

- find out how he is
- find out what he has done in the last two days
- tell him what you've done at school
- tell him some news about one or two of your friends.

WRITING BANK ► PAGE 163

- 4b Give your message to your partner. Write a reply to your partner's message.

BUZZWORD

flunami – an extremely large increase in the number of people suffering from flu

So many people have fallen ill recently that it's like a flunami has hit our school!

- 1** Look at the list of things people do to keep fit and healthy. How do they influence your fitness and well-being? In your notebook, choose the five that you consider to be the most important.

eating healthy food • doing exercise regularly
cutting down on sugar • doing an intensive workout
having a hobby • socialising
using different techniques to cope with stress
keeping a pet • getting enough sleep
practising mindfulness or meditation

- 2** **Work with a partner. Compare your lists. Tell your partner which of the things in 1 you do regularly, and which you would like to start doing.**

- 3** Read the information from a website devoted to health and fitness apps and answer the questions below.

GET IN SHAPE WITH OUR FITNESS APPS

If you want to get fit and eat more healthily, you will probably look for an app to help you. There are plenty of apps available on the market, but don't try to use all of them – two should be just enough: one for your fitness training programme and the other for your nutrition plan. However, if you want them to be effective, you need to make them part of your routine and not to give up before making sure whether they work for you or not. Check out our recommendations:

Do-It-Yourself-Yoga – If you want to try out yoga at home, from the simplest to more complicated positions, this app is for you. It comes with audio instructions, which are accompanied by 150 illustrations that will help you do the positions correctly.

RunKeeper – Designed for anyone who enjoys walking, jogging, running or cycling and wants to plan an exercise routine and store data on their pace, distance, time and calories burned.

Fooducate – Would you like to make informed decisions about what you buy? This app scans the bar code of a food item and provides you with information on the calories, nutrition, and ingredients that it contains.

Workout Trainer – This app contains thousands of workout programmes for every level of fitness. You can now work out in the comfort of your own home with detailed instructions that will add variety to your exercise programme.

Breathe2Relax – This app is ideal for anyone who wants to learn how to cope with stress; it contains breathing exercises and relaxing music to help you calm down.

- Do you use any apps to help you lead a healthy lifestyle? What are they?
- Which of the apps mentioned in the text would you like to try out and why?
- Do you agree with the author that even the best app won't help you achieve your goals if you don't stick to a routine?

- 4** **Work in pairs. Tell your partner if you have ever used a first aid app. Do you think apps like this are a good idea? Why/Why not?**

Would you know what to do if someone had heatstroke or an allergic reaction? Would you know how to bandage a deep cut or treat a serious burn? Could you keep someone alive by giving CPR? Sometimes it takes time for an ambulance or paramedics to arrive, so your help may quite literally save someone's life.



If you want to be prepared for any emergency that you may encounter in your day-to-day life, get the official American Red Cross First Aid app. You will find it contains expert advice on how to cope with different kinds of emergencies. Videos and step-by-step explanations make it both easy and fast to use.

- 5** In your notebook, complete the following email with information from the texts in 3 and 4.

From: Ania
To: Chloe
Subject: Health apps

Hi Chloe,

Do you remember that first aid app you told me about? I had a chance to use it yesterday when my brother Tom had a terrible nosebleed. At first, I didn't know how to stop it, but I looked it up in the app. It was very easy to use, as there was a short (1) which showed me what to do. So, I'd like to ask you for some advice on using apps which could help me keep fit and healthy. In an article I've just read, it says we shouldn't use more (2) apps at the same time – one for our fitness routine and the other for our (3) plan. I was thinking I would use Fooducate – I want to go on a diet and I think I'll have to check how many (4) my food contains. They say you just scan the bar code and the app gives you that info. Also, Do-It-Yourself-Yoga sounds good. I don't really have the time to go to yoga classes, but I want to make sure that I do the positions in the (5) way. What do you think? Do you know any of these apps?

Kisses,
Ania

- 6** **For the next class, with a partner prepare a short presentation about a first aid/emergency phone app. Search the Internet to find an app which could be both useful and easy to use. Include the following information:**

- what the main functions of the app are;
- what you can do with it;
- how easy it is to use;
- its advantages and disadvantages.

ZDROWIE

Części ciała

ankle (n)	/ˈæŋk(ə)l/	kostka
arm (n)	/ɑ:m/	ręka
back (n)	/bæk/	plecy
cheek (n)	/tʃi:k/	policzek
chest (n)	/tʃest/	klatka piersiowa
chin (n)	/tʃɪn/	podbródek
ear (n)	/iə(r)/	ucho
elbow (n)	/ˈelbəʊ/	łokieć
face (n)	/feɪs/	twarz
finger (n)	/ˈfɪŋɡə(r)/	palec (u ręki)
foot (n)	/fʊt/	stopa
forehead (n)	/ˈfɒrɪd/, /ˈfɔːhed/	czoło
hand (n)	/hænd/	ręka, dłoń
head (n)	/hed/	głowa
heel (n)	/hi:l/	pięta
hip (n)	/hɪp/	biodro
knee (n)	/ni:/	kolano
leg (n)	/leg/	noga
mouth (n)	/maʊθ/	usta
neck (n)	/nek/	szyja
nose (n)	/nəʊz/	nos
shoulder (n)	/ˈʃəʊldə(r)/	ramię, bark
stomach (n)	/ˈstʌmək/	brzuch, żołądek
thigh (n)	/θaɪ/	udo
throat (n)	/θrəʊt/	gardło
thumb (n)	/θʌm/	kciuk
toe (n)	/təʊ/	palec u nogi
wrist (n)	/rɪst/	nadgarstek

Choroby, ich objawy i leczenie

broken (adj)	/ˈbrəʊkən/	złamany
cold (n)	/kəʊld/	przeziębienie
cough (n)	/kɒf/	kaszel
earache (n)	/ˈiə,eɪk/	ból ucha
flu (n)	/flu:/	grypa
food poisoning (n phr)	/ˈfu:d ˌpɔɪz(ə)nɪŋ/	zatrucie pokarmowe
headache (n)	/ˈhed,eɪk/	ból głowy
health centre (n phr)	/ˈhelθ ˌsentə(r)/	ośrodek zdrowia
heart attack (n phr)	/ˈhɑ:t ə ˌtæk/	atak serca, zawał
hurt (v)	/hɜ:t/	zranić (się), boleć
injure (v)	/ˈɪndʒə(r)/	(z)ranić, zadawać rany
pain (n)	/peɪn/	ból
painkiller (n)	/ˈpeɪn,kɪlə(r)/	środek przeciwbólowy
sore (adj)	/sɔ:(r)/	boliący, obolały
stomach ache (n phr)	/ˈstʌmək ˌeɪk/	ból brzucha
temperature (n)	/ˈtemprɪtʃə(r)/	temperatura, gorączka
toothache (n)	/ˈtu:θ,eɪk/	ból zęba
virus (n)	/ˈvaɪrəs/	wirus
waiting room (n phr)	/ˈweɪtɪŋ ˌru:m/	poczekalnia

Tryb życia

cope with (v phr)	/ˈkəʊp wɪð/	radzić sobie z...
cut down (v phr)	/ˌkʌt ˈdaʊn/	ograniczyć
do exercise (v phr)	/ˈdu: ˈeksə(r)saɪz/	ćwiczyć
fitness (n)	/ˈfɪtnəs/	kondycja, sprawność fizyczna
healthy (adj)	/ˈhelθi/	zdrowy
lifestyle (n)	/ˈlaɪfˌstɑɪl/	styl/tryb życia
meditation (n)	/ˌmedɪˈteɪʃ(ə)n/	medytacja
mindfulness (n)	/ˈmaɪn(d)fʊlnəs/	uważność, trening uważności
nutrition (n)	/ˈnju:ˈtrɪʃ(ə)n/	żywienie, odżywianie

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

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

routine (n)	/ru:ˈti:n/	rutyna, ustalony porządek
stress (n)	/stres/	stres
workout (n)	/ˈwɜ:k,aʊt/	trening

Pierwsza pomoc w nagłych wypadkach

allergic reaction (n phr)	/əˌlɜ:ˌdʒɪk rɪˈækj(ə)n/	reakcja alergiczna
ambulance (n)	/ˈæmbjʊləns/	karetka
bandage (n & v)	/ˈbændɪdʒ/	bandaż, bandażować
burn (n & v)	/bɜ:n/	oparzenie, oparzyć się
CPR (n)	/ˌsi: ˌpi: ˈɑ:(r)/	sztuczne oddychanie, reanimacja
cut (v & n)	/kʌt/	ciąć, skaleczenie, rana, cięta
emergency (n)	/ˈɪmɜ:dʒ(ə)nəsi/	nagły wypadek, krytyczna sytuacja
first aid (n phr)	/ˌfɜ:st ˈeɪd/	pierwsza pomoc
heatstroke (n)	/ˈhi:tˌstreɪk/	udar cieplny
nosebleed (n)	/ˈnəʊzˌbli:d/	krwotok z nosa
paramedic (n)	/ˌpærəˈmedɪk/	sanitariusz(ka), pracownik paramedyczny
treat (v)	/tri:t/	leczyć

INNE

action (n)	/ˈækʃ(ə)n/	akcja, czynność
cancer (n)	/ˈkænsə(r)/	rak
common (adj)	/ˈkɒmən/	powszechny
compression (n)	/kəmˈpreʃ(ə)n/	ucisk
cure (n)	/kjʊə(r)/	lek, lekarstwo
cushion (n)	/ˈkʊʃ(ə)n/	poduszka
double (n)	/ˈdʌb(ə)l/	dubler
elevation (n)	/ˌeləˈveɪʃ(ə)n/	uniesienie, podniesienie
get rid of (v phr)	/ˌget ˈrɪd ɒv/	pozbyć się
hit (v)	/hɪt/	uderzyć
ice rink (n phr)	/ˈaɪs ˌrɪŋk/	lodowisko
increase (n)	/ˈɪŋkri:s/	wzrost
injury (n)	/ˈɪndʒəri/	uraz, rana, kontuzja
insufficient (adj)	/ˌɪnsəˈfɪʃ(ə)nt/	niewystarczający
law (n)	/lɔ:/	prawo
list (n)	/lɪst/	lista
medicine (n)	/ˈmed(ə)s(ə)n/	lekarstwo, medycyna
moment (n)	/ˈməʊmənt/	moment
note (n)	/nəʊt/	notatka
obsession (n)	/əbˈseɪʃ(ə)n/	obsesja
painful (adj)	/ˈpeɪnf(ə)l/	bolesny
period (n)	/ˈpiəriəd/	okres, czas trwania
recent (adj)	/ˈri:s(ə)nt/	niedawny, ostatni
remedy (n)	/ˈremədi/	środek, lekarstwo
scene (n)	/si:n/	scena
scientific (adj)	/ˌsaɪənˈtɪfɪk/	naukowy
serious (adj)	/ˈsiəriəs/	poważny
simple (adj)	/ˈsɪmp(ə)l/	prosty
skin (n)	/skɪn/	skóra
suntan (n)	/ˈsʌnˌtæn/	opalenizna
survey (n)	/ˈsɜ:veɪ/	ankieta, sondaż
tight (adj)	/taɪt/	obcisły, ciasny
tip (n)	/tɪp/	wskazówka, rada

Rozumienie ze słuchu

1  1.29 Usłyszysz dwukrotnie wykład psychologa dotyczący obrazu własnego ciała. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5. Odpowiedzi w języku angielskim zapisz w zeszytach.

- How do you feel when you have a positive body image?
- At what age do youngsters usually suffer from eating disorders?
- How do you need to look to feel good about yourself according to the message the media communicate?
- What do the media encourage people to do?
- Why are the bodies presented in the media impossible to achieve?

Rozumienie tekstów pisanych

2 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–4 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszytach.

DEPRESSION – A MODERN DISEASE

Depression facts:

- About 350 million people suffer from depression nowadays. It is one of the most common diseases according to WHO (World Health Organization).
- Depression affects people of all ages: even children may be depressed.
- There is nothing embarrassing about being depressed – it is a disease which can be treated.
- Its early symptoms cannot be ignored. The feeling of sadness, as well as any sleeping, eating or concentration problems which continue for more than a few days can be a warning sign.
- It is possible to overcome depression.

How to prevent depression?

- You should follow your passions and develop your interests.
- Make sure you have a healthy diet, do exercise and have a good social life.
- It is essential to get enough sleep – you need eight or nine hours of sleep at night.
- It is also important to learn how to cope with stress connected with your school duties, social life, or a lack of self-confidence, as too much stress may lead to depression.
- Last but not least, it is always a good idea to talk – to your friends, parents, teachers. Do not be afraid to talk to someone if you're not feeling well.

- People can get depressed at any .
- Depression can , especially if it is recognised early.
- Teenagers should sleep hours at night.
- Depression may be caused by at school or in social life.

Znajomość środków językowych

3 Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Odpowiedzi zapisz w zeszytach.



Have you ever wondered if anything funny happens to doctors and nurses when they are working in their clinics and hospitals? Well, these are jobs like many others, and when you work with people, either patients or paramedics and (1) representatives of medical profession, you are certain to find yourself in situations which are funny.

My wife, who works at a reception desk in a (2) centre, told me about a patient that called her yesterday. When she answered the phone and said, 'Good morning, how can I help you?' the man answered, '(3) an autopsy and I'd like to know my results.' She was laughing about it for an hour.

(4) another anecdote from my son Jack last week. He has been a doctor (5) a few years now. His story went something like this: "It's the first time I've ever been to a nursing home to work with the patients there. The patients and the staff are celebrating the birthday of a rather sleepy old woman. One of the nurses asks her, 'Miss Carter, do you know how old you are today?' and the woman answers, 'No, how old am I?' And everyone in the room says, 'You're 100!'. The woman sighs and says, 'Well, no wonder that I'm so tired.'" So, you see, the medical profession also has a lighter side.

- | | | |
|----------------|--------------|-----------------|
| 1 A other | B others | C another |
| 2 A healthy | B health | C patients' |
| 3 A I'm just | B I just had | C I've just had |
| | having | |
| 4 A I've heard | B I hear | C I heard |
| 5 A for | B from | C since |

- 4  1.30 Usłyszysz dwukrotnie cztery wypowiedzi (1–4). Do każdej z nich dobierz właściwą reakcję (A–E). Odpowiedzi zapisz w zeszycie. **Uwaga:** jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A No, never. But I sprained my wrist last year.
 B For a few weeks, I think.
 C I have a runny nose and a terrible headache.
 D I think you should see a doctor about that.
 E You should rest in bed for a couple of days.

1  2  3  4 

Wypowiedź pisemna

- 5 W zeszłym tygodniu uczestniczyłeś/uczestniczyłaś w spotkaniu ze znanym sportowcem, który na swoim blogu promuje zdrowy styl życia. Napisz na forum swoją relację ze spotkania.

- Poinformuj, gdzie odbyło się spotkanie i dlaczego się na nie wybrałeś/wybrałaś.
- Opisz główne zalecenia prowadzącego spotkanie.
- Wyraż swoją opinię na temat spotkania i prowadzącego.
- Wyjaśnij, w jaki sposób to spotkanie wpłynęło na Twoje podejście do zdrowego stylu życia i jakie zmiany ostatnio wprowadziłeś/wprowadziłaś.

NN

TEEN MIND AND BODY

Hi! You'll never believe who I had a chance to meet and listen to!

Tommy 3 hours ago 13 replies

Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).



Wypowiedź ustna

- 6  Pracujcie w parach. Wykonajcie zadanie, następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B.

Uczeń A

Przebywasz za granicą na kursie językowym. Masz wysoką gorączkę i bardzo źle się czujesz. Jesteś u lekarza. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Okoliczności pobytu
za granicą

Objawy złego
samopoczucia

Zalecenia
i rekomendacje lekarza

Obawy związane
z nieobecnością
na kursie językowym

Uczeń B

Jesteś lekarzem. Przychodzi do Ciebie uczeń z Polski, który przebywa na kursie językowym. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- dowiedz się, jakie uczeń A ma objawy złego samopoczucia.
- dowiedz się, czy uczniem A ma się kto zaopiekować.
- zaproponuj, by uczeń A zgłosił się do Ciebie na wizytę kontrolną za kilka dni.
- wyraż stanowczą opinię, że uczeń A musi kilka dni spędzić leżąc w łóżku.

✓ SELF-ASSESSMENT UNIT 4

How well can you do these things in English now?
Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can report general and recent experiences in the past, using the present perfect.
- b I can talk about activities which continue up to now using the present perfect with *for* and *since*.
- c I can discuss health problems and illnesses.
- d I can describe scenes in photos and pictures using fillers.
- e I can write basic notes and messages.
- f I can talk about my lifestyle and how to keep fit and healthy.

LANGUAGE CHECKPOINT ► PAGE 147

5 TV addicts

Vocabulary

Television

- 1 Look at the TV. What types of programmes can you see? Use the words in the box to help you.

advert • cartoon • chat show • comedy
cooking programme • documentary
drama • film • game show • reality show
soap • sports programme • the news

- 2 Think of one or two examples of each programme in 1.

cartoon – *The Simpsons, Dragon Ball Z*

- 3a Where does the stress come in each noun or compound noun in 1?

advert cartoon

- 3b 1.31 Listen, check and repeat.

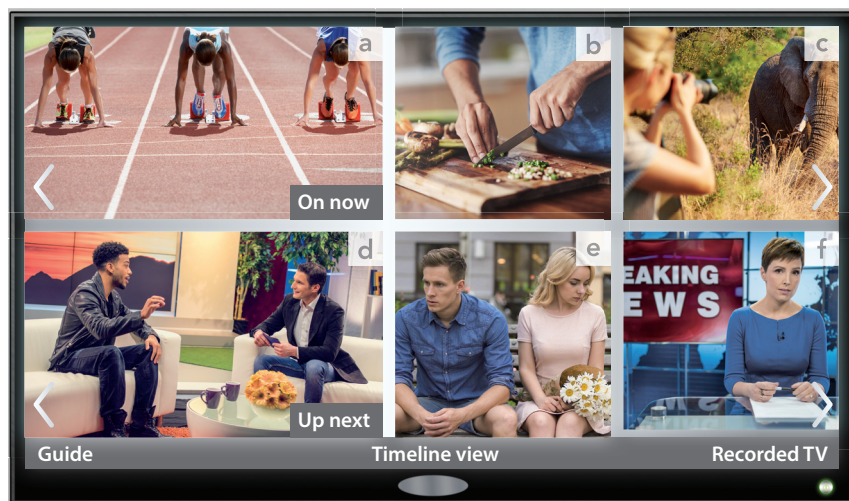
- 4 Look at the words in bold in these questions. Check that you understand them. Then use the questions to interview your partner.

- Do you ever watch any **live** programmes? What type?
- What is your favourite **series**?
- What **channel** is it on?
- Who is your favourite TV **presenter**?
- Who usually **turns** the TV **on** in your house?
- What time do you usually **switch** the TV **off**?
- Who is in charge of the **remote control** in your house?

Adjectives describing TV programmes

- 5 Look at these adjectives. Do they have a positive (+) or a negative (–) meaning?

awful • boring • cool • exciting • funny
informative • interesting • moving
popular • scary



- 6 Match some of the words in 5 with these descriptions. Write the answers in your notebook.

- when something gives a lot of information *informative*
- when something makes you feel frightened
- when something is very bad
- when many people like something
- when something makes you laugh
- when something makes you feel very emotional

- 7 1.32 Listen and decide what type of TV programmes these five people are talking about. Write the answers in your notebook.

- | | |
|---|---|
| 1 | 4 |
| 2 | 5 |
| 3 | |

- 8a Think of things or people for each adjective in 5 and make a note of them in your notebook.

exciting – superhero films, live football

- 8b Work with a partner and compare ideas.

I think superhero films are really exciting.

I don't. I think they're boring!

1a Work with a partner. What can you see in the TV screens? Each one is of a TV programme. Which programme would you prefer to watch? Why?

1b You are going to read a magazine article about Slow TV. Before you read, what do you think Slow TV might be?

Culture > **Television & radio** Blog TV listings News Reviews A-Z Message board

SLOOOOOOOOOOW TV

It's Friday night. What would you like to watch on TV? How about a reality show to find the best singer in the country? Or the funniest comedy programme on TV? Or how about watching a complete seven-and-a-half-hour train journey from Oslo to Bergen in Norway?

One Friday night in 2009, against all predictions, a million people in Norway (20% of the population) decided to watch the programme about the longest railway in the country! This programme was the start of a new phenomenon called 'Slow TV'.

'It was the 100th anniversary of this route and we'd planned a couple of documentaries,' says Rune Møklebust, head of programming at the Norwegian public TV channel (NRK). 'Then someone said 'why not film the whole trip?'. We thought it would be something completely new ... and cheap. The programme went out at the same time as *The X Factor* and a popular comedy programme. It was the most popular programme that night. Many people said they only planned to watch for a few minutes, but they ended up watching for hours and hours.

Some Slow TV programmes are longer and slower than that first programme. There has been a nine-hour programme which showed the process of getting the wool from a sheep and turning it into a jumper. There has also been a 12-hour programme showing a wood fire burning. And an 18-hour programme showing somebody fishing (it took four hours to catch the first fish!). The longest programme so far was 134 hours, showing the coast of Norway from a ship. Møklebust used 11 cameras and filmed for five and a half days. Many people went to the coast to appear in the programme.



08
Hours



Watch Now



12
Hours



Watch Now

3.2 million people watched it. That's more than half the country! So why is Slow TV so popular? Life is faster and more stressful than in the past. For many people, Slow TV is more relaxing than modern programmes where the pictures and sounds change rapidly. Also, more and more people live in big cities. Maybe Slow TV helps them to feel in contact with nature again. After all, this is real 'reality TV', with no editing, not like the programmes they call 'reality shows'.

Slow TV is getting bigger and bigger. And it isn't only Norwegians who are interested in it. A US company has started to show the programmes on over 100 channels. 1.1 million Americans watched the famous seven-and-a-half-hour train programme. But some Americans say that Slow TV was really an American invention. One of the most famous American artists, Andy Warhol, made a film in 1963. It was called *Sleep*. In the film, a poet called John Giorno sleeps for six hours!

2 Read the text and check your prediction in 1b.

3 Choose the best answers and write them in your notebook.

- When a lot of people watched the train programme in 2009, it was ...
 - because there was nothing good on the other channels.
 - a surprise.
 - because Norwegians are interested in their railway.
- Originally, Rune Møklebust didn't ...
 - have a reason to make a programme about the train journey.
 - want to make a programme about the train journey.
 - plan to make a long programme of the train journey.
- In Norway, ...
 - there are approximately 5 million people.
 - people generally live on the coast.
 - people are only really interested in nature programmes.
- Slow TV is 'real' because ...
 - they only use one or two cameras.
 - what they film is what you see.
 - they only film nature and animals, not people.

- On American TV, ...
 - there are channels that are starting to show Norwegian programmes.
 - they are saying that an American artist invented Slow TV.
 - there are channels which now only show Slow TV.

4 Answer these questions in your notebook.

- Why did Rune Møklebust and his team decide to make their first long programme?
- What reasons can explain the popularity of Slow TV?
- What are the similarities between the film *Sleep* and Slow TV?

5 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- 'Reality shows do not show the real world.' Do you agree? Why/Why not?

6 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

7 **What about you?**

Would you like to watch any of the Slow TV shows mentioned in the text? Why/Why not?

Comparatives and superlatives

1a Look at the comparative and superlative form of these adjectives.

Adjective	Comparative	Superlative
1 long	longer	the longest
2 big	bigger	the biggest
3 funny	funnier	the funniest
4 popular	more popular	the most popular
5 good	better	the best

Now match the adjectives with the correct rule. Write the answers in your notebook.

- a adjectives with three syllables or more, use *more/most* + the adjective 4
- b one-syllable adjectives which end in one vowel + one consonant, double the last consonant and add *-er*
- c two-syllable adjectives ending in *-y*, omit *-y* and add *-ier*
- d one-syllable adjectives, add *-er*
- e irregular adjectives have no set rule

1b Use the rules in 1a to write the comparative and superlative form of these adjectives in your notebook.

- 1 crazy
- 2 bad
- 3 boring
- 4 short
- 5 sad

1c Complete the sentences in your notebook with the correct words.

- 1 The new series is more popular the old one.
- 2 It's the most popular series the US at the moment.

GRAMMAR REFERENCE > PAGE 148

2a 1.33 Look at these sentences and listen. Then answer questions 1–3.

- a Films are longer than game shows.
 - b Books are more interesting than films.
 - c This programme was better than that one.
 - d Soaps are more popular than reading.
- 1 Which colour represents the stress in the sentences: yellow or blue?
 - 2 Which types of words receive the stress: nouns, main or auxiliary verbs, adjectives or articles?
 - 3 What types of words does the other colour represent?

2b 1.33 Listen again and repeat the sentences.

3a Complete these sentences in your notebook with the comparative form of the adjectives given and *than*.

- 1 Cookery programmes are documentaries. (interesting)
- 2 Adverts can sometimes be the programmes. (good)
- 3 Reality shows are chat shows. (bad)
- 4 Watching films at the cinema is watching them on TV. (exciting)
- 5 Ben Stiller is Will Smith. (funny)

3b Work with a partner. Which of the sentences in 3a do you agree with?

4 Check that you understand the words in the box. They are words which we frequently use with comparative adjectives to modify them. Then choose the correct alternative. Write the answers in your notebook.

a bit • a lot • far • much • slightly

- 1 Watching TV is *far/a bit* more popular as a hobby than writing poetry.
- 2 Jack Black (1m 68cm) is *much/slightly* taller than Daniel Radcliffe (1m 65cm).
- 3 For most people, watching football on TV is *a lot/a bit* more exciting than watching yoga.
- 4 The programme lasted 60 minutes. It was *far/a bit* longer than normal, because it usually lasts 55 minutes.

5 Complete the sentences in your notebook with a logical opinion. Then work with a partner and compare your sentences.

- 1 *Slow TV programmes are* a lot longer than *normal TV programmes*.
- 2 a lot younger than .
- 3 slightly more popular than .
- 4 far funnier than .
- 5 much more informative than .
- 6 a bit scarier than .

6a Justin Timberlake has been a singer since 1995 and he is now one of the most famous people in the world. He started singing in a boy band and he looked very different. Look at him in these two photos. In your notebook, make notes comparing his appearance. Use the words in the box for ideas.

attractive • bad • dark • funny • good • curly • long
old • serious • short • strong • young

6b Work with a partner. Take it in turns to compare the two photos.



He's older in photo b.

Yes, and his hair is much darker.

6c Talk about you. Have you changed since you were seven?

7 Complete the questions in your notebook with the superlative form of the adjectives given.

- What is the most interesting (interesting) way to spend free time in your opinion?
- What is the most difficult (difficult) day of the week for you?
- Who is the funniest (funny) person in the class?
- Who is the happiest (happy) person you know?
- What is the best (good) part of your day?

8a Interview different people in the class using the questions in 7.

8b Tell the class some interesting answers that people gave you.

Lucy thinks Sunday is the most difficult day of the week!

Adjectives ending in -ing and -ed

1 Choose the correct alternatives in the examples and the rule. Write the answers in your notebook.

- When a film is exciting/excited, you feel exciting/excited.
- When a documentary is interesting/interested, you feel interesting/interested.

To describe how somebody feels, we use the -ing/-ed ending.

2 In your notebook, write the -ing or -ed forms of the words in the box. Check that you understand the words.

boring • confusing • disappointing
embarrassed • exciting • frightened
interesting • moving • relaxed
surprised • tired

3 Complete the sentences in your notebook with the -ing or -ed form of the words given.

- I was surprised (surprise) to hear that they've stopped the series.
- It was so embarrassing (embarrass) when the presenter forgot what to say.
- That new game show is really confusing (confuse). I don't know what the contestants have to do.
- That film made me feel really emotional. I was excited (move).
- The directors of the new show were very disappointed (disappoint) because not many people watched it.
- Some people think that classical music is boring (bore).
- I think classical music is really relaxing (relax).

4a Look at these things. Then make notes with your opinions of them in your notebook.

exams • pop music • reading • spiders
sport • theme parks • watching documentaries

exams – *tiring, make me feel frightened*

4b Compare your ideas with a partner.

I think exams are really *tiring*.

Yes, and they sometimes make me a bit *frightened*.

- 1 Do you ever watch British or American TV shows? Which ones? What do you think of them?



Downton Abbey – a popular British TV show

- 2 1.34 Listen to a radio programme. The people are calling to say what they think of TV in the UK and what type of programmes they usually watch. In your notebook, match the speakers with their answers. There are two options you don't need.

- | | | | |
|-----------------------|--------|---|--------------------------|
| a game shows | Tyler | 1 | ☐ |
| b sports programmes | Olivia | 2 | ☐ |
| c drama series | Harry | 3 | ☐ |
| d they don't watch TV | Lily | 4 | ☐ |
| e documentaries | | | |
| f comedy programmes | | | |

- 3 1.34 Listen again. In your notebook, write which speaker ...

- | | |
|--|--------------------------|
| 1 thinks having lots of different channels isn't always a good thing? | ☐ |
| 2 finds that TV makes it difficult for them to communicate with others? | ☐ |
| 3 thinks TV today is the same as always? | ☐ |
| 4 just watches TV to be happy and relaxed? | ☐ |
| 5 watches TV to have fun <u>and</u> to learn things? | ☐ |
| 6 thinks some types of programmes are better in the UK than anywhere else? | ☐ |
| 7 wants people to be more active? | ☐ |
| 8 thinks Americans make more exciting programmes. | ☐ |

- 4 What about you?

In general, what do you think of TV in your country?

BUZZWORD

Whovian – a fan of the British science fiction TV series *Doctor Who*

The convention attracted a lot of Whovians, who wanted to see the actors who currently had the star roles of the Doctor and companions.

less ... than, (not) as ... as

- 1a Look at these sentences.

- British TV is **as** good **as** TV in the US.
- British series aren't **as** good **as** American series.
- Their programmes are **less** informative **than** ours.

- 1b Are these statements true or false? Write the answers in your notebook.

- We use **as ... as** to say that two things, people or situations are similar.
- Not as ... as** and **less ... than** have a similar meaning.
- Not as ... as** and **less ... than** are the opposite of **more ... than**.

GRAMMAR REFERENCE ► PAGE 148

- 2 Rewrite these sentences in your notebook but keep the same meaning. Use **as ... as**, **not as ... as**, **less ... than**. Use each expression twice.

- American TV series are more violent than European series.

European series aren't as violent as American TV series.

- Soaps are interesting, but game shows are equally exciting.

Game shows are not as interesting as soaps.

- Computer games are more popular with today's teenagers than TV programmes.

TV programmes are not as popular as computer games.

- Football programmes on TV are exciting. Football programmes on the radio are equally exciting.

Football programmes on the radio are not as exciting as football programmes on TV.

- Watching horror films in the cinema is scarier than watching them at home.

Watching horror films at home are not as scary as watching them in the cinema.

- Books are more informative than TV documentaries.

TV documentaries are not as informative as books.

- 3 Work with a partner. Do you agree with the opinions in 2?

What do you think about the first sentence?

I agree. I think American TV series are often very violent.

too and (not) enough

4a Look at the sentences.

- 1 People here are **too** lazy to switch the TV off.
- 2 The programmes aren't good **enough**.
- 3 People say they haven't got **enough** free time.
- 4 I'm happy **enough** with TV today.

4b Match the first and second halves of the rules.

Write the answers in your notebook.

- | | |
|--------------------------------|--|
| 1 We use too | a to say a person, thing or situation is insufficient. |
| 2 We use not ... enough | b to say a person, thing or situation is sufficient. |
| 3 We use enough | c to say a person, thing or situation is excessive. |

4c Look at the word order in the sentences in 4a.

- 1 Does **too** come before or after the adjective?
- 2 Does **enough** come before or after the adjective?
- 3 Does **enough** come before or after the noun?

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5 Complete the text with the words in the box.

Write the answers in your notebook.

as • as • enough • not • serious • than • too • young



Matt Smith as Doctor Who.

Doctor Who is a world-famous science fiction drama series made by the BBC. It's a British series, but it's as popular (a) many big American series. In most episodes, there are scary moments. But the writers need to be careful. It can't be (b) frightening because it's a series for children. The great thing about the series is that children love

it but it's exciting (c) for adults to enjoy, too.

Doctor Who travels in space and in time. He travels in a blue police telephone box called the TARDIS. From the outside, it seems that there is (d) enough space for two or three people to be inside the TARDIS. But, luckily, the inside of the TARDIS isn't (e) small as the outside. In fact, it's enormous!

The series is already over 50 years old! Twelve actors have played the Doctor so far. Some of the actors have been less successful (f) others. But one of the most popular was Matt Smith. At first, some people thought he was too (g) to be Doctor Who, because he was only 26. And some people thought he wasn't (h) enough because he was always saying funny things. But he was such a great Doctor that, in the end, some people cried when he left the series!

6 Complete the sentences in your notebook with the verb to be and too or not ... enough plus the adjective given.

- 1 This film is for adults, and Aisha is only fifteen.
She *isn't old enough* (old) to see it.
- 2 This game show (easy).
Everybody always wins.
- 3 This cartoon (original). It's exactly the same as all the others.
- 4 Owen needs to improve. He (good) to be in the first team.
- 5 It (hot) in here.
Can you open the window?
- 6 I can't understand this film. The story (confusing)!
- 7 That horror film was awful. It (scary). I was so bored I fell asleep!

7a Look at the questions. In your notebook, write down ideas for your answers. Use the adjectives in the box with too and enough.

clever • fast • fit • good • healthy
lazy • long • old • serious • short
slow • young

- 1 Could you be a newsreader on national TV at the moment?
- 2 Could you win a gold medal running 100 metres at the Olympic Games next week?
- 3 Could you win a Nobel Prize next year?

7b Tell your partner your answers.

We aren't old enough to read the news.

And my hair's too long! The men who read the news always have short hair!

Negotiating

- 1 Work with a partner. Imagine these programmes are on TV tonight. Which one(s) would you like to watch? Why?

8 pm	8.00	PICK Earthwatch David Kent explores the wonders of the Amazon rainforest.	You're Nicked! An insight into the life of Britain's police force.	Who Wants to be Incredibly Rich? James Kay hosts the big money quiz.
	8.30			
9 pm	9.00	Space 2112 First in a spectacular new sci-fi drama series.	Catastrophes Experts predict how the world will end.	Food Nation Three chefs remain in the competition and there's another event to cook for.
	9.30			
10 pm	10.00	News	FILM Three's a Crowd (2009) *** A young woman's life is turned upside down when her mother-in-law moves into the marital home.	PICK Patterson's People Interviews with the rich and famous.
	10.30	Sports Round-up Highlights from this afternoon's match between Liverpool and Barcelona.		

- 2a 1.35 Listen to two friends deciding what to watch on TV tonight.

- In your notebook, write which types of TV programme you hear.
- Which programme do they decide to watch?

chat show comedy
drama series documentary
game show cookery programme

- 2b What do the two girls think about different types of programme?

- drama
- science fiction
- documentaries
- cookery programmes

- 3 1.35 Listen to the dialogue again. Which expressions do you hear?

SPEAKING BANK

Making suggestions

- Shall we (do something)?
- Why don't we (do something)?
- Let's (do something).
- How about (doing something)?

Responding to suggestions

- Great!
- OK.
- Fine.
- Yes, let's ...
- I know what you mean, but ...
- No, I prefer ...
- But what about ...?
- Good idea.
- Me too./Me neither.
- Yes, but ...
- I'm not sure.

- 4 Work with a partner. Take it in turns to suggest watching a programme from 1 and responding to the suggestion.

Shall we watch the cookery programme?

I'm not sure. I don't think it's very exciting. What about ...?

- 5 Look at these different ways of spending the evening. Work with a partner. Think of good and bad things about each activity.



Practice makes perfect

- 6 Work with a partner. Do this role-play using your ideas from 5 and the Speaking bank to help you.

You and your partner want to spend the evening together.

- Suggest an activity and explain why you think it is a good idea.
- Listen to your partner's suggestion and explain why you don't want to do this activity.
- Talk about different activities until you come to a decision about what to do.

BUZZWORD

binge-watching – the activity of watching TV for an extended period of time, e.g. several episodes of a series

Last weekend, I binge-watched the whole first season of that sitcom you recommended to me. I loved it!

A review

- 1 Read this review of a British TV programme. Do you know the programme? If so, do you like it? If not, would you like to see it? Why/Why not?

Today
Sun
Mon
Tue

Review

The Voice | Saturday 7 pm



My favourite programme is *The Voice*. It's on BBC1. It's on Saturdays at about 7 o'clock in the evening and they repeat the programme on BBC3 on Sundays. In *The Voice*, four famous singers listen to members of the public sing. Each star decides if they like the person's voice and if they want the person to be part of their team. Then the teams compete to see who has the best voice.

Personally, I love this programme because I love music and I also like game shows and reality shows. In my opinion, *The Voice* is really cool because the stars can't see the person who is singing. They can only listen. I think that's much fairer than on other singing shows where they choose the winners because of their appearance, not because of their voice.

I would recommend *The Voice* to anybody who likes pop music and reality shows. As far as I'm concerned, it's the best combination of those two types of programme that I've ever seen.

- 2a In which paragraphs does the information come? Write the answers in your notebook.

Paragraph 1:

Paragraph 2:

Paragraph 3:

Paragraph 4:

- title, channel, time and day
- why the writer likes the programme
- a recommendation to watch/not to watch the programme
- a description of the programme

- 2b Make notes in your notebook with the basic information that the writer gives.

- 1 Title: *The Voice*
- 2 Channel:
- 3 Day and time it's on:
- 4 Description of the programme:
- 5 Reasons why the writer likes it:

- 3 Read the review again. In your notebook, complete the expressions in the Writing bank.

WRITING BANK

Useful expressions in a review

- *Personally*, I love this programme ...
- , *The Voice* is really cool because ...
- I that's much fairer than ...
- I *The Voice* to anybody who ...
- As concerned, it's the best ...

- 4a Work with a partner. In your notebooks, make a list of programmes that are popular in Poland at the moment.

- 4b  Tell your partner your opinion of the programmes. Use the expressions in the Writing bank.

- 5 In your notebook, make notes about your favourite TV programme. Think about the information in 2a.

Practice makes perfect

- 6 Look at this task and write your review. Use the paragraph plan in 2a and the expressions in the Writing bank to help you.

Write a review of your favourite TV programme. Include:

- basic information about the programme (title, channel, time, day)
- a description of the programme
- reasons why you like it
- a recommendation (who is the programme good for?).

WRITING BANK ► PAGE 163

- 1 **Work with a partner. Look at the list of activities below. Do you think it is possible to become addicted to them? Why/Why not?**

playing video/online games • shopping
doing exercise • watching TV series • texting
using social media • losing weight
surfing the Net • partying

- 2 **Read the blog entry on binge-watching. Which words in the box would you use to describe the general tone of the entry?**

serious • humorous • formal • informal
informative • personal • critical • enthusiastic

THE REAL POWER OF BINGE-WATCHING

Do I binge-watch? Of course I do. Who doesn't nowadays? That is, if binge-watching means watching several episodes of a series in a row. Well, maybe more than several. Or perhaps a whole season. If I'm hooked on a show, it's goodbye to any household chores that have been on my 'must-do list' for the last couple of weeks.

All those streaming services like Netflix or Amazon know what they're doing when they give us the chance to see the whole season all at once. Back in the old days, you had to wait a week to see the next episode of your favourite show. Now, the next episode is one press of a button away, and if it has got a good cliffhanger ending, a twist in the plot or a scene which is so exciting that it makes you want to watch the next one – who can possibly say no to that?

The question is, is this really an addiction, similar to those of being addicted to drugs, alcohol or gambling? There is some research which suggests what is happening when we watch that cliffhanger: we don't know what happens next, so our bodies produce stress-related hormones.

On the other hand, as the studies go on to show, when we have finished watching an episode, a series of episodes, or a whole season, we feel we have achieved something, or completed a task, and that feeling causes pleasure hormones to start flowing in our brains. As a result, we want to watch more.

So, even if you feel it's not quite an addiction yet, but simply a mild obsession, maybe it's time to get back in control. Promise yourself to only watch another episode after you finish a task. Make a decision not to watch anything late at night. I've got to finish now, however, because I have another episode of *Homeland* to watch 😊

- 3 **Which of the following is stated in the text as a fact? Which is an opinion of the author? Write the answers in your notebook.**

- Shows are addictive because you want to know what happens next.
- We produce hormones related to stress when we are watching a cliffhanger ending.
- Our brains feel happy when we complete a task such as watching a whole season.
- Binge-watching is more of an obsession than an addiction.
- We should find ways to control our binge-watching habits.

- 4 **In your notebook, complete the following email to a university lecturer, using information from the blog.**

Dear Professor Jones,

I have just read an article about binge-watching which raises the question whether it is possible to become (1) to watching a favourite show. The author quotes the result of some (2) but does not mention any sources. I was wondering if you could help me find any reliable information about what happens to people when they binge-watch, for example, what (3) are produced in their brains.

I am currently preparing a project on what causes the brain to feel happy and satisfied. That is why I would also be interested to know whether finishing a whole season can really make you feel as if you have (4) an important task.

I would be very grateful for your help.

Looking forward to hearing from you,

Harry Finney

- 5 **Work in pairs. Complete the questionnaire in your notebook. Are your answers similar or different?**

How often do you:	Every day / Very often	Quite often	From time to time	Seldom	Never
watch TV series?	☒	☒	☒	☒	☒
watch two or more episodes at once?	☒	☒	☒	☒	☒
get too little sleep because of binge-watching?	☒	☒	☒	☒	☒
forget to do some other tasks because of binge-watching?	☒	☒	☒	☒	☒

- 6 **Work with a partner. Answer these questions.**

- If you binge-watch, when was the last time you did it? What was the show?
- Can you think of a show in which the cliffhangers were really good? Tell your partner about it.
- Do you think that binge-watching is an addiction or an obsession? Why?
- Do you agree with the opinion that you should watch the most popular shows so as to be able to talk about them with your friends? Why/Why not?

- 7 **For the next class, prepare a short presentation or a poster. Search the Internet for teenage addictions and find information on the following:**

- why it is so addictive;
- how common the problem is;
- what health problems it might lead to;
- how you can help people who are addicted.

KULTURA

Media

advert (ad/advertisement) (n)	/ˈadvɜːt/	reklama
cartoon (n)	/kɑːˈtuːn/	kreskówka
channel (n)	/ˈtʃæn(ə)l/	kanal (telewizyjny)
chat show (n phr)	/ˈtʃæt ʃəʊ/	program dyskusyjny, talk-show
comedy (n)	/ˈkɒmədi/	komedia
cooking programme (n phr)	/ˈkɒk(ə)ri ˈprəʊgræm/	program kulinarny
documentary (n)	/ˌdɒkjəˈment(ə)ri/	film dokumentalny
drama (n)	/ˈdrɑːmə/	film obyczajowy, dramat
film (n)	/fɪlm/	film
game show (n phr)	/ˈgeɪm ʃəʊ/	teleturniej
live (adj)	/laɪv/	na żywo
programme (n)	/ˈprəʊgræm/	program
reality show (n phr)	/riˈæləti ʃəʊ/	program „reality show”
remote control (n phr)	/riˈməʊt kənˈtrəʊl/	pilot (do telewizora)
series (n)	/ˈsiəriːz/	serial
soap opera (n)	/səʊp ˈɒprə/	telenowela
sports programme (n phr)	/ˈspɔːts ˈprəʊgræm/	program sportowy
the news (n)	/ðə ˈnjuːz/	wiadomości
turn/switch on/off (v phr)	/ˈtɜːn / ˈswɪtʃ ˈɒn / ˈɒf/	włączyć/wyłączyć
TV presenter (n phr)	/ˈtiː ˈviː priːzəntə(r)/	prezenter telewizyjny

Twórcy i ich dzieła

awful (adj)	/ˈɔːf(ə)l/	okropny, paskudny
boring/ed (adj)	/ˈbɔːrɪŋ / bɔːd/	nudny/znudzony
confusing/ed (adj)	/kənˈfjuːzɪŋ / kənˈfjuːzd/	zagmatwany/ zmieszany
cool (adj)	/kuːl/	znakomity, super
disappointing/ed (adj)	/ˌdɪsəˈpɔɪntɪŋ / ˌdɪsəˈpɔɪntɪd/	rozczarowujący/ rozczarowany
embarrassing/ed (adj)	/ɪmˈbærəsɪŋ / ɪmˈbærəst/	niezręczny/ zażenowany
exciting/ed (adj)	/ɪkˈsaɪtɪŋ / ɪkˈsaɪtɪd/	ekscytujący/ podekscytowany
frightening/ed (adj)	/ˈfraɪt(ə)nɪŋ / ˈfraɪt(ə)nd/	przerażający/ wystraszony
funny (adj)	/ˈfʌni/	śmieszny, zabawny
informative (adj)	/ɪnˈfɔːmətɪv/	pouczający
interesting/ed (adj)	/ˈɪntrəstɪŋ / ˈɪntrəstɪd/	interesujący/ zainteresowany
moving/ed (adj)	/ˈmuːvɪŋ / muːvd/	poruszający/ wzruszony
popular (adj)	/ˈpɒpjələ(r)/	popularny
relaxing/ed (adj)	/rɪˈlæksɪŋ / rɪˈlækst/	odprężający/ odprężony
scary (adj)	/ˈskeəri/	straszny
surprising/ed (adj)	/səˈpraɪzɪŋ / səˈpraɪzd/	zaskakujący/ zaskoczony
tiring/ed (adj)	/ˈtaɪərɪŋ / ˈtaɪəd/	męczący/zmęczony

ŻYCIE PRYWATNE

Formy spędzania czasu wolnego

do exercise (v phr)	/ˈduː ˈeksəsaɪz/	ćwiczyć
play video/ online games (v phr)	/ˈpleɪ ˈvɪdɪəʊ / ˈɒnˌlaɪn ˈgeɪmz/	grać w gry komputerowe/w sieci
party (v)	/ˈpɑːti/	bawić się
shop (v)	/ʃɒp/	robić zakupy
surf the Net (v phr)	/ˈsɜːf ðə ˈnet/	surfować po Internecie
text (v)	/tekst/	wysłać wiadomość SMS, esemesować

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

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik
w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

use social media (v phr)	/ˌjuːz ˌsəʊʃəl ˈmiːdiə/	używać mediów społecznościowych
watch TV series (v phr)	/ˈwɒtʃ tiː ˌviː ˈsiəriːz/	oglądać serie telewizyjne

ZDROWIE

Uzależnienia		
addict (n)	/ˈædɪkt/	nałogowiec
addicted (adj)	/əˈdɪktɪd/	uzależniony
addictive (adj)	/əˈdɪktɪv/	uzależniający
addiction (n)	/əˈdɪkʃ(ə)n/	uzależnienie
control (n & v)	/kənˈtrəʊl/	kontrola, kontrolować
drug (n)	/drʌɡ/	narkotyk
gambling (n)	/ˈɡæmblɪŋ/	hazard
habit (n)	/ˈhæbɪt/	nawyk, pryzwyczajanie
hooked (on) (adj)	/hʊkt/	uzależniony (od)
obsession (n)	/əbˈseʃ(ə)n/	obsesja
pleasure (n)	/ˈpleʒə(r)/	przyjemność

INNE

a bit (adv)	/ə ˈbɪt/	trochę
anniversary (n)	/ˌæniˈvɜːs(ə)ri/	rocznica
appear (v)	/əˈpiə(r)/	pojawiać się
burn (v)	/bɜːn/	palić (się), płonąć
cheap (adj)	/tʃiːp/	tani
chore (n)	/tʃɔː(r)/	obowiązek domowy
cliffhanger (n)	/ˈklɪfˌhæŋɡə(r)/	pełne napięcie zakończenie
coast (n)	/kəʊst/	wybrzeże
complete (adj)	/kəmˈpliːt/	całkowity
edit (v)	/ˈedit/	edytować, montować (filmy)
end up (v phr)	/ˌend ˈʌp/	skończyć
episode (n)	/ˈepɪsəʊd/	odcinek
hormone (n)	/ˈhɔːməʊn/	hormon
humorous (adj)	/ˈhjuːməəs/	zabawny, dowcipny
invent (v)	/ɪnˈvent/	wynaleźć, wymyślić
invention (n)	/ɪnˈvenʃ(ə)n/	wynalazek
journey (n)	/ˈdʒɜːni/	podróż
lazy (adj)	/ˈleɪzi/	leniwy
lifestyle (n)	/ˈlaɪfˌstɑɪl/	styl/tryb życia
mild (adj)	/maɪld/	łagodny
nature programme (n)	/ˈneɪtʃə ˈprəʊgræm/	program przyrodniczy
Norway (n)	/ˈnɔːweɪ/	Norwegia
Oslo (n)	/ˈɒzləʊ/	Oslo
phenomenon (n)	/fəˈnɒmɪnən/	zjawisko, fenomen
plot (n)	/plɒt/	fabała
poet (n)	/ˈpəʊɪt/	poeta
population (n)	/ˌpɒpjəˈleɪʃ(ə)n/	populacja
rapidly (adv)	/ˈræpɪdli/	szybko, gwałtownie
research (n)	/ˈriːsɜːtʃ/	badanie naukowe
route (n)	/ruːt/	trasa
slightly (adv)	/ˈslaɪtli/	lekko, nieznacznie
source (n)	/sɔːs/	źródło
stressful (adj)	/ˈstresf(ə)l/	stresujący
trip (n)	/trɪp/	wycieczka, wyjazd
twist (n)	/twɪst/ (nieoczekiwany)	zwrot
wool (n)	/wʊl/	włna

Rozumienie ze słuchu

- 1  1.36 Usłyszysz dwukrotnie wiadomość radiową. Na podstawie informacji zawartych w nagraniu uzupełnij w poniższym dialogu luki 1–5. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszyście.



- Tomek:** Cześć, Marta. Słyszałaś, że będzie szósty sezon Agentów T.A.R.C.Z.Y.?
- Marta:** Cześć. Super! To mój ulubiony serial o (1) . Nawet dołączyłam do grupy na Twitterze, która walczyła o to, żeby (2) nie rezygnowali z tego serialu.
- Tomek:** Naprawdę? No to się pewnie nie ucieszysz, kiedy się dowiesz, że następny sezon pojawi się dopiero za (3) .
- Marta:** Trudno. Poczekam. Na szczęście są inne seriale.
- Tomek:** Wiadomo też, że będzie krótszy – będzie miał tylko (4) odcinków.
- Marta:** Naprawdę? A to szkoda!
- Tomek:** Ciekawe, co się wydarzy w ostatnim odcinku sezonu piątego – podobno widzowie będą płakać...
- Marta:** Pewnie ktoś zginie. Mam nadzieję, że nie agent Coulson... Chociaż, z drugiej strony, polubiłam wszystkich bohaterów. Już nie mogę się doczekać finału tego sezonu.
- Tomek:** A kiedy ten ostatni odcinek?
- Marta:** No jak to, nie wiesz? W (5) ! Ale u nas dopiero dwa dni później...

Rozumienie tekstów pisanych

- 2 Przeczytaj tekst, z którego usunięto trzy zdania. Wpisz w każdą lukę (1–3) literę, którą oznaczono brakujące zdanie (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: dwa zdania zostały podane dodatkowo i nie pasują do żadnej luki. Odpowiedzi zapisz w zeszyście.

- A The film received six Oscar nominations, but only Mark Rylance actually got the award.
- B Donovan tries to do everything he can to get Abel released from prison.
- C So, if you want a really well made historical drama, the film is for you.
- D He portrays Donovan as an intelligent but stubborn man on a mission.
- E Donovan is hired by the CIA to negotiate the exchange of Powers for Abel.

Znajomość środków językowych

- 3 Napisz w zeszyście, co byś powiedział/powiedziała po angielsku w każdej z opisanych sytuacji (1–5).

- 1 Jesteś z kolegą w kinie. Zapytaj, jak podoba mu się film.
- 2 Zaproponuj koleżance wspólne obejrzenie nowego serialu.
- 3 Przeprasz koleżankę, że nie możesz z nią iść na koncert, bo masz dużo zadane do domu.
- 4 Kolega proponuje Ci pójście do kina na horror. Odpowiedz, że nie lubisz horrorów i zaproponuj obejrzenie czegoś innego.
- 5 Koleżanka pyta Cię o opinię na temat programów kulinarnych. Odpowiedz, że Twoim zdaniem są bardzo pouczające.



BRIDGE OF SPIES: NOT YOUR TYPICAL ACTION FILM

If you like your spies to be always chasing other spies in the latest models of cars and helicopters, accompanied by beautiful women, this film may leave you disappointed. It's not your typical James Bond film. The bridge in the title is literally that, a bridge from the days of the Cold War over which captured American and Soviet spies were exchanged after many days of long negotiations.

(1)

The main character of the story is an American lawyer, James Donovan, whose task is to defend Rudolf Abel, a European living in the USA, who has been arrested as a Russian spy. Donovan loses the case and Abel goes to prison for 30 years. However, at the same time, an American pilot, Gary Powers, is shot down in his U2 spy plane over the USSR and is caught and arrested. (2)

The film is inspired by the true story of James Donovan, played by Tom Hanks, who does a superb job of showing yet another 'average' character, who somehow ends up a hero. (3) The cast also includes Mark Rylance as the quiet and mysterious Abel. Rylance plays his part magnificently, and the question he repeatedly asks Donovan, 'Would it help?' reflects his calm attitude to the chaos around him.

Is it worth watching? Yes, if you want an interesting story with lots of added tension, minus the fast action.

Rating: ★★★★★

- 4 Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. **Uwaga:** w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszycie.

- 1 The second season of this reality show is (not/good) the first one.
- 2 My younger sister is (not/old) to watch *Harry Potter* – it can be really scary at times.
- 3 It's (sad/film) I've ever seen – I cried for hours.
- 4 Why (not/we/watch) the latest *Avengers*? They say it's very good.
- 5 In my opinion, watching TV is (exciting) playing games online.

Wypowiedź pisemna

- 5 **Wziąłeś/Wzięłaś ostatnio udział w eliminacjach do telewizyjnego teleturnieju. Napisz swoją relację z tego wydarzenia na blogu.**

- Wyjaśnij, dlaczego chciałeś/chciałaś wziąć udział w teleturnieju.
- Napisz, na czym polega ten teleturniej.
- Opisz, jak wyglądało całe zdarzenie i co robiłeś/robiłaś.
- Przedstaw swoją opinię, czy warto brać udział w takich programach.

25 May 2018

Hello,
Would you believe it? I had a chance to take part in a really well-known game show!

Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

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

Uczeń A



- 1 How is the woman in the picture feeling and why?
- 2 What kind of programmes should be shown on television more often? Why?
- 3 Tell us about the last time you watched something that was really moving.

Uczeń B



- 1 Why are the two women sitting on a couch?
- 2 Who is more important in a chat show: the host or the guests? Why?
- 3 Tell us about a chat show or an interview with a celebrity that you found particularly interesting.

✓ SELF-ASSESSMENT UNIT 5

**How well can you do these things in English now?
Give yourself a mark from 1 to 4.**

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can compare two or more things using different structures (*more/less than, as ... as*).
- b I can name and describe different types of TV programmes.
- c I can identify information in a radio programme about TV.
- d I can make and respond to suggestions about what to do in my free time.
- e I can write a basic review of a TV programme, expressing my opinions.
- f I can talk about free-time activities and addictions.

- 1**  **Work with a partner.** Name one famous example for each of the words in the box. Use a dictionary if necessary.

beach • desert • forest • ice cap • island
jungle/rainforest • lake • mountain
mountain range • ocean/sea • river • valley

beach – Copacabana

- 2** **2.01 Listen and repeat.**

- 3 Play a game. Draw a word from 1 on the board. Can the class guess the word?**

The environment

- 4 Work with a partner. Match the definitions with some of the words in the box. Write the answers in your notebook.**

drought • flood • global warming
greenhouse effect • melt • nuclear disaster • oil spill
ozone layer • pollution • recycle • save • waste

- 1 when heat cannot escape from the atmosphere and the temperature on Earth goes up *greenhouse effect*
- 2 when ice turns to water 
- 3 a long period of time when there is no rain

- 4 the part of the Earth's atmosphere which protects the Earth from the sun 
- 5 the process of making the air, water or land worse, with chemicals, for example 
- 6 a large quantity of water that suddenly covers an area

- 7 the increase in the temperature on Earth

- 8 an accident with nuclear power, usually causing radioactivity 
- 9 an accident when oil comes out of its container, for example at sea 

- 5**  **Work with a partner. Use words from 4 to talk about the photos.**

You can recycle bottles here.
That can reduce pollution.



- 6**  **2.02 Listen to four descriptions of environmental problems. Match each description to a photo in 5. Write the answers in your notebook.**

1

2

3

4

- 7**  **Work with a partner. Ask and answer these questions.**

- 1 How is global warming affecting your country?
- 2 Where and when do you have floods or droughts in your country?
- 3 How do people waste water or electricity in your country?
- 4 What do you do to save water or electricity?
- 5 What products or materials do you recycle?

1a Work with a partner. Look at the two photos on the right. Talk about what you can see. What do you think is the connection between them?

1b Look at the title of the article and the photos. What could 'the most important building in the world' be and why?

2 You have three minutes to read the text and check your prediction.

3 Choose the correct alternative. Write the letter of the paragraph where you found the answer. Write the answers in your notebook.

- Countries pay/don't pay to keep their seeds there.
Paragraph 
- If there is an electrical problem at the Seed Vault, the temperature will/won't be a problem.
Paragraph 
- The most important thing about the location of the Seed Vault is that it is easy to protect from attacks/the altitude will keep the seeds dry.
Paragraph 
- In the case of a future catastrophe, the important thing is to have a lot/wide variety of seeds.
Paragraph 
- The Svalbard Global Seed Vault has/doesn't have millions of types of seeds.
Paragraph 
- Norway built the Svalbard Global Seed Vault because of global warming/possible environmental disasters.
Paragraph 
- People believe droughts and floods might/will never make it difficult to find food in the future.
Paragraph 

4 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- Do you agree that this is the most important building in the world? Why?
- What plants from your country do you think are important to protect?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6  **What about you?**

Are you generally optimistic or pessimistic about the future of the planet? Why?

Is this the most important building in THE WORLD?

A Future problems

Each year, people are becoming more and more worried about the future of our planet. People are now starting to agree – global warming will definitely make a difference to the world's weather. On the one hand, some parts of the world may have more floods. But some other parts might suffer terrible droughts. All of this will have a serious impact on the world's agriculture. And that could make it difficult for us to get enough food to survive.

B A possible solution

This explains the idea behind the Svalbard Global Seed Vault. The Seed Vault is built into a mountain on an island near the North Pole. The aim of the building is to protect the world's agriculture from future catastrophes. This may not just be a question of global warming. Perhaps there will be a major nuclear disaster or war one day. These things definitely won't be a problem for Svalbard. Thanks to careful planning, experts say that it is going to survive any catastrophe.



D Helping worldwide

Any country in the world can leave seeds in Svalbard. And the service is free. There are 1,500 potatoes from Peru, bananas from the Pacific Islands, and rice from more than a hundred different countries. The seeds of some plants, such as peas, only survive for 20 to 30 years. But others will last for hundreds of years.

E The most important building?

In 2028, the Svalbard Vault will celebrate its 20th anniversary. 200 years in the future, it's possible that the ice caps will melt. Even if this happens, Svalbard will be safe. That's because it is on a mountain and will be above the water level. And because it is so close to the North Pole, even if their electricity stops working, the ice will maintain a cool temperature of -3.5°C to keep the seeds safe. But the best protection is the fact that it is in such a remote place. After all, maybe one day this will be the most important building in the whole world.

C Protecting our plants

Some experts think that the population of the Earth will probably go up by 50% in the next 40 years. Because of climate change, it probably won't be easy for some plants to survive. Having many different types of plants will be essential for agriculture to adapt to changes in the environment. In the Svalbard Global Seed Vault, there is space for 4.5 million types of seed. That's 2.5 billion individual seeds! At the moment there are over 770,000 different types there.



Be going to and will

1a Look at the sentences.

- They think the population **will** go up by 50%.
- In 2028, the Svalbard Vault **will** celebrate its 20th anniversary.
- Where can I find more information? I know! I **ll** look on the Internet.
- Yesterday, the US decided what to do. They **'re going to** send more seeds.
- It's warm today. The ice **is going to** melt.

1b Match these explanations of the use of will and be going to with example sentences a–e in 1a. Write the answers in your notebook.

We use **will** ...

- for decisions that we take at the moment of speaking. c
- to talk about an objective truth. []
- to make a general prediction. We often use **think, hope, expect** with this use. []

We use **be going to** ...

- to make predictions based on some sort of evidence. []
- to talk about plans or intentions. []

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2a Look at these sentences. Why do you think some words are marked in blue?

- The **situation** is going to get **worse**.
- Temperatures** are going to go **up**.
- It's going to be a **hot summer**.
- We're **all** going to have **problems**.
- I'm going to **do** something to **help**.

2b Listen. What happens to the words in blue? What is the pronunciation of be going to?

2c Listen again and repeat.

3 Complete the sentences in your notebook with the correct form of the verbs given using will or be going to.

- Experts expect that the ice cap [] (disappear) one day.
- It's only 10 am but the sun is already strong. It [] (be) a hot day.
- A: I'm really hot.
B: I [] (open) the window.
- Next week [] (be) the anniversary of the world's worst oil spill.

- My friends have decided they [] (write) a letter about the environment to the local newspaper.
- People think that global warming [] (cause) lots of problems in the future.
- A: I'm going to see a documentary about the environment.
B: I [] (come) with you.

4 In your notebook, write down six plans or intentions you have. Write about these areas:

- | | |
|----------|-----------------|
| 1 school | 4 sport/hobbies |
| 2 home | 5 family |
| 3 work | 6 friends |
- I'm going to do a school project next week.*

5 Now write down six predictions for the future. Write about these areas:

- | | |
|-------------------|------------|
| 1 the environment | 4 fashion |
| 2 TV | 5 sport |
| 3 politics | 6 medicine |
- I think the planet will get hotter.*

6 Work with a partner. Compare your plans and predictions from 4 and 5.

7a Look at the sentences and give an approximate percentage of probability for each expression in blue. Write the answers in your notebook.

- The population **will probably** go up. 70–80% certain
- Global warming **will definitely** make a difference. []
- Perhaps** there **will** be a nuclear disaster. []
- It's possible that** the ice caps **will** melt. []
- We **may** have more and more floods. []
- Parts of the world **might** suffer droughts. []
- It **probably won't** be easy. []
- It **definitely won't** be a problem. []

7b Look at the position of the adverbs definitely and probably in 7a. What do you notice?

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8 Rewrite the sentences in your notebook, keeping the same meaning. Use between two and five words, including the word given.

- It's possible that the sea level will go up in the next 50 years. **may**
The sea level may go up in the next 50 years.
- It's certain that parts of the Earth will become deserts. **definitely**
Some parts of the Earth will become deserts.
- There's a possibility that the consequences will be catastrophic. **perhaps**
There may be catastrophic.
- It's certain life on the planet won't end in the next 20 years. **definitely**
Life on the planet will not end in the next 20 years.
- It's probable that people won't change their habits. **won't**
People will not change habits.
- The situation might get worse. **possible**
It is possible that will get worse.

9 How certain do you think these predictions are? In your notebook, write sentences with the expressions in 8.

- Summers will get hotter.
- Polar bears will become extinct.
- Cars of the future won't use petrol.
- We will have another ice age.
- Natural disasters will become more common.
- The south of Europe will become a desert.

10 Work with a partner. Compare your answers in 9.

I think summers will definitely get hotter.

I think they may get hotter. I'm not sure.



** BUZZWORD**

ecocide – damage to or destruction of the natural environment, especially that which is caused by human activity such as industrial pollution, acts of war, etc.

The oil spill from the tanker resulted in a case of ecocide in the area.

Different uses of get

1 Look at get in these sentences and match each one with the correct meaning (a–e). Write the answers in your notebook.

- | | |
|---|-----------------------------|
| 1 Summers are <i>getting</i> very hot. | <u> </u> |
| 2 I <i>got</i> your email yesterday. | <u> </u> |
| 3 Last week, she <i>got</i> a book about pollution. | <u> </u> |
| 4 What time will you <i>get</i> to the meeting? | <u> </u> |
| 5 Can you <i>get</i> me the pen that's on the desk? | <u> </u> |
-
- | | | |
|----------|-----------------|-----------|
| a arrive | c become | e receive |
| b bring | d obtain or buy | |

2 Complete the sentences in your notebook with the words in the box. What is the meaning of get in each sentence?

dark • late • ready • red • thin • worse

- You look hot. Your face is getting .
- My brother needs to eat more. He's getting .
- Come on! You need to get for school.
- Scientists are very worried because they say the situation is getting .
- Look at the time! It's getting . Time for bed.
- I'll switch the light on. It's got very in here.

3 What usually happens in these situations? Write sentences in your notebook with get and the words in the box.

an email with news • **angry** • bread • home late presents • tired

- Somebody is saying horrible things to you.
You get angry.
- You run for an hour or more.
- It's your birthday tomorrow.
- You're out at 11 pm and there are no buses.
- You're in a supermarket and you want to make a sandwich.
- Your friend in the US writes to tell you about what happened last week.

4a Work with a partner. In your notebook, write a story where you use get as many times as possible.

4b Tell your story to the class. Who uses get the most?

Yesterday I got up at 7 am and I got ready for school.

1a Work with a partner. Look at the photo. What can you see?



1b Look at the words in the box. Check that you understand what they mean. What do you think could be the connection between them?

charge a mobile phone • corridor
dance floor • run • sustainable energy

2 **2.04 Listen to a science programme on the radio. Why do the words in 1b appear?**

3 **2.04 Listen again. Are the sentences True (T) or False (F)? Write the answers in your notebook.**

- 1 Simon Langton is the name of the school involved in this project. T/F
- 2 The idea came from a boy who is studying at the school. T/F
- 3 They think they can produce enough electricity to make hundreds of mobiles work for two and a half years. T/F
- 4 The students walk on the special floor when they go to technology lessons. T/F
- 5 Laurence first had the idea for this project when he was watching busy people moving around his university. T/F
- 6 The school is the first place to use this technology. T/F
- 7 You can use the technology to produce electricity by dancing. T/F

4 Look again at the false sentences. Why are they false?

5 What about you?

- 1 Do you like this idea to produce sustainable energy? Why/Why not?
- 2 Can you think of any other ideas at school or at home to produce sustainable energy?

Zero conditional

1a Look at the sentences in the zero conditional. Then choose the correct alternative and write the answer in your notebook.

- 1 If you **run** in the corridors, you **get** into trouble.
- 2 You **produce** more energy if you **walk** fast.

We use the zero conditional to talk about specific situations/things that are generally true.

1b Look again at the sentences in 1a and answer the questions in your notebook.

- 1 What tenses do we use in the zero conditional?
If + ,
- 2 Does the half of the sentences with *if* always come first?
- 3 When do we use a comma in conditional sentences?

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2 Complete these sentences in your notebook with the correct form of the verbs given.

- 1 If it's sunny, people often (go) to the beach.
- 2 If it (not rain) for months, the result is usually a drought.
- 3 If it rains a lot for months, there (be) often floods.
- 4 If you don't water plants, they (die).
- 5 If it (be) very sunny, it's bad for your eyes.
- 6 If the sun (shine) all day, the temperature goes up.

3a In your notebook, write sentences to make general statements using the zero conditional.

- 1 If I'm late for school, my teacher gets angry with me.
- 2 If you sit too close to the TV, .
- 3 If you go to bed late, .
- 4 I feel sad if .
- 5 I enjoy English classes if .
- 6 My parents are happy if .

3b Work with a partner. Compare your sentences from 3a. Are any sentences the same?

First conditional

4a Look at these sentences in the first conditional. Then choose the correct alternative and write the answer in your notebook.

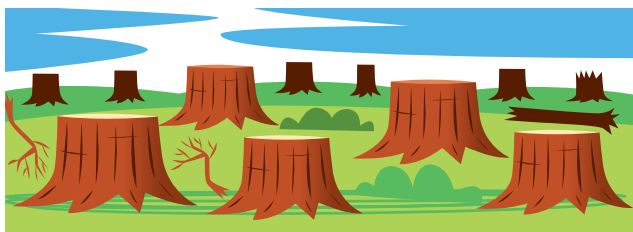
- 1 If you **run** in the corridors at this school, the teachers **will be** really happy.
- 2 The school **will save** money if they **produce** extra electricity.

We use the first conditional to talk about possible/impossible situations and their consequences.

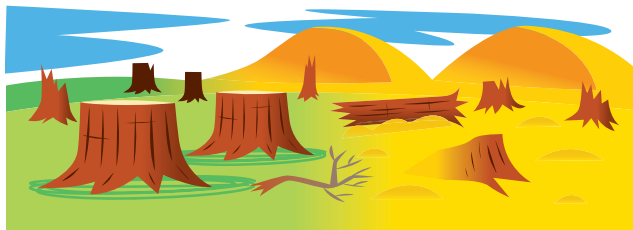
5 Choose the correct alternative. Write the answers in your notebook.



- 1 If we don't/won't recycle paper now, we need/will need to cut down more trees in the future.



- 2 If we cut/will cut down more trees, the forests disappear/will disappear.



- 3 There are/will be more deserts if the forests disappear/will disappear.



- 4 If there are/will be more deserts, the planet becomes/will become hotter.



- 5 Many plants and animals die/will die if the planet becomes/will become hotter.

4b Look at the sentences again and choose the correct alternative. Write the answers in your notebook.

- 1 In the part of the sentence with *if* we use the present simple/will or won't.
- 2 In the other part of the sentence we use the present simple/will or won't.

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6 Put the verbs in the correct tenses using the first conditional. Write the answers in your notebook.

'If we (a) (not do) something soon, electronic products (b) (create) serious problems for the environment. We use more and more energy because we buy more and more electronic gadgets. If this situation (c) (continue), each house (d) (need) an incredible quantity of energy. The popularity of computers, tablets and mobile phones has created an enormous need for more power. In the 1970s, homes contained, on average, just 17 electronic products. But now some people think that they (e) (not be) able to brush their teeth if they (f) (not have) an electric toothbrush. If we (g) (forget) to switch off all these electronic gadgets, we (h) (use) up all of our electricity for nothing.'

7  **Work in groups. Begin with this sentence.**

If I pass all my exams this year, I'll have a special holiday in the summer.

Take it in turns to add conditional sentences. How many sentences can you make?

If I pass all my exams this year, I'll have a special holiday in the summer.

If I have a special holiday in the summer, I'll go with my friends.

If I go with my friends, I'll ...

Making arrangements



1 Work with a partner and answer these questions.

Where do you like going at the weekend when it's ...

- 1 sunny? 2 raining? 3 cold and snowing?

2 2.05 Listen to two people making arrangements for this weekend. Answer these questions in your notebook.

- Where are they going?
- When and where are they going to meet?
- What are they going to take?
- What will they do if it rains?

3 2.05 Complete the dialogue. Write the answers in your notebook. Listen again if necessary.

Jamie: Listen. Are you up to anything this weekend?
Danny: Not really. What about you?
Jamie: If the weather's (a) , Alex and I are going to go to the (b) . Do you fancy coming?
Danny: Sure. What time shall we meet?
Jamie: How about (c) ?
Danny: OK. Why don't we meet at the (d) ?
Jamie: Fine. I'll bring some (e) and we can (f) .
Danny: What will we do if it (g) ?
Jamie: I'll give you a (h) and we'll go somewhere else.
Danny: OK. Listen. I'll ring (i) and ask her to come.
Jamie: Good idea. See you tomorrow at (j) .

4 Check which expressions from the Speaking bank appear in the dialogue.

SPEAKING BANK

Useful expressions for making arrangements

Asking about somebody's plans

- What are you up to at the weekend?
- Are you up to anything this weekend?
- Do you fancy verb + -ing?

Arranging to meet

- What time shall we meet?
- Where shall we meet?
- Why don't we meet at ...?

Responding to plans and arrangements

- Sure./Fine./OK./Great./Good idea.
- Not really./Sorry, I can't./I prefer ...

Present continuous for future

Remember that we can use the present continuous as well as **be going to** to talk about future arrangements.

Where are we meeting tomorrow?

5a 2.05 Listen to the start of the dialogue again. How do the speakers use their voices to show enthusiasm?

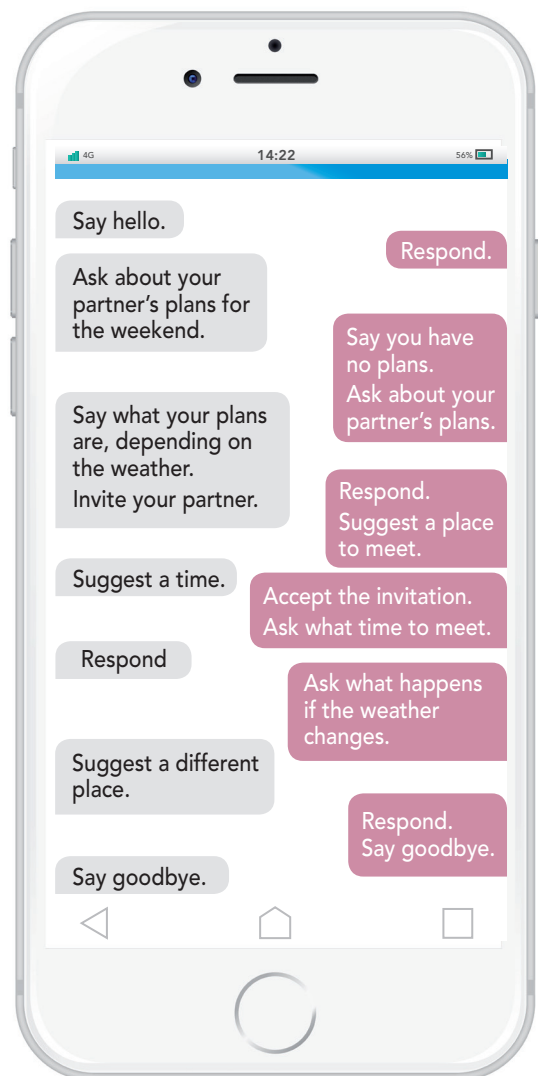
5b Work with a partner. Practise the first six sentences of the dialogue. Remember to show enthusiasm.

6 Work with a partner. Look at the places to go at the weekend in the box. Say if you like them. When is it best to go to them?

beach • bowling alley • cinema
 mountains • park • shopping centre
 sports centre • swimming pool

Practice makes perfect

7a Work with a partner. Use the dialogue in 3, the expressions in the Speaking bank and the diagram below to prepare a dialogue making arrangements.



7b Practise your dialogue. Then change roles.

A formal letter

- 1 Read this newspaper article about climate change. What does the writer think about climate change and why?



HARRY MACDONALD'S VIEWPOINT

THIS WEEK: CLIMATE CHANGE IS REAL!

Why do some people continue saying that climate change isn't real? Haven't they looked out of their windows recently? Winters are colder and summers are hotter. And humans keep producing more and more carbon dioxide emissions. Just a coincidence? I don't think so!

- 2 Work with a partner. What do you think about climate change? Do you agree or disagree with Harry Macdonald? Why?
- 3 Here is a letter to the editor of the newspaper. Does the reader agree or disagree with Harry Macdonald? Are any of your ideas from 2 here?

Dear Editor,

I am writing in response to Harry Macdonald's comments about climate change which appeared in your newspaper last week. Personally, I agree with many of the things that Mr Macdonald says.

Firstly, it is clear that our weather is becoming more extreme each year. **Furthermore**, it appears that these changes are affecting the whole world, not just one or two areas.

Next, some people say that climate change is just a natural process. **Nevertheless**, there is evidence that man-made pollution is making climate change worse.

Finally, many people say it is too late to do anything about climate change. **However**, I think that governments and multinational companies use this as an excuse to continue polluting the atmosphere. **What is more**, I believe that if it is a question of the future of our planet, it is never too late to take action.

I will be interested in hearing other readers' opinions on this subject.

Yours faithfully,

Max Turner

- 4 The words in bold are all linkers. Use them to complete the Writing bank in your notebook.

WRITING BANK

Linkers of sequence, addition and contrast

- Sequence: Firstly, ,
- Addition: Furthermore,
- Contrast: However,

- 5 Complete the sentences in your notebook with linkers from the Writing bank.

- 1 I think climate change is a big problem. , it is getting worse each year.
- 2 Let me explain what I think. , I want to explain my opinions about climate changes in the summer. Next, I want to tell you what I think about changes in the winter. , I want to talk about what we can do to stop the changes.
- 3 In general, I agree with the article. , there are some things in it that I do not agree with.

Practice makes perfect

- 6a Look at this topic and make notes in your notebook.

A newspaper journalist writes:

'Young people don't really do anything to protect the environment. They don't believe that they can make a difference.'

Write a letter to the newspaper editor, expressing your own opinion on this topic.

- Begin by explaining why you are writing.
- Express your opinion and explain your main reason for it.
- Give additional reasons for your opinion.
- End your letter.

WRITING BANK ► PAGE 163

- 6b Write your letter using the model in 3, your notes and the Writing bank to help you.

⚡ BUZZWORD

Frankenstorm – a very large and potentially dangerous storm that is caused by a combination of storms and other particular extreme weather conditions

Hurricane Sandy, with its heavy rain and snow falls, fully deserved to be termed a Frankenstorm.

- 1 **Work in groups of three. Talk about how different types of climate (hot, cold, dry, wet, tropical, polar, temperate etc.) influence the following aspects of people's lives.**

housing • clothing • travel
food/drink/diet • mood • jobs

If you live in a hot climate, you don't need to buy winter clothes.

- 2 **Read the text and answer the questions below in your notebook.**

THE MILLENNIUM FLOOD IN POLAND

Flooding as a result of heavy rainfall is quite common in Europe, but nobody was prepared for the disaster that hit Central Europe in 1997. The flood, which was called the Millennium Flood in Poland, was one of the most devastating ever in the region and affected the Czech Republic, Poland and Germany. It was caused by a combination of two periods of heavy rainfall in July which led many rivers to overflow. In some places, the water level rose by four metres in half a day!

In Poland, the flooding began on July 6th and it affected a lot of towns and cities. It claimed the lives of over 50 people and caused extensive damage: about 7,000 people lost everything they owned; additionally, around 680,000 houses, 4,000 bridges and over 800 schools were severely damaged or destroyed. In some places in Wrocław, the water reached the balconies of flats on the first floor. Hundreds of people were trapped and waited to be rescued by the emergency services.

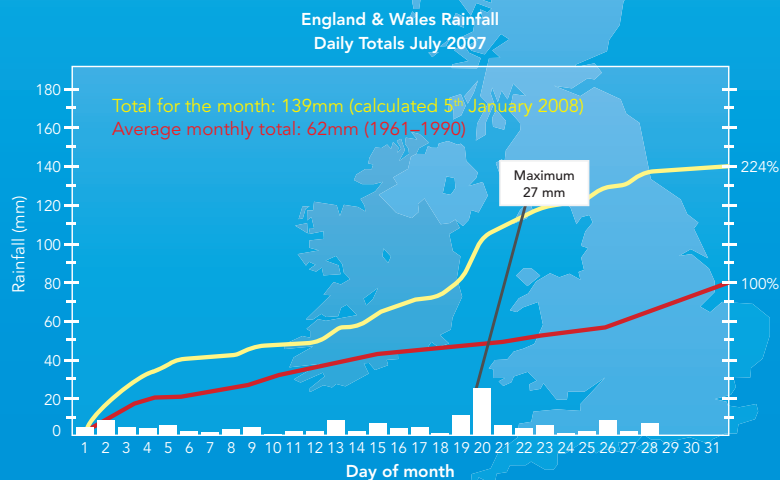
These tragic circumstances brought the Polish nation together. For example, in Wrocław hundreds of residents filled and placed sandbags around the city centre to stop the water from getting in. People all over Poland sent supplies and medicines. There was even a special single recorded by famous Polish musicians to raise money for those affected.

- Why is the flood of 1997 called the Millennium Flood?
- What happened to the rivers as a result of the heavy rainfall?
- When did the flood start to affect Poland?
- How many people died as a result of the flood?
- How high was the water in some places in Wrocław?
- What did the volunteers in Wrocław help to do?

- 3 **Use the information from the leaflet to complete the email. Write the answers in your notebook.**

2007 UK FLOODS

- Record heavy rainfall – July 2007
- Total rainfall in May, June and July – 414 mm (England and Wales)
- River flooding and surface water flooding
- Damage: 55,000 properties flooded; 7,000 people rescued; 13 people died; half a million people without water and electricity; roads and railways blocked; 25 stations of the London Underground closed



Hi Neil,

I'm preparing a presentation about the flooding in the UK in the summer of 2007. I've found some information about it: that it was caused by record levels of rainfall – the wettest day was (1) , when 27 mm of rain fell, while the monthly average for July is (2) mm. I read that (3) people lost their lives and thousands had to be (4) . It also says that 25 London (5) stations were closed! Does it mean that there was actually water inside the tunnels?

There's one thing I don't understand – could you explain to me what surface water flooding is? I'm sure you'll know – you study geography, after all.

Please write back as soon as possible.

Thanks,

Kasia

- 4 **Work in pairs. Compare the information about the floods in Poland and the UK in 2 and 3.**

- 5 **Work in pairs. Talk about which places in the world are most often affected by the natural disasters in the box.**

drought • flood • hurricane • tornado • tsunami
avalanche • heatwave • blizzard • thunderstorm

- 6 **For the next class, prepare a short presentation about an example of an extreme weather event or a natural disaster in the USA. Search the Internet for the following information:**

- what kind of disaster it was;
- what the damage was;
- when and where it took place;
- why it is remembered.

ŚWIAT PRZYRODY

Krajobraz

beach (n)	/bi:tʃ/	plaża
desert (n)	/ˈdezət/	pustynia
forest (n)	/ˈfɒrɪst/	las
ice cap (n phr)	/ˈaɪs ˌkæp/	czapa lodowa
island (n)	/ˈaɪlənd/	wyspa
jungle (n)	/ˈdʒʌŋɡ(ə)l/	dżungla
lake (n)	/leɪk/	jezioro
mountain (n)	/ˈmaʊntɪn/	góra
mountain range (n phr)	/ˈmaʊntɪn ˌreɪndʒ/	łańcuch górski
ocean (n)	/ˈəʊʃ(ə)n/	ocean
rainforest (n)	/ˈreɪn ˌfɒrɪst/	tropikalny las deszczowy
river (n)	/ˈrɪvə(r)/	rzeka
sea (n)	/si:/	morze
valley (n)	/ˈvæli/	dolina

**Zagrożenia i ochrona środowiska naturalnego/
Klęski żywiołowe**

drought (n)	/draʊt/	susza
environment (n)	/ɪnˈvaɪrənmənt/	środowisko
flood (n)	/flʌd/	powódź
global warming (n phr)	/ˌɡləʊb(ə)l ˈwɔːmɪŋ/	globalne ocieplenie
greenhouse effect (n phr)	/ˈɡriːnhaʊs ɪˌfekt/	efekt cieplarniany
melt (v)	/melt/	topnieć
nuclear disaster (n phr)	/ˈnjuːkliə dɪˈzɑːstə(r)/	katastrofa nuklearna
oil spill (n phr)	/ˈɔɪl ˌspɪl/	wyciek ropy
ozone layer (n phr)	/ˈəʊzəʊn ˌleɪə(r)/	warstwa ozonowa
pollution (n)	/pəˈluːʃ(ə)n/	zanieczyszczenie
recycle (v)	/riːˈsaɪk(ə)l/	odzyskiwać surowce wtórne
save (v)	/seɪv/	oszczędzać, chronić
waste (n & v)	/weɪst/	strata, odpady, marnować

Klimat/Pogoda

avalanche (n)	/ˈævəˌlɑːntʃ/	lawina
blizzard (n)	/ˈblɪzəd/	śnieżyca, zamieć
climate (n)	/ˈklaɪmət/	klimat
extreme weather (n phr)	/ɪkˈstriːm ˈweðə(r)/	pogoda ekstremalna
flooding (n)	/ˈflʌdɪŋ/	wzbieranie wód
heatwave (n)	/ˈhiːtˌweɪv/	fala upałów
heavy rainfall (n phr)	/ˈhevi ˌreɪnˌfɔːl/	ulewa
hurricane (n)	/ˈhʌrɪkən/	huragan
polar (adj)	/ˈpəʊlə(r)/	polarny
temperate (adj)	/ˈtemp(ə)rət/	umiarkowany
thunderstorm (n)	/ˈθʌndəˌstɔːm/	burza z piorunami
tornado (n)	/ˈtɔːˈneɪdəʊ/	tornado
tropical (adj)	/ˈtrɒpɪk(ə)l/	tropikalny
tsunami (n)	/tsuːˈnɑːmi/	tsunami

INNE

affect (v)	/əˈfekt/	wywierać wpływ na...
altitude (n)	/ˈæltɪˌtjuːd/	wysokość (nad poziomem morza)
arrive (v)	/əˈraɪv/	przybywać, docierać
atmosphere (n)	/ˈætməʃˌfiə(r)/	atmosfera
become (v)	/bɪˈkʌm/	stawać się
bring (v)	/brɪŋ/	przynosić
carbon dioxide emissions (n phr)	/ˌkɑːbən daɪˌɒksaɪd ɪˌmɪʃ(ə)nz/	emisje dwutlenku węgla
catastrophe (n)	/kəˈtæstrəfi/	katastrofa

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

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

charge/recharge (a mobile phone) (v)	/tʃɑːdʒ / riːˈtʃɑːdʒ/	ładować/powtórnie (na)ładować (telefon komórkowy)
circumstance (n)	/ˈsɜːkəmstəns/	okoliczność
convention (n)	/kənˈvenʃ(ə)n/	zjazd, konwent
corridor (n)	/ˈkɒrɪdɔː(r)/	korytarz
definitely (adv)	/ˈdef(ə)nətli/	zdecydowanie, na pewno
devastating (adj)	/ˈdevəˌsteɪtɪŋ/	niszczycielski
electrical (adj)	/ɪˈlektɪk(ə)l/	elektryczny
electricity (n)	/ɪˈlekˌtrɪsəti/	prąd, elektryczność
energy (n)	/ˈenədʒi/	energia
extensive (adj)	/ɪkˈstensɪv/	rozległy, obszerny
extinct (adj)	/ɪkˈstɪŋkt/	wymarły
formal (adj)	/ˈfɔːm(ə)l/	formalny
go up (v phr)	/ˌɡəʊ ˈʌp/	ić w górę, rosnąć
hole (n)	/həʊl/	dziura
impact (n)	/ɪmpækt/	wpływ, efekt
inhabitant (n)	/ɪnˈhæbɪtənt/	mieszkaniec
level (n)	/ˈlev(ə)l/	poziom
multinational company (n)	/ˌmʌltɪˈnæʃ(ə)nəl ˈkʌmp(ə)ni/	koncern międzynarodowy
nocturnal (adj)	/nɒkˈtɜːn(ə)l/	nocny
obesity (n)	/əʊˈbiːsəti/	otyłość
obtain/buy (v)	/əbˈteɪn / baɪ/	otrzymywać, dostawać/kupować
peas (n pl)	/piːz/	groch
petrol (n)	/ˈpetrəl/	benzyna
plant (n)	/plɑːnt/	roślina
receive (v)	/rɪˈsiːv/	otrzymywać
reduce (v)	/rɪˈdjuːs/	redukować, ograniczać
remote (adj)	/rɪˈməʊt/	daleki, odległy
reusable (adj)	/ˌriːˈjuːzəb(ə)l/	wielokrotnego użytku
seed (n)	/siːd/	nasiono, ziarno
severely (adv)	/siˈviəli/	poważnie
solidarity (n)	/ˌsɒlɪˈdærəti/	solidarność
surface (n)	/ˈsɜːfɪs/	powierzchnia
survive (v)	/səˈvaɪv/	przeżyć, przetrwać
sustainable energy (n phr)	/səˈsteɪnəb(ə)l ˈenədʒi/	energia odnawialna
technology (n)	/tekˈnɒlədʒi/	technologia
overflow (v)	/ˌəʊvəˈfləʊ/	przelewać się
variety (n)	/vəˈraɪəti/	zróżnicowanie, różnorodność
vault (n)	/vɔːlt/	skarbiec
war (n)	/wɔː(r)/	wojna

Rozumienie ze słuchu

1  2.06 **Usłyszysz dwukrotnie dwa teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz w zeszycie literę A, B albo C.**

- 1 Where was Steve when he watched the hurricane hit Florida?
 - A He was sightseeing in Scotland.
 - B He was at a writers' convention in London.
 - C He was staying at a hotel in York.
- 2 Which is true about the effects of Irma on the Florida Keys?
 - A It killed 40 people.
 - B It damaged a lot of houses and boats.
 - C A lot of people had to stay in their homes.
- 3 Steve was feeling worried because
 - A his wife had stayed in Florida.
 - B his neighbours' houses were damaged.
 - C his sons were working in the area.
- 4 Who is the woman talking to?
 - A Radio listeners.
 - B Local residents.
 - C The authorities.
- 5 Floodwater can get into homes
 - A through the doors, patios, floor and walls.
 - B only through the doors.
 - C through the doors, patios and floors.
- 6 The woman
 - A is encouraging the listeners to buy some products.
 - B is warning the listeners about the effects of flooding.
 - C is giving the listeners some details about flooding.

Rozumienie tekstów pisanych

2 **Przeczytaj tekst 1. i 2. Uzupełnij w e-mailu do Susan luki 1–3 zgodnie z treścią tekstów. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.**

Tekst 1

From: Harry
To: Alice
Subject: Our project

Hi Alice,
 I've had an idea what our ecology project could be about. Everyone is probably going to talk about recycling and saving trees, so why don't we do a project on light pollution? Have you even heard about it? I haven't, to be honest. However, I've found an interesting website with some information about it. For example, did you know that we use one-fourth of all the electricity produced just on lighting? It also has some negative effects on our health, but you can read about that yourself. Well, what do you think? Could you have a look at the website before you tell Susan? She always says that my ideas are boring or silly ...
 Cheers,
 Harry

Tekst 2

< > ↺ 🏠 <http://www.ourworldatnight.com>

EFFECTS OF LIGHT POLLUTION

Did you know that light pollution can have a negative influence on animal and human life?

Light pollution is especially dangerous for nocturnal animals – those that are active at night rather than during the day. It may influence the way they hunt for prey and the way they migrate. It may also have other negative effects.

As for people, light pollution may result in a number of health problems. If people are exposed to light while they are sleeping (or during the time they should be sleeping but they are doing something else), their bodies start producing less melatonin – a hormone which regulates our sleeping patterns. This may lead to sleeping disorders, tiredness, headaches, stress, and even obesity.

For more information on the effects of light pollution on people, [click here](#).

From: Alice
To: Susan
Subject: Harry's idea

Susan,

Harry has a brilliant idea for our ecology project – we are going to write about light pollution! I agree with him that all the other projects will be about how to (1)  or how to recycle things. We, on the other hand, can talk about saving electricity. Harry read that lighting is responsible for (2)  of all the electricity we produce. We can also talk about the effect of light on our sleep. We often spend so much time in front of our computers at night that we can't sleep later. That's because (3)  is produced by the body (a hormone I know a lot about now! 😊)

It sounds interesting, doesn't it?

Kisses,
 Alice

Znajomość środków językowych

3 **Uzupełnij dialogi 1–5. Wpisz w każdą lukę brakujący fragment wypowiedzi, tak aby otrzymać spójne i logiczne teksty. Luki należy uzupełnić w zeszycie w języku angielskim.**

1

X: It's really cold in here.

Y:  the window?

X: Yes, please. Thanks a lot.

2

X: Do you think you will go to the seaside this summer?

Y: I'm not sure yet.  to the lakes instead.

3

X: What are you up to at the weekend?

Y: the cinema with Kate.

X: Can I join you?

4

X: Let's go bowling.

Y: Sure. .

X: Why don't we meet in front of the bowling alley?

5

X: Shall we go to the beach tomorrow?

Y: That's a great idea. do if it starts to rain?

X: We'll go to a restaurant or a coffee shop instead.

- 4 Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie cztery wyrazy, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów. Odpowiedzi zapisz w zeszyte.**

- 1 I am sure that I will sell my car and start riding a bike instead. **DEFINITELY**

I my car and start riding a bike instead.

- 2 I have red eyes whenever I spend too much time in front of the computer. **GET**

If I spend too much time in front of the computer, my .

- 3 It is possible that convincing people to use reusable water bottles won't be easy. **NOT**

Convincing people to use reusable water bottles easy.

- 4 Stop using so much water, and you will save some money. **LESS**

 water, you will save some money.

- 5 Would you like to go kite surfing this weekend? **FANCY**

Do you this weekend?

Wypowiedź pisemna

- 5 Brałeś/Brałaś ostatnio udział w akcji sadzenia lasów. Napisz list do koleżanki.**

- Wyjaśnij, dlaczego zdecydowałeś/zdecydowałaś się wziąć udział w akcji i kto ją organizował.
- Napisz, na czym polegała akcja.
- Przedstaw zalety takich akcji.
- Zaproś koleżankę, by wzięła udział w następnej akcji.

Dear Rachel,
I'm writing to tell you about an event I took part in last week - we planted trees to create a new forest near my town. I didn't expect it to be so amazing!

Długość wiadomości powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

- 6 Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.**

Twoja klasa postanowiła zorganizować w szkole debatę na temat dbałości o środowisko naturalne. Chcesz przygotować plakat promujący to wydarzenie. Wyraż swoje zdanie na temat poniższych propozycji projektów plakatu.

- Wybierz ten projekt, który, Twoim zdaniem, będzie najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz dwa pozostałe projekty.



Uczeń A

- What does your family do to protect the environment?
- Some people say that young people don't care about the environment because they don't think about the long-term future. Do you agree? Why?/Why not?

Uczeń B

- Do you think cars should be banned from city centres? Why?/Why not?
- Who should teach young children to take care of the environment: parents or teachers? Why?

✓ SELF-ASSESSMENT UNIT 6

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- I can make predictions and talk about future plans and decisions using *will*, *may*, *might*, *be going to*.
- I can talk about situations and their consequences using zero and first conditionals.
- I can discuss the environment and pollution.
- I can make arrangements for the weekend.
- I can write a simple, formal letter to a newspaper, organising my ideas with linkers and in paragraphs.
- I can talk about climate, extreme weather conditions and natural disasters.

7 Job hunting

Vocabulary

Jobs and work



- 1** **Work with a partner. What are the jobs in photos a-d? Use the words in the box to help you. Check that you understand all the words.**

builder • fashion designer
firefighter • journalist • librarian
mechanic • nurse • plumber
police officer • receptionist
shop assistant • vet



- 2** **2.07 Listen and repeat.**

- 3a** **Work with a partner. For each letter of the alphabet, can you think of a job?**

*A – architect, B – builder,
C – company director ...*

- 3b** **Is there a letter that you can't think of a word for? Ask other students.**



- 4** **Think of two or three jobs for these different categories and write them down in your notebook. You can use words from 1 and your dictionary to help you.**

1 People who work with children:
teachers, au pairs, doctors

2 People who work outdoors:

3 People who do paperwork:

4 People who do manual work:

5 People who work with the public:

6 People who work in an office, with numbers or with computers:



Personal qualities

- 5** **Complete the sentences in your notebook with the words in the box.**

ambitious • calm • caring • clever/bright • confident
creative • fit • hard-working • patient • reliable
sensitive • sociable • strong • **well-organised**

- I'm a very well-organised person. I always plan very carefully and I know exactly what I'm doing.
- You need to be and if you work with children because children need to know that you like them and will help them. You also need to be and because it's bad for the children if you get angry with them.
- Police officers are usually and because in some situations they need to run fast and use force.
- Top scientists are usually very . They can find the answer to very complicated problems. They are also . They need lots of imagination to think of new ideas.
- Philip works in a bank. He's very – you know that he'll do his work well. He's too. He's often the first to start work and the last to leave.
- Susan is very good at working in a team. She's very , she loves being with other people.
- Firefighters need to be in difficult or dangerous situations in order to help people.
- Charles is really . He won't be happy until he's the company director!

- 6** **2.08 Listen to four people describing their jobs. What jobs do you think they are? Write the answers in your notebook.**

1 2 3 4

- 7** **Work with a partner. Which words in 5 can you use to describe yourselves and why?**

I think I'm quite sociable because I'm friendly with people in class.

1 Read a message board about three people who have unusual jobs. Match each person with the correct photo. What are their jobs? In your notebook, write a name or simple explanation for each one.

2 Read the texts again and decide if the statements are True (T) or False (F). Write the answers in your notebook.

- 1 There are two different sides to Ryan's job.
- 2 Ryan's job suits any type of person.
- 3 Ryan believes that his job can have a positive influence on people.
- 4 Grace has to act in her job.
- 5 Shop assistants never know what Grace's real job is.
- 6 Grace sometimes writes articles for magazines.
- 7 Grace never writes bad things about the shop assistants because she feels sorry for them.
- 8 Some people are trying to get rickshaws off the roads.
- 9 All the personal qualities that a rickshaw driver needs are physical.
- 10 The worst time to find a customer is a weekday in the winter.

3 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think these jobs are important for society? Why/Why not?

4 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

5  What about you?

- 1 What do you think of the different jobs?
- 2 Which of the three jobs in the texts would you like to do the most? Why?

BUZZWORD

manny – a male nanny

Babysitting is becoming more popular among men, and more and more families are deciding to employ a manny to look after their children.

1

DO YOU HAVE AN UNUSUAL JOB?

We want to hear from you!

A In this photo, I'm not the one who's going to jump. I'm getting that person ready. That's my unusual job, and it's more difficult than it looks. You have to prepare people both physically and mentally. Some get really frightened so you have to make them feel confident. And you must check all the equipment very carefully. If anything goes wrong, you're responsible. Of course, you mustn't be afraid of heights! I like my job because I'm sociable and I can meet people from all over the world. All sorts of people come to do bungee jumping. For some of them, the jump changes their life. It makes them feel more confident, like they can do anything! It's nice to know that by doing your job, you're making a difference. It can be hard work though. At busy times, we get 25 people jumping in an hour.

Ryan O'Connor, Wellington – 6th Mar 2.25 pm

B A lot of people like shopping. Me, I'm a professional 'mystery shopper'. It's like being an actor, or a spy. For example, I go to a clothes shop and tell a shop assistant that I want to buy a coat. I pretend to be a normal member of the public. I mustn't tell them who I really am. But when I finish, I have to do paperwork, answering questions about the service. Usually shops pay me to do this. The boss wants to know if the shop assistants are doing a good job. Or sometimes magazines pay me because they want to write an article comparing different shops. It's difficult because sometimes you have to say bad things about somebody who may lose their job because of your report. But I suppose shop assistants should always treat their customers well.

Grace Simmons, Manchester – 6th Mar 3.02 pm

2



3



C I'm a rickshaw driver. Rickshaws are a mixture of a bike and a taxi. Two or three people can sit at the back and you pull them by cycling. Nowadays there are a lot in London. Some taxi and bus drivers say we shouldn't be on the streets because we're dangerous. It's important to stay calm in this job because those drivers often shout at us. But nearly all the work is late at night, when there isn't much traffic. You don't have to have any qualifications to be a rickshaw driver, but you have to be fit and strong. You must be patient too because sometimes you have to wait a very long time before finding a customer. Friday, Saturday and Sunday nights are the busiest. And rickshaws are much more popular in the summer. In the winter, you get cold and wet.

Gavin Henderson, London – 6th Mar 4.14 pm

Modal verbs of obligation, prohibition and advice

1a Look at the sentences.

- You **don't have to** have any qualifications to be a rickshaw driver.
- But you **have to** be fit and strong.
- Shop assistants **should** treat their customers well.
- I **mustn't** tell them who I really am.
- You **must** check all the equipment very carefully.
- Some people say that we **shouldn't** be on the streets because we're dangerous.

1b In your notebook, write which sentence(s) express:

- obligation? *b/e*
- no obligation? ☐
- prohibition? ☐
- advice or a recommendation? ☐

1c What type of word comes after **must**, **mustn't**, **should**, **shouldn't**, **have to**, **don't have to**?

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2a The letter 'l' is silent in the word **should** – we do not pronounce it. Look at these sentences. Which letters do you think are silent in each sentence?

- Firefighters should be calm.
- You mustn't talk to the bus driver.
- Discipline can be important.
- My science teacher comes to school at half past eight.
- Fashion designers shouldn't copy other people's designs.
- He works as a guide at the castle on the island.

2b 2.09 Listen, check and repeat.

3 Use **should** and **shouldn't** to give advice to these people. Use the pictures to help you. Then write one more sentence in your notebook with **should** or **shouldn't** for each picture.



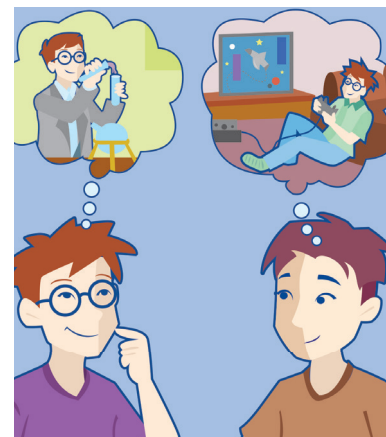
- 1 I want to be a tour guide.
You should ...



- 2 I want to be a chef.
You should ...



- 3 I want to be a doctor.
You should ...



- 4 I want to be a scientist.
You shouldn't ...

4 Choose the correct alternative. If you think both alternatives are correct, choose both. Write the answers in your notebook.

- You must/have to learn to play an instrument if you want to be a professional musician.
- Builders mustn't/don't have to work in an office.
- Doctors mustn't/don't have to tell secrets about their patients' health.
- Do you must/have to wear a uniform in your job?
- People who work in banks must/have to do a lot of paperwork.
- A firefighter has to/have to work in a team.
- An architect mustn't/doesn't have to be fit to do his or her job.
- My sister must deal/deals with the public in her job.

5 Rewrite each sentence in your notebook using a modal verb of obligation, prohibition or advice.

- It is not necessary to have experience to do the job.
You don't have to have experience to do the job.
- It is obligatory for builders to wear hard hats here.
Builders have to wear hard hats here.
- It is a good idea for Frank to work in the summer.
Frank should work in the summer.
- In our school, teachers are not allowed to wear jeans.
In our school, teachers aren't allowed to wear jeans.
- It isn't a good idea to wear very informal clothes to a job interview.
You shouldn't wear very informal clothes to a job interview.
- It is not obligatory for our receptionists to speak French.
Our receptionists don't have to speak French.
- It is essential for Karen to be calm in her job.
Karen must be calm in her job.

6a Look at the photos and choose a job. In your notebook, make a note of things you have to/don't have to/must/mustn't/should/shouldn't do in this job.



6b Work with a partner. Describe the job. Can your partner guess what it is?

In this job, you have to work at the weekend. You have to work in a team. You should learn other languages in case you go to play in a different country. You shouldn't eat fast food. You must be ambitious if you want to win competitions.

Is it a football player?

Yes, it is.

Compound adjectives

1 Look at these words. They are compound adjectives, adjectives made by joining two words. The two words are often connected with a hyphen (-).

well-organised hard-working

Complete the compound adjectives in the definitions with the words in the box. Write the answers in your notebook.

badly • blue/brown/green • easy
full • good • part • right/left • well

- when you don't work all day or all week in your job
-time
- relaxed and calm
-going
- when you don't get much money in your job
-paid
- when you work all day and all week in your job
-time
- when you get paid a lot of money in your job
-paid
- with blue/brown/green eyes
-eyed
- when you write with your right/left hand
-handed
- attractive
-looking
- famous
-known
- rich
-off

2 2.10 Listen and check your answers.

3a 2.10 Listen again and repeat. Where is the stress in the compound adjectives? Is it on the first word, the second word or on both?

3b Practise saying the words with the correct stress.

4 Which of the compound adjectives on this page can you use to describe:

- yourself?
- your mother/father?
- Rafael Nadal?



Rafael Nadal



1 **Extras are the people who appear in the background, behind the main actors in films and TV series. What do you think are the good and bad things about working as an extra? In your notebook, make two lists with a partner.**

2 **2.11 Listen to someone talking about being an extra. Tick the ideas in your lists which they mention.**

3 **2.11 Listen again and choose the correct answers. Write the answers in your notebook.**

- 1 Sarah doesn't know what to do because ...
 - a they haven't offered her the job.
 - b she isn't a professional actress.
 - c she doesn't know if she likes the job they've offered.
- 2 Sarah probably won't get a famous actor's autograph because ...
 - a you can't say hello to the actors.
 - b they don't allow you to ask for autographs.
 - c all of the actors there are just normal people.
- 3 Extras ...
 - a spend more time waiting than acting.
 - b only work five or ten minutes a day.
 - c always have to repeat the same scene many times.
- 4 The main reason why Sarah may decide to take the job is because ...
 - a it is quite well-paid.
 - b she has a cousin who works as an extra.
 - c she really likes historical films.
- 5 Evan convinces Sarah to take the job by suggesting that she should ...
 - a speak to the director.
 - b make good use of the time when she isn't actually filming.
 - c become a film director one day.

4 **What about you?**

Would you like to work as an extra in a film or TV series?
Why/Why not?

BUZZWORD

cyberslacking – using a company's Internet connection during working hours for activities which are not work-related, such as shopping, playing games and sending personal emails

When Andy's boss found out that he was spending a lot of time at work checking social media, he fired him for cyberslacking.

Second conditional

1a Look at these sentences. Then choose the correct alternative in rules a–c. Write the answers in your notebook.

- 1 If I **went**, I'd meet some famous actors.
 - 2 If I **were** you, I'd do it.
 - 3 I **would earn** a hundred pounds if I **worked** all weekend.
- a We use the second conditional for possible and probable/improbable and imaginary situations and their consequences.
- b We use the second conditional to talk about the past/the present or future.
- c We can use the expression If I were you, I'd ... to give advice/express obligation.

1b Choose the correct alternative. Write the answers in your notebook.

- 1 In the part of the sentence with *if* we use the past simple/would(n't) + infinitive.
- 2 In the other part of the sentence we use the past simple/would(n't) + infinitive.
- 3 We can/can't use **was** or **were** with **if** I/he/she ...

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2 Look at the situations. In your notebook, write sentences using the second conditional.

- 1 I don't work because I'm still at school.
If I wasn't/weren't still at school, I'd work.
- 2 He isn't a pilot because he can't see very well.
- 3 She doesn't repair computers because she doesn't know how to.
- 4 I'm not a professional athlete because I'm not fast enough.
- 5 I don't work as an interpreter because I only speak two languages.
- 6 We want to leave this company because we aren't happy here.
- 7 She can't take part in the concert because she doesn't sing very well.

3 Complete the text with the correct form of the verbs in the box. Write the answers in your notebook.

be • do • eat • look • play • put

There are some very unusual jobs!

If people (a) golf better, this first job wouldn't exist. Some golf clubs pay professional divers to go into lakes and collect all the golf balls that go into the water.

If you (b) like a famous person, you would be able to make money. You could pretend to be the famous person and appear at parties or in adverts or TV shows.

Believe it or not, some people taste dog food professionally to check that it tastes good. If I (c) dog food, I'd be ill!

One hotel in London had a professional bed warmer. They paid somebody to get into the bed for five minutes and make it warm. If I (d) that job, I'd fall asleep all the time!

Would you buy an orange if it (e) green or yellow? Most people wouldn't. But in some warm places, the natural colour of oranges isn't actually orange. That's why some people's job is to make oranges orange – by suddenly making them cold or by exposing them to ethylene gas.

If people (f) their chewing gum in the bin, we wouldn't need 'Gum Busters'. These are people who use water at high pressure to take away chewing gum from any type of surface.

4a Look at these situations. Think of good advice to give somebody in these situations. Make notes in your notebook.

- 1 I need money.
- 2 I want to work in the US one day.
- 3 I want to help to protect the environment.
- 4 I'm always tired in the morning.
- 5 I can't sleep at night.
- 6 I make a lot of spelling mistakes.

4b Work with a partner. Take it in turns to ask for and give advice using *If I were you ...*

I need money.

If I were you, I'd look for a job.

5a Look at the situations and think about what you would do in each one and why. Make notes in your notebook.

- 1 When you arrive at school, you see that you aren't wearing shoes. You're wearing your slippers! What would you do?



- 2 You tell your best friend that you are too busy to go out tonight. Later, another friend persuades you to go out. Suddenly, you see your best friend 50 metres away, but they haven't seen you yet. What would you do?

- 3 Your mother is trying on some very unusual clothes in a clothes shop. She obviously likes them. She asks what you think of them. What would you do?



- 4 You buy a pair of jeans. When you get home, you find a very nice jacket inside the bag with your jeans. You didn't buy the jacket. What would you do?

- 5 Somebody offers to buy you a tablet if you do a bungee jump. You really need a tablet but you are afraid of heights. What would you do?



5b Work with a partner. Compare your ideas for each situation.

I would go home again.

I wouldn't. The teachers wouldn't be happy if you missed class.

Making polite requests

SUMMER JOB OFFERS

CINERAMA CINEMAS

We need people to work evenings and at the weekend. Responsibilities include checking tickets and selling popcorn and soft drinks. Watch the latest films ... free! Join our young and dynamic team!

Phone **0181 754 6022** for more information about wages and conditions.



Red Lemon Fashions

We are looking for shop assistants for the summer. If you love fashion, we want you to join our team. Good conditions. Perfect for students.

Phone **0151 897 6543** for information about how to apply.



US Au pairs

Ever wanted to visit California? Are you patient, caring and good with kids? Work as an au pair in L.A. this summer. Free flights, food and accommodation!

Phone **0121 977 2001** for enquiries and application forms.

ARE YOU MAD ABOUT SPORT?

Would you like to spend all summer teaching sport to people from around the world? Then come and work at our international sports camp!

Phone **0191 121 5533** for information about where to send CVs, etc.

SPORTS STAR CAMP



1a Look at the adverts for summer jobs. If you were looking for a job, which would you be interested in and why? Work with a partner and compare your answers.

1b Work with a partner. Choose a job. In your notebook, make a list of questions that you would want to ask to find out more information about the job.

*Is the job full-time or part-time?
What are the wages?*

2 Listen to a teenager calling about one of the adverts. Which advert is she calling about? Does she ask any of your questions from 1?

3 All the expressions in the Speaking bank are polite ways of requesting information. Listen to the dialogue again and put the requests in the order that you hear them in your notebook.

4 Work with a partner. Take it in turns to use the table to make polite requests for information.

Could you tell me	if	the job starts?
Could I ask	what	I can apply?
Can you tell me	when	you are looking for?
	how	we have to do?
	how much	you need experience?
	what sort of person	the wages are?

Practice makes perfect

5a Work with a partner. Do this role-play using the polite requests from the Speaking bank.

You are speaking to somebody about a summer job. Find out:

- the dates and wages
- if the job is full-time or part-time
- necessary personal qualities
- if experience is necessary or not.

Student A: Prepare questions to ask for information about the job at Cinerama Cinemas.

Student B: Look at the information about the job at Cinerama Cinemas on page 161. Invent any extra information if necessary.

Good afternoon. I'm calling about your job offer in the newspaper yesterday.

Yes. What would you like to know?

SPEAKING BANK

Useful expressions for making polite requests

Can you tell me what the wages are?

Could I ask for some information first?

Could you tell me if the job is full-time or part-time?

5b Now change roles.

Student B: Prepare questions to ask about the job at Sports Star Camp.

Student A: Look at the information about the job at Sports Star Camp on page 161. Invent any extra information if necessary.

A letter of application and CV

- 1 Read this letter of application and CV. Which summer job offer on page 88 do you think this person is replying to? Why?

34 Norton Road
Stoke
S03 6HT
14th February

Dear Ms Simpson,

I am writing in response to your advertisement in *The Stoke Times*. I would like to apply for the job which you advertised in this newspaper on 10th February. I enclose a CV with information about myself, including education and work experience. As you can see, I have experience of working with children and I also think that I am caring, patient and very hard-working. I look forward to hearing from you.

Yours sincerely,
Diana Huxley



CURRICULUM VITAE

GENERAL INFORMATION

Address 34 Norton Road, Stoke, S03 6HT
Telephone (home) 0342 455 3212
Telephone (mobile) 632 12 34 56
Email dhuxley@anynet.uk

EDUCATION AND QUALIFICATIONS

Green Coat School, Stoke
A levels in Economics (Grade A), Sociology (Grade B) and English (Grade B)

WORK EXPERIENCE

March 2013 – March 2015
Part-time teaching assistant at Sunnysdale Kindergarten, Stoke
July – August 2012
Helper at Green Valley Summer Camp, Brighton

INTERESTS

Cookery, Surfing
Good knowledge of computers – MS Office, PowerPoint, Excel, Word

- 2 Read the letter and CV again. Where does Diana give the following information – in her letter, in her CV or in both? Write the answers in your notebook.

- | | |
|--|----------------|
| 1 where and when she saw the job offer | letter/CV/both |
| 2 her personal qualities | letter/CV/both |
| 3 her contact details | letter/CV/both |
| 4 her hobbies | letter/CV/both |
| 5 information about her experience | letter/CV/both |

- 3 Read the letter and CV again and find the information in 2. Make notes in your notebook.

1 *The Stoke Times* newspaper on 10th February

- 4 Write your own CV. Use the CV in 1 as a model.

- 5 Look again at the letter in 1. In your notebook, complete the information in the Writing bank.

WRITING BANK

Useful expressions and conventions in formal letters.

- In formal letters, we write *our address and the date* in the top, right-hand corner.
- We write **Mr** for men, **Mrs** for married women and  for women when we do not make any distinction if they are married or not.
- We can use the phrase I  to hearing **from you** at the end of formal letters.
- When we know the name of the person we are writing to, we end the letter **Yours** .
- We do not usually use  in formal letters. For example, we would write **I would like** not **I'd like**.

- 6 Work with a partner. Look at this job advert. What qualities, skills or experience would be useful for this job?

JOB OPPORTUNITY



We need waiters and waitresses to work in our new, 21st century fast food restaurant. Are you friendly? Are you fun? You are? Come and work for us!

Email a letter and CV to Gary Daly gdaly@21stcenturyfood.co.uk

You need to be sociable. Experience in a fast food restaurant would be useful.

Practice makes perfect

- 7a Write a letter of application. Use the letter in 1, your ideas from 6, and the Writing bank to help you.

Write a letter to apply for the job at the fast food restaurant and:

- state which job you are applying for
- say what experience you have
- describe your personal qualities
- end your letter in an appropriate way.

WRITING BANK ► PAGE 164

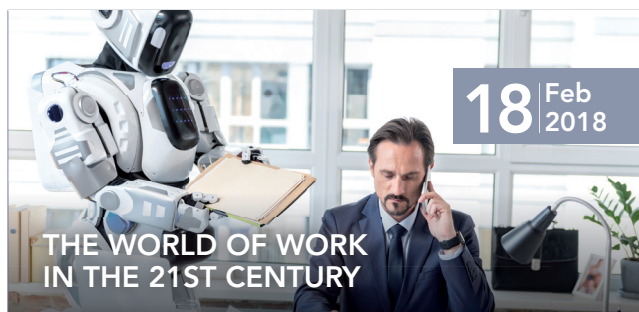
- 7b Read letters by other students. Who would you give the job to? Why?

1 Work in pairs. Discuss which three factors are the most important when:

- a people are looking for a part-time job?
- b people are looking for a full-time job?
- c young adults are choosing their first job?

doing what you really like • flexible working hours
friendly atmosphere • promotion prospects
regular working hours • salary • workplace/location
training/learning opportunities • perks and benefits
(car, phone, private medical care, sport vouchers, etc.)

2 Read the article below. What is the writer's job?



Young people often ask me what career they should choose for the future. Well, I can't give a clear answer – I'm not a fortune-teller. All I know is that the world is changing so quickly nowadays that some jobs will probably disappear, while some completely new ones may well be created. In fact, according to one study, about two-thirds of children in kindergarten will have occupations that don't exist yet.

Job market analyses show which of the existing professions will become more popular in the future. They basically fall into three groups: health care, including jobs such as personal care aides or biomedical engineers; information technology, with all kinds of software developers; and renewable energy, where more solar and wind energy technicians will be needed.

I may not have a crystal ball, but as a futurologist I think I can try to predict what new kinds of jobs might appear in the future. Analysing the current trends, I would say that these will be jobs connected with technology, IT and human health. The technological development might give us such occupations as nanotech engineers or cyborg and virtual reality designers, while the IT business may create positions such as information security analysts and personal privacy advisers. Also, we will probably see jobs such as space nurses or brain implant specialists.

It may all sound like science fiction, but, considering the speed of technological progress, it shouldn't be too hard to believe. Is it possible to somehow prepare for the new jobs of the future? We can always try, but one thing is sure: we will probably have to change our jobs and careers more than once, and we must be ready to learn new skills. According to research, these trends are already visible in the workplace. The future starts now – are you ready to adapt?

3 Which of the following is stated in the text as a fact? Which is an opinion of the author? Write the answers in your notebook.

- 1 Some jobs will disappear in the future.
- 2 Most children of kindergarten age will, as adults, work in jobs which do not exist at the moment.
- 3 Jobs connected with health care will become more popular in the future.
- 4 It is possible to predict what new kinds of jobs will appear.
- 5 People will change jobs several times throughout their careers.

4 Work with a partner. Look at the list of future jobs. Speculate on what each job may involve.

weather control engineer • space physician or nurse
smart building technician • AI-assisted health care technician
space tourism guide • holographic avatar designer
brain implant specialist • data detective

5 Work with a partner. Look at the list of factors which might influence the world of work. Talk about which jobs might disappear completely, change or appear as a result of these points.

- demographic changes, e.g. people living longer, fewer children born in some countries;
- cultural development, e.g. new ways to spend free time;
- global crises and challenges, e.g. climate change;
- technological progress, e.g. smarter machines, robots and implants.

The job of a nurse will be popular because of demographic changes: people will live longer and need more specialised care.

In my opinion, the job of a teacher might disappear because it will be done by robots or cyborgs.

6 Work with a partner. Answer these questions.

- 1 What would your ideal workplace be? Why?
- 2 Which of the jobs in 4 would you most like to do in the future? Why?
- 3 What skills will be most useful in the future?

7 For the next class, prepare a presentation with a partner about a job which will be popular in the future. Search the Internet for the following information:

- whether it already exists or is an example of a 'future' job;
- what the job description is;
- why the job will be popular;
- what personal qualities and skills are needed for the job.



PRACA

Zawody

architect (n)	/ˈɑːkɪtekt/	architekt
builder (n)	/ˈbɪldə(r)/	budowniczy
company director (n phr)	/ˈkʌmpəni dɪˌrektə(r) / daiˌrektə(r)/	członek zarządu firmy
fashion designer (n phr)	/ˈfæʃjən dɪˌzaɪnə(r)/	projektant(ka) mody
firefighter (n)	/ˈfaɪəˌfaɪtə(r)/	strażak
journalist (n)	/ˈdʒɜːnəlɪst/	dziennikarz, dziennikarka
librarian (n)	/laɪˈbreəriən/	bibliotekarz, bibliotekarka
mechanic (n)	/mɪˈkænik/	mechanik
nurse (n)	/nɜːs/	pielęgniarz, pielęgniarka
plumber (n)	/ˈplʌmə(r)/	hydraulik
police officer (n phr)	/pəˈliːs ˌɒfɪsə(r)/	policjant(ka)
receptionist (n)	/ˈnɪsepjənɪst/	recepjonista, recepjonistka
shop assistant (n phr)	/ˈʃɒp əˌsɪstənt/	sprzedawca, sprzedawczyni
vet (n)	/vet/	weterynarz

Poszukiwanie pracy

application (n)	/ˌæplɪˈkeɪʃən/	zgłoszenie, wniosek
contact details (n phr)	/ˈkɒntækt ˌdiːteɪlz/	dane kontaktowe
CV/Curriculum Vitae (n)	/ˌsiː ˈviː / kəˌrɪkjʊləm ˈviːtaɪ/	życiorys
qualifications (n pl)	/ˌkwɒlɪfɪˈkeɪʃənz/	kwalifikacje
quality (n)	/ˈkwɒləti/	cecha, jakość
skill (n)	/skɪl/	umiejętność

Miejsce pracy/Warunki pracy i zatrudnienia

factor (n)	/ˈfæktə(r)/	czynnik
flexible working hours (n phr)	/ˈfleksɪb(ə)l ˈwɜːkɪŋ ˌaʊəz/	elastyczne godziny pracy
location (n)	/ləʊˈkeɪʃən/	lokalizacja, położenie
opportunity (n)	/ˌɒpəˈtjuːnɪti/	okazja, możliwość
perks and benefits (n phr)	/ˈpɜːks ənd ˈbenɪfɪts/	dodatkowe korzyści, dodatki
promotion prospects (n phr)	/prəˈmɒʃjən ˈprɒspekts/	perspektywy awansu
regular working hours (n phr)	/ˈregjʊlə ˈwɜːkɪŋ ˌaʊəz/	regularne godziny pracy
salary (n)	/ˈsæləri/	pensja, wynagrodzenie
training (n)	/ˈtreɪnɪŋ/	szkolenie
workplace (n)	/ˈwɜːkˌpleɪs/	miejsce pracy

Praca dorywcza/Wybór zawodu

adapt (v)	/əˈdæpt/	przystosować (się)
be in demand (v phr)	/ˈbiː ɪn dɪˈmɑːnd/	być rozchwytywanym, pożądanym
career (n)	/kəˈrɪə(r)/	kariera
full-time job (n phr)	/ˈfʊl ˌtaɪm ˈdʒɒb/	praca na pełen etat
job market (n phr)	/ˈdʒɒb ˌmɑːkɪt/	rynek pracy
occupation (n)	/ˌɒkjəˈpeɪʃən/	zawód, zatrudnienie
part-time job (n phr)	/ˈpɑːt ˌtaɪm ˈdʒɒb /	praca dorywcza
position (n)	/pəˈzɪʃən/	stanowisko, posada
profession (n)	/prəˈfeʃən/	zawód, profesja
trend (n)	/trend/	tendencja, trend

CZŁOWIEK

Cechy charakteru

ambitious (adj)	/æmˈbɪʃəs/	ambitny
bright (adj)	/braɪt/	bystry, inteligentny
calm (adj)	/kɑːm/	spokojny
caring (adj)	/ˈkeərɪŋ/	troskliwy, opiekuńczy
clever (adj)	/ˈklevə(r)/	zdolny, inteligentny
confident (adj)	/ˈkɒnfɪdənt/	pewny (siebie)

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

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik
w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

creative (adj)	/kriˈeɪtɪv/	kreatywny, pomysłowy
fit (adj)	/fɪt/	wysportowany
hard-working (adj)	/ˈhɑːd ˈwɜːkɪŋ/	pracowity
patient (adj)	/ˈpeɪʃjənt/	cierpliwy
reliable (adj)	/rɪˈlaɪəb(ə)l/	niezgodny, rzetelny
sensitive (adj)	/ˈsensɪtɪv/	wrażliwy
sociable (adj)	/ˈsəʊjəb(ə)l/	towarzyski
strong (adj)	/strɒŋ/	silny
well-organised (adj)	/ˌwel ˈɔːgənaɪzd/	dobrze zorganizowany

PRZYMIOTNIKI ZŁOŻONE OPISUJĄCE LUDZI I ICH PRACĘ

badly-paid (adj)	/ˌbædli ˈpeɪd/	źle płatny
blue-/brown-/ green-eyed (adj)	/ˈbluː / ˈbraʊn / ˈɡriːn ˌaɪd/	niebiesko-/brązowo-/ zielonooki
easy-going (adj)	/ˌiːzi ˈɡəʊɪŋ/	opanowany, spokojny
full-time (adj)	/ˈfʊl ˌtaɪm/	na pełen etat
good-looking (adj)	/ˌɡʊd ˈlʊkɪŋ/	atrakcyjny, przystojny
part-time (adj)	/ˈpɑːt ˌtaɪm/	niepełnoetatowy
right-/left-handed (adj)	/ˌraɪt / ˌleft ˈhændɪd/	prawy-/leworęczny
well-known (adj)	/ˌwel ˈnəʊn/	dobrze znany
well-off (adj)	/ˌwel ˈɒf/	zamożny, bogaty
well-paid (adj)	/ˌwel ˈpeɪd/	dobrze płatny

INNE

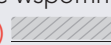
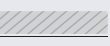
autograph (n)	/ˈɔːtəˌɡraːf/	autograf
background (n)	/ˈbækˌɡraʊnd/	tło, drugi plan
bungee jumping (n phr)	/ˈbʌndʒiː ˌdʒʌmpɪŋ/	skoki na linie
diver (n)	/ˈdaɪvə(r)/	nurek
equipment (n)	/ˈkwɪpmənt/	sprzęt
extra (n)	/ˈekstrə/	statysta/statystka
fortune-teller (n)	/ˈfɔːtjuːn ˌtelə(r)/	wróźbita, wróżka
futurologist (n)	/ˌfjuːtʃəˌrɒlədʒɪst/	futurolog
gas (n)	/ɡæs/	gaz
heights (n pl)	/haɪt/	wysokości
homeless (adj)	/ˈhəʊmləs/	bezdomny
hunt (v)	/hʌnt/	polować
interpreter (n)	/ɪnˈtɜːprɪtə(r)/	tłumacz ustny
kindergarten (n)	/ˈkɪndəˌɡɑːt(ə)n/	przedszkole
magazine (n)	/ˌmæɡəˈziːn/	czasopismo
manual (adj)	/ˈmænjʊəl/	fizyczny
member (n)	/ˈmembə(r)/	członek, członkini
mentally (adv)	/ˈment(ə)li/	umysłowo, mentalnie
mixture (n)	/ˈmɪkstʃə(r)/	mieszanina, mieszkanka
neighbourhood (n)	/ˈneɪbəˌhʊd/	śsiedztwo, okolica
obligation (n)	/ˌɒblɪˈɡeɪʃən/	obowiązek
paperwork (n)	/ˈpeɪpəˌwɜːk/	praca papierkowa
physician (n)	/fɪˈzɪʃjən/	lekarz, lekarka
prohibition (n)	/ˌprəʊˈbɪʃjən/	zakaz
repair (v)	/rɪˈpeə(r)/	naprawiać
rickshaw (n)	/ˈrɪkˌʃɔː/	riksza
scene (n)	/siːn/	scena
service (n)	/ˈsɜːvɪs/	obsługa
shout at (v phr)	/ˈʃaʊt ət/	krzyczeć na...
society (n)	/səˈsaɪəti/	społeczeństwo
sorts (n pl)	/sɔːts/	rodzaje, typy
spy (n)	/spaɪ/	szpieg
strict (adj)	/strikt/	surowy, restrykcyjny
suit (v)	/suːt/	odpowiadać, pasować
treat (v)	/triːt/	traktować

Rozumienie ze słuchu

- 1  2.13 Usłyszysz dwukrotnie fragment wypowiedzi na temat pisania CV. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–5 w poniższej wiadomości. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszyte.

Od: Kasia
Do: Wiktor
Temat: Jak napisać CV

Cześć Wiktor,

Pewnie słyszałeś, że była dziś u nas pani, która jest (1)  zawodowym. Mówiła o tym, co należy zamieścić w swoim CV, gdy szuka się pracy. Zwróciła uwagę na kilka rzeczy, na które sama bym nie wpadła. Na przykład, chyba nie napisałabym, że jestem drużynową albo nie wspomniałabym o tym, że jestem przewodniczącą (2) . Oprócz tego warto napisać na przykład o tym, że umie się obsługiwać różne programy komputerowe i korzystać z (3) . No i koniecznie trzeba wspomnieć, jeśli zna się jakieś (4)  nawet jeśli nie będą szczególnie przydatne w danej pracy. Ogólnie rzecz biorąc, dobrze jest po prostu napisać o wszystkich swoich umiejętnościach i osiągnięciach, bo nigdy nie wiadomo, co przyciągnie uwagę przyszłego (5) .

Kasia

When my mother – who was a teacher herself – told me, with a warm, but sad smile on her face, that she knew very well what kind of job I would be good at, I always thought she meant my dream job. A veterinary doctor, an animal's best friend.

That was until the day I was big enough to go into a vet's office. There, I saw the vet covered in the blood of a dog she had been operating on. I fainted. And I kept on fainting every time I saw animal blood in her clinic.

I still love dogs and cats. I have a big white Siberian cat, whose photos I sometimes show to my little students in the school where I teach. And I absolutely love the children – though they are not as quiet as my dolls and teddy bears. It turns out my mother knew better.

- How did the girl help the cats in her area when she was a child?
- What did she like to play most?
- What was her mother's job?
- Why didn't she become a vet?
- What does the writer mean by saying that 'her mother knew better'?

Znajomość środków językowych

- 3 **Napisz w zeszyte, co powiedziałbyś/ powiedziałaś po angielsku w każdej z opisanych sytuacji (1–5).**

- Jesteś w trakcie rozmowy o pracę. Zapytaj rozmówcę, ile będziesz zarabiał/zarabiała za godzinę.
- Poradź koleżance, że na jej miejscu poszukałabyś/ poszukałabyś nowej pracy.
- Zapytaj kolegę, czy jego zdaniem powinien/ powinnaś założyć marynarkę na rozmowę o pracę.
- Poinformuj klienta kawiarni, w której pracujesz, że nie wolno tam palić.
- Powiedz bratu, że musi być cicho, kiedy się uczysz.

- 4 **Uzupełnij poniższe minidialogi (1–5), wybierając brakującą wypowiedź jednej z osób. Zapisz w zeszyte literę A, B albo C.**

- X: Have you got any previous experience?
Y: 
X: That's very good.
A Yes, I had a part-time job in a seaside café last year.
B Yes, I've been to the seaside a lot of times.
C Yes, I would be very interested in working for you.
- X: Do you think I should accept the job?
Y: 
X: Really? Don't you think the salary is too low?
A If I were you, I wouldn't take it.
B I would take it if I were you.
C You shouldn't worry about the salary.

Rozumienie tekstów pisanych

- 2 **Przeczytaj tekst. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Odpowiedzi zapisz w zeszyte.**

BLOG

THE GIRL WHO WANTED TO BE A VET

I've always wanted to be a vet. Since childhood, I've always stopped to say hello to any dog in the street and I've always given food to the homeless cats in my neighbourhood. I would never leave an animal that was in pain without doing something about it, whether it was a bird with a broken wing or a cat badly hurt after fighting with other cats.

I would tell anyone who wanted to listen that one day I would become a vet. I kept repeating this to all of my dolls and teddy bears, who would sit and listen politely and quietly in front of me. I loved pretending to be a vet, but I also didn't mind being a very strict teacher to my soft toys.



3

X: I sometimes think I could work as a kindergarten teacher.

Y: No way. 

X: Yeah, I'm afraid you're right. I'm not patient at all.

A You mustn't be patient to do the job.

B You have to be patient to do the job.

C You might be patient to do the job.

4

X: Do you think you're good at working in a team?

Y: I used to be part of a sailing team. Does that count?

X: 

A It sounds fun.

B I wouldn't count on it.

C Sure it does.

5

X: Have you got any questions?

Y: 

X: Yes, it is. You would work only at weekends.

A Can you tell me when I would have time off?

B Could you tell me if it is a part-time job?

C Could I ask if this is a full-time job?

Wypowiedź pisemna

5 Uczestniczyłeś/Uczestniczyłaś ostatnio w organizowanych w Twoim mieście targach pracy. Napisz swoją relację na blogu.

- Wyjaśnij, dlaczego chciałeś/chciałaś wziąć udział w targach pracy.
- Opisz, jakie firmy brały udział w targach i jakie proponowały oferty pracy.
- Napisz, które z proponowanych ofert wydały Ci się najciekawsze.
- Poradź czytelnikom, czy warto brać udział w targach pracy, czy nie i dlaczego.

March 13, 2018

Hello,

As you know, I'm desperately looking for the perfect summer job, so I was really looking forward to the recent job fair held in our town.

Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

6 Pracujcie w parach. Wykonajcie zadanie, a następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń B.

Uczeń A

Zgłosiłeś/Zgłosiłaś się do doradcy zawodowego, ponieważ chcesz zasięgnąć porady, jakie studia i zawody byłyby dla Ciebie najbardziej odpowiednie. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Powody, dla których szukasz porady

Twoje zainteresowania

Twoje mocne i słabe strony

Twoje obawy i wątpliwości związane z planami zawodowymi

Uczeń B

Jesteś doradcą zawodowym. Zgłosiła się do Ciebie uczennica/ Zgłosił się do Ciebie uczeń, która/który poszukuje porady. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii;
- grzecznie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie;
- zaproponuj uczniowi A kolejne spotkanie, by przeprowadzić test/ankietę;
- wyjaśnij uczniowi A, że w dzisiejszych czasach należy być elastycznym i przygotować się na konieczność zmiany zawodu.

✓ SELF-ASSESSMENT UNIT 7

**How well can you do these things in English now?
Give yourself a mark from 1 to 4.**

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can express obligation, prohibition and advice using modal verbs like *must* and *should*.
- b I can talk about imaginary situations and their consequences using the second conditional.
- c I can describe jobs and the personal qualities you need to do them.
- d I can ask about jobs, making polite requests.
- e I can write a simple job application.
- f I can talk about jobs that will be popular in the future.

LANGUAGE CHECKPOINT ► PAGE 153

8 Best friends forever



Vocabulary

Friendships

1 Look at the pictures. Read the story and match the pictures to an appropriate word or phrase (a-j). Write the answers in your notebook.

Maybe it's because I'm shy, but I've got quite a small (a) circle of friends. I'm really good friends with a small group of (b) classmates. I often (c) hang out with them at my house after school and sometimes we play sports in the park near school or go to the cinema. Apart from my classmates, I've got one other (d) close friend. His name's Adrian and he's a friend of my cousin. In fact, I met him at my cousin's house. The first time I chatted to Adrian, we found that we (e) see eye to eye on lots of things. There are many things that we (f) have in common. We like the same sports, the same subjects at school, the same TV programmes ... Maybe that's no surprise, because I (g) get on really well with my cousin, too. Adrian and I never (h) have arguments with each other and we've never (i) fallen out. But I know that even if we had an argument one day, we would (j) make it up very quickly. That's what true friendship is about.



1 h 2 3

2 Match the words and phrases in the story in 1 with their definitions. Write the answers in your notebook.

- 1 to have a good relationship with somebody
- 2 to stop being friendly with someone because you have had a disagreement with them
- 3 to become friends again after a disagreement
- 4 to meet and spend time together
- 5 to have angry disagreements with somebody
- 6 to agree with somebody
- 7 to have the same interests or opinions as someone
- 8 a group of friends
- 9 people in your class at school
- 10 a good friend

3 In your notebook, complete these questions with the correct prepositions.

- 1 Have you got a big or small circle friends?
- 2 Do you see eye eye with your parents?
- 3 When you have an argument somebody, do you find it easy to make it with them afterwards?
- 4 Have you ever fallen with your best friend?
- 5 Do you have a lot common with the people in your close family?
- 6 Do you usually get well your classmates?
- 7 Do you hang with your friends every day after school?

4 Use the completed questions in 3 to interview your partner.

Have you got a big or small circle of friends?

It's quite big, I think. I've got a lot of friends outside school.

Feelings

5 Write the words in two columns (adjectives and nouns) in your notebook.

afraid • fear • anger • angry • bored • boredom
excited • excitement • happiness • happy
loneliness • lonely • sad • sadness

6 2.14 Listen, check and repeat.

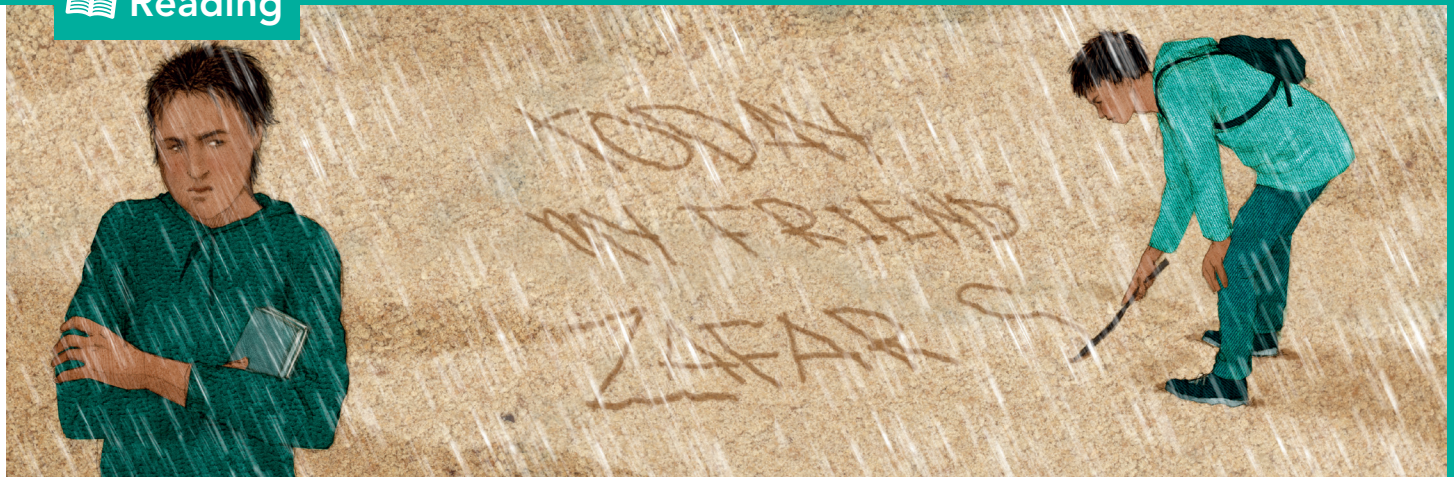
7 2.15 Listen. In your notebook, write down the feeling expressed by each speaker.

- 1 3 5
- 2 4

8 Work with a partner. Ask and answer questions about the feelings in 5.

When do you feel bored?

When I'm waiting for my friends.



A LESSON IN FRIENDSHIP

Zafar and Nadeem had been great friends since the age of five. They used to go to the same primary school. When they finished primary school, they both went to the same secondary school. That school was a 20-minute walk from their village in a town on the other side of the river. Every morning Zafar and Nadeem used to walk there and back together.

Zafar and Nadeem didn't always see eye to eye. They didn't use to argue much, but occasionally they had arguments about school. They were both competitive and wanted to get the best marks in their class. One wet Wednesday afternoon, they were walking back from school together,

as always. But on this occasion Zafar was angry with Nadeem. Nadeem had got the highest mark in a test that day and he kept on talking about it. Zafar thought Nadeem was only doing it to make him feel bad. Anger took control of him and finally, in a moment of madness, he turned and slapped Nadeem in the face. Nadeem was shocked at first, but then he picked up a stick, and wrote in the sand by the side of the road: 'Today my friend Zafar slapped me.'

The pair of friends carried on their way home in silence. The rain kept on falling. As they got closer to the river, a section of the river bank broke because of the rain and the water

carried both boys into the river. Nadeem couldn't swim but straight away Zafar was there by his side, pulling him to safety. After Nadeem had calmed down, he took a sharp stone and wrote on a big rock: 'Today my friend Zafar saved my life.'

Zafar said: 'Earlier, you wrote in the sand saying that I hit you. But now you've written on a rock. Why?' Nadeem replied: 'Writing in the sand disappears quickly. When our friends do something bad to us, we should forget it quickly. But when friends do good things and show us kindness, we should always remember it, just as the writing on a rock remains forever.' When Nadeem had finished speaking, Zafar put his arm round his shoulder and they continued on their way home.

1 Read this story about two friends called Nadeem and Zafar. Are Nadeem and Zafar still friends at the end of the story?

2 Put these events in the story in the correct order in your notebook.

- Nadeem and Zafar started studying at secondary school.
- Zafar wanted Nadeem to explain his actions.
- Nadeem wrote a message on a rock.
- Nadeem did very well in a test one day at school.
- Nadeem gave Zafar a lesson in friendship.
- Zafar hit Nadeem.
- Nadeem and Zafar met for the first time.
- Nadeem wrote a message in the sand.
- Zafar saved Nadeem's life.
- Zafar got particularly angry with Nadeem.

3 Read the story again and answer these questions in your notebook.

- What was the only problem in Nadeem and Zafar's relationship?
- Why did Zafar hit Nadeem?
- What happened to the river on this particular day?
- Why did Zafar need to help Nadeem?
- What did Nadeem need to write his second message?
- What was the lesson that Nadeem gave Zafar about friendship?

CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think about the message in this story? Do you agree with it? Why/Why not?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6  What about you?

- What do you think is the secret of friendship?
- What other stories about friends or friendship do you know?

Past perfect

1a Look at the sentences. Which actions happened first, the green or the red?

- Zafar **was** angry with Nadeem because he **had got** the highest mark.
- When Nadeem **had finished** speaking, they **continued** on their way home.

1b Choose the correct alternative and write it in your notebook.

We use the past perfect to talk about an activity in the past which happened before/after another activity in the past.

1c Complete the rule in your notebook.

To make the past perfect, we use + the .

GRAMMAR REFERENCE ► PAGE 154

2a The contracted form of *had* is 'd. Look at these sentences. Add 'd to the sentences that should be in the past perfect. Write the answers in your notebook.

- He known him since he was five.
- They went to live in another town.
- She gone to the shops.
- We seen him that morning.
- She took her phone with her.
- I given him my pen.

2b 2.16 Listen and check your answers.

2c 2.16 Listen again and repeat the sentences with 'd.

3a Match the sentences and write the answers in your notebook.

- I put my pyjamas on.
 - She finished the shopping.
 - They finished their lunch.
 - He got out of the pool.
 - We finished the test.
 - I found my keys.
- They left the restaurant.
 - I got into bed.
 - I opened the door.
 - She carried it home.
 - We gave it to the teacher.
 - He dried himself with a towel.

3b In your notebook, rewrite the sentences in 3a as one sentence. Put one verb in the past perfect and the other in the past simple. Use *when* or *after*.

- When I had put my pyjamas on, I got into bed.*
-
-
-
-
-

4 In your notebook, complete these sentences in a logical way using the past perfect.

- I was lonely because *everybody had left.*
- I was feeling ill because
- They were very happy because
- She was bored because
- We were angry because
- He was feeling sad because
- Yesterday I was excited because
- They were afraid because

5 Complete the text with the past perfect form of the verbs given. Write the answers in your notebook.



Ryan was always an amazing student. Before he was seven, he (a) (learn) to speak five languages. Before he was 16, he (b) (pass) all his university entrance exams. When he left school, he went to live in Cambridge because they (c) (give) him a place to study there. Ryan (d) (not make) many friends when he (e) (be) at school. But by the end of the first week at university, he (f) (meet) lots of people with similar interests to his. At school, he (g) (not see) eye to eye with most of his classmates. It seemed to him that he had much more in common with his university friends. It (h) (take) him a long time, but finally he had a circle of friends to chat to about his studies.

6 **Work with a partner. Find out which of these things your partner had done by the age of seven.**

- | | |
|---------------------------------|---|
| 1 begin to learn English | 5 start to ride a bike |
| 2 travel to a different country | 6 go on holiday without his/her parents |
| 3 learn to read | 7 use a computer |
| 4 swim in the sea | |

I'd begun to learn English by the age of seven. And you?

Yes, me too. I think I'd started by the age of five!

used to

7 Look at the sentences and choose the correct alternative in the rules. Write the answers in your notebook.

- Every morning, Zafar and Nadeem **used to** walk there and back together.
- They **didn't use to** argue much.
 - We use **used to** to talk about *single actions/habits* in the past.
 - After **used to** we use the *infinitive/past simple*.

GRAMMAR REFERENCE ► PAGE 154

8 Isabel **used to** live in a small village on the Costa del Sol in Spain. Now she lives in New York. In your notebook, complete the sentences with **used to** or **didn't use to**.

- Isabel speak Spanish all the time.
- She travel by subway.
- She swim in the sea.
- She see thousands of people on the streets.
- She know everybody who lived in her street.
- She wear warm clothes in winter.



9a **Complete these sentences about yourself when you were seven with **used to** or **didn't use to**. Write the answers in your notebook.**

- I have lots of homework.
- I like drawing and painting.
- I play computer games.
- I read books in English.
- I spend a lot of time alone.
- I spend a lot of time at home.

9b Work with a partner. Compare your answers.

Noun suffixes -ness, -ship, -dom

1 Look at the words. Which suffix, **-ness**, **-ship** or **-dom**, can we add to them? Write the answers in your notebook. Does the spelling of any of the words change?

bored • free • friend • happy • ill • king
leader • lonely • mad • relation • sad • weak

bored – boredom

2 **2.17 Listen, check and repeat.**

3 Complete the sentences in your notebook using the noun form of the appropriate word in 1.

- That's a crazy idea. It's .
- is being able to control and direct a group of people.
- To beat the other team, we need to find their . There must be something that they aren't very good at.
- He loves the of being able to do what he likes, when he likes.
- What's the between Lucas and Hannah? Are they family or friends?
- Flu is a very common .
- Money can't buy you .
- I think television is popular because of the that people feel when they have nothing to do.

4a Complete the questions in your notebook with the correct noun suffix.

- What is important in a good *friend* .
- What is your biggest *weak* .
- How much *free* do you think you have?
- What do you think is the secret of *happ(y)* .
- How do you fight *bore* .
- Would you like to go to the United *King* one day?
- Have you ever had a moment of *mad* .

4b **Work with a partner. Ask and answer the questions in 4a.**

- 1 Do this questionnaire. Write the answers in your notebook. When you finish, compare results with a partner.

DISCOVER YOUR SECRET SELF!

Choose any statements which you think are true for you.

Section 1

- I feel I have to be right all the time.
- If I don't do my best, I get angry with myself.
- When I go shopping, I don't buy anything if I'm not 100% happy with it.
- I enjoy criticising other people but I hate people criticising me.
- Understanding other people's opinions isn't easy for me.

Section 2

- I love giving presents to my friends and family.
- I'm good at drawing, writing and acting.
- I find it easy to talk about how I feel.
- When I feel sad or lonely, I feel very sad or lonely.
- I hate rules and obligations because my freedom is the most important thing.

Section 3

- My idea of excitement is doing sudokus and crosswords.
- I always think hard before making a decision.
- I'm usually very hard-working at school.
- I stay calm in difficult situations.
- I learn by watching and reading more than by doing.

Section 4

- In a group, I'm the one who makes decisions.
- I hate being with people who can't make decisions.
- I love having a good argument.
- I'm not afraid of telling people what I think.
- I find it hard to say sorry.

- 2 Now turn to page 161 to discover what your results mean.
- 3 2.18 Listen to Jessica talking to Jack about the questionnaire. Answer these questions in your notebook.
- 1 Which section (1–4) do they talk about?
 - 2 Do Jessica and Jack agree with the results?
- 4 2.18 Listen again and choose the correct alternative. Write the answers in your notebook.
- 1 Last week, Jessica decided where they went/ what they saw.
 - 2 Jack thinks Jessica isn't very good at waiting/listening.
 - 3 Jessica and Jack have an argument about why/ how long he waited last week.
 - 4 Jessica agrees/doesn't agree that she likes arguing.
 - 5 Jessica didn't like the service/quality of the food last night.
 - 6 Jessica often/never apologises.

Gerunds and infinitives

1a Look at the sentences.

- 1 When I go shopping, I don't buy anything.
- 2 I love giving presents.
- 3 Understanding other people's opinions isn't easy.
- 4 I find it easy to talk about how I feel.
- 5 I learn by watching.
- 6 Nobody wanted to make the decision.
- 7 A: Why did you shout at the waiter?
B: To tell him the food was no good.

1b Copy the table into your notebook. Put the rules below in the correct column.

We use the gerund:	We use the infinitive:
5	

- 1 ... as the subject of a sentence.
- 2 ... to explain why somebody does something.
- 3 ... immediately after adjectives.
- 4 ... after certain verbs like want.
- 5 ... with go to talk about physical activities.
- 6 ... after prepositions.
- 7 ... after verbs of liking or disliking.

GRAMMAR REFERENCE ► PAGE 154

2 Look at these statements. Which rule in 1b explains why we use the gerund or infinitive in each one?

Section 5

- I find it difficult to say no if someone asks me to do something.
- I love making other people feel good.
- People often come to me to get advice.
- I always want to help my friends and family.
- I'm interested in becoming a doctor or a nurse one day.

Section 6

- I hate having arguments.
- When I have a problem, I don't fight, I go running.
- I think it's stupid to disagree about small things.
- Shouting is horrible, in my opinion.
- I make problems disappear by not thinking about them.

3 Check which statements in 2 are true for you and count them in each section. Now find out what each section means on the next page.

- 4 Complete the texts with the gerund or infinitive form of the verbs given. Write the answers in your notebook.

MOSTLY SECTION 5: YOU'RE A HELPER

Personality: You're warm and caring and you think it's easy (a) (make) friends. You do many things (b) (make) your friends' lives better. But (c) (be) helpful can sometimes get you into trouble because you want (d) (know) what problems people are having.

Romance: You like (e) (show) your emotions but you can be possessive. Don't go (f) (fall) in love too fast!

Ideal jobs: Nurse, doctor, primary school teacher

Advice: Learn to say no and don't be afraid (g) (make) it clear what you want from life.

MOSTLY SECTION 6: YOU'RE A PACIFIST

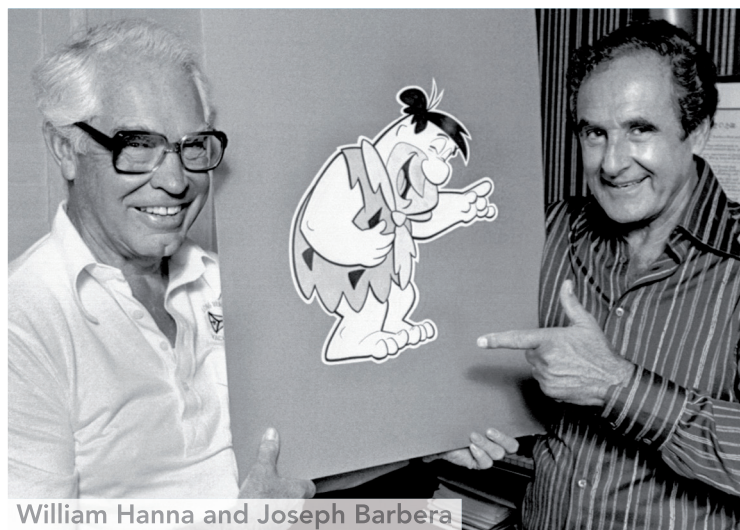
Personality: You never want (h) (argue) about anything. You're calm and open-minded. You enjoy (i) (listen) to other people and you think it's important (j) (hear) different opinions. But (k) (do) what other people want all the time can be tiring.

Romance: By (l) (accept) your partner's ideas, you seem an ideal partner. But it's important (m) (spend) time doing what you want.

Ideal jobs: Social worker, receptionist, gardener

Advice: (n) (defend) your own opinions isn't the same as being aggressive. Do it more often. Why? (o) (get) the respect of other people is important.

- 5 Do you agree with the results? Why/Why not?



William Hanna and Joseph Barbera

- 6 Read this text and find eight mistakes with gerunds and infinitives. Correct them in your notebook.

William Hanna and Joseph Barbera were the creators of popular cartoons. They were responsible for create *Tom and Jerry*, *The Flintstones*, and *Scooby-Doo*. Hanna and Barbera had different skills. Hanna, for example, liked singing and play music. Barbera was very good at think of funny situations for the characters. Hanna used to go walk and he enjoyed to be outdoors. Barbera relaxed by go to the beach. Eat good food was another of his hobbies. They had different personalities but they got on really well. They were always excited about work together. They remained partners and friends for over 60 years.

- 7 Finish these questions in your notebook using a gerund or an infinitive.

What type of person are you?

- Are you interested in *meeting new people*?
- Do you enjoy .
- One day, do you want .
- Do you ever go .
- Do you find it easy .
- Is it important for you .
- Do you hate .
- Why do you go .
- Do you think is a good idea?
- Are you excited about .

- 8a Ask your partner your questions from 7.

- 8b Tell the class some things you discovered about your partner.

I discovered that my partner is interested in watching old black-and-white films.

Reporting a past event

1a Work with a partner. What types of things do you like doing with your friends? Make a list.

1b Look at the photos. What can you see in each photo? Which event would you prefer to be at and why?



2 **2.19** Listen to a conversation about the barbecue in picture b and answer these questions in your notebook.

- 1 Why did Joe have a barbecue?
- 2 Where was the barbecue?
- 3 What was the music like and why?
- 4 How many people were there?
- 5 Who had made all the food?
- 6 Who did Lee meet at the barbecue?

3 Look at the sentences in the Speaking bank. Match the verb forms in bold with the correct name of the tense and the explanation of its use. Write the answers in your notebook.

SPEAKING BANK

Using different past tenses

- 1 I **went** to a barbecue.
 - 2 We **used to** go there a lot.
 - 3 They'**d made** a lot of food.
 - 4 When I **was getting** food, I met Oliver.
- a past continuous
b past perfect
c past simple
d *used to*
- i an activity in progress at a moment in the past.
We often use it to describe scenes in the past.
ii a completed action in the past.
iii a past habit
iv an activity that happened before another action in the past.

4 Think of an event that you went to with your friends or family. Prepare to talk about it by looking at these questions. Make notes in your notebook but do not write complete sentences.

- 1 Where did you go?
- 2 Who did you go with?
- 3 What did you do there?
- 4 How many people were there?
- 5 Did you know everybody there?
- 6 Who did you meet or chat to?
- 7 Was there any food? What was it like?
- 8 What did you wear?
- 9 Did you enjoy yourself?
- 10 What time did the event end?

Practice makes perfect

5 Work with a partner. Take it in turns to do this task. Use your notes from 4 and the Speaking bank to help you.

Tell your partner about an event that you went to with your friends or family. Tell them:

- what the event was
- what you did there
- your opinion of the event, giving reasons.

BUZZWORD

sofalisng – the activity of using the Internet or any other electronic device to socialise with people from home, rather than meeting them face to face

It's cold today, and I don't have enough money to go out in the evening. I'm going to sofalise with my friends tonight instead.

An email of advice



- 1 Read this email. What problem does the person have?



Dear Sophie,
I'm writing to you because I need some advice. Do you remember Ellie? We've been best friends since primary school. But recently I've realised that I don't have anything in common with her any more. Maybe it's because I sing in a band now and I spend a lot of time hanging out with them. When I'm with my friends in the band, we always talk about music and Ellie isn't really interested in that. So when she asks if she can come with us, I always have to invent reasons why she can't. I feel bad about lying to her. I know she's having a hard time. What should I do?
Please write back soon,
Rachel

- 2  Work with a partner. What advice would you give Rachel?
- 3 Read Sophie's reply. Is her advice similar to yours? Do you think it's good advice? Why/Why not?



Dear Rachel,
It was good to hear from you, but I'm sorry to hear about your problem. Here's my advice. First of all, I think you really should chat to Ellie. Tell her the truth, that you've got a new hobby and new friends. Next, explain that it's difficult because your new friends don't have much in common with her. So, suggest spending some time alone with Ellie but say that you also need time alone with your new friends. After that, tell her that this new situation isn't her fault or your fault. Who knows? Maybe one day in the future, you'll both have more in common again. Lastly, tell Ellie that you're sure she'll find a new group of friends soon, just like you have. Anyway, I hope you find this advice useful. Good luck!
Sophie

- 4 Look at the email again. Find words to complete the Writing bank. Write the answers in your notebook.

WRITING BANK

Useful words and expressions to order your ideas

- First,
- Firstly,
- 
- Then,
- 
- 
- Finally,
- 

WRITING BANK > PAGE 164

- 5a Read this email. What problem does this writer have? What advice would you give? Think of at least three different ideas.



Dear Henry,
I hope you're well. I've got a bit of a problem at the moment and I wanted to ask you for help. Do you remember my friend Jonathan? He used to be in the basketball team with me. Recently, he's stopped talking to me. About a month ago, he started going out with a new circle of friends. At about the same time, he left the basketball team. And at school, his marks are getting worse. I really like Jonathan, and I don't mind if he goes out with other friends. But I'm worried about him. I think his new friends are having a really bad influence on him. What should I do?
Please write back soon and tell me what you think.
All the best,
Dan

- 5b  Work with a partner. Compare your ideas. Are they similar?

Practice makes perfect

- 6 Write an email giving advice to Dan. Use the email in 3, your ideas from 5, and the Writing bank to help you.

BUZZWORD

bestie – someone's bestie is their best friend

Ann is my bestie – we do everything together, and I trust her completely.

- 1 Look at the list of issues which might be important for teenagers. Choose the five that you consider the most important for you.

looking fashionable • being fit and healthy
 having a family • having friends • having enough money
 getting good marks at school • using social media
 finding time for your hobbies/interests
 having the latest gadgets • having plans for the future
 being part of a group • having (some) freedom

- 2 Work with a partner. Compare your choices. Then answer the following question:

Which of the issues do you sometimes argue about with your parents, teachers or friends?

- 3 Read the blog entry and choose all the sentences which are true about the text. Write the answers in your notebook.

TEEN REBELS – A DYING BREED?

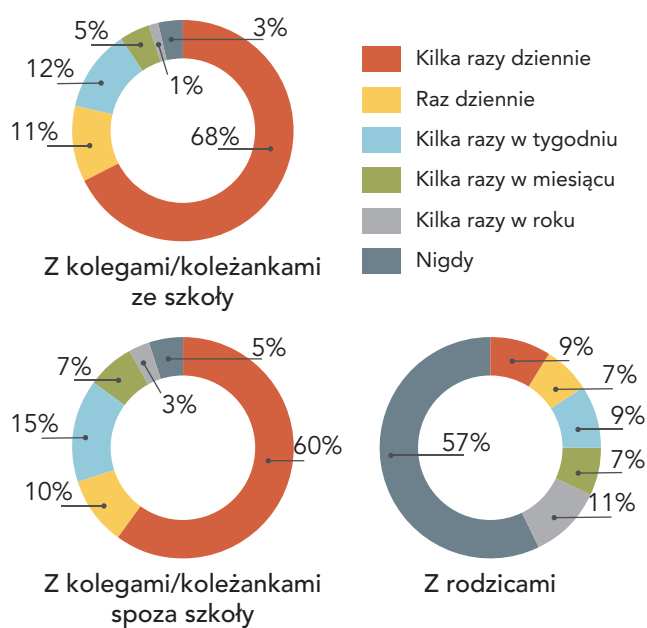
Teenage rebels are no longer what they used to be. When I was 16, I was a rocker and would wear heavy black boots and T-shirts with skull images. My son laughed out loud when I showed him some of my old photos – he is a different person to who I was at his age: he is a sporty, muscular type who wants to play basketball in the NBA. My daughter is a really good student as she wants to study medicine in the future. Although they're teenagers and I'm their dad, we wear similar clothes and have quite similar tastes in music and films. Their only sign of rebellion is refusing to spend more time with us, their parents – they prefer to socialise online or play online games. Maybe it's because they don't really have anything to rebel against? Of course, there are still serious problems in the world that they could protest about, but back in 1950s America, when the rebellious teenager was born, young people rebelled not just against wars and social injustice, but first of all against their parents – their boring jobs, moral values, their fashions and tastes in just about everything. The teenage rebels thought they knew how to mend the world – by being different from their parents. Now children and teenagers have become the centre of our Western world – we spend a lot on entertainment, fashion and technology, which are developed simply to fulfil their needs. Of course, my children have to become adults and find out who they really are. It's not the same as rebellion and should be viewed as a healthy part of growing up. But do they actually need to rebel against us when we are offering them a sense of security and belonging?

In the text, the author

- expresses sadness that his children seem to have different attitudes to his.
- explains why teenagers do not rebel against their parents any more.
- invites other parents to change their approach to their teenage children.
- advises other parents on how to best manage a teenage child's rebellion.
- gives information on teenage rebellion in the 1950s.

- 4 In your notebook, complete the notes for your homework project with the information from the diagrams.

Jak często komunikujesz się przez Internet?



Notes for my presentation

Problem: How teenagers communicate with parents and friends on the Internet

Data for Polish teenagers:

- >> (1) % of Polish teenagers communicate with their friends from school a few times a day – and 11% – (2) a day
- >> about 60% of Polish teenagers communicate with other friends a few times a day – and (3) % – once a day
- >> only 16% of Polish teenagers communicate with their (4) once or more times a day, but almost 57% of teenagers (5) contact them via the Internet

Questions:

Does this mean that teenagers lack enthusiasm when it comes to communicating with their parents and should this be seen as a sign of their rebellious behaviour? Or do they simply prefer to communicate with them using different methods?

- 5 For the next class, prepare a short presentation on how British and American teenagers communicate with their friends and parents. Search the Internet to find the answers to the following questions:

- How often do teenagers communicate with their friends and how often with their parents?
- Is there a difference between the means of communication used with a) friends and b) parents?
- Are the results of your study similar or different to the information about Polish teenagers in 4?



ŻYCIE PRYWATNE

Znajomi i przyjaciele/Konflikty i problemy

circle of friends (n phr)	/ˈsɜ:k(ə)l əv ˈfrendz/	krąg/grono przyjaciół
classmate (n)	/ˈkla:sˌmeɪt/	kolega/koleżanka z klasy
close friend (n phr)	/ˈkləʊs ˈfrend/	bliski przyjaciel
fall out (with somebody) (v phr)	/ˈfɔ:l ˈaʊt wɪð ˈsʌmbədi/	pokłócić się (z kimś)
friendship (n)	/ˈfren(d)ʃɪp/	przyjaźń
get on well (with somebody) (v phr)	/ˌget ˈɒn ˈwel wɪð ˈsʌmbədi/	dobrze rozumieć się (z kimś), dogadywać się
hang out (with) (v phr)	/ˌhæŋ ˈaʊt wɪð/	spędzać wolny czas (z)
have arguments (with somebody) (v phr)	/ˈhæv ˈɑ:gjʊməntz wɪð ˈsʌmbədi/	kłócić się (z kimś)
have in common (v phr)	/ˈhæv ɪn ˈkɒmən/	mieć coś wspólnego
make up (v phr)	/ˌmeɪk ˈʌp/	pogodzić się
relationship (n)	/ˌreɪlʃ(ə)nʃɪp/	związek
see eye to eye (phr)	/ˈsi: ˌaɪ tə ˈaɪ/	zgadzać się, rozumieć się

Styl życia/Konflikty i problemy

approach (n)	/əˈprəʊtʃ/	podejście, stosunek (do czegoś / kogoś)
argue (v)	/ˈɑ:(r)ɡju/	kłócić się, sprzeczać
attitude (n)	/ˈætiˌtju:d/	postawa, nastawienie
behaviour (n)	/biˈheɪvjə(r)/	zachowanie
consumer (n)	/kənˈsjʊ:mə(r)/	konsument, konsumpcyjny
issue (n)	/ˈɪʃu:/	zagadnienie, kwestia, problem
lifestyle (n)	/ˈlaɪfˌstɑɪl/	styl/tryb życia
rebel (n & v)	/ˈreb(ə)l/	buntownik, buntować się
rebellion (n)	/ˌriˈbeljən/	bunt
rebellious (adj)	/ˌriˈbeljəs/	buntowniczy, zbuntowany
values (n pl)	/ˈvælju:z/	wartości

CZŁOWIEK

Uczucia i emocje

afraid (adj)	/əˈfreɪd/	przestraszony
anger (n)	/ˈæŋɡə(r)/	złość, gniew
angry (adj)	/ˈæŋɡri/	zły, rozgniewany
bored (adj)	/bɔ:d/	znudzony
boredom (n)	/ˈbɔ:dəm/	nuda
excited (adj)	/ɪkˈsaɪtɪd/	podekscytowany
excitement (n)	/ɪkˈsaɪtmənt/	podekscytowanie
fear (n)	/fiə(r)/	strach
freedom (n)	/ˈfri:dəm/	wolność
happiness (n)	/ˈhæpɪnəs/	szczęście
happy (adj)	/ˈhæpi/	szczęśliwy
loneliness (n)	/ˈlɒnliˌnəs/	samotność
lonely (adj)	/ˈlɒnli/	samotny
madness (n)	/ˈmædnəs/	szaleństwo
sad (adj)	/sæd/	smutny
sadness (n)	/ˈsædnəs/	smutek
weakness (n)	/ˈwi:knəs/	slabość

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

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

INNE

anxiety (n)	/æŋˈzaɪəti/	niepokój, obawa
approving (adj)	/əˈpru:vɪŋ/	akceptujący
beat (v)	/bi:t/	pokonać, wygrać z kimś
breed (n)	/bri:d/	rasa, gatunek
broadcast (v)	/ˈbrɔ:dˌkɑ:st/	nadawać, emitować
carry on (v phr)	/ˌkæri ˈɒn/	kontynuować
competitive (adj)	/kəmˈpetətɪv/	skłonny do rywalizacji
criticise (v)	/ˈkrɪtɪsaɪz/	krytykować
fall in love (v phr)	/ˈfɔ:l ɪn ˈlʌv/	zakochać się
fault (n)	/fɔ:lt/	wina
forever (adv)	/fəˈrevə(r)/	na zawsze
ideal (adj)	/aɪˈdiəl/	idealny
illness (n)	/ˈɪlnəs/	choroba
injustice (n)	/ɪnˈdʒʌstɪs/	niesprawiedliwość
keep on (v phr)	/ˌki:p ˈɒn/	nie przestawać
kingdom (n)	/ˈkɪŋdəm/	królestwo
leadership (n)	/ˈli:dəʃɪp/	przywództwo
marks (n pl)	/mɑ:ks/	oceny
mend (v)	/mend/	naprawiać
neighbouring (adj)	/ˈneɪbərɪŋ/	sąsiedni, pobliski
occasion (n)	/əˈkeɪz(ə)n/	okazja
personality (n)	/ˌpɜ:səˈnæləti/	osobowość
praise (v)	/preɪz/	chwalić
primary school (n phr)	/ˈpraɪməri ˌsku:l/	szkoła podstawowa
psychiatrist (n)	/saɪˈkaɪətrɪst/	psychiatra
river bank (n phr)	/ˈrɪvə ˌbæŋk/	brzeg rzeki
romance (n)	/ˈrəʊməns/	romans
safety (n)	/ˈseɪfti/	bezpieczeństwo
secondary school (n phr)	/ˈsekənd(ə)ri ˌsku:l/	szkoła średnia
section (n)	/ˈsekʃ(ə)n/	część, sekcja
sharp (adj)	/ʃɑ:p/	ostry
shocked (adj)	/ʃɒkt/	zszokowany
silence (n)	/ˈsaɪləns/	cisza
skull (n)	/skʌl/	czaszka
slap (v)	/slæp/	uderzyć w twarz
stick (n)	/stɪk/	kij, patyk
subway (n)	/ˈsʌbˌweɪ/	metro
sudoku (n)	/suˈdʌʊku:/	sudoku
suffer (v)	/ˈsʌfə(r)/	cierpieć
taste (n)	/teɪst/	gust, smak
wet (adj)	/wet/	mokry

Rozumienie ze słuchu

- 1**  **2.20** Usłyszysz dwukrotnie fragment wykładu psychologa. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w poniższej notatce. Odpowiedzi zapisz w zeszycie. Luki należy uzupełnić w języku angielskim.

ADOLESCENTS AND THEIR PARENTS:

- » parents' role: to offer (1) and help;
- » result of (2) being warm and approving: teens at the age of (3) are more likely to show self-control (a University of Melbourne study from (4));
- » main source of stress for teens between 11 and 15 is (5) .
- » parents' coaching on (6) skills is important (for example, how to cope with relationships).

Rozumienie tekstów pisanych

- 2** Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz w zeszycie literę A, B, C albo D.

Rae's story

As far as Rae Earl remembers, anxiety and paranoia have accompanied her ever since she was a child. She had problems leaving the house and going anywhere. She also developed rituals to help her get through everyday life, like washing hands repeatedly or checking that the door was locked. By the time she was 16, the situation was serious: she was sure she was dying of different diseases and constantly felt paranoid. She was also overweight, eating too much, and she was living in poor conditions with her mother and her mother's boyfriend.

After unsuccessful consultations with child psychiatrists, she was sent to a psychiatric hospital. When she left after treatment, she was not really any better, so she kept on seeing a psychiatrist. She also started writing her diary, a story not only of mental illness and eating disorders, but also the typical teenage problems, like looking for a boyfriend and the everyday arguments with her mother.

Rae began overcoming her problems thanks to the specialists' support, her close friends and a gap year spent in Poland teaching English. She started fighting with her anxiety and lost weight, but, as she said, 'fat is a state of mind', so she still suffered from an extreme lack of confidence. However, she finally graduated from university and started working in local radio. She was offered the chance to present extracts from her diaries on the radio and it turned out that the listeners loved it. Encouraged by the response, she turned them into a book, *My Fat, Mad Teenage Diary*, which was published in 2007.

The book was really successful among teenagers. They thanked her for helping them cope with their own difficult times. Her experience showed them that even a teenager with serious problems can become a successful adult. The book was turned into a 16-episode television series,

My Mad Fat Diary, which was broadcast on British TV between 2014–2015. The show was praised for presenting an honest picture of mental illness, and also for being moving and funny at the same time.

As for Rae, now aged 41, she lives in Australia with her husband and son. The fact that she is able to live so far away from England is a great achievement for someone who used to have panic attacks when going to the neighbouring town.

- 1 Rae has suffered from anxiety
 - A since she was 16.
 - B for as long as she can remember.
 - C since a particular incident in her childhood.
 - D between the ages of 16 and 17.
- 2 Rae was sent to a psychiatric hospital
 - A because she was overweight.
 - B because she was dying.
 - C because her mental state was getting worse.
 - D because she was eating too much.
- 3 Rae's diary
 - A is a comedy.
 - B is a love story.
 - C talks about typical teenage problems.
 - D was written while in hospital.
- 4 The book was popular among teenagers because it
 - A helped them overcome their own problems.
 - B was a true representation of teenage life.
 - C was broadcast on the radio.
 - D was based on a television series.
- 5 Rae's intention in sharing her memories was to
 - A go to Australia and start a family.
 - B make a television series based on them.
 - C convince teenagers that they could achieve success as adults.
 - D encourage people to be more aware of mental health issues.

Znajomość środków językowych

- 3**  **2.21** Usłyszysz dwukrotnie cztery pytania (1–4). Do każdego z nich dobierz właściwą odpowiedź (A–E). Rozwiązania zapisz w zeszycie. Jedna odpowiedź została podana dodatkowo i nie pasuje do żadnego pytania.

- A I learn best by reading and watching.
- B I think I was 6 or 7 years old.
- C Not really, it always takes me a lot of time to decide about anything.
- D I'm really into swimming.
- E I did, but now I don't have enough time to do that.

1 2 3 4

4 W zdaniach 1–5 spośród podanych opcji (A–C) wybierz tę, która może najlepiej zastąpić wyróżniony fragment. Zapisz w zeszycie literę A, B albo C.

- 1 I think I'm an introvert – I **find it difficult to talk about how I feel**.
A I don't mind talking about how I feel
B talking about how I feel is not easy for me
C I'm not afraid of talking about how I feel
- 2 I'm sad because I **fell out with my sister**.
A I had an argument with my sister
B my sister and I have a lot in common
C my sister didn't see eye to eye with me
- 3 I **can't stand getting** up for school so early.
A I would hate to get
B I hate getting
C I'm not ready to get
- 4 I went running **as soon as I had done my homework**.
A after doing my homework
B while doing my homework
C as long as I did my homework
- 5 I **used to play the violin every day** but now I prefer to play the guitar.
A I was playing the violin every day
B I played the violin every day
C I had played the violin every day

Wypowiedź pisemna

5 Wyjechałeś/Wyjechałaś z przyjaciółmi pod namiot. W e-mailu do koleżanki z Anglii:

- napisz, jak zazwyczaj lubisz spędzać czas ze swoimi przyjaciółmi;
- opisz, dokąd wyjechaliście i co tam robiliście;
- przedstaw zalety i wady takiego sposobu spędzania czasu z przyjaciółmi;
- zaproponuj koleżance, by, kiedy będzie w Polsce, wzięła udział w kolejnym takim wyjeździe.

Hi Chloe,

Thanks for your last email. You asked me how I like spending time with my friends and what we usually do together.

That's it for now.

Kisses,
XYZ

Długość wiadomości powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

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

Uczeń A



- 1 How do the people feel?
- 2 How important is it to share interests or hobbies with your friends? Why?
- 3 Tell us about the last time you and your friends did something new/unusual together.

Uczeń B



- 1 Why is the man making notes?
- 2 How can teenagers show their individuality?
- 3 Tell us about a situation when you disagreed with a friend or a family member.

✓ SELF-ASSESSMENT UNIT 8

How well can you do these things in English now? Give yourself a mark from 1 to 4.

- | | |
|-----------------------------|---------------------------|
| 1 = I can do it very well. | 3 = I have some problems. |
| 2 = I can do it quite well. | 4 = I can't do it. |

- a I can talk about the past using the past perfect and *used to*.
- b I can talk about friendships and feelings.
- c I can understand texts about different personalities and relationships.
- d I can write an email giving advice to a friend.
- e I can talk about teenage lifestyle and everyday problems and conflicts.

9 Best-sellers



Vocabulary

Fiction

- 1 Work with a partner and match some of these words with the book covers. Write the answers in your notebook. Check that you understand all the words.

comic • crime novel • fairy tale • fantasy
graphic novel • historical fiction • horror
play • romance • science fiction • thriller

- 2 2.22 Listen and repeat.

- 3 Work with a partner. Ask and answer these questions.

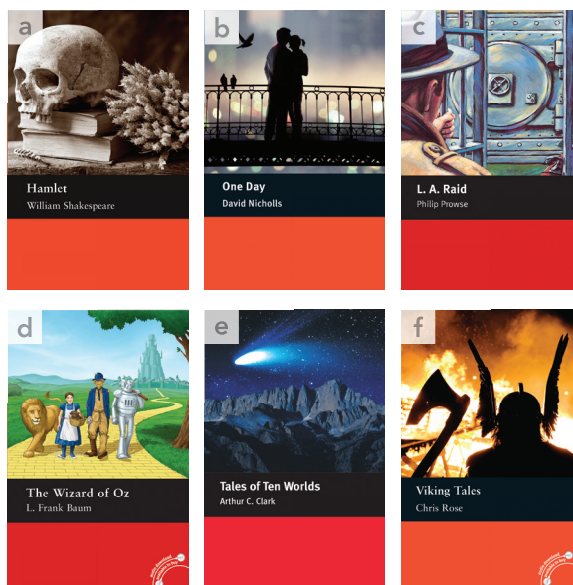
- Do you like reading fiction?
- How often do you read fiction?
- Which types of fiction do you enjoy reading the most? Why?
- Are there any types of fiction which you dislike? Which? Why?

Non-fiction

- 4 Match the words with the book titles (1–10). Write the answers in your notebook.

atlas • autobiography • biography
cookbook • encyclopaedia • guidebook
magazine • manual • newspaper
textbook

- Explore New York guidebook
- How to get the most from your tablet
- My life by Bill Clinton
- Shakespeare by Bill Bryson
- My Grandmother's Mexican Kitchen:
100 Family Recipes
- Asia (World in maps)
- The Times
- Checkpoint
- National Geographic
- Britannica



- 5a Practise saying the words in 4. Copy the table into your notebook and put the words in the correct column.

atlas				

- 5b 2.23 Listen, check and repeat.

- 5c Look again at the words in 1. Can you put any of them into these columns?

- 6 2.24 Listen to the conversations. What types of book or publication are the people talking about in each conversation? They can be fiction or non-fiction. Write the answers in your notebook.

-
-
-
-
-

- 7 Work with a partner. Compare how often, and in what situations, you read different non-fiction.

I sometimes read cookbooks because I enjoy cooking. I read them to find new things to make.

I never read cookbooks because I never cook. What about manuals?

1 Look at these photos and then read the article. In your notebook, put the photos in the order that they appear in the article. Don't worry about the missing sentences at this stage.



THE LIFE OF A TOP CHILDREN'S AUTHOR

David Walliams is a top children's author. He loves writing fiction for kids, but he also does many other things!

1 Before, most people knew him as one of the two main actors in the British comedy series *Little Britain*. But now, especially with children, he is probably more famous as a best-selling author. In fact, some now say that he is the UK's most successful children's writer, having sold 2.8 million copies of his first six books in five years.

2 He started acting at school. Then he went to university and after that he joined the National Youth Theatre. That was where he met Matt Lucas, who became his partner in creating the *Little Britain* series in 2003.

3 He showed that he could act in serious plays and films, not just comedies. He also worked as a judge on the popular reality show, *Britain's Got Talent*.

4 The second of these two books, *Mr Stink*, was for teenagers. It won the Children's Award in the People's Book Prize in 2010. The books were so popular that he continued writing.

5 It is about a boy who is the richest 12-year-old in the world. He has a Formula One racing car, a thousand pairs of trainers, a billion pounds, but there's just one thing he needs: a friend. The book came with a billion-pound note that readers could use to enter a competition to win a day as a billionaire in London!

6 His sixth book, *Demon Dentist*, sold more than 220,000 copies in just the first two months of being on sale. Walliams said: '*Demon Dentist* is my very first horror story ... I hope children of all ages will love the new book's combination of chills, action and of course comedy.'

7 He swims. But not just in his local swimming pool. In 2006, he swam from England to France. He made about one million pounds for charity. Since then he's also swum about 225 kilometres of the River Thames, this time raising two million pounds. When he finished, he told reporters: 'I think I've just swum the length of the Thames! I feel quite tired. I think a bath is the only water I want to see for quite a while.'

8 A boat was carrying copies of one of his books from China to the UK. A storm hit the boat and 30,000 copies of the book fell into the sea! His publisher said that they were making an extra 30,000 copies of the book in Europe to substitute the copies that the sea had destroyed.

2 Read the article again and put sentences a–h into gaps 1–8 in the text. Write the answers in your notebook.

- a But it was in 2008 that he signed a contract to write two children's books.
- b Walliams was born in 1971.
- c His books have continued to sell well.
- d When he isn't acting or writing, Walliams has an interesting hobby.
- e He continued appearing on TV in different types of programmes.
- f David Walliams is a man of many talents.
- g However, he wasn't very lucky with water in 2013.
- h His third book was called *Billionaire Boy*.

3 Look at the photos in 1 again. Explain the significance of each one.

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- How important is it for children to read? Why?

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6 What about you?

- 1 What were your favourite books or stories when you were younger?
- 2 Who is your favourite author now, and why?

BUZZWORD

fanfic – fan fiction: stories featuring characters and settings from a particular series of books or TV programmes that are written by fans of the series

You can find plenty of fanfics online – the question is how to find the good ones!

Reported speech – statements

1a Look at what David Walliams said to journalists.

- 1 *Demon Dentist* **is my** very first horror story.
- 2 **I hope** children of all ages **will love** the new book.
- 3 **I think I've just swum** the length of the Thames!
- 4 **I feel** quite tired.

Now look at what the journalist wrote.

- a Mr Walliams said *Demon Dentist* **was his** very first horror story.
- b He told us **he hoped** children of all ages **would love** the new book.
- c He said that **he thought he had just swum** the length of the Thames.
- d He told the interviewer that **he felt** quite tired.

1b Answer these questions.

- 1 What happens to the verbs when they go into reported speech?
- 2 What happens to most pronouns and possessive adjectives when they go into reported speech?
- 3 What is the difference between *say* and *tell*?
- 4 After *say* and *tell* do we always need to use *that*?

GRAMMAR REFERENCE ► PAGE 156

2 Match these sentences in direct and reported speech. Write the answers in your notebook. One of the reported speech sentences can go with more than one of the sentences in direct speech.

- 1 I write novels.f.....
 - 2 I'm writing a novel.
 - 3 I wrote a novel.
 - 4 I've written a novel.
 - 5 I'll write a novel.
 - 6 I can write novels.
 - 7 I may write a novel.
 - 8 I have to write a novel.
- a She said she could write novels.
 - b She said she was writing a novel.
 - c She said she had written a novel.
 - d She said she'd write a novel.
 - e She said she might write a novel.
 - f ~~She said she wrote novels.~~
 - g She said she had to write a novel.

3 Look at the examples in 2. Copy the table into your notebook and complete it with the correct tenses and verbs.

could • had to • might • past continuous
past perfect • **past simple** • would

Direct speech	Reported speech
1 present simple ►	<i>past simple</i>
2 present continuous ►	
3 past simple ►	
4 present perfect ►	
5 <i>will</i> ►	
6 <i>can</i> ►	
7 <i>may</i> ►	
8 <i>must/have to</i> ►	

4 Complete the sentences in your notebook with *said* or *told*. Which fictional character is 'he'?

- 1 He he sometimes wore glasses.
- 2 He me he had come to Earth from a different planet.
- 3 He us that he could fly.
- 4 He that he was working as a journalist.
- 5 He he didn't like kryptonite.
- 6 He that he had an 'S' on the front of his costume.

5 In your notebook, rewrite the sentences in 4 as direct speech.

- 1 *I sometimes wear glasses.*

6 There are other words which we often change when we put statements into reported speech. Look at this example.

'I read this book last week.'

She said she had read that book the previous week.

Copy the table into your notebook and use the words in the box to complete it.

a (week/month/year) ago • here
last (week/month/year) • next (week/month/year)
this • today • tomorrow • tonight • yesterday

Direct speech	Reported speech
1 <i>this</i>	that
2	there
3	that day
4	the day before
5	the next/following day
6	that night
7	the following (week/month/year)
8	the previous (week/month/year)
9	a (week/month/year) before

7 Report what this writer said in an interview. Use say and tell.

1 *She said that her name was Anna Caltabiano.*

- 1 My name is Anna Caltabiano.
- 2 I'm 17 years old.
- 3 I've already written two novels.
- 4 I started writing when I was 14.
- 5 I live in California but I was born in Hong Kong.
- 6 The first language I spoke was Japanese.
- 7 Apart from writing, I'm just a regular teenage girl.
- 8 My next novel will be out this summer.



8a In your notebook, write a true sentence about yourself and the summer. It can be about last summer, next summer, or the summer in general.



*I went to a sports camp last summer.
I always go to the beach in the summer.*

8b Read out your sentence to the other people in your class or group.

8c When everybody has read out their sentence, in your notebook, write down what different people said. Can you remember everyone's sentence?

Mia said that she had gone to a sports camp the previous summer.

Jack told us that he always went to the beach in the summer.

8d Work with a partner. Compare your answers. Are they the same? If not, find out who is right by asking the person.

Phrasal verbs connected with reading and writing

1 Read these sentences. Can you guess the meaning of the phrasal verbs in *italics*?

- 1 I don't want to stop now. I want to **read on** to the end.
- 2 Can you **read out** your answer to the next question so that we can all hear it?
- 3 I don't understand some of these words. I'm going to **look them up** in my dictionary.
- 4 I want you all to **turn over** the page and continue reading.
- 5 Read the sentences and then **fill in** the gaps.
- 6 He **flicked through** the book quickly to see if he liked it before he bought it.
- 7 It doesn't look good when you make lots of mistakes and then you **cross them out**.

2 Match the phrasal verbs in 1 with the definitions. Write the answers in your notebook.

- a Read so that other people can hear you.
- b Draw an X or a line through some writing to show that it's not correct.
- c Write information in empty spaces.
- d Try to find a particular piece of information in a book.
- e Continue reading.
- f Turn a page or piece of paper to see the other side.
- g Turn the pages of a book quickly, not looking carefully.



3 Complete the text with the words in the box. Write the answers in your notebook.

cross • flick • look • on • out • over

The other day, I was in a bookshop. I picked up a novel by a new writer and began to (a)  through it. I didn't really read any of it, but I decided to buy it and took it home. When I started to read it carefully, I didn't like the start much. But I decided to read (b) . There were lots of unusual words that I had to (c)  up in the dictionary. I turned (d)  another page and then another but I still didn't like it. I told my friend and he asked me to read (e)  a section so that he could hear. He said that the writer was using too many words to say something simple and that it was repetitive. He also said he could (f)  out half the words because they were unnecessary. In the end, I stopped reading that book and picked up another one.

1 Work with a partner. Ask and answer these questions.

- Can you think of any books that have become films, like *The Hunger Games*?
- Generally, do you prefer reading the book or watching the film adaptation? Why?



2 2.25 Listen and complete the notes in your notebook. Use just one or two words for each space.

Notepad

BOOK VS FILM SURVEY

Comments

Reads one or two books a (a) .

At the moment, reading a (b) book.

Goes to the cinema two or three times a (c) .

(d) goes to see film adaptations.

Thinks that with books you know what the characters (e) .

The characters are almost like (f) .

Sometimes gets a shock watching films because the characters (g) to the way she imagined.

3 2.25 Are these statements true (T) or false (F)? Write the answers in your notebook. Listen again if necessary.

- The interviewer asked her how often she bought books. T/F
- He wanted to know how often she read science fiction. T/F
- He asked her what she was reading at that moment. T/F
- The man asked the girl how often she went to the cinema. T/F
- He asked her if she had seen *The Hunger Games* films. T/F
- He asked her whether she preferred reading fiction or non-fiction. T/F

⚡ BUZZWORD

abibliophobia – the fear of running out of things to read

'You've just bought another book, and I saw you borrow two from the library last week. Are you suffering from abibliophobia?'

Reported speech – questions

1a Look at these questions and statements. Which are direct questions (DQ) and which are reported questions (RQ)? Write the answers in your notebook.

- He asked her what she was reading at that moment.
- He wanted to know if she had seen *The Hunger Games*.
- How often do you go to the cinema?
- Have you seen the *The Hunger Games*?
- He asked her how often she went to the cinema.
- What are you reading at the moment?
- Do you prefer reading fiction or non-fiction?
- He asked her whether she preferred reading fiction or non-fiction.

1b Choose the correct alternative. Write the answers in your notebook.

- We change/don't change tenses, pronouns and words like *this* and *here* in the same way in reported statements and reported questions.
- We use/don't use question marks in reported questions.
- We use/don't use the auxiliary verb *do* in reported questions.
- We put/don't put the verb before the subject in reported questions.
- We use/don't use *if* or *whether* in reported questions when there is no question word (*who*, *what*, *why*, etc.) in the original question.

GRAMMAR REFERENCE ► PAGE 156

2 Complete the sentences in your notebook with a question word or *if/whether*.

- They asked the novelist her favourite writer was. She said Tolkien.
- Kate asked Jenny she wanted to do.
- Paul wanted to know I had come by bus or by car.
- Hannah asked me I wanted a coffee and I said yes.
- They asked me I had brothers or sisters and I said no.
- My teacher asked me I hadn't been at school the day before.
- Karen's mum asked her she had had a good time.

3 In your notebook, write what the people actually said in each situation.

- 1 The journalist asked the film director if he was making a film at that moment. He said that he wasn't but that he was going to start a new one soon.



Journalist: _____

Film director: _____

- 2 The writer asked the man if he had enjoyed her book. He said that he thought it was the most beautiful thing he'd ever read.



Writer: _____

Man: _____

- 3 The reporter asked the singer why she wouldn't answer any of his questions. She told him that she only wanted to talk about her new album and that she wasn't going to talk about anything else.



Reporter: _____

Singer: _____

- 4 The teacher asked the class whether they could write an essay for the next day, but they replied that they couldn't because they had to study for an exam and they wouldn't have enough time.



Teacher: _____

Students: _____

- 5 Julie wanted to know how many times I'd read my comic and I told her that I'd read it three times.



Julie: _____

Me: _____

4 In your notebook, write this conversation in reported speech.

Keira: What did you do last night?

Matt: I didn't do much. I just watched TV with my parents.

Keira: Did you study for the literature exam?

Matt: When do we have the exam?

Keira: We're doing it today.

Matt: Why didn't you remind me?

Keira: I told you but you didn't listen. Why do you never pay attention to me?

- 5a As a class, choose a famous person who you would like to interview. It can be an actor, politician, singer, sports star ...**

- 5b Imagine that this person is coming to your school. With your partner, prepare five questions to ask them.**

- 5c** **Choose a student to be the famous person. Interview them and make a note of their answers in your notebook.**

- 5d** **When you finish, work in pairs. Take it in turns to report back the interview.**

First, we asked him why he had decided to come to our school. He said that he'd been a student here.

Then we wanted to know ...



A presentation



- 1** What is, in your opinion, the most enjoyable book you have ever read? Copy the table into your notebook and make notes about it using the 'You' column.

	You	Speaker
Title		
Author		
Type of book		
Reasons why you like it – the story, descriptions, characters, style, etc.	1 2 3 ...	1 2 3 ...

- 2** 2.26 Listen to a student giving a presentation about their favourite book. In your notebook, complete the table with notes.
- 3** 2.26 In your notebook, complete the expressions in the Speaking bank. Listen again if necessary.

SPEAKING BANK

Useful expressions in presentations

Beginning a presentation

- I'm going to talk about ...
- I'd to by saying ...

Introducing arguments

- Firstly,
- First ,
- What's ,
- It's also that ...
- Another thing is that ...
- Last ,

Ending a presentation

- Finally,
- To sum ,

- 4** Join the sentence halves to get advice about giving a presentation. Write the answers in your notebook.

- | | |
|--|------------------------|
| 1 Write notes with your main ideas but ... | a a loud, clear voice. |
| 2 Include an introduction and ... | b the audience. |
| 3 Put your ideas in ... | c a logical order. |
| 4 Don't just read ... | d a conclusion. |
| 5 Look up at ... | e not a complete text. |
| 6 Speak in ... | f aloud. |

Practice makes perfect

- 5a** Prepare a presentation about the best book that you have ever read. Use your notes in 1 and the expressions in the Speaking bank. Do not write a complete text.
- 5b** Give your presentation to the class or in groups. Remember to follow the advice in 4.



A story



1 Work with a partner. In your notebook, put the pictures in order and tell the story.

2 Look at this sentence.

A woman was writing.

Look at picture e and expand the sentence in your notebook by adding words to describe the scene in more detail. How many words can you add?

3 Look at this sentence. What types of words have been added to the sentence in 2? Is the sentence more interesting than the one in 2? Why?

It was the middle of a cold winter and a bright young woman was sitting quietly at home writing her very first novel.

4 Read these sentences and match each one to a picture from the story. Write the answers in your notebook.

- 1 It was autumn and the golden leaves were falling softly and slowly from the trees.
- 2 Soon after, they started printing thousands of copies of the novel.
- 3 When the boss of the company had finished reading the book, he was extremely happy.

5 Look at the advice in the Writing bank. What examples of the advice can you find in the sentences in 4?

WRITING BANK

Useful advice for writing interesting stories

- Use adjectives and adverbs to make your writing more descriptive.

The young writer immediately took her novel to a famous publisher.

- Use a variety of past tenses.

When she had finished the book, the young writer immediately took ...

- Use words and expressions of time and sequence.

One day in spring, a student went ...

Suddenly, he saw ...

Two months later, the young man left ...

WRITING BANK ► PAGE 164

Practice makes perfect

6 Write the story in 1. Use the sentences on this page and the advice in the Writing bank to help you.

- 1 Complete the questionnaire, using information about yourself and your friend(s). Write the answers in your notebook.

Do you / your friend(s) ...?	You	Your friend(s)
go to concerts / music festivals	●	●
go to book fairs / meetings with authors	●	●
go to the theatre / opera	●	●
go to the cinema / film festivals	●	●
play / sing in a band/choir	●	●
cosplay / attend pop culture/fan conventions	●	●
belong to a drama club	●	●
write stories / poems / fan fiction	●	●
make your own videos / music	●	●
attend art classes	●	●

- 2 Compare your answers with your partner. Are they similar or different? Which of the activities would you like to try or do more often if you had more free time/money?

- 3 2.27 Listen to a radio announcement. Choose the best answers and write them in your notebook.

- 1 You can hear the announcement on
A national radio.
B local radio.
C school radio.



- 2 Tomasz Bagiński's short film *The Cathedral*
A won an Oscar.
B was nominated for an Oscar.
C didn't get any awards.
- 3 The correct order of the events (A – making *The Witcher* computer games, B – making the Netflix series, C – making *The Cathedral*) is
A A - B - C B B - A - C C C - A - B
- 4 At the festival, Tomasz Bagiński will take part in
A one event.
B two events.
C three events.
- 5 If you want to attend the panel,
A it will not cost you anything.
B it starts at 1 pm.
C you have to be invited first.

- 4 2.27 Listen again and complete the message in your notebook with information from the recording.

Jack: Ola, you must come to Edinburgh next (1) ! The train journey from Glasgow takes under an hour.

Ola: Hi, Jack. What's happening?

Jack: I've just heard on the radio that there's going to be a meeting with Tomasz Bagiński at the Edinburgh (2) Festival.

Ola: You're joking!!!!Really?! You know how much I love *The Witcher*! 😊 It's my favourite game! I must be there!

Jack: Yes, I know how much you like it. There is a panel with Bagiński at (3) and then (4) at 1 pm. I could pick you up from the station, and we could go together if you like. I'm a fan of visual arts and comics, so I'm quite interested, too.

Ola: Thanks, Jack, that would be great! Do I have to buy a ticket?

Jack: No, it's (5) . We'll be in touch.

Ola: Thanks a lot, Jack. I can't wait.

- 5 Work in pairs. Imagine you are Ola (student A) and Jack (student B). Make up a conversation in which Ola will thank Jack for inviting her to the festival and then go on to talk about the event.

A: Hi, Jack. I want to thank you.
B: Hi, Ola. What for?
A: For letting me know about the festival.
B: ...

- 6 Work in pairs. Ask and answer the questions.

- Have you ever been to a meeting with a famous author/animator etc.? If so, who was it? If not, who would you most like to attend a meeting with?
- Should schools organise meetings with famous artists? Why/Why not?
- Should teenagers be encouraged to take an active part in cultural events and activities? Why/Why not?
- Is it easy to take part in cultural events and activities where you live? Why/Why not?

- 7 For the next class, prepare a short presentation about a cultural event in the UK or the US which is popular among teenagers. Search the Internet for the following information:

- what kind of event it is;
- where and when it is organised;
- why it is popular.



KULTURA

Dziedziny kultury/Twórcy i ich dzieła

adaptation (n)	/ˌædæp'teɪʃ(ə)n/	adaptacja
atlas (n)	/ˈætɫəs/	atlas
author (n)	/ˈɔːθə(r)/	autor
autobiography (n)	/ˌɔːtəʊbaɪ'ɒɡrəfi/	autobiografia
bestseller (n)	/ˈbest'selə(r)/	bestseller, szlagier
biography (n)	/baɪ'ɒɡrəfi/	biografia
comic (n)	/ˈkɒmɪk/	komiks
cookbook (n)	/ˈkʊk.bʊk/	książka kucharska
crime novel (n phr)	/ˈkraɪm ˌnɒv(ə)l/	powieść kryminalna
encyclopedia (n)	/ɪnˌsaɪklə'piːdiə/	encyklopedia
fairy tale (n)	/ˈfeəri ˌteɪl/	baśń
fantasy (n)	/ˈfæntəsi/	fantastyka, fantasy
graphic novel (n phr)	/ˌɡræfɪk ˌnɒv(ə)l/	powieść graficzna
guidebook (n)	/ˈɡaɪd.bʊk/	przewodnik
historical fiction (n phr)	/hɪ'stɒrɪk(ə)l ˈfɪkʃ(ə)n/	powieść historyczna
horror (n)	/ˈhɒrə(r)/	horror
magazine (n)	/ˌmæɡə'ziːn/	czasopismo
manual (n)	/ˈmænjʊəl/	instrukcja obsługi
newspaper (n)	/ˈnjuːzˌpeɪpə(r)/	gazeta
novel (n)	/ˈnɒv(ə)l/	powieść
play (n)	/pleɪ/	sztuka
romance (n)	/ˈrəʊ.mæns/	romans
science fiction (n phr)	/ˌsaɪəns ˈfɪkʃ(ə)n/	fantastyka naukowa
textbook (n)	/ˈteks(t).bʊk/	podręcznik
thriller (n)	/ˈθrɪlə(r)/	dreszczowiec

Uczestnictwo w kulturze

animator (n)	/ˈæni.meɪtə(r)/	animator(ka), twórca filmu animowanego
attend (v)	/ə'tend/	uczęszczać na..., brać udział w...
award (n)	/ə'wɔːd/	nagroda
band (n)	/bænd/	zespół
belong (v)	/bi'lɒŋ/	należać do kogoś
book fair (n phr)	/ˈbʊk ˌfeə(r)/	targi książki
choir (n)	/kwaɪə(r)/	chór
concert (n)	/ˈkɒnsət/	koncert
cosplay (n)	/ˈkɒzˌpleɪ/	przebieranie się za postaci z komiksów, filmów i gier
cultural event (n phr)	/ˈkʌltʃ(ə)r(ə)l ɪ'vent/	wydarzenie kulturalne
create (v)	/kri'eɪt/	tworzyć
drama club (n)	/ˈdraːmə ˈklʌb/	klub teatralny
edit (v)	/ˈedit/	edytować, montować
fan convention (n)	/ˈfæn kən'venʃ(ə)n/	zjazd fanów
festival (n)	/ˈfestɪv(ə)l/	festiwal
graphics (n pl)	/ˈɡræfɪks/	grafika
nominate (v)	/ˈnɒmɪneɪt/	nominować, mianować
pop culture (n phr)	/ˌpɒp ˈkʌltʃ(ə)r/	kultura popularna, popkultura
take part in (v phr)	/ˌteɪk ˈpɑːt ɪn/	brać udział w...
visual arts (n phr pl)	/ˈvɪʒʊəl ˌɑːts/	sztuki wizualne, plastyczne

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

(n/n pl) = noun/noun plural
– rzeczownik/rzeczownik
w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

CZASOWNIKI FRAZOWE

cross out (v phr)	/ˌkrɒs ˈaʊt/	skreślać
fill in (v phr)	/ˌfɪl ˈɪn/	uzupełniać, wypełniać
flick through (v phr)	/ˌflɪk ˈθruː/	kartkować, przeglądać
look up (v phr)	/ˌlʊk ˈʌp/	sprawdzać
read on (v phr)	/ˌriːd ˈɒn/	kontynuować czytanie
read out (v phr)	/ˌriːd ˈaʊt/	czytać na głos
turn over (v phr)	/ˌtɜːn ˈəʊvə(r)/	przewracać (kartkę)

INNE

action (n)	/ˈækʃ(ə)n/	akcja
billionaire (n)	/ˌbɪljə'neə(r)/	miliarder
charity (n)	/ˈtʃærəti/	dobroczynność
chills (n pl)	/tʃɪlz/	dreszcze
complain (v)	/kəm'pleɪn/	narzekać
contract (n)	/ˈkɒntrækt/	kontrakt
creature (n)	/ˈkri:tʃə(r)/	stworzenie, stwór
enter (a competition) (v)	/ˈentə(r) ə ˌkɒmpə'tɪʃ(ə)n/	przystąpić (do konkursu)
e-reader (n)	/ˈiːˌriːdə(r)/	czytnik książek elektronicznych
judge (n)	/dʒʌdʒ/	sędzia
main (adj)	/meɪn/	główny
on sale (prep phr)	/ˌɒn ˈseɪl/	w sprzedaży, na sprzedaż
pound note (n phr)	/ˌpaʊnd ˈnəʊt/	banknot funtowy
presentation (n)	/ˌprez(ə)n'teɪʃ(ə)n/	prezentacja
publisher (n)	/ˈpʌblɪʃə(r)/	wydawca
racing car (n phr)	/ˈreɪsɪŋ ˌkɑː(r)/	samochód wyścigowy
raise (v)	/reɪz/	zbierać, podwyższać
recipe (n)	/ˈresəpi/	przepis (kulinarny)
recommend (v)	/ˌrekə'mend/	polecać, rekomendować
repetitive (adj)	/ˈrɪpetɪtɪv/	monotonny, powtarzający się
screenwriter (n)	/ˈskriːnˌraɪtə(r)/	scenarzysta
serious (adj)	/ˈsɪəriəs/	poważny
significance (n)	/ˌsɪɡ'nɪfɪkəns/	znaczenie, ważność
storm (n)	/stɔːm/	burza, nawałnica
talent (n)	/ˈtælənt/	talent
youth (n & adj)	/juːθ/	młodzież, młodzieżowy
workshop (n)	/ˈwɜːkʃɒp/	warsztat, seminarium

Rozumienie ze słuchu

- 1  2.28 Usłyszysz dwukrotnie cztery wypowiedzi związane z czytaniem. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Odpowiedzi zapisz w zeszycie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

1  2  3  4 

This person is

- A complaining about a problem with reading.
- B giving some advice connected with reading.
- C talking about some research on reading.
- D inviting the listeners to ask questions about reading.
- E giving information about a meeting with a famous writer.

Rozumienie tekstów pisanych

- 2 Przeczytaj teksty. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz w zeszycie literę A, B albo C.

MUSE CREATIVE WRITING SUMMER CAMPS

- Are you 18 or older?
- Do you like reading and writing?
- Are you good with older children and young teenagers?
- Are you responsible and communicative?
- Would you like a summer job with a difference?



We are looking for assistants to work at our creative writing summer camps for older children (8–10) and young teenagers (11–12).

Your duties will include helping to organise morning writing sessions and the afternoon free-time activities.

You will work with the camp participants from 10 am to 6 pm but the evenings will be free.

For more information, contact us at:

info@musecamps.com

APPLY

- 1 This text is
- A a guide on creative writing
 - B an advertisement for a summer camp
 - C a job advertisement

WRITING FOR FILM

If you are artistic and creative ...
If you have always liked the cinema ...
If your head is full of untold stories ...
And if your imagination doesn't let you sleep at night,
we have the very thing for you!!!

When? Saturday, 24th March, 10 am–3 pm
Where? The English classroom
What? A meeting with a screenwriter, followed by a workshop on how to construct a plot, create your own characters and write a film dialogue

Anyone interested in film and writing is welcome

- 2 What won't you learn during the workshop WRITING FOR FILM?
- A how to write dialogue
 - B how to film dialogue
 - C how to make your own characters

Hi Olivia,

I've read your story about Katniss from *The Hunger Games* at www.fanfiction.net. I loved it! You're so talented. Can you recommend any other fanfic stories connected with the books? I'd really like to talk to you about writing my own fan fiction – I have a few stories to tell, too.

Thanks,
Harry

Jack,

17:11

I won't watch *The Hunger Games: Mockingjay* with you at the weekend. I want to read the book first. So, you can either watch it without me or you can wait until I have finished reading. Write to me and let me know what you decide to do, OK?
Keira

- 3 Both texts are about
- A watching films
 - B writing stories
 - C reading

Znajomość środków językowych

- 3 Uzupełnij dialog. Wpisz w każdą lukę (1–5) 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. Odpowiedzi zapisz w zeszycie.

X: You know what? I went to the meeting with J.K. Rowling in the local library and she signed my book!

Y: Really? She is my favourite writer! Did you manage (1)  (talk) her as well?

X: Not really. She just asked what my name was.

Y: Lucky you! Did she say anything about Harry Potter?

X: Someone asked her (2)  (going) to write any more Harry Potter stories, but she said that she wasn't planning to.

Y: That's bad news ...

X: By the way, have you seen *Harry Potter and the Cursed Child* yet?

Y: No, but my friend Zoe saw the play last week and she said that (3) (great). What else did J.K. Rowling say?

X: She said that (4) (busy) with the five-film *Fantastic Beasts* series at the moment. Have you heard that Jude Law (5) (play) a young Albus Dumbledore in the second film?

Y: Well, at least we have something to look forward to.

4 W zadaniach 1–5 wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zapisz w zeszyte literę A, B albo C.

1 The teacher asked Sophie to read the answers loud so that we could all hear them. The examiner said we could cross a word if we make a mistake.

A off B up C out

2 My brother is studying at university. I don't really like fiction books – I prefer fantasy.

A physics B science C history

3 She wanted to know I had read *Ready Player One*. I will join our school book club I have more free time next year.

A unless B whether C if

4 *King Lear* is my favourite by Shakespeare. I like reading but I relax best when I can computer games.

A drama B play C design

5 I don't know what dystopia means – I must look it in a dictionary. To sum , I think e-readers are easier and more comfortable than paper books.

A up B out C for

Wypowiedź pisemna

5 Uczestniczyłeś/Uczestniczyłaś w targach książki, podczas których byłeś/byłaś na spotkaniu ze znanym ilustratorem książek. Napisz list do kolegi z Anglii, w którym:

- wyjaśnisz, dlaczego chciałeś/chciałaś wziąć udział w spotkaniu;
- opisziesz, jak przebiegało spotkanie;
- zrelacjonujesz, jakie pytanie zadałeś/zadałaś;
- zapytasz kolegę, czy w jego mieście organizowane są podobne wydarzenia.

Dear Jack,
Thank you for your last letter. I'd like to tell you about the book fair which I took part in last Sunday.
(...)

Długość wiadomości powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

6 Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Jesteś członkiem Samorządu Uczniowskiego. Twoim zadaniem jest wybranie projektu nowej biblioteki w waszej szkole. Masz do wyboru trzy propozycje.

- Wybierz projekt, który według Ciebie byłby najlepszy, i uzasadnij swój wybór;
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 What should libraries do to attract more users?
- 2 Some people say that you can read a book anywhere. Do you agree with this statement? Why?/ Why not?

Uczeń B

- 3 Is it true that young people are reading less and less nowadays? Why/Why not?
- 4 What are the advantages of e-readers?

✓ SELF-ASSESSMENT UNIT 9

How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can report what other people have said or asked using reported speech.
- b I can talk about books and reading.
- c I can identify information in an interview about books and films.
- d I can give a presentation about a book.
- e I can write a story and make it interesting.
- f I can talk about cultural participation.

10 Log on

Vocabulary

Using a computer

- 1 **Work with a partner. Match the words in the box with the technology in the picture. Write the answers in your notebook.**

hard drive • headset (headphones/microphone)
flash drive/pen drive • keyboard
monitor/screen • mouse • mouse mat
printer • scanner • speaker • tablet
USB cable • USB port • webcam

- 2 2.29 Listen, check and repeat.

- 3 **Match the sentence halves. Write the answers in your notebook.**

- 1 When you **copy** a document,
 - 2 When you **click on** something with your mouse,
 - 3 When you **save** something on a computer,
 - 4 When you **make a hard copy** of a document,
 - 5 When you **cut and paste** something,
 - 6 When you **log on/off**,
- a you make it work.
 - b you start/finish using a computer by giving some information (e.g. a **password**).
 - c you keep the information that you put into it.
 - d you make another one that is the same as the original.
 - e you **print** it on paper.
 - f you take it from one document and put it in another place or document.

The Internet

- 4 2.30 Read and listen to this description by a teenager of how she uses the Internet. Check that you understand the words in yellow. Use a dictionary if necessary.

'I've got **broadband** so my connection to the Net is quite fast. I usually go **online** in the evenings, after I've finished my homework, but sometimes I use the Net for schoolwork, too. I **surf the Net** and look at my favourite **websites** (my **home page** is a website about fashion). My favourite **search engine** is Google. I sometimes **download** music and films, but not often. I haven't got a **blog** but I **chat online** with my friends using a **social networking** website.'



- 5a Look at these two sentences. Is **download** a verb or a noun in each sentence?

- 1 I want to *download* this song.
- 2 The *download* didn't work.

- 5b 2.31 Listen to the two sentences. Is the pronunciation of **download** the same in each sentence?

- 5c 2.31 Listen again and choose the correct alternative. Write the answers in your notebook.

- 1 In two-syllable verbs, the stress is usually on the first/second syllable.
- 2 In two-syllable nouns, the stress is usually on the first/second syllable.

- 6a Work with a partner. How often do you do these things (**never, sometimes, often, very often**)?

- | | |
|------------------------------|-------------------------------|
| 1 print documents or photos | 5 download music or films |
| 2 scan documents or photos | 6 read or write blogs |
| 3 use a webcam | 7 chat online |
| 4 go online and surf the Net | 8 use social networking sites |

- 6b Take it in turns to ask how often you do the different things. Are your answers similar?

How often do you print documents or photos?

Not often. I don't usually need to make hard copies. I just make a copy on my flash drive.

1 Work with a partner. Answer the questions. If you don't know the answers, guess!

- 1 Who invented the World Wide Web?
- 2 When did they invent it?
- 3 Approximately how many websites are there at the moment?
- 4 When did the Web become freely available to the public?

2 Read the article and find the answers to the quiz in 1. Write the answers in your notebook.

THE COMPUTER THAT BEGAN IT ALL

At the Science Museum in London, photographers try to get pictures of an old-fashioned black computer and keyboard. It doesn't look particularly special. But this computer was the machine that was used by British computer scientist Sir Tim Berners-Lee to create the World Wide Web back in 1989.

In the beginning, there was no big plan to change the world. The only idea was to improve communication between the thousands of scientists working for CERN (the European Organisation for Nuclear Research). Sir Tim was a 34-year-old physics graduate working as a software engineer at CERN in Switzerland in 1989. He saw the need for 'a universal linked information system', a way of using networks of computers to talk to each other. To do this, he created the first ever web browser. This web browser became the World Wide Web. Sir Tim thought of this name in 1990. Before that, probably not very seriously, he had considered the name The Information Mine, or T.I.M. for short.



In 1993, CERN allowed the technology to be freely used by all. And, within a few years, millions of people worldwide were using it. Now there are more than 600 million websites worldwide and the Web has changed things forever. People are able to access information and share things in a way which was not possible before. It has provided a new dimension of communication. And it's enormous. Billions of people are online every day. Hundreds of millions of messages and pictures are sent and billions of dollars are spent every day by online shoppers.

Today, Sir Tim believes we need to defend the principles that have made the Web successful, and to continue expanding the possibilities of the Web. The main principle is that the Web should continue to be free for everybody to use and participate in. Sir Tim is optimistic about its future. He still believes

that if you've got a bright idea for the Web, you can make it happen. You don't have to ask anyone. You should just do it.

But the Web is not perfect. Some people think that the Internet reflects the best and worst of people. But whatever people think, Sir Tim's old computer is going to be a star attraction at the Science Museum because the Web is so significant to people's lives. Many people will want to see the first web server, the first machine in the world to ever deliver a web page.



3 Read the article again and choose the best answers. Write them in your notebook.

- 1 People are taking photos of a computer at the Science Museum because ...
 - a it's very old.
 - b a famous scientist uses it.
 - c it has historic importance.
- 2 The original idea of the World Wide Web was ...
 - a to allow communication between a group of computers.
 - b to make information free all around the world.
 - c to connect all the scientists in Switzerland.
- 3 The World Wide Web has always ...
 - a been free.
 - b been open for the whole world to use.
 - c had billions of users.
- 4 Sir Tim Berners-Lee believes that ...
 - a the future does not look good for the World Wide Web.
 - b it is dangerous that everyone can use the World Wide Web.
 - c everyone should be part of the future World Wide Web.
- 5 The author thinks that ...
 - a the Web is nothing special because it belongs to everyone.
 - b the Web is a perfect invention.
 - c Sir Tim's computer will be a popular exhibit.

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- How important do you think the Internet is in today's world? Explain your answer.

5 Can you guess from the context what the underlined words mean? Check your ideas in a dictionary.

6 What about you?

How important is the Internet to you? Why?

1a Look at these sentences. Which are active and which are passive?

- 1 Hundreds of millions of messages **are sent** every day.
- 2 People **send** hundreds of millions of messages every day.
- 3 Online shoppers **spend** billions of dollars.
- 4 Billions of dollars **are spent** by online shoppers.

1b Are these statements true (T) or false (F)? Write the answers in your notebook.

- 1 We use the passive when we are more interested in the action than in the person who does it.
- 2 We use the passive when we don't know who exactly does the action.
- 3 We use the passive when it is obvious who does the action.

1c Complete the rules in your notebook.

- 1 To make the present simple passive, we use + the past participle.
- 2 We use the preposition to introduce the agent, that is, the person or thing which does the action.

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3 Are these sentences grammatically correct? If not, rewrite them in your notebook.

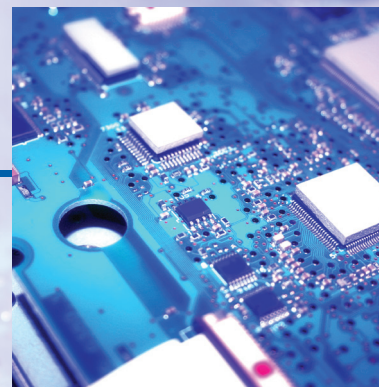
What happens in an Internet minute?

- More than **204 million** emails are send.
- Around **20 million** photos is seen.
- More than **1.3 million** videos watched.
- About **47,000** apps are downloaded.
- Music are played by **hundreds of thousands** of people.
- More than **\$83,000** spend in just one big Internet store.
- Hundreds** of people open new social networking accounts.



2 Complete the sentences in your notebook with the correct form of the present simple passive.

BASIC GUIDE TO MAKING SILICON CHIPS



- 1 Silicon (find) in sand.
- 2 The silicon (refine) to be 100% pure.
- 3 The pure silicon (heat) and (make) into small blocks called ingots.
- 4 The ingots (cut) into very small pieces and then later become thin chips.
- 5 Tiny components (add) to the chips.
- 6 Eight hundred transistors (put) onto an area with the diameter of a human hair!
- 7 Special clothes and masks (wear) by workers to protect the chips.
- 8 Finally, the chips (send) to computer factories.

4 Change these sentences from active to passive, or from passive to active. Write the answers in your notebook. Include *by* plus the agent only when necessary.

- 1 They make a lot of silicon chips in India.
- 2 They employ many people in the computer industry.
- 3 They invent amazing new technology every day.
- 4 Most new games consoles are created by Sony, Nintendo and Microsoft.
- 5 Millions of kids play computer games every day.
- 6 Some governments control the use of the Internet.
- 7 You don't need a password to enter this site.



5a Work with a partner. Look at the map of Italy and answer these questions.

- 1 What things are made?
- 2 What fruit and vegetables are grown?
- 3 What fruit and vegetables are not grown?
- 4 What typical food is eaten?
- 5 What sports are played?
- 6 What sport is not played?

5b Work with a partner. Use the questions to talk about your country. Give as many details as possible (e.g. where exactly, how, when, who by ...).

Collocations with email

1 Read the text. The words in *italics* frequently go with the word *email*. Which of the words below match these icons? Write the answers in your notebook.



The other day, I tried to (a) *send* an email to my cousin but it (b) *bounced back*. The email (c) *address* wasn't correct. The problem was that my cousin had recently changed his email (d) *account*. He'd sent me a message with his new email address but I had accidentally (e) *deleted* it, so I didn't have it any more. I knew that one of my friends had my cousin's new email address so I sent my original email to my friend and asked her to (f) *forward* it to my cousin. The next day, I was (g) *checking* my email and I saw that my cousin had (h) *replied to* my message.

2 Match five of the words in *italics* in 1 with these definitions. Write the answers in your notebook.

- 1 an arrangement you have with an Internet company to use email *account*
- 2 when an email doesn't go to the person you send it to and it comes back to you
- 3 the letters, numbers and symbols you need to write to send someone an email
- 4 to see if you have any emails
- 5 to send an email on to somebody

3 Work with a partner. Ask and answer these questions.

- 1 Have you got an email address? If so, how do you say it in English?
- 2 Do you have a free email account or do you pay?
- 3 When do you usually check your email?
- 4 How often do you delete the emails you receive?
- 5 Have any of your emails ever bounced back? Do you know why?
- 6 How much spam do you get via email?

WIKIPEDIA



- 1** **Work with a partner. What do you know about Wikipedia? Make notes in your notebook. Use question words (who, what, why, etc.) for ideas.**

An encyclopaedia, free ...

- 2** **2.32 Listen to a radio programme about Wikipedia. Did any of your ideas in 1 appear? Were they correct?**

- 3** **2.32 Look at this text about Wikipedia. It contains seven mistakes. Find and correct them in your notebook. Then listen again to check your answers.**

Wikipedia is the sixth most popular website in the world. It has about 365 million readers. It was started in 2001 by two Australians but it isn't written by them. Their original website became a 'wiki', a website that visitors can change and add information to. In 2007, approximately 170 articles were being added every day. 'Wiki Wiki' is an African expression which means 'quick'. Wikipedia articles can change quickly when things change in the world. Some people think this is a problem, because articles aren't always correct. Biographies are the most popular topic. 40% of articles on Wikipedia are about geography and places. There are more than 280 different language versions of Wikipedia. The English, German and French versions have a total of over four million articles.

- 4 What about you?**

- 1 Do you ever use Wikipedia? When and what for?
- 2 Would you like to write an article for Wikipedia? What would you write about?

The passive – other tenses

- 1a** Look at these passive sentences. What tense is each one? Write the answers in your notebook.

- 1 It was started in 2001.
- 2 In 2007, 1,700 articles were being added every day.
- 3 Over 24 million articles have been written.
- 4 Articles are being changed as we speak.

- 1b** To change the tense in a passive sentence, do we change the verb to *be* or the past participle?

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- 2** In your notebook, change these sentences from active to passive.

- 1 Wikipedia has transformed traditional encyclopaedias.
- 2 Sir Tim Berners-Lee didn't start Wikipedia.
- 3 They are changing Wikipedia articles at this moment.
- 4 Ordinary people have written most of the articles for Wikipedia.
- 5 'Vandals' have ruined some Wikipedia articles.
- 6 They were creating a Wikipedia for children.
- 7 They have copied the article from Wikipedia.
- 8 A famous scientist wrote a Wikipedia article last year.



3 Complete the text by filling in each space with one word. Write the answers in your notebook.



In 2012, twenty tablets (a) _____ given to some children in Wenchi, (b) _____ is a poor village in Ethiopia. Nine months later, the children could say the alphabet in English and some could spell words. They weren't taught (c) _____ a teacher because there are no teachers in the village. They (d) _____ learned thanks to the tablets. The children's progress has (e) _____ observed by experts from the Massachusetts Institute of Technology. It is part (f) _____ a project to see if children (g) _____ teach themselves to read with new technology. The project is for some of the poorest places (h) _____ the world, places where (i) _____ aren't any teachers or schools. One hundred million children around the world have no school or teacher. At this very moment, thanks to technology, something is (j) _____ done to help some of those children.

4a Work with a partner. Look at these trivia questions. Do you know the answers?

- 1 How many *Iron Man* films have been made?
- 2 Where was the last World Cup played?
- 3 Who were *Firework* and *Roar* sung by?
- 4 Who is the Xbox made by?
- 5 In which century was the Colosseum built?

4b Work with a partner. In your notebook, write five trivia questions in the passive. You must know the answers to all your questions.

4c Join another pair and ask them your questions. Who got the most correct answers?

have something done

5 Look at these sentences and choose the correct alternative in the rules. Write the answers in your notebook.

- 1 The writers get their work checked and edited by other readers.
- 2 They had the articles written by other people.
- a We use the expression *have something done* when we do an action ourselves/somebody does an action for us.
- b The structure is **have** + **object** + gerund/past participle.
- c **Have** and **get** are/aren't similar in these sentences.
- d We use by/with to introduce the person who does the activity for us.
- e We can/can't use **have** and **get** in any tense.

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6 Look at these pictures and the verb given. In your notebook, write sentences about what the people had done last week.



fix ► *He had his computer fixed.*



cut ► _____



test ► _____



make ► _____

7a Are these questions correct? If not, rewrite them in your notebook.

- 1 How often do you get your hair cut?
- 2 Have you ever had fixed your computer?
- 3 Do you like having your photo taken?
- 4 When was the last time you had tested your eyes?

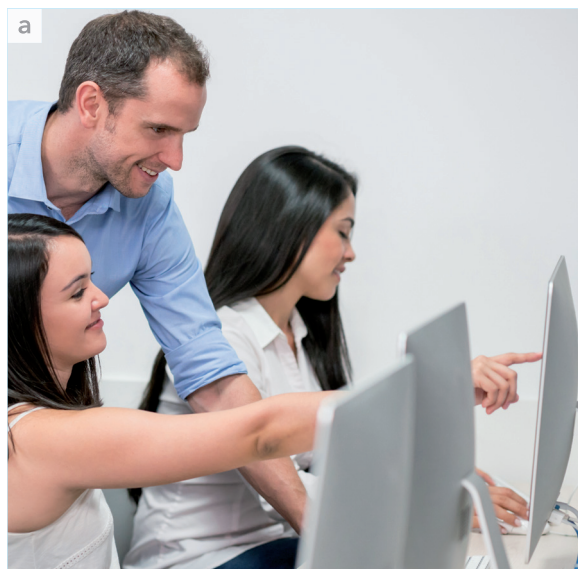
7b Work with a partner. Ask and answer the correct questions.

⚡ BUZZWORD

screenager – a teenager who is skilled in the use of computers and other electronic devices

My 15-year-old son is a typical screenager – he's always glued to his smartphone or tablet.

Comparing and contrasting photos



1 **Work with a partner. What similarities can you find between photos a and b? What differences are there?**

2 **2.33 Listen to a student comparing and contrasting photos a and b. Does she mention any of your ideas in 1?**

3 **2.33 Put these expressions in the correct section in the Speaking bank. Write the answers in your notebook. Which of the expressions did the student use? Listen again if necessary.**

- 1 In this photo, ... but/whereas in the other photo ...
- 2 Both of the photos show ...

SPEAKING BANK

Useful expressions to compare and contrast photos

Comparing

-
- One/Another (big/important) similarity between the photos is ...
- Another thing they have in common is that ...

Contrasting

-
- One/Another (big/important) difference between the photos is ...
- In this photo ... However, in the other photo ...
- In contrast, ...

4 Complete the sentences in your notebook with words from the Speaking bank.

- 1 One important is that the people in the photos are all using computers.
- 2 photos show people working, either indoors or outdoors.
- 3 In the first photo, the people seem serious, in the second they seem happier.
- 4 In this photo, they're using computers for fun. , in the other one they're using them for schoolwork.
- 5 Another thing that they have in is that they both show people in their free time.
- 6 This photo shows us an outdoor sport. In , the other photo shows us people doing sport indoors.

Practice makes perfect

5a Work with a partner.

Student A: Look at the two photos at the bottom of page 160.
Student B: Look at the two photos at the bottom of page 161.
In your notebook, make notes about similarities and differences between the photos.

5b **Take it in turns to talk for about a minute about your two photos. Then say which photo you prefer and why. Use expressions from the Speaking bank to compare and contrast the photos.**

BUZZWORD

photobombing – ruining other people's photos by making a silly face and/or moving into the background immediately before a photo is taken

Alex photobombed my photo – you can clearly see him pulling a stupid face behind my boyfriend and me. He's such a clown!

Text messages

1 Match the words with the abbreviations used in text messages. Write the answers in your notebook.

- | | |
|-----------|---------|
| 1 are | a 2nite |
| 2 at | b 2 |
| 3 before | c YR |
| 4 great | d L8R |
| 5 later | e @ |
| 6 please | f C |
| 7 see | g PLS |
| 8 to/too | h U |
| 9 tonight | i WOT |
| 10 what | j R |
| 11 you | k B4 |
| 12 your | l GR8 |

2 Read these five text messages. What order were they sent in? Write the answers in your notebook.



- | | |
|---|---|
| 1 <u> b </u> | 4 <u> </u> |
| 2 <u> </u> | 5 <u> </u> |
| 3 <u> </u> | |

3 In your notebook, write out the text messages in 2 as full sentences. Use the information in 1 to help you.

b Are you coming to do your homework here tonight?

4 Read the information in the Writing bank. What do you think the complete words are?

WRITING BANK

How to write text messages

- We often use abbreviations instead of writing the complete word.
- To make abbreviations, we sometimes take away vowels from the word (e.g. PLS = please) or we replace words with symbols (e.g. @ = at) or numbers (e.g. L8R = later).
- Here are some more common examples: B BCZ HMWK L8 MSG SPK THX 2DAY 2MORO WKND XLNT
- Remember! It is not correct to use these abbreviations in other types of writing like essays, formal letters, etc.
- We can also use emoticons like ☺ or ☹ in text messages to show emotions.

5 Use abbreviations to make these text messages shorter. Write the answers in your notebook.

1 What are you doing at the weekend?

WOT R U doing @ the WKND?

- 2 Thanks for helping me with my homework.
- 3 Can you come tomorrow to fix my computer?
- 4 You should be happy because your exam results are excellent.
- 5 Don't forget to send me a message later tonight.
- 6 I want to see you and Jo before I speak to the teacher tomorrow.

Practice makes perfect

6a Look at the task and write a text message. Use abbreviations and the Writing bank to help you.

You need to use the Internet tomorrow to do a piece of work for school, but your connection at home doesn't work. Write a text message to a friend asking if you can go to their house tomorrow to use the Net.

WRITING BANK ► PAGE 164

6b Now give your message to your partner and write a reply to their message. Keep sending messages until you both know exactly when, where and why you are meeting and what you can do later.

1 Which of these would you consider to be cyber bullying? Discuss each case in pairs.

- posting someone's photo online to embarrass them
- making fun of someone online
- posting untrue information about someone
- stealing someone's identity to use their bank account and credit cards
- threatening someone online
- breaking into someone's online bank account and stealing their money
- stalking someone online

2 Read the preview from a radio website. Work in pairs. Discuss the answers to the questions.

HOME

PARENTING IN THE 21ST CENTURY

CYBER BULLYING IN UK SCHOOLS ON THE INCREASE

- Fake social media profiles are used to bully schoolmates;
- One in four teachers have dealt with online bullying in their class;
- Teachers admit they don't know how to cope with the problem.



Have your children or students ever been victims of cyber bullying? Even if they have, you may not know about it. Statistics show that more than 50% of teenagers have been bullied online, while only 22% of parents are aware that their children have had such an experience.

Tune in to our show next week to listen to more data and an explanation of the forms cyber bullying can take. In two weeks' time, we will be asking some experts how to help children and students protect their privacy on the Net and prevent at least some of the problems.

- Why do you think so few parents know that their children have been bullied online?
- Do you think the number of Polish teenagers who have experienced cyberbullying is the same/similar? Why/Why not?

3 2.34 Listen to the recording and answer the questions below. Write the answers in your notebook.

- How would you describe the general tone of the show?
 - formal
 - informal
- What is the intention of the show?
 - to inform listeners about different forms of cyber bullying
 - to give advice on how to protect children from cyber bullying
 - to explain the difference between bullying and cyber bullying

4 2.34 Listen again. Which statements are facts and which are opinions? Write the answers in your notebooks.

- 50% of British teenagers aged 13–18 have been bullied online.
- Being bullied is always a dramatic experience.
- Almost 20% of those teenagers have received threatening messages.
- Parents and teachers feel lost about cyber bullying.
- Some teachers have had to deal with cyber bullying in their class.
- Nowadays, nobody is safe on the Internet.

5 Read the leaflet below and check which of the things in the leaflet you already do. Then work in pairs and compare your answers. Are they similar or different?

DO YOU THINK YOU ARE SAFE ONLINE?



- Do you post personal details, such as your name, birthday, address or phone number, online?
- Do you accept friend requests on social media from strangers?
- Do you post images and videos of yourself online so that everyone can see them?
- Do you use the same password on multiple websites?
- Do you ever see anything that upsets you online but don't know what to do about it?

If you have answered yes to any of the questions, you are NOT 100% safe online.

If you want to learn more about how to be safe online, our workshop is just the thing for you. It lasts three hours, is very practical and free for all pupils of the school.

During the workshop you will learn how to:

- change your privacy settings online;
- make sure your posts, images and videos are only seen by the people you want to see them;
- check on who is trying to contact you via social media;
- create safe and easy-to-remember passwords;
- block unwanted users;
- report upsetting or inappropriate posts.

The workshop is on Saturday, October 20th, at 10 am.

The number of participants is limited, so don't be late in applying.

6 Work in groups. Discuss your answers to the questions.

- Would you like to take part in a workshop like the one in 5?
- Should more workshops like these be organised at schools?
- What are some of the reasons why we should be careful about our activities on the Internet? Discuss the reasons below and/or add your own ideas.
 - your parents/teachers might see it;
 - people you don't know/like might see it;
 - your social media profile might be checked when you apply to college/university;
 - potential employers might check your Internet history.

7 For the next class, prepare a short presentation about how safe teenagers in Poland are online. Search the Internet for the following information:

- How many teenagers have experienced cyber bullying?
- What forms of cyber bullying do they experience?
- Do Polish teenagers generally use social media and the Internet in a safe way?

NAUKA I TECHNIKA

Korzystanie z podstawowych urządzeń technicznych i technologii informacyjno-komunikacyjnych

blog (n & v)	/ˈblɒɡ/	blog, pisać bloga
broadband (n)	/ˈbrɔːdˌbænd/	szerokopasmowe łącze internetowe
chat online (v phr)	/ˈtʃæt ˌɒnˈlaɪn/	czatować, być na czacie
click on (v phr)	/ˈkɪk ɒn/	kliknąć na...
copy (n & v)	/ˈkɒpi/	kopia, (s)kopiować
cut and paste (v)	/ˈkʌt ən(d) ˈpeɪst/	wyciąć i wkleić
download (n)	/ˈdaʊnˌləʊd/	pobieranie, ściąganie
download (v)	/ˈdaʊnˌləʊd/	ściągać dane do komputera
flash drive (n)	/ˈflæʃˌdraɪv/	pamięć przenośna
go online (v phr)	/ˈgəʊ ˌɒnˈlaɪn/	przejsć w tryb online
hard drive (n phr)	/ˈhɑːdˌdraɪv/	twardy dysk
headset (n)	/ˈhedˌset/	słuchawki z mikrofonem
headphones (n pl)	/ˈhedˌfəʊnz/	słuchawki
home page (n)	/ˈhəʊmˌpeɪdʒ/	strona główna
keyboard (n)	/ˈkiːˌbɔːd/	klawiatura
log on/off (v phr)	/ˌlɒɡ ˈɒn / ˈɒf/	zalogować się/ wylogować się
make a hard copy (v phr)	/ˈmeɪk ə ˈhɑːdˌkɒpi/	zrobić wydruk
microphone (n)	/ˈmaɪkrəˌfəʊn/	mikrofon
monitor (n)	/ˈmɒnɪtə(r)/	monitor
mouse (n)	/maʊs/	mysz, myszka komputerowa
mouse mat (n)	/ˈmaʊs ˌmæt/	podkładka pod myszkę
password (n)	/ˈpɑːsˌwɜːd/	hasło
pen drive (n)	/ˈpenˌdraɪv/	pamięć USB
print (v)	/prɪnt/	drukować
printer (n)	/ˈprɪntə(r)/	drukarka
save (v)	/seɪv/	zapisywać, zachować
scanner (n)	/ˈskænə(r)/	skaner
screen (n)	/skriːn/	ekran
search engine (n phr)	/ˈsɜːtʃ ˌendʒɪn/	wyszukiwarka
social networking (n phr)	/ˈsəʊʃəl ˈnetˌwɜːkɪŋ/	sieć społecznościowa
speaker (n)	/ˈspiːkə(r)/	głośnik
surf the Net (v phr)	/ˈsɜːf ðə ˈnet/	surfować po Internecie
tablet (n)	/ˈtæblət/	tablet
USB cable (n phr)	/ˌjuː ɛs ˈbiː ˌkeɪb(əl)/	kabel USB
USB port (n phr)	/ˌjuː ɛs ˈbiː ˌpɔːt/	wejście USB
webcam (n)	/ˈwebˌkæm/	kamera internetowa
website (n)	/ˈwebˌsaɪt/	strona internetowa

PAŃSTWO I SPOŁECZEŃSTWO

Wydarzenia i zjawiska społeczne/ Problemy współczesnego świata

accept (v)	/əkˈsept/	przyjąć, (za)akceptować
block (v)	/blɒk/	(za)blokować
break into (v phr)	/ˌbreɪk ˈɪntə/	włamać się
bully (v)	/ˈbʊli/	dreńczyć, znęcać się
cyber bullying (n)	/ˈsaɪbəˌbʊlɪŋ/	cyberprzemoc
dramatic (adj)	/drəˈmætɪk/	dramatyczny
embarrass (v)	/ɪmˈbærəs/	zawstydzac
experience (n)	/ɪkˈspɪəriəns/	doświadczenie
fake (adj)	/feɪk/	fałszywy, fikcyjny
identity (n)	/aɪˈdentɪti/	tożsamość
inappropriate (adj)	/ˌɪnəˈprəʊpriət/	niestosowny

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

(n/n pl) = noun/noun plural – rzeczownik/rzeczownik w liczbie mnogiej
(phr) = phrase – wyrażenie
(prep) = preposition – przyimek
(pron) = pronoun – zaimek
(v) = verb – czasownik

increase (n)	/ˈɪŋkriːs/	wzrost
prevent (v)	/prɪˈvent/	zapobiegać
privacy (n)	/ˈpraɪvəsi/, /ˈpraɪvəsi/	prywatność
protect (v)	/prəˈtekt/	chronić
receive (v)	/rɪˈsiːv/	otrzymywać
request (n)	/rɪˈkwest/	prośba
settings (n pl)	/ˈsetɪŋz/	ustawienia
stalking (n)	/ˈstɔːkɪŋ/	prześladowanie
stranger (n)	/ˈstreɪndʒə(r)/	nieznajomy
threaten (v)	/ˈθret(ə)n/	grozić
threatening (adj)	/ˈθret(ə)nɪŋ/	zawierający pogroźki
unwanted (adj)	/ʌnˈwɒntɪd/	niechciany
upset (v)	/ʌpˈset/	(za)niepokoić, (z)denerwować
upsetting (adj)	/ʌpˈsetɪŋ/	niepokojący, denerwujący
user (n)	/ˈjuːzə(r)/	użytkownik
victim (n)	/ˈvɪktɪm/	ofiara, poszkodowany

KOLOKACJE Z RZECZOWNIKIEM EMAIL

bounce back (v phr)	/ˌbaʊns ˈbæk/	wrócić do nadawcy
check email (v phr)	/ˈtʃek ˈiːˌmeɪl/	sprawdzać pocztę internetową
delete an email (v phr)	/dɪˈliːt ən ˈiːˌmeɪl/	usuwać e-mail
email account (n phr)	/ˈiːˌmeɪl əˌkaʊnt/	konto e-mailowe
email address (n phr)	/ˈiːˌmeɪl əˌdres/	adres e-mailowy
forward an email (v phr)	/ˈfɔːwəd ən ˈiːˌmeɪl/	przekazywać e-mail
reply to an email (v phr)	/rɪˈplai tə ən ˈiːˌmeɪl/	odpowiadać na e-mail
send an email (v phr)	/ˈsend ən ˈiːˌmeɪl/	wysyłać e-mail

INNE

abbreviation (n)	/əˌbrɪːviːʃ(ə)n/	skrót
access (v)	/ˈækses/	dostać się do...
available (adj)	/əˈveɪləb(ə)l/	dostępny
browser (n)	/ˈbraʊzə(r)/	przeglądarka
code (n)	/kəʊd/	kod
corresponding (adj)	/ˌkɒrɪˈspɒndɪŋ/	odpowiedni, właściwy
defend (v)	/dɪˈfend/	bronić
diameter (n)	/daɪˈæmɪtə(r)/	średnica
document (n)	/ˈdɒkjʊmənt/	dokument
expand (v)	/ɪkˈspænd/	rozszerzać, powiększać
faulty (adj)	/ˈfɔːlti/	wadliwy
for short (prep phr)	/fɔː ˈʃɔːt/	w skrócie
graduate (n)	/ˈgrædʒʊət/	absolwent(ka)
improved (adj)	/ɪmˈpruːvd/	ulepszony, poprawiony
mask (n)	/mɑːsk/	maska
modify (v)	/ˈmɒdɪfaɪ/	modyfikować
network (n)	/ˈnetˌwɜːk/	sieć
old-fashioned (adj)	/ˌəʊld ˈfæʃ(ə)nd/	staromodny
original (n)	/əˈrɪdʒ(ə)n(ə)l/	oryginał
principle (n)	/ˈprɪnsəp(ə)l/	zasada, reguła
pure (adj)	/pjʊə(r)/	czysty, bez domieszek
reveal (v)	/rɪˈviːl/	ujawniać
server (n)	/ˈsɜːvə(r)/	serwer
share (v)	/ʃeə(r)/	dzielić (się)
silicon chip (n phr)	/ˌsɪlɪkən ˈtʃɪp/	mikrochip
software engineer (n)	/ˈsɒf(t) ˌweər ˌendʒɪˈniə(r)/	programista
typical (adj)	/ˈtɪpɪk(ə)l/	typowy
version (n)	/ˈvɜːʃ(ə)n/	wersja

Rozumienie ze słuchu

1  **2.35 Usłyszysz dwukrotnie fragment wywiadu z socjologiem. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5. Odpowiedzi w języku angielskim zapisz w zeszycie.**

- 1 Who did Josh want to be when he was 10?
- 2 What is the second most popular career choice for teenagers?
- 3 How many young people took part in the study?
- 4 How many young people want to be YouTubers in the future?
- 5 What are the reasons why young people want to be YouTubers?

Rozumienie tekstów pisanych

2 Przeczytaj teksty (A–D) na temat zajęć komputerowych oraz zdania 1–6. Do każdego zdania dopasuj właściwy tekst. Odpowiedzi zapisz w zeszycie. Uwaga! Dwa teksty pasują do dwóch zdań.

A COMPUTER CODING

These are classes for children aged 7–16 in which they learn code – the different languages which are used to give instructions to computers. Younger children start from Scratch, a free programming language, which teaches the foundations of programming. They make their own animations, games, art and music. They also learn how to work with others on a project. These courses last from 3 to 6 months. Then they move on to other programming languages, which last from 6 to 12 months.

B ONLINE SAFETY

In this class, you will learn how to stay safe online, for example, how to change your privacy settings on social media to decide who will see your personal information and your posts. You will also learn how to create a safe password which is easy to remember. We will also show you how to make safe online payments, how to check which sites are reliable and secure, where not to pay online (for example, in public places), and how to use credit cards safely. The course lasts three hours with a short break.

C VIDEO GAME DESIGN

In the course you will learn how to build your own RPG or role-playing game. With the help of our own game design tool, GameMaster, you will build your own maps, characters, events, accessories and levels. You can also use our library of characters, weapons, objects and buildings and modify them for your needs. The courses last from 40 to 60 hours and are offered at three levels: beginner, intermediate and advanced. They are available for children aged 8–16. At the end of the course, you will be able to take your game away with you and play it at home with your friends.

D VIDEO EDITING

During this 12-hour course, we will teach you how to edit a short video or film. Through our instructors' presentations and a corresponding set of exercises, you will learn how to use different media to edit films and videos, and how to add titles and video effects. You are also able to bring and work on your own videos or films. The course is aimed at beginner video artists, film-makers and graphic artists.

- 1 This course is taught at three different levels.
- 2 This course takes from 3 months to a year.
- 3 In this course, you will be able to use existing materials.
- 4 In this course, you will learn how to make video effects.
- 5 This course focuses on data protection.
- 6 In this course, you will work on projects in a team.

Znajomość środków językowych

3  **2.36 Usłyszysz dwukrotnie pięć wypowiedzi (1–5). Dla każdej z opisanych sytuacji wybierz właściwą reakcję. Zapisz w zeszycie literę A, B albo C.**

- 1
 - A The pen drive is faulty, I think.
 - B The hard drive broke last week.
 - C I get a lot of spam via email.
- 2
 - A No way.
 - B Oh, please.
 - C Sure, here you are.
- 3
 - A Not as often as I would like to.
 - B I'm really busy at school.
 - C It takes a lot of time to write a good post.
- 4
 - A I don't like taking photos.
 - B I don't like having my photo taken.
 - C I don't mind having my photo taken.
- 5
 - A I got it for my 18th birthday.
 - B Don't mention it.
 - C Are you serious?

4 Przetłumacz na język angielski podane wypowiedzi, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna i gramatyczna przetłumaczonych zdań. Odpowiedzi zapisz w zeszyte.

- 1 Nie potrafię tego przeczytać – muszę zbadać sobie wzrok.
- 2 Ten laptop wyprodukowano trzy lata temu.
- 3 Kasia zapytała mnie, czy umiem korzystać ze skanera.
- 4 Ile części *Gwiezdnych Wojen* nakręcono do tej pory?
- 5 Moja młodsza siostra nauczyła się korzystać z tabletu, zanim nauczyła się chodzić.

Wypowiedź pisemna

5 Po ukończeniu kursu programowania komputerowego chcesz podzielić się swoimi wrażeniami na forum internetowym. Napisz wiadomość, w której:

- opisziesz, gdzie odbywał się kurs i jak długo trwał;
- napiszesz, czego się na nim nauczyłaś/nauczyłeś;
- wyjaśnisz, co było największą zaletą, a co wadą kursu;
- poinformujesz, czy polecasz ten kurs innym i wyjaśnisz, dlaczego.

May 26, 2018

Hello everyone,

I promised to write something about the computer coding course I attended. So, here is my report.

(...)

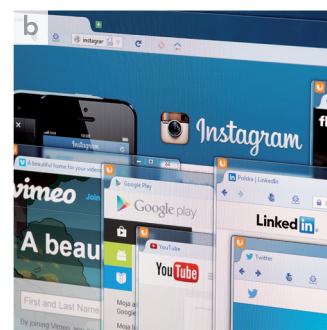
Długość wypowiedzi powinna wynosić od 100 do 150 słów (nie licząc słów w zdaniach, które już są podane).

Wypowiedź ustna

6 Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Twoja klasa postanowiła zorganizować spotkanie z ekspertami na temat bezpieczeństwa w Internecie. Chcesz przygotować plakat promujący to wydarzenie. Wyraź swoje zdanie na temat poniższych propozycji projektów plakatu.

- Wybierz ten projekt, który będzie, Twoim zdaniem, najbardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz dwa pozostałe projekty.



Uczeń A

- 1 What do you do to protect your personal data on the Internet?
- 2 How far do you agree with the opinion that a person's image in social media is never true, and shows an improved version of reality? Why/Why not?

Uczeń B

- 3 Should parents check on how their teenage children are using the Internet? Why/Why not?
- 4 Some people believe that young people reveal too much personal information on the Internet. Do you agree? Why/Why not?

✓ SELF-ASSESSMENT UNIT 10

How well can you do these things in English now? Give yourself a mark from 1 to 4.

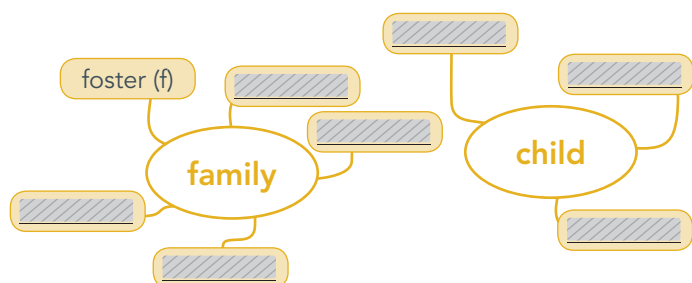
- 1 = I can do it very well. 3 = I have some problems.
2 = I can do it quite well. 4 = I can't do it.

- a I can describe actions using different forms of the passive and *have something done*.
- b I can talk about computers and the Internet.
- c I can identify information in a newspaper article about the Internet.
- d I can compare and contrast photos.
- e I can write a simple text message.
- f I can talk about online safety and cyber bullying.

LANGUAGE CHECKPOINT ► PAGE 159

Family life

- 1 In your notebook, match the words in the box with the words **family** or **child** to make expressions. Then match the expressions with definitions a–h.



patchwork • foster • middle • extended
only • nuclear • Skype • adopted

- a large family that includes grandparents, cousins, uncles, aunts, etc.
- a family that consists of just the parents and their children
- a child who has no brothers or sisters
- a child who legally becomes a member of a family that is not their biological family
- a child who is between the oldest and the youngest in age
- a family that looks after someone else's child for a period of time
- a family in which one parent lives in a different country from that of the other parent and children
- a family in which one or both partners have children from a previous relationship in addition to any children they may have together

- 2 Name as many people in the photos as you can. Use the words and expressions in the box if possible.

a toddler • an elderly person • identical twins • a young adult



- 3 In your notebook, rewrite the sentences so that they are true for you. Then compare your sentences with a partner.

- I am an only/the youngest/the middle/the oldest child.
- I have no/a few/a lot of relatives who are of a similar age.
- I live in a nuclear/an extended family.
- I love/don't mind/can't stand big family meetings.
- My grandparents rarely/sometimes/often looked after me when I was a toddler.

- 4 Choose the correct alternative so that it means the same as the phrase in brackets. Write the answers in your notebook. Then work in pairs and ask each other the questions.

- Do you keep in/with touch with any relatives who live a long way away? (**continue writing/talking to**)
- Who do you take to/after your mother or your father? (**be similar to**)
- Do you have a lot in/with common with your cousins? (**have the same interests/opinions as**)
- Who in your family do you look up with/to? (**respect**)
- Have you got any cousins who are at/in their teens or twenties? (**aged 11–19 or 20–29**)

Word formation

- 5 In your notebook, complete gaps 1–5 with the correct form of the words in brackets. Change the form of the words given so that they end in **-ence/-ance, -ment or -ion**.

GROWING UP

- (1) adolescent (adolescent) is defined as the period in your life when you change from being a child to a young adult. It is a stage of both physical and psychological
- (2) develop (develop). At this stage, young people usually experiment with different behaviours and appearances because they want to discover who they really are. This may be seen as a lack of (3) obey (obey) by their parents, as teenagers start to have their own opinions and want to make their own decisions. Another characteristic feature of this stage is the increasing (4) important (important) of relationships with peers and their acceptance of new members in their group. Although some parents are afraid that they will lose all influence over their teenage children, it is important at this difficult stage of life for teenagers to make positive (5) connect (connect) with both their peers and adults.

- 6 In your notebook, complete the sentences with a word beginning with the letter given. Then work in pairs. Talk about how much you agree with the statements. Use the phrases below.

- Being an o child is better than having brothers and sisters.
- It is very difficult to be a child in a p family.
- If you have a large, e family, you never feel lonely.
- Being an i twin has both advantages and disadvantages.
- A is is not such a difficult time as many adults think.
- It is important to keep in touch with and learn from the e members of your family.

I strongly agree/disagree. • I don't agree with you at all.
I agree up to a point. • I'm not sure.
Personally, I think that ... • To my mind, ...

Crimes and criminals

1 Match words 1–5 with words a–e in order to make expressions. Then match the expressions with definitions A–E. Write the answers in your notebook.

- | | |
|------------|----------------|
| 1 eye- | a penalty |
| 2 death | b imprisonment |
| 3 computer | c dealing |
| 4 drug | d hacking |
| 5 life | e witness |

- A a punishment in which someone is sent to prison for the rest of their life
 B the crime of breaking into other people's computers
 C the crime of buying and selling illegal drugs
 D someone who has seen something happen, especially a crime or an accident
 E the punishment in which someone is legally killed

2 In your notebook, put the words in the box and the expressions in 1 into one of these four categories.

accuse • commit • defend • fine • judge • lawyer
 question • prosecutor • speeding • steal • suspect
 victim • witness



3 Work with a partner. What other words could you add to the four categories in 2?

Confusing words

4 In your notebook, choose the correct alternatives to complete the sentences.

1 There is a on smoking in the whole hospital complex, including the park around it.	<i>ban/ fine</i>
2 My father was angry when he got a for speeding.	
3 The two men who broke into my grandma's apartment will be put on for burglary.	<i>court/ trial</i>
4 My father needs to appear in tomorrow as one of his co-workers is accused of stealing company money.	
5 A is someone whose job is to decide on what the punishment is in a court of law.	<i>jury/ judge</i>

6 In American and British courts, a is a group of 12 people, chosen from the general public, who decide if the suspect is guilty.

7 The police are questioning the only of the accident.

*victim/
witness*

8 My uncle, who was the of a serious fraud, eventually got all his money back.

5 Choose the correct alternative. Write the answers in your notebook.

- He was banned from/out of driving for a year.
- He was fined £100 for/from vandalising a bus stop.
- Michael was sent to prison at/for armed robbery.
- She was defended by/for one of the best lawyers in town.
- Speed bumps were installed in my street to prevent drivers off/from speeding.

6 Describe the photo. Use as many words and expressions in the box as possible.

to accuse • court • evidence • a judge • a jury
 a lawyer • a prosecutor • to question • a suspect
 a trial • a witness



7 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- Do you think speed cameras p drivers from speeding and driving carelessly?
- Would you like to work as a lawyer or a j ? Why/Why not?
- Would you report a crime to the police if you were a w to it? Why/Why not?
- Do you think you should pay a f for not cleaning up after your dog?
- Were any crimes c in your area in the last two years? What were they?

The world of learning

1 In every line, there is a noun which cannot be used with the verb. Put it in the correct line. Write the answers in your notebook.

DO	an exercise • a mistake • English	
GIVE	marks • a presentation • an exam	
MAKE	homework • notes • progress	
TAKE	a test • an assignment • extra classes	
WRITE	an essay • an email • a talk	

2 In your notebook, complete phrases 1–5 with the missing prepositions. Write (-) if no preposition is required. Then match the phrases with definitions A–E.

- If a teacher catches a student cheating,
 - If you learn something heart,
 - If you attend a course,
 - If you concentrate something,
 - If you join a club,
- A you give all your attention to what you are doing.
 B you become a member.
 C you learn it so that you can remember it exactly.
 D they discover that the student is trying to get a better result by not following the rules.
 E you take part in it regularly.

Confusing words

3 In your notebook, choose the correct alternatives to complete the sentences.

1 If I the test in German tomorrow, I'll be very happy.	fail/ pass
2 If I the test in English next week, I'll be very disappointed.	
3 Polish learners of English often mistakes with articles.	do/ make
4 I often forget to my English homework.	
5 I find it very difficult to things by heart.	learn/ memorise
6 I spent a lot of time trying to English irregular verbs all at once.	
7 My Latin teacher often used to ask me why I didn't attention in class.	pay/ concentrate
8 My parents say that I need to on my studies if I want to have good final exam results.	

- I want to the final test in French, because I'm not happy with the result.
- I've just finished my driving course and I'm going to my driving test next week.

take/
retake

4 Work with a partner. Talk about which methods you find most effective if you want to study or revise the following subjects:

- foreign languages
- sciences (maths, physics)
- history



5 Work with a partner. Talk about the order in which the activities below usually happen. Then, in your notebook, write a story that uses all the activities from the list.

- cram
- fail an exam
- make mistakes
- pass an exam
- retake an exam
- revise for an exam
- take an exam

6 Choose the correct alternative and write the answers in your notebook. Then work in pairs. Talk about how much you agree with the statements, giving your opinions. Use the phrases below.

- If you want to pass an exam in a foreign language, you must memorise/revise every day.
- Learning/Studying by heart is the most boring way to learn anything.
- Taking/Giving a presentation in class is quite stressful.
- If you concentrate/pay attention on what the teacher is explaining in class, you have less work to do at home.
- If you want to learn a foreign language, it's a good idea to attend/make a course taught by a native speaker of that language.

I strongly agree/disagree. • I don't agree with you at all.
 I agree up to a point. • I'm not sure.
 Personally, I think that ... • To my mind, ...

Health and medicine

1 Match the beginnings of sentences 1–8 with their endings (A–H). Write the answers in your notebook.

- 1 If you have a runny nose,
 - 2 If a part of your body is put in plaster,
 - 3 If you feel dizzy,
 - 4 When you recover,
 - 5 A GP, or General Practitioner,
 - 6 If you faint,
 - 7 If a part of your body is swollen,
 - 8 If you come out in a rash,
- A you suddenly become unconscious and fall to the ground.
 B you become fitter and healthier after a period of illness.
 C it becomes bigger as a result of an injury or an illness.
 D you have to keep wiping it with your handkerchief.
 E is a doctor who deals with general medical problems.
 F your skin is covered in red spots because you are ill or allergic.
 G a hard covering is put on it to protect a broken bone.
 H you think you are going to fall over.

2 Put the words in the box into one of the four categories. Write the answers in your notebook.

antibiotics • cough • faint • feel dizzy • GP
 headache • health centre • nurse • operation
 painkiller • patient • runny nose • stomach ache
 surgeon • swollen ankle • waiting room • ward



3 Work with a partner. What other words can you add to the four categories in 2?

4 Work in pairs. In your notebook, write a dialogue between a patient and a doctor using as many of the phrases below as possible.

to faint • to come out in a rash
 to be allergic to something • to have an X-ray
 to have an operation • to give somebody an injection
 to put one's leg in plaster • to feel dizzy
 to recover from (an illness/an injury)
 to give some medicine/antibiotics • to break a bone

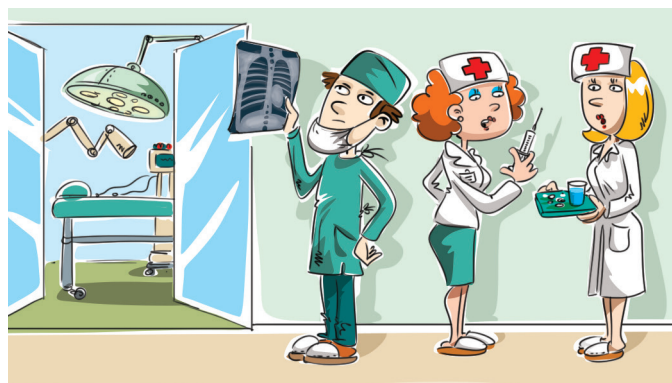
5 Work in pairs.

Student A: Talk about what you can see in picture A. Name as many of the people, places and objects as possible. Then speculate about what is happening in the other half of the picture.

Student B: Look at the missing half of picture A on page 160. Listen to your partner and tell them if their description is correct.

Then swap roles and do the same with picture B.
Student A: look at page 161.

Picture A



Picture B



6 In your notebook, complete the questions with the missing words. The first letters are given. Then work in pairs. Take turns to ask and answer the questions.

- 1 What are people often a _____ to?
- 2 Have you ever b _____ a bone? When did it happen?
- 3 Have you ever had an X _____? Why?
- 4 Have you ever been in h _____? When was it?
- 5 How often do you catch a c _____? What helps you get better?
- 6 How often do you have a h _____? Do you take any p _____?

Film and television

- 1 Work with a partner. Put the words in the box into categories. You can come up with any category you want. Write the answers in your notebook.

cartoon • chat show • crime drama • comedy
cooking programme • documentary • game show
horror • reality show • science fiction • soap
sitcom • sports programme • talent show
thriller • the news

- 2 Work with a partner. What other words could you put in your categories in 1?

- 3 Decide which definitions are wrong and correct them in your notebook.

- A **director** is a person who is in charge of making a film or a programme.
- The **cast** of a film consists of all the people who make a film, that is actors, the director, camera operators, etc.
- The **host** of a television or radio programme is someone who introduces and talks to the guests.
- Subtitles** can be heard in a film/series when the original soundtrack is replaced with one in a different language.
- The **plot** of a film is the series of events that make up the story of that film.
- A **setting** consists of the clothes that the characters wear in a film, play or series.
- A **camera operator** is a person who is in charge of the cameras when making films or television programmes.

- 4 Which is the odd one out in every line? Write the answers in your notebook.

1 a director	a camera operator	cast	a setting
2 a host	a chat show	subtitles	live broadcast
3 the news	a sitcom	a crime drama	a soap
4 a documentary	the news	a cartoon	a sports programme
5 a game show	a talent show	a teen drama	a chat show

- 5 Which three of the things and people on the screen are important for the following types of programmes?



- historical drama
- science fiction film
- chat show
- adventure film
- sitcom
- musical

- 6 Match the types of TV series (A–E) with the imaginary titles (1–6). Work with a partner. Choose one title and imagine what the plot might be and what actors you would cast to play the main characters.

- | | |
|-----------------------------------|-------------------------|
| 1 <i>Love in Outer Space</i> | A teen drama |
| 2 <i>The Celtic Warriors</i> | B science fiction drama |
| 3 <i>My Big Shy Diary</i> | C crime drama |
| 4 <i>From Friends to Families</i> | D medical drama |
| 5 <i>Crime Hunters</i> | E sitcom |
| 6 <i>Mysteries of ER</i> | F historical drama |

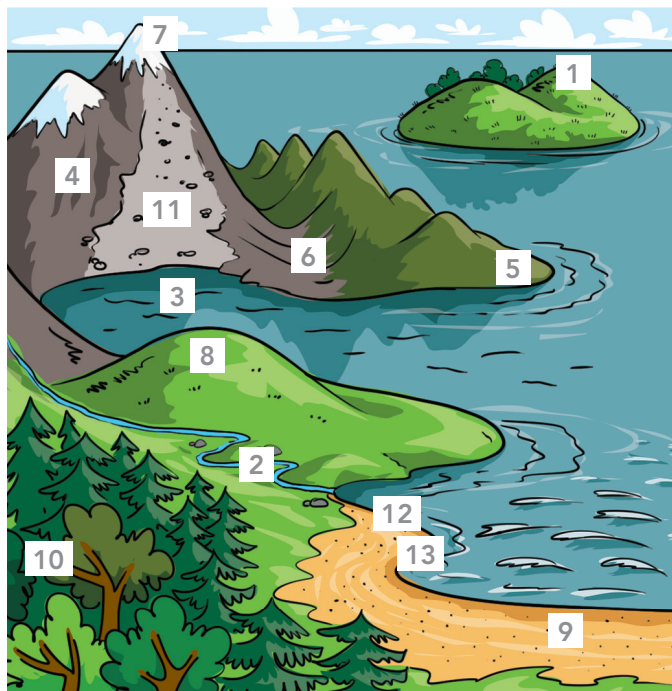
- 7 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- What kinds of television p are most watched in your home?
- What kinds of TV s do you consider most interesting?
- Do you watch any t d? Why/Why not?
- Who is your favourite c? What series does he/she appear in?
- Which c are popular with both adults and children? Why?
- What is more important for you when you watch a film or TV series: the p or the cast? Why?

Landscape

- 1 Find the following geographical features in the picture. Write the answers in your notebook.

bay • beach • coast • forest • hill • island
mountain • peak • peninsula • slope
shore • stream • valley



- 2 Work in pairs. In English, explain the differences between these words.

lake – pond
river – stream
hill – mountain
coast – shore
beach – coast
peak – slope
rural – urban

- 3 Match the geographical features with the names of different places around the world. Some names will not be used. Write the answers in your notebook.

	In the world
bay	San Francisco Bay
desert	
island	
lake	
mountain range	
peninsula	
river	
sea	
valley	

Baikal
Ireland
the Philippines
Death
the Amazon
Northern Ireland
the Alps
Italian
San Francisco
the Sahara
the Pacific
Mont Blanc
the Baltic

Extreme weather

- 4 In your notebook, put the weather phenomena in the box into an appropriate category. Then work with a partner and talk about which of these phenomena can/cannot be observed in Poland.

RAIN



WIND



drought • flood
hurricane • tornado
avalanche • heatwave
blizzard • thunderstorm
hailstorm • wildfire

SUN



SNOW



Confusing words

- 5 In your notebook, choose the correct alternative to complete the sentences.

1 Whitby is a picturesque town on the east of England.	coast/ shore
2 After the yacht had sunk in the storm, two of the sailors managed to swim to the .	
3 The area is quite hilly, and so there are a lot of ski around here.	peaks/ slopes
4 The views of the Himalayan mountain from an airplane are absolutely fantastic.	
5 A lot of people move to areas to look for work.	rural/ urban
6 Some people move from cities to areas because the air is cleaner and there are usually some beautiful landscapes.	
7 It was such a heavy snowfall that we got lost in the and couldn't find the cottage.	avalanche/ blizzard
8 The that buried the skiers in the snow was caused by a series of gunshots.	

- 6 In your notebook, complete the information about Poland with words beginning with the letter given.

Poland is a country with a lot of breathtaking landscapes. The land is mostly composed of plains, with the Baltic (1) S in the north, and mountains in the south. I like the sandy (2) b next to the sea. There are a lot of big resorts on the (3) c , and also some smaller villages, like the one called Kuźnica on the Hel Peninsula. There are also a lot of (4) r in Poland – the Vistula is the longest. The Masuria region is famous for its (5) l , for example, Śniardwy or Mamry. In the south, there are a few mountain (6) r , for instance the Tatra Mountains. Surprisingly, Poland also has a (7) d – it is called the Błędowska Sands.

Jobs and work

1 Read the note below. Then match the job offers (1–7) with more common job titles (a–g).



When you are looking for a job, you may find job titles which sound serious and important, like a *hygiene control specialist*, which, in fact, is a fancy name for a cleaner, or a *wood production manager*, which refers to a carpenter. Such names are created to make ordinary jobs look impressive, but they may not always communicate what people really do, and sometimes they just sound ridiculous.

- a teacher d receptionist g translator
b vet e lawyer
c shop assistant f mechanic

2 In every line, choose the odd word out. Write the answers in your notebook. Then work in pairs and explain your choices to a partner. Are your answers similar or different?

1 architect	fashion designer	plumber	carpenter
2 translator	journalist	librarian	IT specialist
3 mechanic	psychologist	surgeon	nurse
4 pharmacist	paramedic	firefighter	police officer

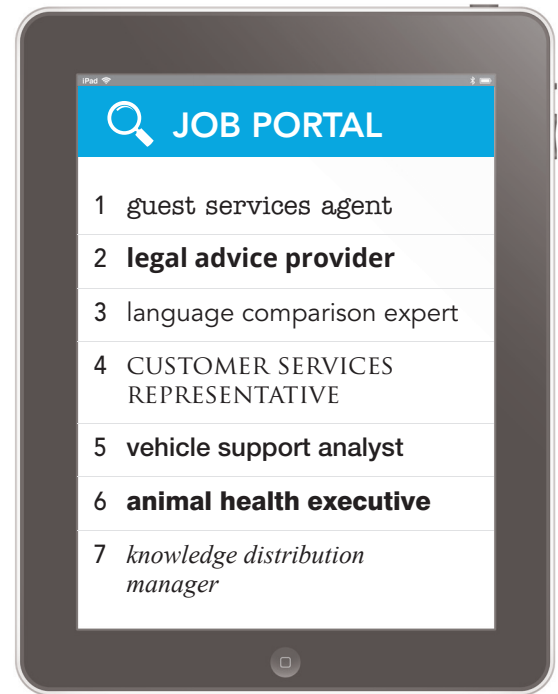
3 Work in pairs. For each category (1–5), choose two jobs which best match the description. Try to avoid repeating any job titles.

- A job in which you work alone all/most of the time.
- A job in which you have to be a good listener.
- A job in which you serve other people.
- A job in which you work in a team.
- A job in which you have to stay calm under pressure.

Personal qualities

4 Decide if the following sentences are true or false. Then correct the false ones in your notebook.

- If you are honest, you don't tell lies and you don't cheat.
- If you are flexible, you are able to deal with situations that often change.
- If you are communicative, you always tell the truth.
- If you are responsible, you are reliable and can be trusted to do the right thing.
- If you are open-minded, it's easy to guess what you think.
- If you are cool-headed, you do not really care about what other people feel.
- If you are resourceful, you are good at finding effective ways to deal with problems.



- guest services agent
- legal advice provider
- language comparison expert
- CUSTOMER SERVICES REPRESENTATIVE
- vehicle support analyst
- animal health executive
- knowledge distribution manager

5 Work in pairs. For each of the jobs below, choose two adjectives in the box which describe what you need to be like in order to do the job well. Use the example sentence as a model.

fashion designer
firefighter
librarian
pharmacist
psychologist
receptionist
surgeon
vet

ambitious • caring
communicative • confident
cool-headed • creative
easygoing • flexible • hard-working
honest • open-minded
patient • reliable • resourceful
responsible • sociable
strong • well-organised

A fashion designer should be creative and open-minded.

6 In your notebook, complete the sentences below with a word beginning with the given letter. Then work in pairs and discuss whether you agree with the statements or not.

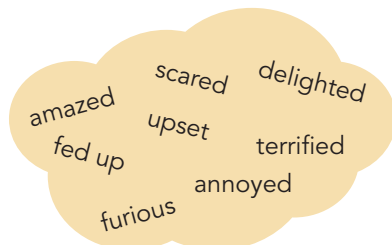
- I think n do not get paid enough as they have to work long hours to take care of their patients.
- I would never like to work for the emergency services, for example as a f or police o, even if they paid me £10,000 a month.
- A surgeon doesn't have to be s or caring, but needs to focus more on operating on people and staying c under pressure.
- A company director doesn't need to be c and constantly come up with new ideas, but must know how to motivate their employees.
- Good teachers must be h with their students and always say what they think.

Feelings

- 1 For each emotion A–F, find one or two words with a similar meaning in the cloud. Write the answers in your notebook.



- A afraid
B angry
C happy
D surprised
E bored
F sad



- 2 Imagine how you would feel in each of the following situations. In your notebook, write two of the adjectives from 1. Then compare your answers with a partner.

- watching a really scary horror film
- learning you have passed a very difficult test/exam
- unexpectedly meeting a childhood friend
- finding out a friend has been telling lies about you
- discovering that your best friend is moving away soon
- watching a film/series for the second time

Making friends

- 3 Choose the correct alternative. Write the answers in your notebook.

- I'm quite shy and I have never found it easy to make/start friends in a new place.
- My sister and I have a lot of shared/mutual friends because we both go to music school and sing in the school choir.
- If you really want to develop/make a friendship, it's important to spend time with a person and talk about what's important for them.
- When I attended tennis camps, I always shared a room with Beth. She was the best flatmate/roommate I had ever had.
- Although my childhood friend Jamie moved away with his parents, we have continued/remained friends and we still keep in touch regularly.
- When I was in charge of a group of scouts, I was able to learn some partnership/leadership skills.

- 4 Work with a partner. Look at the pictures. Talk about the advantages and disadvantages of making friends in these places.



Confusing words

- 5 In your notebook, choose the correct alternatives to complete the sentences.

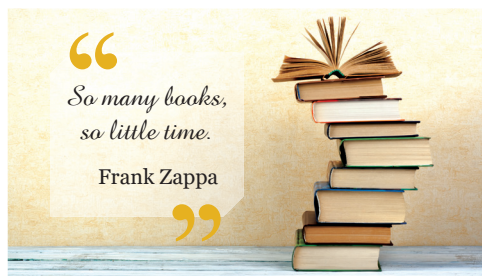
1 I've known my best [] Ania since we went to kindergarten together.	acquaintance/ friend
2 Miss Stephens is my mum's [] from her previous workplace, but they are not all that close.	
3 I always get [] out when I have to give a presentation in front of a group of strangers.	stressed/ upset
4 I was really [] when one of my friends gossiped about me behind my back.	
5 My mum is always a little [] when I hang out with my pals in the evening.	annoyed/ nervous
6 I was really [] with my flatmate for making such a terrible mess.	
7 I love being [] in the house – I can listen to loud music and nobody ever tells me to turn it down.	alone/ lonely
8 When my sister went to college, she felt really [] being so far away from home and friends.	

- 6 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- When was the last time you felt really s[] out? What was it about?
- Do you remember getting a present which made you feel absolutely d[]? What was it?
- What kind of films/series/books make you feel t[]?
- Who makes you feel a[] most easily? Why?
- When was the last time you m[] friends with someone?
- What kind of things do you like doing a[]? Why?
- In your opinion, what is most important if you want to d[] a new friendship?

Literature and beyond

- 1  Read the quote below. What do you think Frank Zappa meant? Discuss it with your partner.



- 2 Choose the correct alternative to complete the definitions. Write the answers in your notebook.

- 1 A genre is a particular epoch/style in cinema, writing or art, which has several characteristic features.
- 2 A bookworm is a person who loves reading/writing books and spends a lot of time on the activity.
- 3 A tabloid/broadsheet mostly contains stories about celebrities with very little serious news.
- 4 A(n) editor/publisher is a person who corrects mistakes and prepares a book, magazine or newspaper for printing.
- 5 A ghostwriter is a person who writes for someone whose name will/won't appear on the book cover as the author.
- 6 A villain is the main good/bad character in a story, film or play.
- 7 Manga/Anime is the Japanese word for a comic book.

- 3 Put the words in the box into the following categories. Write the answers in your notebook.

manga • book critic • young adult fiction (YA) (main) character • self-help book • editor
tabloid • headline • journal • author
novelist • setting • villain • plot • review
romance • short story • ghostwriter • playwright
graphic novel • poet • bookworm



- 4  Work in pairs. Decide which sentences you agree with and try to guess your partner's answers. Then ask each other questions to see if you guessed correctly.

- I am a bookworm.
- I don't have the time to read books every day.
- I like reading long novels.
- I prefer comics and mangas to novels.
- I'm not really into poetry.
- I prefer paper books to e-books.

Confusing words

- 5 In your notebook, complete the sentences with the correct form of one of the words in the box.

1 I like films which are based on a true <u> </u> .	novel/ story
2 My favourite <u> </u> was written by Sarah Maas, it's called <i>Throne of Glass</i> .	
3 I usually read the <u> </u> on the back cover of a book to find out what it's about.	blurb/ review
4 Although the <u> </u> were not very positive, I read the book anyway.	
5 My favourite teen <u> </u> television series that's on at the moment is <i>Riverdale</i> .	drama/ play
6 Did you know that you can see Benedict Cumberbatch starring in a Shakespeare's <u> </u> at the cinema? I must see it!	
7 One of the best celebrity <u> </u> I've read is <i>Life in Parts</i> by Bryan Cranston, who played Walter White in <i>Breaking Bad</i> .	journal/ memoir
8 My father is a surgeon, so he reads quite a lot of medical <u> </u> .	
9 I'm not surprised you can't use this printer – have you read the <u> </u> ?	manual/ self-help book
10 Some <u> </u> have such ridiculous titles, like <i>How to Speak Cat</i> .	

- 6  In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- 1 Do you sometimes choose to read a book because you have read a r of it or the b on the back cover?
- 2 Have you got your favourite n ? Who is it? Why do you like them?
- 3 What is/are your favourite literary g (s)? Why?
- 4 Do you prefer to read fiction or n ? Why?
- 5 Are you a regular reader of any j or m ? Why/Why not?
- 6 What is more important for you in a story: a complex, surprising p or interesting c ? Why?

- 7  Work in pairs. Talk about how much you agree with the statements.

- 1 People are reading fewer and fewer books nowadays.
- 2 Young people prefer to watch television series or play games rather than read books.
- 3 Paper books will soon be replaced by e-books.
- 4 People do not read a lot because books are expensive.

Computers and the Internet

- 1 In your notebook, complete the definitions with these words.

blog • console • flash drive • scanner • software

- 1 A game controller is a device which you connect to games or a computer to play a game.
- 2 There are a few names for this small device used to store information in electronic form, for example, a memory stick, a pen drive or a .
- 3 A vlog, or a video , contains mainly videos, sometimes with text or images, and is especially popular on video sharing platforms like YouTube.
- 4 Hardware is a term for computer equipment, for example, a hard drive, a keyboard or a monitor, while computer programs run by hardware are called .
- 5 A USB (universal serial bus) port was developed in order to easily connect various devices, such as a keyboard, a printer or a to a computer.

- 2 Choose the correct alternative. Write the answers in your notebook.

- 1 Laptop computers are becoming smaller and more digital/portable every year.
- 2 Whenever I go running, I prefer to listen to podcasts/vlogs rather than music.
- 3 Could I borrow your memory stick/powerbank? I need to charge my mobile phone.
- 4 This broadband/wireless game controller should give you about 40 hours of gaming without charging.
- 5 My brother works as a hardware/software developer and writes apps for mobile phones.

- 3 Put the words in the box into one of the four categories. Write the answers in your notebook.

back up • broadband • browser • flash drive
games console • IT specialist • game controller
headset • connection • log on/off • memory stick
powerbank • software developer • upload
video game designer • YouTuber • access

ACTIVITIES

DEVICES

INTERNET

JOB

- 4 Work in groups of 3 or 4. Name as many of the things in the picture as you can.



- 5 Work in pairs. Use the words below to describe how you usually prepare a written project using the Internet.

back up • browse • click on • copy and paste
download • home page • print • save • scan
screenshot • surf the Net • website

First, I browse the Internet. I surf the Net
using my favourite search engine, ...

- 6 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs and take turns to ask and answer the questions.

- 1 How often do you d music or videos from the Internet?
- 2 Do you ever listen to p ? What are your favourites?
- 3 Do you prefer to play games on a g c , your laptop or your desktop computer? Why?
- 4 Which of your d have got Internet a or wi-fi?
- 5 Have you got a favourite Y ? Who are they?
- 6 Do you always remember to b u your documents? Why/Why not?

Present simple

Forma

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

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

Użycie

Czasu teraźniejszego prostego używamy, gdy mówimy o:

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

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

Present continuous

Forma

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

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

Użycie

Czasu teraźniejszego ciągłego używamy, gdy mówimy o:

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

UWAGA: Niektórych czasowników nie używamy w formie ciągłej (z końcówką -ing), gdyż opisują stany, a nie działania:

have (= possess), **need, love, hate, want, prefer, believe, know, understand, think** (= have an opinion), **mean, hear, see, seem**

Articles

A/An

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

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

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

He's an engineer.

The

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

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

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

The people I saw yesterday were friendly.

The cheese is in the fridge.

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

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

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

Brak przedimka

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

People are friendly here.

I like cheese.

Tigers are dangerous.

Present simple and present continuous

1 Copy the table into your notebook. Write the third person singular form and -ing form of the verbs below.

Verb	Third person singular	-ing form
1 have		
2 lie		
3 write		
4 cry		
5 get		
6 watch		
7 do		
8 sit		

8

2 Choose the correct word to complete the sentences. Write the answers in your notebook.

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

8

Articles

3 Choose the correct alternative. Write the answers in your notebook.

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

8

Ages and stages of life – The family

4 Complete the text with the appropriate words. Write the answers in your notebook.

'My name's Harry. I'm not married yet, I'm still (a) . My mum and dad are middle-(b) – I think they're both 50 this year. I'm an (c) child. I haven't got any brothers or sisters but I spend a lot of time with my (d) , Tara. She's my uncle Jack's daughter. She's young. I remember when she was born. In fact, I was there at the hospital on the day of her (e) . My aunt Angela, uncle Jack's (f) , is really nice, too. My dad's mum, my (g) , is really special. She says I'm special for her too, maybe because I'm her only (h) .

8

Noun suffixes -ment, -ion, -ence

5 Complete the sentences in your notebook with the correct form of these words.

adolescent • concentrate • describe • different
excite • improve • independent • inform

- She usually gets 50% or 60% in her exams but in this exam she got 90%. That's a big .
- Can you give me a of your sister? I don't know who she is in this photo.
- Good food helps your at school.
- There's a lot of about the famous actor's visit to the school.
- There are two or three between the present simple and the present continuous.
- She wants to be a secondary school teacher because she likes working with students who reach .
- A dictionary gives you about new words.
- He shows a lot of – he doesn't need anybody to help him.

8

Total: 40

Past simple of be

Forma

Affirmative	I/He/She/It was there. You/We/They were there.
Negative	I/He/She/It wasn't (was not) there. You/We/They weren't (were not) there.
Question	Was I/he/she/it there? Were you/we/they there?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

Użycie

Czasu przeszłego prostego używamy, gdy mówimy o:

- 1 zakończonych czynnościach lub wydarzeniach z przeszłości, np.:

I went to San Francisco in 2005.

- 2 dwóch lub więcej rzeczach, które wydarzyły się tuż po sobie w przeszłości, np.:

When the letter arrived, he opened it and read it.

Past simple of regular and irregular verbs

Forma

Affirmative	I/You/He/She/It/We/They walked home. I/You/He/She/It/We/They went home.
Negative	I/You/He/She/It/We/They didn't (did not) walk home. I/You/He/She/It/We/They didn't (did not) go home.
Question	Did I/you/he/she/it/we/they walk home? Did I/you/he/she/it/we/they go home?
Short answers	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .

Past continuous

Forma

Affirmative	I/He/She/It was watching. You/We/They were watching.
Negative	I/He/She/It wasn't (was not) watching. You/We/They weren't (were not) watching.
Question	Was I/he/she/it watching? Were you/we/they watching?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

Użycie

Czasu przeszłego ciągłego używamy, gdy mówimy o:

- 1 czynnościach trwających w danym momencie w przeszłości, np.:

At six o'clock I was watching a film.

- 2 tle innych wydarzeń w przeszłości, np.:

The sun was shining and the birds were singing.

- 3 czynnościach trwających w przeszłości, które zostały przerwane innymi, krótszymi zdarzeniami, np.:

I was crossing the road when I saw an accident.

Określenia często używane z czasem past continuous to:

while i **as**.

While /As I was crossing the road, I saw an accident.

Pamiętaj, że niektórych czasowników zazwyczaj nie używamy w formie ciągłej (z końcówką -ing). Ich listę znajdziesz na stronie 140. podręcznika.

I wanted to see the concert.

I was wanting to see the concert.

Past simple

1 In your notebook, change these sentences and questions from present simple to past simple.

- 1 Richard and I are students at this school.
- 2 What's the problem?
- 3 We leave school at five o'clock.
- 4 She catches the bus at that stop.
- 5 What time do you finish work?
- 6 She doesn't teach English.
- 7 Running makes me tired.
- 8 They've got a problem.

8

Past continuous

2 Complete the sentences and questions in your notebook with the past continuous form of the verbs in the box.

cry • listen • read • sit • sleep • tidy • wait • write

- 1 At 9 pm last night I a novel.
- 2 Which CD you to?
- 3 He a letter, it was an email.
- 4 you at 2 am?
- 5 I my room at 8.15 this morning.
- 6 They for the bus, it was a taxi.
- 7 Which chair you in?
- 8 My baby brother because he was very tired.

8

Past continuous and past simple

3 Choose the correct alternative. Write the answers in your notebook.

- 1 While I travelled/was travelling to work, my phone suddenly rang/was ringing.
- 2 The boy stole/was stealing the apple while nobody looked/was looking.
- 3 Craig drove/was driving home when he remembered/was remembering it was his mum's birthday.
- 4 Sam broke/was breaking the window and then he ran/was running away.

8

Crimes and criminals

4 Complete the sentences in your notebook with some of the words in the box.

burglary • burgle • mug • mugger • piracy
pirate • steal • theft • thief • vandal

- 1 When you someone, you attack them for money.
- 2 When you from a person or a place, you take money or objects illegally.
- 3 is a general word for somebody who takes other people's things or money.
- 4 is entering a house to take things.
- 5 A is someone who damages and destroys things for no reason.
- 6 Making illegal copies of DVDs is and it's a crime.

6

Detective work

5 Choose the correct alternative. Write the answers in your notebook.

- 1 The man made an important accuse/accusation.
- 2 They searched but couldn't find any proof/prove.
- 3 We need to analyse/analysis this evidence.
- 4 They charged/questioned the people who saw the crime.

4

Phrasal verbs connected with investigating and finding

6 Complete the sentences in your notebook with prepositions.

- 1 I looked (a) my keys but I couldn't find them. I hope they turn (b) . If you come (c) them, could you tell me?
- 2 A detective is looking (d) the case to work (e) who the criminal is. It's urgent to find (f) who did it.

6

Total: 40

Countable and uncountable nouns

Book, mistake, shop czy **euro** to przykłady rzeczowników policzalnych (*countable nouns*), które występują w liczbie pojedynczej i mnogiej. Niektórych rzeczy, na przykład cieczy, nie można tak łatwo policzyć i nie występują one w liczbie mnogiej. Takie rzeczowniki nazywamy niepoliczalnymi (**uncountable nouns**). **Milk, honey, bread** to właśnie przykłady rzeczowników niepoliczalnych. Istnieje też wiele rzeczowników, które, w zależności od kontekstu, mogą być policzalne lub nie.

Coffee is bad for you. (coffee – niepoliczalny, gdy mowa o kawie w ogóle)

Bring me two coffees. (coffee – policzalny, gdy mowa np. o dwóch filiżankach kawy)

I haven't got much time. (time – niepoliczalny, gdy mowa o czasie jako pojęciu abstrakcyjnym, niemierzalnym)

I went there three times. (time – policzalny, gdy mowa np. o trzech razach)

Często możemy utworzyć rzeczownik policzalny od rzeczownika niepoliczalnego, dodając przed nim **a piece of**:

advice, furniture, information, news (rzeczowniki niepoliczalne)

a piece of advice, a piece of furniture, a piece of information, a piece of news (rzeczowniki policzalne)

Some, any, much, many, a lot (of), a few, a little

Użycie

Określenia ilości **some** używamy z rzeczownikami niepoliczalnymi oraz z rzeczownikami policzalnymi w liczbie mnogiej w zdaniach twierdzących.

I've got some books. We've got some free time.

Określenia ilości **any** używamy z rzeczownikami niepoliczalnymi oraz rzeczownikami policzalnymi w liczbie mnogiej w przeczeniach i pytaniach.

I haven't got any money. Are there any books?

Określeń **much, many** i **a lot (of)** używamy, kiedy mówimy o dużych ilościach czegoś.

Często używamy **much** w zdaniach przeczących i pytaniach z rzeczownikami niepoliczalnymi.

I haven't got much time. Have you got much water?

Często używamy **many** w zdaniach przeczących i pytaniach z rzeczownikami policzalnymi w liczbie mnogiej.

I haven't got many books. Have you got many books?

Określenia **a lot of** często używamy zarówno w zdaniach twierdzących, jak i w przeczeniach czy pytaniach z rzeczownikami policzalnymi i niepoliczalnymi.

I've got/I haven't got a lot of time/books. Have you got a lot of time/books?

Jeśli po **a lot** nie stoi rzeczownik, nie trzeba dodawać **of**.
Have you got any water? Yes, I've got a lot.

A lot of i **lots of** znaczą to samo.

I've got a lot of time. = I've got lots of time.

Określeń: **a few** i **a little** używamy, kiedy mówimy o małych ilościach czegoś.

A few używamy z rzeczownikami policzalnymi w liczbie mnogiej.

There are only a few problems.

A little używamy z rzeczownikami niepoliczalnymi.
We've only got a little time.

Relative pronouns

Użycie

Zaimków względnych (*relative pronouns*) używamy, gdy chcemy przekazać więcej informacji na temat wspomnianych wcześniej osób, rzeczy, miejsc czy czasu.

J. R. R. Tolkien is the person who/that wrote The Lord of the Rings.

That's the book which/that he translated.

That's the actor whose film I saw yesterday.

Liverpool is the place where I was born.

Sunday is the day when I go for a run with my friends.

Zaimków: **who** lub **that** używamy, gdy mówimy o osobie; **which** lub **that**, gdy mówimy o rzeczy; **whose**, gdy mówimy o posiadaniu; **where**, gdy mówimy o miejscu, a **when**, gdy o mówimy o czasie.

Zaimki: **who, which** lub **that** możemy w zdaniu pominąć, gdy tuż po nich występuje rzeczownik lub inny zaimek.

Who, which lub **that** są wówczas dopełnieniem drugiej połowy zdania.

That's the film that I saw. = That's the film I saw.

She's the actress that my brother likes. =

She's the actress my brother likes.

ale

That's the film that was popular.

She's the actress that made the film.

some, any, much, many, a lot (of), a few, a little

1 Complete the sentences in your notebook with some, any, much, many, a lot (of), a few or a little.

- I haven't got many magazines, only .
- We haven't got information about this country – nothing at all.
- There was only milk in the fridge.
- I haven't got money, just five euros.
- Were there people at the concert?
- We haven't got time before the train leaves, only five minutes.
- He gave me good advice.
- There are only people in the library.

☐ 8

Relative pronouns

2 Join the two sentences to make one sentence. Use who, which, that, whose, where or when. Write the answers in your notebook.

Claudia is a linguist. She teaches German.

Claudia is a linguist who teaches German.

- David Silva is a football player. He speaks Spanish.
- The park is a beautiful place. You can go there at the weekend.
- Last year was a special year. A lot of important things happened that year.
- That's the teacher. Her classes are brilliant.
- This is a great book. They want to translate it into English.
- Piraha is an unusual language. Only around 400 people speak it.
- George R.R. Martin is an American author. He writes fantasy novels.
- We go to the cinema on Wednesdays. There's a special price on Wednesdays.

☐ 8

Learning a language

3 Complete the sentences in your notebook with the words in the box. Use one word twice.

- Yesterday we read an English of a Russian poem.
- Before the exam, he did some .
- You need to to speak English well.
- Anybody can a mistake.
- Yesterday's exam was just a , it wasn't the real one.
- Did you the exercises yesterday?
- This is the fourth on this page.
- At our school we German.

☐ 8

Countries, nationalities and languages

4 Complete the sentences in your notebook with the correct country, nationality or language.

- Thai people are from .
- In Brazil they speak .
- People from Turkey are .
- Austrians speak .
- people are from Poland.
- People from Argentina are .
- People from Egypt speak .
- People from Egypt are .

☐ 8

Negative prefixes un-, in-, im-, ir-, il-

5 Complete the words in your notebook.

- sad = un
- wrong = in
- you can't do it = im
- relaxed and friendly = in
- not following the usual rules = ir
- criminal = il
- strange = un
- you can't see it = in

☐ 8

Total: ☐ 40

Present perfect

Forma

Affirmative	Podmiot + have/has + past participle <i>She has broken her leg.</i>
Negative	Podmiot + haven't/hasn't + past participle <i>We haven't been in hospital.</i>
Question	Have/has + podmiot + past participle <i>Have you visited somebody in hospital?</i>
Short answers	Yes , + podmiot + have/has . No , + podmiot + haven't/hasn't . <i>Yes, I have.</i> <i>No, they haven't.</i>

Użycie

Czasu **present perfect** używamy, gdy mówimy o:

- wydarzeniu, które miało miejsce w przeszłości, jednak nie ma znaczenia, kiedy dokładnie, np.:
I've been in hospital.
- wydarzeniu, które miało miejsce niedawno, a jego skutki widać obecnie, np.:
She's found her keys.
(Znalazła swoje klucze i teraz je ma.)
- wydarzeniach, czynnościach lub stanach, które rozpoczęły się w przeszłości i wciąż trwają, np.:
Helen's been a doctor for ten years.
(Helen zaczęła pracować jako lekarka 10 lat temu i wciąż wykonuje ten zawód.)

Ever, never, for, since, just, yet, already

Wyrazu **ever** (kiedykolwiek) używamy w pytaniach w czasie **present perfect**.

Have you ever studied medicine?

Ever w zdaniu stawiamy tuż przed czasownikiem w formie **past participle**.

Wyrazu **never** (nigdy) używamy w zdaniach przeczących w czasie **present perfect**.

I've never had a serious accident.

Never w zdaniu stawiamy zaraz po pierwszym czasowniku.

For i **since** używamy w zdaniach w czasie **present perfect**, gdy mówimy o wydarzeniu lub czynności, które zaczęły się w przeszłości i trwają do teraz.

For (przez) używamy, gdy mówimy, że coś trwa przez pewien okres, natomiast **since** (od), gdy mówimy o konkretnym momencie w przeszłości, w którym się dana sytuacja rozpoczęła. Zarówno do zdań z **for**, jak i z **since**, pytanie brzmi *How long ...?*

How long have you been a nurse?

I've been a nurse for three months/since January.

Wyrazy: **for** i **since** w zdaniu stawiamy bezpośrednio przed okolicznikiem czasu.

Wyrazu **just** w zdaniach w czasie **present perfect** używamy, aby podkreślić, że czynność właśnie została zakończona.

I have just finished my homework.

(Właśnie skończyłem/skończyłam odrabiać lekcje.)

Wyraz **just** stawiamy po pierwszym czasowniku.

Wyrazu **already** używamy wtedy, gdy mówimy, że coś stało się wcześniej, niż się tego spodziewaliśmy.

Don't do the shopping. I've already done it.

Wyraz **already** stawiamy albo po pierwszym czasowniku, albo – gdy chcemy go zaakcentować – na końcu zdania.

Wyrazu **yet** używamy wtedy, gdy pytamy o coś, czego się spodziewamy, lub żeby powiedzieć, że spodziewane wydarzenie jeszcze nie nastąpiło. **Yet** używamy tylko w pytaniach i zdaniach przeczących.

Have you done your homework yet?

I haven't finished all the questions yet.

Wyraz **yet** stawiamy na końcu całego zdania lub zdania składowego.

Present perfect and past simple

Czasu **present perfect** używamy, gdy mówimy o wydarzeniu lub czynności, które miały miejsce w nieokreślonym momencie w przeszłości.

I've been to England.

Have you ever broken your arm?

I've never had a serious skiing accident.

Jeżeli mówimy o czymś, co zdarzyło się w konkretnym momencie w przeszłości, musimy użyć czasu **past simple**.

I went to England last year.

When did you break your arm?

I didn't have any skiing accidents last winter.

Comparatives and superlatives

Forma

	Adjective	Comparative	Superlative
One syllable	long short	longer shorter	the longest the shortest
One syllable ending in one vowel and one consonant	big fat	bigger fatter	the biggest the fattest
Two syllables ending in -y	lazy funny	lazier funnier	the laziest the funniest
Two or more syllables	important boring	more important more boring	the most important the most boring
Irregular	bad good far	worse better farther/further	the worst the best the farthest/furthest

Użycie

Stopnia wyższego przymiotników używamy, porównując dwoje ludzi, dwa miejsca lub dwie rzeczy.

Stopnia najwyższego używamy, porównując więcej niż dwoje ludzi, dwa miejsca lub dwie rzeczy.

Than używamy w zdaniach, w których porównujemy dwoje ludzi, dwa miejsca lub dwie rzeczy.

Soaps are worse than documentaries.

Przed przymiotnikiem w stopniu najwyższym stawiamy przedimek **the**, często też używamy **in**.

He's the most famous actor in Hollywood.

Less ... than, (not) as ... as

Użycie

Przeciwieństwem **more** jest **less**.

Badminton is less popular than football.

(Football is more popular than badminton.)

Aby powiedzieć, że obie rzeczy są takie same, używamy konstrukcji **as ... as**.

Books are as good as films.

Konstrukcji **not as ... as** używamy, aby powiedzieć, że druga z porównywanych osób lub rzeczy jest **more ... than** pierwsza.

Badminton isn't as popular as football.

(Football is more popular than badminton.)

Too

Forma

Too stawiamy przed przymiotnikiem.

The programme is too serious. People get bored when they watch it.

Użycie

Too używamy, aby powiedzieć, że coś jest nadmierne, przesadne – w negatywnym znaczeniu, czyli to nie jest to samo, co **very**.

He's very clever. (positive)

Yes, but sometimes he's too clever. (negative)

Enough, not enough

Forma

Enough stawiamy za przymiotnikiem albo przed rzeczownikiem.

It's good enough.

It isn't good enough.

I haven't got enough time.

Użycie

Enough używamy, aby powiedzieć, że coś jest wystarczające. Aby powiedzieć, że coś jest niewystarczające, używamy **not enough**.

He's good enough to be a TV presenter.

I'm not fast enough to win a gold medal.

Comparatives and superlatives

1 In your notebook, correct the mistakes in these sentences.

- 1 My school is more bigger than this school.
- 2 You look thinner than the last time I saw you.
- 3 Some people think that watching sport is more boring that playing it.
- 4 The Volga is longest river in Europe.
- 5 Ethan is much worst at German than Jake.
- 6 Do you think this exercise is the most difficult of the book?
- 7 That's the silliest thing you've said today.

7

less ... than, (not) as ... as

2 Make true sentences in your notebook using the words and as ... as, not as ... as or less ... than.

- 1 Spain/big/the US
- 2 A kilo of sugar/heavy/a kilo of iron
- 3 To become a doctor, philosophy/important/anatomy
- 4 Jamie (born 2001)/old/Brad (born 2000)
- 5 I/good at maths/my best friend
- 6 Playing tennis/dangerous/parachuting

6

Television

4 Name these types of TV programme.

- 1 It tells you information about today's events.
- 2 They interview famous people.
- 3 It's based on a competition.
- 4 It looks at facts or historical events.
- 5 It goes between programmes to persuade you to buy something.
- 6 It follows the lives of real people living in a particular situation.

6

Adjectives describing TV programmes

5 In your notebook, complete the adjectives with vowels. Is each word positive (+) or negative (-)?

- | | |
|---------------|-------------|
| 1 w f l | 5 m v n g |
| 2 b r n g | 6 p p l r |
| 3 c l | 7 r l x n g |
| 4 n f r m t v | 8 s c r y |

8

too, (not) enough

3 In your notebook, write sentences with too, (not) enough and the words given.

- 1 Why is it difficult for people to climb Mt. Everest?
It . (high)
- 2 Why can't your brother see that horror film?
He's only 15. He . (old)
- 3 Why can't you run a marathon?
My legs . (strong)
- 4 Why can't you buy a sports car?
I . (money)
- 5 Why can't Amy drive?
She's only 16. She . (young)
- 6 Why can't palm trees grow in the Arctic?
It . (warm)
- 7 Why don't you like that song?
It's boring! It . (slow)

7

Adjectives ending in -ing and -ed

6 Complete the sentences in your notebook with the words in the box. There are twelve words but only six sentences.

disappointed • disappointing • embarrassed
embarrassing • frightened • frightening • relaxed
relaxing • surprised • surprising • tired • tiring

- 1 I thought I was going to get ten in the exam, but I only got five. I was .
- 2 It's to see you because I thought you were on holiday.
- 3 I went out with one black shoe and one brown shoe. It was really .
- 4 I hate high places. Yesterday we went up a really big tower. I was very .
- 5 The examiner was so nice. She made me feel before the exam.
- 6 I'm very after running. I can't move my legs!

8

Total: 40

be going to

Użycie

Konstrukcji **be going to** używamy, gdy mówimy o planach i zamiarach na przyszłość – tych, co do których już podjęliśmy decyzję, że je zrealizujemy.

We've decided that we're going to join the WWF.

Możemy też użyć **be going to** do przepowiadania przyszłości, zwłaszcza wtedy, gdy mamy do tego realne przesłanki.

That car is going very fast. I think it's going to crash.

Will

Użycie

Will i **won't** używamy do ogólnych przewidywań. Często, aby wyrazić nasze zdanie odnośnie przyszłości, z **will** i **won't** używamy **think, hope, expect, imagine**, itp.

I don't think he will win the election.

Will i **won't** używamy także do oznajmiania właśnie podejmowanych decyzji, np. gdy spontanicznie coś komuś proponujemy.

A: *It's hot in here.*

B: *I'll open the window.*

Will i **won't** używamy do mówienia o wydarzeniach z przyszłości, które – obiektywnie rzecz ujmując – są prawdziwe.

It's my birthday next week. I'll be 17.

Aby pokazać, w jakim stopniu jesteśmy pewni tego, co się wydarzy, używamy **definitely, probably, perhaps** i **it's possible that**. **Definitely** (na pewno) – kiedy jesteśmy pewni, **probably** (prawdopodobnie) – kiedy jesteśmy prawie pewni, a **perhaps** (być może) i **it's possible that** (możliwe, że) – kiedy prawdopodobieństwo wynosi 50%.

Definitely i **probably** w zdaniu stawiamy bezpośrednio po **will**, ale przed **won't**.

It'll definitely rain. It definitely won't rain.

May, might

Forma

Affirmative	podmiot + may/might + bezokolicznik <i>Temperatures may get higher.</i>
Negative	podmiot + may not/might not (mightn't) + bezokolicznik <i>We may not be able to stop it.</i>

Użycie

May i **might** stosujemy, gdy jedynie w ok. 50% jesteśmy pewni, że to, o czym mówimy, się wydarzy.

Zero conditional

Forma

If + **present simple**, ... **present simple**

If you take a fish out of water, it dies.

If we arrive late to school, the teachers get angry.

Użycie

Zerowego trybu warunkowego używamy, gdy mówimy o rzeczach oczywistych lub zawsze prawdziwych.

If you don't drink any liquids, you die.

(To nie jest wyjątkowa sytuacja, tak dzieje się zawsze.)

First conditional

Forma

If + **present simple**, ... **will** + **infinitive**

If the situation gets worse, it will be terrible.

If we don't recycle, we won't have enough resources.

W części zdania ze słowem **if** używamy czasu **present simple**. W tej części zdania nie stosujemy **will**.

If I will go to the shops, I will buy some bread.

Użycie

Pierwszego trybu warunkowego używamy, gdy mówimy o wydarzeniach/sytuacjach, które mogą się zdarzyć lub prawdopodobnie się zdarzą w przyszłości, i o ich następstwach.

If it doesn't rain (możliwa sytuacja w przyszłości), *we won't have enough water* (konsekwencja tej sytuacji).

be going to, will

1 Correct the mistakes in these sentences. Write the answers in your notebook.

- The students going to go on an excursion.
- What are your plans? What do you do tomorrow?
- They say it's raining next week.
- I can't meet you tomorrow because I'll do an exam.

4

will, may, might

2 Complete the sentences in your notebook with the words in the box.

perhaps • may • probably • definitely • will • won't

- My team will win tonight. I'm sure.
- I go next week but I don't know.
- the problem will disappear.
- They won't go out tonight because they have an exam tomorrow, but it's not impossible.
- She definitely run tomorrow because she's got a broken leg.
- It's possible that I see him tomorrow.

6

Zero conditional

3 In your notebook, answer these questions with complete sentences.

- What happens if you mix blue and yellow?
- What happens if you study hard for an exam?
- What happens if you never brush your teeth?
- What happens if you eat too much?

4

First conditional

4 Complete the sentences in your notebook with the correct form of the words given.

- If the sun (shine), we'll be able to go out.
- We'll go out if Mum (finish) work early.
- If you do the exercise carefully, you (get) all the answers right.
- It'll be great if she (come) tonight.
- She'll leave hospital today if she (be) OK.
- I (not bring) the dog if you don't want me to.

6

Geographical features

5 Look at the names. What are the geographical features? Write the answers in your notebook.

- the Sahara
- around the Amazon
- the Andes
- Ipanema
- Titicaca
- the North Pole
- Mallorca

7

The environment

6 Complete the text with the words in the box. Write the answers in your notebook.

droughts • floods • global warming
ozone layer • recycle • save • waste

(a) is getting worse – temperatures keep going up because of the hole in the (b). There have been (c) where water has destroyed towns. There are (d) where it hasn't rained for a long time. But many people (e) water – they use too much. It's important to (f) water and (g) things like bottles.

7

Different uses of get

7 Decide on a synonym for get in these sentences. Write the answers in your notebook.

- I got some juice from the shop.
- Did you get home late last night?
- I'll get you a glass of water.
- I got my exam marks yesterday.
- The book started well but it got boring.
- She got an email from her friend.

6

Total:

40

Have to, don't have to

Forma

Affirmative	Police officers have to wear a uniform.
Negative	Teachers don't have to wear a uniform.
Question	Do police officers have to wear a uniform?
Short answer	Yes, they do ./No, they don't .

Użycie

Have to używamy, gdy mówimy o sprawach, które są obowiązkowe lub konieczne.

Don't have to używamy, gdy mówimy o sprawach, które nie są obowiązkowe lub konieczne.

Must, mustn't

Forma

Affirmative	Police officers must wear a uniform.
Negative	You mustn't smoke at school.

Użycie

Must używamy, gdy mówimy o regułach, przepisach i obowiązkach.

Mustn't używamy, gdy mówimy o zakazach.

W pytaniach raczej używamy **have to** niż **must**.

Should, shouldn't

Forma

Affirmative	You should work hard.
Negative	You shouldn't worry if you make a mistake.
Question	Should you wear formal clothes to an interview?
Short answer	Yes, you should ./No, you shouldn't .

Użycie

Should i **shouldn't** używamy, gdy prosimy o radę lub rekomendację albo ich udzielamy.

Second conditional

Forma

If + **past simple**, ... **would/wouldn't** + bezokolicznik

If I worked outdoors, I'd be really happy.

If we didn't study, we wouldn't pass our exams.

If I was the president, I would do more to protect the environment.

W części zdania z **if** używamy czasu **past simple**.

Would nie pojawia się w tej części zdania.

If I would see the director, I would give him your message.

Część zdania z **if** może znajdować się zarówno na początku, jak i na końcu zdania. Nie ma to wpływu na znaczenie zdania. Jeśli jednak zdanie zaczynamy od **if**, przed drugą jego częścią stawiamy przecinek.

If we had a crystal ball, we'd know the future.

We'd know the future if we had a crystal ball.

W zdaniach z **if** zamiast **was** możemy użyć **were**.

If I were/was the president, I would do more to protect the environment.

Użycie

Drugiego trybu warunkowego używamy, gdy mówimy o sytuacjach wymyślonych lub nieprawdopodobnych w teraźniejszości lub przyszłości i ich konsekwencjach.

If I won an important competition (wymyślona obecna sytuacja),

I would be famous (konsekwencja zaistniałej sytuacji).

Konstrukcji **If I were you, I'd ...** używamy, aby komuś coś doradzić lub zarekomendować.

must, mustn't, have to, don't have to

1 Choose the correct alternative. If two alternatives are correct, choose both. Write the answers in your notebook.

- People must/mustn't/don't have to make a lot of noise in a hospital.
- You must/mustn't/have to study a lot to be an architect.
- People who work in a bank doesn't have to/don't have to/mustn't wear a uniform.
- You has to/have to/must know how to use a computer to work in a bank.
- Visitors to the museum mustn't/must/don't have to take photos. It is prohibited.
- A professional football player mustn't/doesn't have to/don't have to work in an office.
- You must/don't have to/mustn't drink and drive.

7

should, shouldn't, If I were you

2 Choose the correct alternative. Write the answers in your notebook.

Sam: I want to work in the US. Can you give me some advice?

Tanya: You should (a) look/to look for job adverts on the Internet.

Sam: (b) I should/Should I send my CV?

Tanya: Yes, if I were you I (c) sent/would send a letter and a CV by email. But you (d) should/shouldn't worry if it takes a long time for an answer. They probably have hundreds of people sending CVs. If I were you, I (e) would/should be patient.

5

Second conditional

3 Write sentences in your notebook in the second conditional.

- I/see a bear ➤ take a photo of it
- my brother/be angry ➤ shout
- my parents/win the lottery ➤ give me a present
- I/not have a pen ➤ ask my friend for one
- we/not have a TV ➤ talk more
- he/not be very good at football ➤ not play in the first division
- I/live in Italy ➤ speak Italian
- we/have wings ➤ be able to fly

8

Jobs and work

4 In your notebook, complete the jobs with missing vowels.

- j _ _ r n _ l _ s t
- b _ _ l d _ r
- p l _ m b _ r
- s h _ p _ s s _ s t _ n t
- r _ c _ p t _ _ n _ s t
- v _ t
- f _ s h _ _ n d _ s _ g n _ r
- m _ c h _ n _ c

8

Personal qualities

5 Complete the sentences in a logical way. Write the answers in your notebook.

- Alex is very ambitious because _ _ _ _ _.
- He's very reliable. He _ _ _ _ _.
- She's very caring. Do you remember when she _ _ _ _ _?
- Dean is very sociable. He always _ _ _ _ _.
- When you're creative, you _ _ _ _ _.
- If you are very bright, you _ _ _ _ _.

6

Compound adjectives

6 Complete with the appropriate word in your notebook.

- a job which gives you a lot of money: well- _ _ _ _
- relaxed and calm: easy- _ _ _ _
- famous: well- _ _ _ _
- when you write with your right hand: right- _ _ _ _
- attractive: good- _ _ _ _
- when you work all day in your job: full- _ _ _ _

6

Total: 40

Past perfect

Forma

Affirmative	Podmiot + had ('d) + imiesłów przymiotnikowy bierny . <i>She had finished the exam.</i>
Negative	Podmiot + had not (hadn't) + imiesłów przymiotnikowy bierny . <i>They hadn't finished the exam.</i>
Question	Had + podmiot + imiesłów przymiotnikowy bierny <i>Had you finished the exam?</i>
Short answers	Yes, podmiot + had . No, podmiot + hadn't . <i>Yes, I had. No, I hadn't.</i>

W zdaniach w czasie **past perfect** często używamy takich określeń czasowych, jak: **when, after, by the time, as, as soon as**.

Użycie

Czasu **past perfect** używamy, gdy mówimy o czynnościach lub wydarzeniach, które miały miejsce przed innymi wydarzeniami w przeszłości.

I had finished working when Jamie called.

(Najpierw skończyłem pracę, a dopiero potem zadzwonił Jamie.)

used to

Forma

Affirmative	I used to play with dolls when I was small.
Negative	She didn't use to have so many exams when she was at primary school.

Użycie

Used to używamy, gdy mówimy o zwyczajach z przeszłości, o czynnościach, które były wykonywane regularnie w przeszłości, a które nie są kontynuowane w teraźniejszości.

Gerunds and infinitives

Użycie

Formy ciągłej (-ing) używamy:	Formy bezokolicznikowej (to ...) używamy:
jako podmiotu w zdaniu, np.: <i>Shopping is great.</i>	aby wyjaśnić, dlaczego ktoś coś robi, np.: <i>Why did he go to university? To study art.</i>
po przyimkach, np.: <i>I'm interested in studying law.</i>	bezpośrednio po przymiotnikach, np.: <i>It's good to express your feelings.</i>
po czasownikach wyrażających nastawienia i preferencje, jak np. like, love, enjoy, can't stand, don't mind, hate : <i>I enjoy being with friends.</i>	po określonych czasownikach, jak np. want, learn, agree, decide, expect, hope, seem, try, would like : <i>I want to work for a newspaper.</i>
z czasownikiem go , gdy mówimy o sposobach spędzania czasu wolnego, np.: <i>go running, swimming, cycling, shopping, fishing</i>	

Pisownia

Aby utworzyć imiesłów przymiotnikowy czynny, zazwyczaj do czasownika dodajemy końcówkę **-ing**.

start – starting

Czasowniki mające na końcu jedno **-e** tracą je przed końcówką **-ing**.

have – having

Czasowniki jednosylabowe zakończone jedną samogłoską i jedną spółgłoską podwajają spółgłoskę przed końcówką **-ing**.

put – putting, swim – swimming, run – running

W czasownikach zakończonych na **-y, -w** lub **-x** nie podwajamy ostatniej litery przed dodaniem **-ing**.

play – playing, mix – mixing, snow – snowing

W czasownikach zakończonych na **-ie** zamieniamy **-ie** na **-y** i dodajemy **-ing**.

lie – lying, die – dying

Past perfect

1 Complete the sentences in your notebook in a logical way. Put one verb in the past perfect and the other in the past simple.

- When I (finish) my breakfast, I (brush) my teeth.
- When the students (do) the exam, the teacher (say) they could go.
- She (dry) her hair after she (wash) it.
- They (take) her to the hospital because she (have) an accident.
- They didn't see the start of the film because when they (arrive) at the cinema it (start).
- When he (write) the email, he (send) it.
- They (go) into the museum when they (buy) the tickets.

☐ 7

used to

2 Andy was very unfit five years ago, but now he's changed. Write logical sentences in your notebook using *used to* or *didn't use to*.

- He eat a lot of fast food.
- He do exercise.
- He prepare healthy meals.
- He sit watching TV all day.

☐ 4

Gerunds and infinitives

3 Choose the correct alternative. Write the answers in your notebook. Why do we use the gerund or infinitive in each case?

- I went to the shops buying/to buy food.
- Are you interested in seeing/see that film?
- Smoking/To smoke is bad for your health.
- Why don't we go fishing/to fish this weekend?
- Sam can't stand cycling/to cycle to school.
- I want listening/to listen to that new album.
- The burglar got in by opening/open the window.
- Are you ready helping/to help me?

☐ 8

Friendships

4 Match the words from each column to complete the phrases. Write the answers in your notebook.

- | | |
|------------------|-----------------------------|
| 1 to get on | a in common |
| 2 to have | b eye to eye |
| 3 to have things | c with somebody |
| 4 to see | d well with somebody |
| 5 to fall out | e an argument with somebody |
| 6 to hang | f up with somebody |
| 7 to make it | g out with somebody |

☐ 7

Feelings

6 In your notebook, write the nouns for these adjectives. Is each feeling generally positive (+), negative (-) or it depends (=)?

- | | |
|---------------------------------|----------------------------------|
| 1 sad ➤ <input type="text"/> | 5 angry ➤ <input type="text"/> |
| 2 afraid ➤ <input type="text"/> | 6 excited ➤ <input type="text"/> |
| 3 lonely ➤ <input type="text"/> | 7 happy ➤ <input type="text"/> |
| 4 bored ➤ <input type="text"/> | |

☐ 7

Noun suffixes -ness, -ship, -dom

5 Read the definitions and write words ending with *-ness*, *-ship* or *-dom* in your notebook.

- the opposite of strength: w
- the feeling when nobody is with you and you feel bad: I
- something that affects people and makes them do crazy things: m
- the connection between two people: r
- something which makes you feel bad or unhealthy: i
- being able to do what you want, with no obligations: f
- the ability to organise and lead others: l

☐ 7

Total: ☐ 40

Reported speech – statements

Forma

Kiedy czasownik wprowadzający w zdaniu w mowie zależnej (**say**, **tell**) występuje w czasie przeszłym, czasownik główny w zdaniu „cofa się” o jeden czas.

Direct speech – tenses	Reported speech – tenses
'I work at home.' Present simple	She said she worked at home. Past simple
'I 'm working .' Present continuous	She said she was working . Past continuous
'I have worked .' Present perfect	She said she had worked . Past perfect
'I worked .' Past simple	She said she had worked . Past perfect
'I had worked .' Past perfect	She said she had worked . Past perfect
'I will work.' will	She said she would work. would
'I can work.' can	She said she could work. could
'I may work.' may	She said she might work. might
'I must/have to work.' must/have to	She said she had to work. had to

Could, **would**, **should** i **might** nie zmieniają się w mowie zależnej.

Kiedy czasownik wprowadzający w zdaniu w mowie zależnej występuje w czasie teraźniejszym, czasownik główny w zdaniu nie zmienia czasu.

'I love cycling.' ➤ *She says she loves cycling.*

Kiedy czasownik wprowadzający w zdaniu w mowie zależnej występuje w czasie przeszłym, ale zdanie dotyczy czegoś, co wciąż jest prawdziwe lub będzie takie zawsze, czasownik główny zazwyczaj nie zmienia czasu.

'I'm from Poland.' ➤ *Monika said she's from Poland.*

W mowie zależnej zaimki i przymiotniki dzierżawcze także się zmieniają.

'I like your jacket.' ➤ *Mary said she liked my jacket.*

Oto kilka innych słów, które zmieniają się w mowie zależnej.

Direct speech	Reported speech
this/these	that/those
here	there
today	that day
yesterday	the day before
tomorrow	the next/following day
tonight	that night
next (week/month/year)	the next/following (week/month/year)
last (week/month/year)	the previous (week/month/year)
a (week/month/year) ago	a (week/month/year) before

Użycie

Mowy zależnej używamy, aby zrelacjonować, co powiedziała inna osoba.

'I came, I saw, I conquered,' said Julius Caesar. ➤ *Julius Caesar said that he'd come, he'd seen and he'd conquered.*

Reported speech – say and tell

Użycie

Czasownik **say** nie wymaga dopełnienia osobowego, czyli wyjaśnienia, do kogo mówimy.

He said he wanted to go.

Czasownik **tell** wymaga dopełnienia osobowego, czyli wyjaśnienia, do kogo mówimy.

He told John he wanted to go.

Reported speech – questions

Forma

W pytaniach pośrednich nie używamy czasownika posiłkowego **do**.

'Do you like this newspaper?' ➤ *He asked me if I liked that newspaper.*

W pytaniach pośrednich nie stosujemy inwersji – orzeczenie stawiamy po podmiocie, jak w zdaniu twierdzącym.

'Where is he?' ➤ *They asked me where he was.*

Pytania pośrednie nie są tak naprawdę pytaniami, więc nie potrzebują znaku zapytania.

Jeżeli w zdaniu nie ma słówka pytającego (**who**, **what**, **how**, **why** itp.), używamy **if** lub **whether**.

'Will you go to the party?' ➤ *They asked me if I would go to the party.*

Reported speech – statements

1 In your notebook, write the sentences in reported speech.

- 1 'I'm going to a concert next week,' my sister said.
- 2 'I'll be late tomorrow,' Daniel told the teacher.
- 3 'This is my dictionary,' said Holly.
- 4 'I've always wanted to write stories,' said Sylvia.

- 5 'There is going to be a concert in this room,' they told us.
- 6 'The play will start at 7 pm tomorrow,' they said.
- 7 'We haven't read any of your books,' the students told the writer.
- 8 'I wrote the article yesterday,' said the journalist.

8

Reported speech – questions

2 In your notebook, write these questions in reported speech.

- 1 'Are you from Mexico?' she asked me.
- 2 'What time are you going to leave?' Jo asked Paul.
- 3 'Why were you crying?' I asked Katie.
- 4 'Have you ever read this book?' the teacher asked me.

- 5 'Will you help me tomorrow?' Tom asked her.
- 6 'Did the doctor see Sam yesterday?' Abigail asked her dad.
- 7 'Do you know the answer to this question?' our teacher asked us.
- 8 'How many pages does it have?' I asked Jo.

8

Fiction

3 Complete the sentences in your notebook with the correct words.

- 1 A story is often about dragons, trolls or other imaginary creatures.
- 2 A is an exciting story about spies and assassinations.
- 3 You can read a or see it at a theatre.
- 4 A is a story about people who fall in love.
- 5 A is usually about a prince, a princess or a witch.
- 6 In fiction, the story takes place in the past.
- 7 A combines writing and art.
- 8 A story should be frightening.

8

Non-fiction

4 Which type of book or publication is best in these situations? Write the answers in your notebook.

- 1 You want to find out about the geography of a country.
- 2 You want to read about the life of a person, in his/her own words.
- 3 You want to find new ideas for dinner.
- 4 You want to learn how to use your computer well.
- 5 You're going to Prague and want to know what to visit.
- 6 You want to know what's happening in the world today.
- 7 You want to revise maths for an exam.
- 8 You want to find out information about lots of different topics, to write a quiz.
- 9 Once a month you want to read new articles and texts with photographs and illustrations.

9

Phrasal verbs connected with reading and writing

5 Match the sentence halves. Write the answers in your notebook.

- | | |
|---|--|
| 1 I love this book, I want to read ... | a them out to me in a loud voice. |
| 2 When you finish that page, turn ... | b it out with a big X. |
| 3 You have to fill ... | c over and read the next one. |
| 4 Because the text was difficult, I had to look ... | d through it looking at the pictures. |
| 5 I can't read what he wrote because he crossed ... | e up lots of words. |
| 6 I looked at the magazine quickly. I flicked ... | f in the answers on your sheet. |
| 7 I want to hear your answers so please read ... | g on tonight until I get to the end of it. |

7

Total: 40

The passive

Forma

Czas	Podmiot	+ be	+ past participle	(by + agent)
present simple	Computers	are	made	in China.
present continuous	The Internet	is being	used	by millions of people.
present perfect	These computers	have been	used	by NASA.
past simple	The Internet	was	created	in 1989.
will	The Internet	will be	transformed	in the future.

Stronę bierną tworzymy, stosując w odpowiednim czasie gramatycznym właściwą formę czasownika **be** i imiesłów przymiotnikowy bierny właściwego czasownika.

Aby podać wykonawcę czynności, używamy przymka **by**.

Is the match being shown on TV? (present continuous)

Who was the World Wide Web invented by? (past simple)

Aby utworzyć pytanie dopełnieniowe w stronie biernej, przed podmiotem należy postawić czasownik posiłkowy lub właściwą formę czasownika **be**.

Użycie

Strony biernej używamy, gdy:

- 1 jesteśmy bardziej zainteresowani tym, co się stało, niż wykonawcą czynności, np.:

My computer has been fixed.

- 2 nie wiemy dokładnie, kto wykonuje daną czynność, np.:

Her laptop has been stolen.

- 3 wykonawca czynności jest ogólnie znany lub oczywisty, np.:

The criminal was arrested at 5.30 pm.

have something done

Forma

Czas	Podmiot	+ have lub get	+ dopełnienie	+ past participle	(by + agent)
present simple	I	get	my hair	cut	once every two months.
past simple	He	had	cable TV	installed	by the cable guy.

Stosując tę konstrukcję, tworzymy zdania w różnych czasach gramatycznych, zmieniając czas czasowników **have** lub **get**.

Użycie

Konstrukcji **have/get something done** używamy, gdy mówimy o czynnościach, których nie wykonujemy samodzielnie – ktoś lub coś robi to dla nas, często odpłatnie. Czasownik **get** jest nieco bardziej potoczny.

I don't know anything about computers so when I have a problem I have my computer fixed by a friend who studied computers at university.

Jeżeli ma znaczenie, kto jest wykonawcą czynności, możemy go wskazać, używając przymka **by**.

The passive – present simple

1 In your notebook, write sentences in the present simple passive.

- | | |
|-------------------------------------|--|
| 1 Computers/use/everywhere. | 5 Fish/not sell/at the butcher's. |
| 2 A lot of chocolate/eat/in the UK. | 6 Cars/make/by robots in this factory. |
| 3 Shoes/not wear/in mosques. | 7 This programme/watch/by thousands of people. |
| 4 Portuguese/speak/in Brazil. | 8 The New Year/celebrate/in many countries. |

8

The passive – other tenses

2 Each sentence contains a mistake. Find the mistake and rewrite the sentences correctly in your notebook.

- | | |
|---|---|
| 1 The song 'Thriller' was sang by Michael Jackson. | 5 Many products made in China nowadays. |
| 2 The Champions League is won by Real Madrid in 2014. | 6 The eclipse was saw by people around the world. |
| 3 London is visited for thousands of people. | 7 Oh no! His car has stolen. |
| 4 The radio invented by Marconi. | 8 The dog was been hit by a car yesterday. |

8

Have something done

3 In your notebook, write sentences with have/get something done.

- | | |
|---|--|
| 1 My parents didn't paint the house. They ... | 4 I didn't correct the text myself. I ... |
| 2 He doesn't repair the car himself. He ... | 5 She doesn't do her hair herself. She ... |
| 3 We didn't build the swimming pool ourselves. We ... | |

5

Using a computer

4 Match 1–7 with a–g to make words or phrases. Write the answers in your notebook.

- | | |
|---------|----------|
| 1 pen | a port |
| 2 key | b board |
| 3 USB | c copy |
| 4 hard | d cam |
| 5 head | e phones |
| 6 web | f drive |
| 7 mouse | g mat |

7

The Internet

5 Read the definitions. Write the words in your notebook.

- look at various places on the Net r
- a computer program used for looking for information on the Internet r g
- a type of diary on a website that changes regularly
- connected to the Internet o
- move information to your computer from the Internet w
- the first place that you choose to appear on your screen when you connect to the Internet p

6

Collocations with email

6 Complete the sentences in your notebook with six of the words in the box.

account • address • bounce • check
delete • forward • reply • send

- When you get an email you should to it quickly.
- When you get an email that you send to another person, you it.
- When you don't want an email, you it.
- When emails don't go to the correct address they back.
- My email is fredbloggs@bloggs.co.uk.
- When I go online, I my email.

6

Total: 40

Unit 2

Grammar in context

Exercise 7b, page 25

Student B: look at the information below. Prepare questions to ask your partner to find the missing information. Write them in your notebook.

Sir Arthur Conan Doyle was the creator of the world-famous detective, Sherlock Holmes. He was born in 1859 in (a) _____.

Conan Doyle was a doctor. He began writing stories when (b) _____. When he began work he didn't have many patients. He started writing stories again. Conan Doyle wrote the first Sherlock Holmes novel in (c) _____. The title was *A Study in Scarlet*.

The idea for Sherlock Holmes came from one of Conan Doyle's teachers at university. The teacher's name was Joseph Bell. Apart from Sherlock Holmes, Conan Doyle created another interesting character, Sherlock's great friend, (d) _____.

Sherlock Holmes was always a very popular character. He appeared in (e) _____ short stories and four novels. Conan Doyle tried to (f) _____ in 1893. But the public wanted more Sherlock Holmes stories and Conan Doyle (g) _____ in 1903.

Conan Doyle died when he was 71 years old. But his famous character Sherlock Holmes is still very much alive. He continues to appear in new films, TV series and novels.

Unit 3

Developing speaking

Exercise 6b, page 40

Student B: You are the receptionist at the San Francisco English Centre, USA.

THE SAN FRANCISCO ENGLISH CENTRE, USA

Course begins: 21st July

Course lasts: One month

Accommodation organised

Price: 4,325 US dollars

Other activities include: mountain biking, excursion to a theme park, karaoke evenings



Unit 3

Developing speaking

Exercise 6a, page 40

Student A: You are the receptionist at the Sydney English Centre, Australia.

THE SYDNEY ENGLISH CENTRE, AUSTRALIA

Course begins: 16th August

Course lasts: 12 days

Accommodation organised

Price: 930 Australian dollars

Other activities include: swimming, surfing, excursion to the Blue Mountains

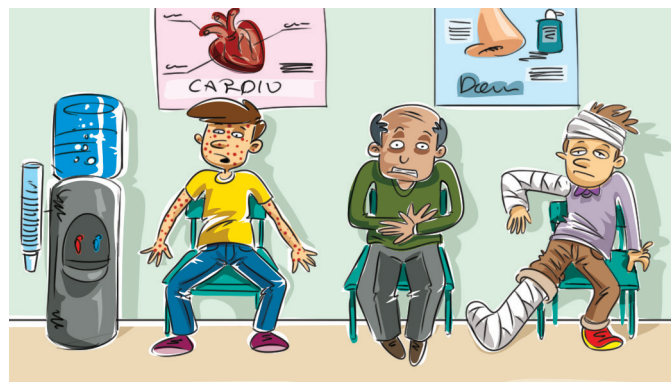


Unit 4

Vocabulary Bank

Exercise 5, page 133

Picture A:



Unit 10

Developing speaking

Exercise 5a, page 124

Student B:



Unit 4

Vocabulary Bank

Exercise 5, page 133

Picture B:



Unit 7

Developing speaking

Exercise 5a, page 88

Student B:

CINERAMA CINEMAS

No experience necessary

Job is from 20th June to 20th September

Part-time work: 24 hours a week

Don't work Mondays

Wages: £7.80 an hour

Need to be reliable and sociable

Don't need to be an expert in films

Email letter and CV to: jdoors@cineramacinemas.co.uk



Unit 7

Developing speaking

Exercise 5b, page 88

Student A:

SPORTS STAR CAMP

Good to have experience of sports camps, but not essential

Job is for July and September

Full-time work only: residential, living with the children doing the camp

Salary: £8.90 an hour

Need to be fit, interested in sport, caring, responsible

Don't need to speak foreign languages

Email letter and CV to: cjones@sportsstarcamp.co.uk

Unit 8

Listening

Exercise 2, page 98

Count how many ticks you have in each section (1–4) on page 98. Read below about the section where you have most ticks. Do you agree with the result?

MOSTLY SECTION 1: YOU ARE A PERFECTIONIST.

Personality: You're very hard-working and always want to do your best, but sometimes you're too serious.

Romance: Your relationships are intense but short. If your partner isn't perfect, you always have arguments.

Ideal jobs: Fashion designer, TV producer, journalist

Advice: You should be more relaxed. Not everybody is as perfect as you.

MOSTLY SECTION 2: YOU ARE A ROMANTIC.

Personality: You're very caring and get on well with others, but you can get very sad when people don't think about you.

Romance: You're a total romantic and believe in true love. You need your partner to be 100% in love with you.

Ideal jobs: Artist, novelist, actor

Advice: You shouldn't get too unhappy if things go wrong.

MOSTLY SECTION 3: YOU'RE A THINKER.

Personality: You're a reliable friend because you're good at listening to people and helping them with problems. But sometimes you spend too much time alone, thinking about things.

Romance: You're very practical about relationships but you need to relax and enjoy yourself more.

Ideal jobs: Politician, teacher, computer programmer

Advice: You have to do more and think less. Don't worry about the consequences of your actions – just do it!

MOSTLY SECTION 4: YOU'RE A LEADER.

Personality: You have to be in control. You're strong and ambitious. But that can be a weakness too because some people will think you are too interested in being the boss.

Romance: You think it's easy to make somebody fall in love with you. But some people may think you are frightening!

Ideal jobs: Company director, police officer, bank manager

Advice: You should think of others. Be more tolerant of people who aren't as direct as you.

Unit 10

Developing speaking

Exercise 5a, page 124

Student A:



Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	set up	set up	set up
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feel	felt	felt	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	speed	sped	sped
get	got	got	spell	spelt	spelt
give	gave	given	spend	spent	spent
go	went	gone	split up	split up	split up
grow	grew	grown	stand up	stood up	stood up
hang out	hung out	hung out	steal	stole	stolen
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	understand	understood	understood
know	knew	known	wake up	woke up	woken up
lay	laid	laid	wear	wore	worn
leave	left	left	win	won	won
learn	learned/learnt	learned/learnt	write	wrote	written

An informal email/letter

► str. 17 (Unit 1)

Styl: Nieformalny – stosuj skróty. W e-mailu możesz również stosować emotikony (np.: ☺).

Początek: *Hi, Dear ..., Hello*

Przydatne zwroty i wyrażenia:

- Na wstępie zadaj pytania wprowadzające, np.: *How are you? How are things? Are you doing exams/on holiday at the moment?*
- Aby zmienić temat, użyj wyrażenia *By the way*, albo *Anyway*.

Zakończenie:

That's all for now, Bye for now!, Write back soon, All the best, Best wishes, Cheers.

A blog post

► str. 29 (Unit 2)

Styl: Nieformalny – stosuj skróty.

Początek: Podaj nazwę swojego bloga oraz tytuł swojego wpisu.

Przydatne zwroty i wyrażenia:

- Aby przedstawić kolejność wydarzeń, mówiąc o wydarzeniach z przeszłości, używaj wyrażen *At first, First of all, Then, Next, In the end, Finally*.
- Aby opisać czas wydarzeń, używaj określeń czasu, takich jak *Yesterday, When, Suddenly, A few minutes/hours/days later, The next day*.

A language biography

► str. 41 (Unit 3)

Styl: Półformalny – możesz stosować skróty.

Przydatne zwroty i wyrażenia:

- Aby przedstawić kolejność wydarzeń, używaj wyrażen *At first, First of all, Next, Then, After that*.

Notes and messages

► str. 53 (Unit 4)

Styl: Nieformalny – stosuj skróty. Używaj krótkich, prostych zdań. Wyrażaj swoje prośby bezpośrednio, np.: *Call me*, pomijając zwroty grzecznościowe, jak *Could you call me?*

Początek: Wystarczy samo imię osoby, do której się zwracasz.

Przydatne skróty:

PS, e.g., NB, asap, i.e., etc.

Przydatne zwroty i wyrażenia:

- *I was really sorry to hear that ...* (reakcja na złe wiadomości)
- *Get well soon* (życzenia powrotu do zdrowia)
- *Congratulations!* (reakcja na czyjś sukces)

Zakończenie:

Twoje imię.

Treść: Zawrzyj wszystkie praktyczne informacje, które chcesz przekazać odbiorcy.

A review

► str. 65 (Unit 5)

Przydatne zwroty i wyrażenia:

- Aby wyrazić swoją opinię, używaj *Personally, I ..., In my opinion ..., I think ..., I would recommend (...)* to ..., *As far as I'm concerned, ...*

A formal letter

► str. 77 (Unit 6)

Styl: Formalny – nie używaj skrótów.

Początek: Jeśli nie znasz nazwiska osoby, do której piszesz, użyj wyrażenia *Dear Sir or Madam* lub *Dear Editor* (w liście do redakcji). Rozpocznij zdaniem *I am writing about/in response to ...*

Przydatne zwroty i wyrażenia:

Używaj *Personally, I ..., In my opinion ..., I think ..., I believe ..., As far as I'm concerned, ...* List do redakcji zakończ zdaniem *I will be interested in hearing other readers' opinions on this subject*.

Przydatne połączenia zdań:

- Aby zaznaczyć kolejność wyrażanych opinii czy pomysłów, używaj wyrażen *Firstly, Next, Finally*.
- Jeśli chcesz dodać kolejne pomysły lub opinie do wcześniej wspomnianych, użyj wyrażen *Furthermore* lub *What is more*.
- Aby wyrazić opinie sprzeczne z wcześniej wyrażonymi, używaj wyrażen *However* i *Nevertheless*.

Zakończenie:

Jeśli nie znasz nazwiska osoby, do której piszesz, użyj zwrotu *Yours faithfully*.

A letter of application and CV

► str. 89 (Unit 7)

Styl: Formalny – nie używaj skrótów.

Początek: W prawym górnym rogu napisz swój adres, a pod nim datę. Następnie napisz zwrot grzecznościowy *Dear Mr (Smith)* (gdy jest to mężczyzna), *Dear Mrs (Smith)* (gdy chodzi o kobietę – mężatkę) lub *Dear Ms (Smith)* (jeśli nie wiesz lub nie chcesz zwracać uwagi na to, czy kobieta jest mężatką, czy – nie). Jeśli nie znasz nazwiska osoby, do której piszesz, użyj wyrażenia *Dear Sir or Madam*.

Przydatne zwroty i wyrażenia:

- Podanie o pracę rozpocznij zdaniem *I am writing in response to the advertisement in ...*
- Użyj zwrotów *I would like to apply for the job of ...*, *I enclose a CV with information about myself*, *I have experience of ...*
- Zakończ zdaniem *I look forward to hearing from you*.

Zakończenie:

Jeśli znasz nazwisko osoby, do której piszesz, użyj zwrotu *Yours sincerely*. Jeśli nie znasz nazwiska osoby, do której piszesz, użyj zwrotu *Yours faithfully*.

Treść: Rozpocznij od podania informacji o jaką pracę się ubiegasz. Wyjaśnij dlaczego jesteś dobrym kandydatem/kandydatką na tę pozycję, podając swoje dotychczasowe doświadczenie oraz dodając stosowne szczegóły dotyczące twojej osobowości.

A story

► str. 113 (Unit 9)

Przydatne zwroty i wyrażenia:

- Używaj przymiotników (np. *young, famous, beautiful*) i przysłówków (np. *quietly, immediately, quickly*) aby twoje opisy były ciekawsze.
- Aby opisać czas wydarzeń, używaj określeń czasu np.: *One day, Last weekend, Two weeks ago, On Friday, On Saturday night, Suddenly, Two weeks later*.
- Aby przedstawić kolejność wydarzeń mówiąc o wydarzeniach z przeszłości, używaj wyrażen *At first, First of all, Then, Next, Finally, In the end*.

Przydatna gramatyka:

- Past simple (Czynność zakończona w przeszłości.)
- Past continuous (Czynność trwająca w danym momencie w przeszłości. Często stosujemy ten czas do opisu tła wydarzeń z przeszłości.)
- Past perfect (Czynność wykonana przed inną czynnością w przeszłości.)

Treść: Opisz, gdzie i kiedy wydarzyła się historia, którą przedstawiasz, oraz kto jest jej bohaterem. Przedstaw główne wydarzenia. Opisz zakończenie historii oraz jej skutki.

An email of advice

► str. 101 (Unit 8)

Styl: Nieformalny – stosuj skróty.

Początek: *Dear* lub *Hi* oraz imię osoby, do której piszesz.

Przydatne zwroty i wyrażenia:

- Rozpocznij od *I'm writing to tell you about/ because ...*, *I hope you're well*, *Thanks for your letter* lub *It was good to hear from you*.
- Zadać pytania, takie jak *How are you?*, *How are things?*
- Aby zmienić temat, użyj wyrażenia *By the way* albo *Anyway*.

Zakończenie:

Please write back soon, That's all for now, All the best.

Przydatne połączenia zdań:

Aby zaznaczyć kolejność pomysłów, używaj wyrażen *First, Firstly, First of all, Then, Next, After that, Finally, Lastly*.

Przydatna gramatyka:

Użyj *should/shouldn't* żeby udzielać rad.

Text messages

► str. 125 (Unit 10)

Styl: Nieformalny.

Przydatne skróty:

PLS	@	L8R	B	BCZ	L8
MSG	SPK	THX	2DAY	2MORO	WKND
XLNT	2nite	2	YR	C	U
WOT	R	B4	GR8		

CHECKING YOUR WRITING

Sprawdź czy w twojej pracy nie ma błędów związanych z:

- interpunkcją
- brakującymi słowami
- użyciem wielkich liter
- zgodnością podmiotu zdania z orzeczeniem (np. *He goes ...* a nie *He-go*.)
- szykiem zdania
- pisownią
- stylem
- czasami gramatycznymi
- treścią
- nieprawidłowo użytym słownictwem

Unit 1

1.01

birth, childhood, adolescence, middle age, old age, death

1.02

1 Joshua: My name's Joshua. I'm ten years old. I've got three brothers and three sisters. One of my sisters is very special to me. I think that's because she's almost the same age as me. She's 11.

2 Olivia: Hi, I'm Olivia and I'm 15. I'm an only child. My parents are divorced and I live with my father. I've got one cousin. Her name is Olivia, too! We spend a lot of time together.

3 Jessica: My name's Jessica and I'm 78 years old. I've got four children, six grandsons and six granddaughters. I love being with them all; it's great having a big family. And even after all this time, my husband is so important to me. We got married 55 years ago. Can you believe it? ... 55 years, but it feels like it was yesterday!

1.03

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

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

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

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

out what's going on with each other. It's so important for a family to talk, I think.

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

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

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

1.05

Emma: Have you got any brothers or sisters?

Liam: Yes, I've got one brother.

Emma: Me too. How old is he?

Liam: He's 22.

Emma: Does he live at home?

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

Emma: How often do you see him?

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

Emma: That's good! I see my brother every day because he's only 14. What do you usually do at the weekend?

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

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

1.06

Have you got any brothers or sisters?

How old is he?

Does he live at home?

How often do you see him?

What do you usually do at the weekend?

What about you?

1.07

Presenter: In our studio today we have Dr Rose Spencer, a university lecturer, who specialises in child and teenage psychology. Good afternoon, Rose.

Woman: Good afternoon.

Presenter: I'd like to discuss something you wrote about in your blog. In it, you quoted Dr Robert Epstein, who claims that modern teenagers in the USA should be treated more like adults and, as a consequence, given more responsibilities.

Woman: Dr Epstein, an American expert on adolescence, says that in our society adolescence is often an extension of childhood, as our teenagers have got too much free time. According to his studies, teens spend about 70% of their time with peers and the media, and, as a result, these become their role models.

Presenter: Shouldn't those role models be parents?

Woman: Yes, parents and all the other mentors in their life, like teachers, sports instructors, and older members of the family. They should all be showing teenagers what responsibility is.

Presenter: How?

Woman: Teenagers learn what it's like to take care of their siblings, grandparents, pets – or, on a larger scale, the environment – by observing their mentors. We have to give our teens responsibilities, for example, helping their younger siblings with homework or taking care of their pets. Only then can they become more independent and more confident.

Unit 2

1.08

1 burglar 2 mugger 3 fraudster 4 pirate
5 robber 6 shoplifter 7 thief 8 vandal

1.09

1 Three men entered the National Bank in Bristol last night and took over a million pounds. Police do not know how the criminals entered the bank, but they are looking to trace a white van which was parked outside the bank yesterday afternoon.

2 Police arrested six young men in Brighton city centre yesterday. The men broke the windows of several shops and damaged a number of cars parked there.

3 In entertainment news, pop star Pink has a new album out this week, but the artist is unhappy because there are already thousands of illegal copies on sale. The singer is asking her fans not to buy these illegal copies.

4 Supermarket chain Bestco said yesterday that they are very worried about the number of thefts in their supermarkets. Bestco lose millions of pounds each year because of the theft

of all kinds of products, from milk to perfume.



1.11

Daniel: Hi Jim.

Jim: Hi Daniel.

Daniel: Jim, did you watch that new detective programme on TV last night?

Jim: What? That American film that was on in all the cinemas last year?

Daniel: No, no, this was a documentary. It was explaining how modern detectives work and how they investigate cases.

Jim: No, no, I didn't. I studied in my room for an hour or two, then had dinner and read for a while.

Daniel: Well, I watched it, but I had a really unusual evening in the end.

Jim: Why? Wasn't it interesting?

Daniel: Oh, no, it was great. It had lots of really interesting facts ...

Jim: So, what was the problem?

Daniel: Well, my parents weren't watching the programme with me. They were doing something on the computer together in another room. I think my dad was teaching my mum to do something.

Jim: And?

Daniel: Yeah, so while I was watching the programme, I suddenly heard a really loud noise, like a big crash. I didn't know what it was.

Jim: So what did you do?

Daniel: The first thing I did was call my mum and dad, but they were in the other room and they probably had music on so they couldn't hear me.

Jim: Weren't you scared?

Daniel: Yeah, but because of the detective programme I thought I should go and investigate, you know. So I went towards the kitchen, which is where I thought the noise came from.

Jim: Could you hear anything now?

Daniel: Yes, somebody was crying. Well, that's what I thought at first. I was quite frightened to be honest. But I decided to be brave and go inside. I opened the door slowly and straight away I saw broken plates and glasses and dishes all over the floor.

Jim: What! Who did that?

Daniel: You'll never guess ... Our new cat! I don't know what he was doing in the kitchen because we never let him in there. But he got in, and jumped onto the table, maybe to get some food or something. He obviously knocked over all the plates and dishes that were there after dinner.

Jim: And the crying?

Daniel: It wasn't a person crying. It was the cat. He was making a terrible noise because I think when everything fell off the table; a big empty box fell on him.

He was frightened because suddenly he couldn't see anything or move!

Jim: Good detective work!

Daniel: Hmm, yeah, I suppose so. But I decided last night that I don't enjoy surprises like that, so I don't want to be a detective! Tonight there's a documentary about animals. Maybe I need to watch that so I can teach my cat to behave!



1.12

1

Girl: Hey, where's my water? I left a bottle here on my desk just a moment ago.

Boy: Oh no. I'm sorry. Was it yours?

Girl: Yes. Did you take it?

Boy: Yes. I'm so sorry. I was really thirsty and I just saw it there.

Girl: Oh well. It doesn't matter. It's only water.

Boy: Let me get you a new bottle in the break.

Girl: Don't worry about it.

2

Boy 1: Hi Dylan. Did you bring my book?

Boy 2: Which book?

Boy 1: The book we have to read for English. The one I lent you yesterday.

Boy 2: Oh no! I left it at home. Sorry!

Boy 1: But I need it for my class now. The teacher's going to be really angry!

Boy 2: I'll make it up to you.

Boy 1: How?

Boy 2: Erm ...

Boy 1: Dylan, that's the last time I lend you anything.

Boy 2: I'm really, really sorry. I feel terrible.



1.13

Police officer: Edinburgh police, Constable Mary McDonald speaking. How can I help you?

Girl: Good morning. I'd like to speak to someone about a problem with my documents.

Police officer: Could you please give more specific information?

Girl: Oh, my name is Dorota Żulczyk, and I'm from Poland. I'm calling because I've lost my passport. I mean, I think it was stolen. It was in my wallet, which was in my backpack, but I can't find the wallet anywhere.

Police officer: I'm sorry to hear that. What is the nature of your visit to the UK?

Girl: Could you say that again, please?

Police officer: Could you tell me what you are doing in the UK? Are you on holiday or attending a summer school?

Girl: Oh, I'm here on holiday. I'm visiting my brother who studies at the University of Glasgow, and we came here to do

some sightseeing. I love it here but now I don't know how I'll return home without my passport.

Police officer: Try not to worry. You will be able to return home without too much trouble. However, you will need to report the loss of your passport in person. Are you still in Edinburgh?

Girl: Yes. Yes, I am.

Police officer: Then you should visit the nearest police station to report the loss of your passport. Then you will need to apply for a temporary passport from the Polish Consulate. I think you have to do that in person, too.

Girl: Thank you very much for your help.

Police officer: You're welcome. Please visit the police station as soon as possible.



1.14

Speaker 1: So, does anyone here use the Internet? Of course you do. All teenagers do. And you probably all have your own personal accounts on Facebook, Instagram, Snapchat, or one of the other popular social media sites. Please put your hands up if you do.

That's everyone in that case. But do you all know how to protect your privacy on the Internet and how to stay safe? This is what I'd like to talk to you about ...

Speaker 2: Our next speaker, Detective Inspector Morse, is a specialist in art. That doesn't mean, of course, that he's an artist himself, but he has taken part in many investigations aimed at recovering stolen pieces of art. Today he is going to talk about the spectacular, well-organised and unusual theft of a painting from a very well-protected museum ... or rather not as well protected as everyone believed. Please welcome Detective Inspector Morse.

Speaker 3: Hi! I was hoping I would be able to talk to you, but well, I'll just leave a message instead. I'm really fed up with you and your friends. I don't complain when you have parties on Saturdays, but it was Tuesday yesterday. I had to get up early for work today, but with all the music and the noise from your apartment I was unable to get any sleep at all! I'm warning you, next time you throw a party on a weekday, I'll call the police!

Speaker 4: Madam, calm down, please. It's all going to be alright. I know it all happened quickly, but we've got your bag and everything that it contained: your documents and your wallet. Unfortunately, the mugger got away. The young woman who chased after him got your bag off him, but the thief managed to escape. Now, can you remember anything in particular about

him? Can you give us any details? What did he look like? All we know is he was wearing a hoodie.

1.15

- 1 I failed my driving test last week.
- 2 Oh, no! I'm so sorry! I didn't notice you ...
- 3 Why did you tell Emma I was engaged to Mark? I'm so angry with you!
- 4 Excuse me, is this seat taken?
- 5 Alice, I'm really sorry but I can't come to your party.

Unit 3

1.16 & 1.17

- 1 Argentina Argentinian Spanish
- 2 Austria Austrian German
- 3 Brazil Brazilian Portuguese
- 4 Bulgaria Bulgarian Bulgarian
- 5 Egypt Egyptian Arabic
- 6 Japan Japanese Japanese
- 7 Mexico Mexican Spanish
- 8 Poland Polish Polish
- 9 Russia Russian Russian
- 10 Switzerland Swiss Romansh/ Italian/ German/ French
- 11 Thailand Thai Thai
- 12 Turkey Turkish Turkish

1.19

Speaker 1: I love languages. The first foreign language I studied was French, at school. Then I learned Spanish. I also did a bit of Japanese because I had a Japanese friend. But now I'm learning an artificial language ... No, it isn't Klingon or anything like that. I'm learning Esperanto. A Polish man called Zamenhof was the man who created Esperanto. He thought that a new, universal language could stop war and bring peace. You know, I actually really like that idea. That's why I started learning it. It isn't a very difficult language, and they say that there are more than a million people who speak it!

Speaker 2: French was the first foreign language that I studied at school. But I was never very good at it to be honest. I think that's because I never thought it was very useful. I had no intention of ever going to France or Switzerland. But now I work for a big multinational company and I travel a lot. Mexico and Argentina are two countries where I do a lot of business. So, I'm learning Spanish. It helps me to communicate when I work there, and it means I can chat to people there and make friends. Apart from that, did you know that over 400 million people speak Spanish? That's another good reason to learn it. And I'm really enjoying it, too!

Speaker 3: Well, I love comics and fantasy and science fiction. I always loved the *Star Trek* films, for example, and I wanted to learn Klingon for a while. But then I started getting interested in manga. You know, they're comics that come from Japan. That was when I decided to start learning Japanese. I wanted to be able to read the comics and also to understand more about the culture of the country. I think learning a language is more than just grammar and vocabulary. It's getting an idea about how people think. That's especially interesting with Japanese because I think the culture is totally different from British culture.

Speaker 4: Klingon is an incredibly difficult language to learn! It was a TV series called *The Big Bang Theory* which made me want to learn it. There's a character in the series called Sheldon. He's the character that I like the most, and he can speak Klingon. I know that it came from the *Star Trek* TV series but I don't know whose idea it was to create the language ... It's true that it isn't very useful but people are always interested when I tell them that I'm learning it. They can't believe it when I tell them that over 300,000 people bought the English-Klingon dictionary, or that somebody translated Shakespeare into Klingon!

1.20

Receptionist: Good morning. This is the Cardiff English Centre. How can I help you?

Student: Good morning. I'd like some information about your summer courses.

Receptionist: Yes, of course. We have a course for students aged between 14 and 17. It begins on the 10th of July.

Student: Sorry, did you say the 10th of July?

Receptionist: Yes, that's right. The course lasts two weeks.

Student: Do you organise accommodation?

Receptionist: Yes, we do.

Student: How much is the course?

Receptionist: The price of a two-week course is £815.

Student: Could you repeat that?

Receptionist: Yes, I said the price is £815.

Student: Does the price include other activities?

Receptionist: Yes, it does.

Student: What other activities are there?

Receptionist: There are excursions, discos and sports activities, including sailing.

Student: Oh, that sounds interesting. Can you send me a registration form?

Receptionist: Yes, of course. Can you give me your name and address?

Student: Yes, it's ...

1.21

Elise: Can you tell me something about the school dance that everybody is talking about? This ... hundred-day-party or something?

Piotr: It's something like a prom, or a high school ball, in Polish we call it *studniówka*, or a hundred-day-dance. It's called this because it's held a hundred days before our final exams start.

Elise: So what exactly do you celebrate?

Piotr: Well, a lot of things. First of all, finishing our education - after 12 years spent in school we are taking our final exams, so it's the end of a certain stage in life. Also, there are only 100 days of study left before the final exams, so it's our last chance for a big party.

Elise: Are there any customs connected with it?

Piotr: There are all kinds of funny traditions and customs you have to follow. For example, we should wear the same suit for the party and for the exams.

Elise: What about girls? Do they have to wear the same clothes?

Piotr: No, of course not. They wear really smart clothes for the party, you know, dresses and high heels. But some of them believe that they should wear red underwear for the ball, and then wear the same thing, for example, a garter, for the exams, because they believe it will bring them good luck.

Elise: Really? That's nice.

Piotr: They also believe that they shouldn't cut their hair between the school dance and the final exams, or they will have bad luck in the exams.

Elise: Do you have any special music, a DJ, or a live band?

Piotr: Yes, every ball starts with the students and teachers dancing the polonaise, a traditional Polish dance. Every school does it, I think.

Piotr: I've got to run to class. See you later, Elise!

Elise: Bye.

1.22

Oh, hi, Elise. This is Piotr speaking. I've been trying to contact you all evening, so I'll simply leave a message. I'd like to invite you to go to the school dance with me. You know, the *studniówka* dance we talked about earlier. It's next month, on Sunday January the 27th, so you'll still be here in Poland. I'd be really happy if you could go with me. I'll try to call you again. Bye!

 1.23

1

Woman: I understand why you're unhappy about the grade, Kate, but you made too many mistakes to get a better one. If you had revised more before the test, I'm sure you'd have completed all the questions correctly.

Girl: Yes, Miss Robinson, of course you're right, but I was ill for two weeks before the test and I really wasn't able to study.

Woman: Well, you can always retake it.

Girl: Oh, I will. Could I just take a look at the mistakes I made?

Woman: OK. Come to the staffroom during the lunch break, please, I really need to go to my classroom now.

Girl: Thanks, Miss Robinson! See you later!

2

Oh, hi. I'm calling about the ad I saw on the Internet. I'm interested in the Korean lessons you're offering. I need to learn some Korean because I've got a scholarship to study in Seoul for a year. I only have five months before I go, so I'd like to have lessons a few times a week, if possible. I'll call you back. Oh, and my name is Grace by the way, Grace Jamieson.

3

Have you ever heard about a language that has been revived, that is brought back to life after it disappeared? An example of such a language is Cornish, a Celtic language spoken in Cornwall in Great Britain. Right now there are about 3,000 speakers of Cornish, but it disappeared at the end of the 18th century, when the last native speaker died. However, at the beginning of the 20th century, thanks to the efforts of some scholars, who published books and dictionaries of Cornish, the language was reborn. Today, there are families raising their children with Cornish as their first language, there are also radio broadcasts and magazines published only in Cornish. Now, let's move on to talk ...

4

Last night the police arrested a young man who had broken into a house in Oak Hill. The house belongs to a middle-aged couple. They were sitting in the living room on the ground floor. The man was telling a joke to his wife and suddenly they heard some loud laughter upstairs. It turned out that it was the young man, who had broken into their house through the attic window but couldn't stop himself from laughing at the joke. The house owner locked the thief in the room upstairs and called the police.

5

Some people think that being a polyglot must be a lot of fun, full of exciting journeys and lots of adventures. Well, the truth is, it isn't. One of my problems is mixing languages, especially when I don't know a word in the language I'm using, but I can remember it in another language.

Another thing that annoys me is people asking me questions in order to test my knowledge. However, the worst thing of all is that no matter what language I try to speak, everybody talks to me in English, because I'm English.

6

Harry: Hi, Sophie. You look tired. What's up?

Sophie: Hi, Harry. I hardly got any sleep last night.

Harry: Really? Why?

Sophie: I was preparing my speech for the public speaking contest. I kept rehearsing it in front of the mirror but I couldn't get it to sound right. And when I went to bed, I couldn't fall asleep. I was so stressed out!

Harry: But the contest is tomorrow, right?

Sophie: Yeah, Harry, but I know I'll make a fool of myself! I don't know what to do with my hands, and I can't stop shaking ... It's going to be terrible!

Harry: Calm down, Sophie. I'll drop by in the afternoon and you can practise it with me, OK? Maybe I could give you some advice.

Unit 4

1.24

1 forehead **2** cheek **3** chin **4** throat
5 back **6** wrist **7** thumb **8** neck **9** shoulder
10 chest **11** elbow **12** hip **13** thigh
14 knee **15** heel **16** ankle

1.25

Speaker 1

Woman: What's the matter?

Man: It's my stomach.

Woman: Did you eat something bad?

Man: I don't think so. I know five or six people at work who've got the same thing at the moment.

Woman: Yes, there are a few people in our office who are ill with it, too. Go home and stay in bed. And don't forget to drink lots of liquids.

Speaker 2

Man: Are you OK?

Woman: No, not really. I've got ...

Man: Wait, I'll get you some water.

Speaker 3

Girl: What's the matter?

Boy: I can't think, I can't concentrate. It really hurts!

Girl: Take an aspirin.

Boy: I took one an hour ago, but it still hurts.

Girl: Well, stop doing your homework, lie down and close your eyes. That might help.

Speaker 4

Ow, that hurts! Oh, I can't eat anything at the moment. Whenever I eat something cold like ice cream, this tooth starts to hurt ... Ow!

1.26

1 painkiller **2** heart attack **3** health centre
4 waiting room **5** food poisoning **6** first aid

1.27

Presenter: Now, of course, what a lot of people don't realise is that acting can be quite dangerous, can't it?

Expert: Yes, it can. We watch a film now and think it's all computers and special effects. Of course, computers and special effects help to create the action. But the actors, and their doubles, do a lot of the things that you see, too.

Presenter: The 'doubles'? Those are people who look like the real actor and do all the dangerous scenes?

Expert: That's right. All actors have a double for some scenes. But there ARE some famous actors who do the dangerous action scenes themselves. Jackie Chan is a famous example.

Presenter: Jackie Chan? The famous actor from Hong Kong? Has he had any accidents?

Expert: Are you joking? He's already had lots and lots of serious accidents!

Presenter: Oh, really?

Expert: Yes, he's just made a new film and he's done something interesting to promote it. He's made a poster with a list of all his injuries. Let's see. It says here that he's broken his nose, not once, not twice, but at least three times!

Presenter: Ouch!

Expert: He's broken his ankle twice and he's lost a tooth.

Presenter: Has he ever had a really serious accident?

Expert: Yes, he has.

Presenter: What happened?

Expert: It was in 1986. He jumped down from a wall to a tree. He didn't catch the tree, he fell several metres and hit his head on a rock. He nearly died.

Presenter: That's terrible! It's amazing that he hasn't stopped making films yet!

Expert: I don't think he'll ever stop! He's often had serious accidents and continued to work the next day.

Presenter: Really?

Expert: Yes, even with a broken ankle!

Presenter: How can he do that?

Expert: Maybe actors start believing that they're somebody else, that they're superhuman and that nothing can hurt them. Especially when they play action heroes.

Presenter: What about the most famous action hero, James Bond? Has Daniel Craig ever hurt himself making the Bond movies?

Expert: Yes! He doesn't do all the action scenes himself. But he has cut his finger and his face, he's also broken a finger and he's hurt his arm. Actors like Daniel Craig and Jackie Chan want to make the action look real. So there are always scenes where you can see that it's them doing the action.

Presenter: Well, it all looks very exciting in the cinema. But in real life, you need to remember that you can get a serious injury doing these things. Just look at Jackie Chan and Daniel Craig!

1.28

Well, er, let's see, there, there are two people in the picture and, er, I think they're in a hospital, yeah a hospital, or maybe, maybe in a school hall, yes, probably in a school hall because the man looks like a teacher I think. And there is a girl, I think she's a student, maybe she's about 15 or 16. There's a body on the floor, but it's, erm, I don't know the word, but it isn't a real person. It's, erm, it looks like the teacher is explaining parts of the body, or maybe he's explaining what to do if somebody is ill. Maybe he's also a doctor or a nurse, I'm not really sure because he's not wearing a uniform, just jeans and a T-shirt. I think it's a first aid class and the teacher has shown the girl how to help someone in an emergency, er, and the girl is now practising. I'm not totally sure what the emergency is, I imagine that the person's heart has stopped working. The thing is I've never done first aid, but I think it's useful, yeah, it can be very useful ... in some situations.

1.29

Today's topic is body image. A healthy body image is what you have if you feel good about your body and happy about the way you look. If you think about your body in a negative way, that is, if you think you're overweight, or unattractive, you probably have an unhealthy body image. This may become an obsession, which results in you trying to change your body at any cost. It may lead to some life-threatening medical conditions, for example, eating disorders, which are becoming a serious problem in the UK. The problem is most serious among young people aged 10 to 19.

Why do so many young people feel so negative about their bodies? I think it is reasonable to blame the media for the situation. They often present images of people with perfect bodies, perfect skin, and perfect hair. These communicate the message that you also need to look like that in order to feel good about yourself and to be popular and successful. They encourage people to go on a diet and do exercise so that they can get closer to this state of perfection. I think it's important to understand that nobody's perfect. What you see in the media is usually photoshopped and, therefore, fake. Such bodies are impossible to achieve, even with the best diet and exercise routine. It's important to remember that we should love and value ourselves for who we are, not for what we look like.

1.30

- 1 So, what seems to be the problem?
- 2 What should I do, doctor?
- 3 Have you ever broken your leg?
- 4 How long have you had that cough?

Unit 5

1.31

advert, cartoon, chat show, comedy, cookery programme, documentary, drama, film, game show, reality show, soap, sports programme, the news

1.32

- 1 Oh, I love watching this programme. You learn so much about nature, about animals and plants and everything. It's so informative.
- 2 Did you see last night's episode? It really made me laugh. You know, when you suddenly remember that the characters aren't real, they're just drawings, it's incredible that they can be so realistic and so funny.
- 3 Wow! Come and watch! It's really exciting. It's 2-2 and there's only two minutes of extra time left. Who do you think is going to win?
- 4 Tonight the presenter is interviewing Angelina Jolie. I want to watch because she's always got a lot of interesting things to say. And that presenter doesn't just ask the typical boring questions that other people ask.
- 5 Did you watch it last night? The prize was £10,000. The contestant just had one more question to answer. It was really easy, even I knew the answer. But you know what? She got it completely wrong and lost everything!

1.34

Presenter: Good morning everybody. This is Anne Davis and you're listening to Radio West. Now, last night was the start of a new series of *Downton Abbey*. Some people are saying that TV in the UK at the moment is better than ever, but others say the programmes just aren't good enough. So for our radio phone-in today, I want you to tell me what you watch and what you think of today's TV in the UK. Our phone lines are now open, and yes, I think we have our first caller. Hi there. What's your name and where are you calling from?

Tyler: Hi Anne, I'm Tyler and I'm calling from Bristol.

Presenter: Hi Tyler. So, what do you think of TV at the moment, and what do you usually watch?

Tyler: Well, you talked about *Downton Abbey*. I never watch British drama series like that. They're too slow and boring. In my opinion, British drama isn't as good as American drama. In fact, really the only thing I like watching on British TV are the comedy series. Most programmes are too serious for me – you know, the news, all those long documentaries ... I'm tired at the end of the day. All I want to do is relax and have a laugh.

Presenter: Okay. Thanks Tyler. Our next caller is ...

Olivia: ... Oh, is it me? I'm Olivia. Morning, Anne.

Presenter: Morning to you, Olivia and where are you calling from?

Olivia: Blackpool.

Presenter: Okay, what do you usually watch and what do you think about the state of TV here in general?

Olivia: I really love doing sport in my free time and NOT watching TV. The thing is, I think that people in this country watch too much television. People are too lazy to switch the TV off and get up off the sofa. Then, when I go to school, everybody's talking about a new reality show or a chat show. It's like they're talking a different language! People say they haven't got enough free time. But the only thing people do in their free time is watch TV!

Presenter: Hmm. Okay. Thanks Olivia. And who's our next caller?

Harry: Harry ... From Oxford.

Presenter: Thanks for calling, Harry. What would you like to say?

Harry: Well, I don't agree with the first caller. I think our TV is as good as TV in the US for example. It's true, they have hundreds of channels. But there's nothing good on them!

Their programmes are less informative than ours. I mean, personally, I love documentaries. And I think our documentaries are probably the best in the world!

Presenter: Thanks, Harry. One last caller before we listen to the new single from Rihanna. Hello? Who's calling?

Lily: Hello there, Anne. I'm Lily, calling from Cardiff. I'm happy enough with TV today. I mean, it's as good, or as bad, as it's always been. There are some great programmes and some awful ones. You can learn a lot from watching the TV if you choose the right programmes. Me, I always watch game shows and quiz programmes. They can be good fun. But you can also get a lot of information – some of it useful, some of it isn't, but it's always interesting. Of course, it's also very important to switch off the TV when there isn't anything good on.

Presenter: Lily, thanks very much for that. Definitely agree with your last point. Anyway, we'll be taking more of your calls in a moment, after this song by ...

1.35

Girl 1: Shall we go out tonight?

Girl 2: No, I'm a bit tired. Why don't we stay in and watch TV?

Girl 1: OK. Do you know what's on?

Girl 2: Let's have a look at the TV guide. Hmm. At nine o'clock there's that new drama series set in the future, *Space 2112*.

Girl 1: I don't really like drama series, especially not science fiction.

Girl 2: OK then, what about this?

At 9 pm on the other channel there's a documentary about how the world will end. It's called *Catastrophes*.

Girl 1: That sounds a bit too serious and scary for me. What do you think? Isn't there anything more relaxing?

Girl 2: Well, on BBC2 there's a documentary about crime in the UK.

Girl 1: That's not very relaxing!

Girl 2: Well, all right then, there's a cookery programme on ITV. Mmm ... I find food shows can be a bit boring.

Girl 1: I know what you mean, but I think it's better than the usual cookery programmes because it's a cookery competition for famous people.

Girl 2: Okay. You're probably right. Let's watch the cookery programme then.

Girl 1: Fine!

1.36

It has just been announced that one of the most popular superhero series, Marvel's *Agents of S.H.I.E.L.D.*, will be renewed for a sixth season. Until recently, the show producers have been repeating that season five would be the final season of the whole series. However, the show

has kept growing in popularity and has, as a consequence, attracted a fairly large audience. In addition, both fans and TV critics kept asking the producers not to cancel the series, posting their comments on websites and social media. We already know that season six will be shorter, as there will only be 13 episodes, not 22; also, we will probably have to wait over a year, until the summer of 2019, to see the new adventures of S.H.I.E.L.D. agents. It's not yet known which of the characters will appear in season six, as season five's last episode will be shown in the coming weekend. According to the show's producers and actors, the final episode is going to be extremely emotional and will no doubt result in many viewers crying. Does that mean that everyone's favourite, agent Phil Coulson, is going to die, or will he be saved? I guess we will all find out on Friday. Here's more news from the entertainment ...

Unit 6

2.01

beach, desert, forest, ice cap, island, jungle, rainforest, lake, mountain, mountain range, ocean, sea, river, valley

2.02

1

Girl: Isn't it terrible what's happening in the village?

Boy: I know, it started raining on Sunday and it just hasn't stopped for days.

Girl: Yeah, and with all that water, lots of people are leaving their homes. It's just too dangerous to stay there.

Boy: Yeah, and have you seen how the water just carries away all the cars? Scary! Really scary.

2

Teacher: OK and what's this? Well, it's a region of the upper atmosphere, between about 15 and 30 kilometres in altitude. It has quite a lot of ozone and the ozone absorbs the sun's ultraviolet radiation. But the big problem is the hole right here, over the Antarctic and the Arctic. This hole is caused by CFC gases and other gases.

3

Man: Well, it's stupid, isn't it?

Woman: I know, they always tell us to sort our rubbish and to recycle it, but then they don't give us anywhere to put bottles and glass.

Man: That's right. And in the end there's no alternative. You have to put all the rubbish in the same bin.

4

Woman: It's so hot today, though, isn't it?

Man: Certainly is. They say it's the hottest day of the year. Well, no, not of the year, the hottest day in the last ten years.

Woman: And they say it's going to get hotter.

Man: One day this is all just going to be desert, believe me.

2.04

Richard: Our next story on *Green World* is about a school in England. This school has had a great idea for creating green, sustainable energy. Here to tell us about it is Cathy Smith. Cathy, what is this idea?

Cathy: Hi Richard. Well, in most schools, if you run in the corridors, you get into trouble. But at Simon Langton Grammar School if you run in the corridors, the teachers will probably be really happy.

Richard: Why is that?

Cathy: Because if you run, you help to produce electricity for the school. And it's all thanks to an old student from the school, Laurence Kembell-Cook.

Richard: That sounds amazing. How does it work?

Cathy: Well, one of the corridors has a special floor. It has 12 metres of special squares or tiles. When you walk on them you produce electricity. Just one step produces about four watts of power. And you produce more energy if you walk fast. Laurence says the squares will produce 100 watts when the corridor is busy. And he also calculates that if the students walk on the squares for one year they'll produce enough electricity to charge 853 mobile phones, or one mobile phone for two and a half years, and keep one light working for more than two months!

Richard: So if they produce extra electricity, the school will save money.

Cathy: That's right. And of course they don't create any pollution because this is green energy. It's interesting because the special corridor goes to the technology classrooms. So when students walk to class they can see a practical example of how clever and important technology can be.

Richard: It's a brilliant idea, isn't it? How did Laurence think of it?

Cathy: He first had the idea when he was at Victoria Station in London. It was the busiest time of the day. He just thought – look at all this energy! How can we use it? The amazing thing is that he was still at university at this time.

Richard: Is his school the only place where he's used this technology?

Cathy: No, he started by putting a special floor in an underground station in London during the Olympic Games. They produced enough electricity to

light the station at night! He also did something similar at the Paris marathon. Imagine how much energy you can get from all those people running!

Richard: It's such a simple idea, turning energy from walking and running into electricity.

Cathy: Yes. If they do this in every school in the country, we'll save a lot of money and help the environment, too. You know, another one of Laurence's ideas was to use it on a dance floor at music festivals. When you dance on the special floor you can use the energy to charge your mobile phone!

Richard: Wow! Maybe if the teachers let them, students won't run in the corridors – they'll start dancing!

2.05

Jamie: Listen. Are you up to anything this weekend?

Danny: Not really. What about you?

Jamie: If the weather's good, Alex and I are going to go to the beach. Do you fancy coming?

Danny: Sure. What time shall we meet?

Jamie: How about 11 o'clock?

Danny: OK. Why don't we meet at the station?

Jamie: Fine. I'll bring some sandwiches and we can have lunch on the beach.

Danny: What will we do if it rains?

Jamie: I'll give you a ring on your mobile and we'll go somewhere else.

Danny: OK. Listen. I'll ring Liz too and ask her to come.

Jamie: Good idea. See you tomorrow at 11.

2.06

1

Woman: And now in the studio we have Steve Jones, who once watched his home town struggling with a hurricane on live TV. Hello, Steve.

Steve: Hi.

Woman: Would you tell us first where you live?

Steve: Sure. I live on Key West, which is the name for both an island and a city in Florida.

Woman: What's the climate like there?

Steve: It's a tropical climate, so it's hot in the summer and not so hot in winter. We usually get quite a lot of rain from May to October.

Woman: Tell us about the hurricane. Where were you when Irma struck Florida?

Steve: I was in England. I went there to take part in a writers' convention in London. I thought I could also do some sightseeing, maybe see the Scottish mountains and lakes, so I stayed on after the convention had finished.

Woman: Do you remember where you were when you saw the hurricane reach Key West?

Steve: Of course I do. I was staying in a hotel in York and was watching the live reports on CNN. It was terrible, as I'm sure you can imagine ... I was extremely worried.

Woman: About your family?

Steve: My wife was with me in Europe, but two of my sons are firefighters, so I knew that they were rescuing or helping people. Did you know that 25% of the residents stayed, even though the state authorities told everybody to evacuate the area? Of course we were both worried sick.

Woman: But the damage in your area was not the worst, was it?

Steve: No, not in my neighbourhood, but when a hurricane strikes, there is always damage. A lot of houses and boats were damaged, but luckily no one was killed in the Keys, though about 40 people were injured.

Woman: So, did you both go back home?

Steve: Sure we did. As soon as we could.

Woman: Well, thanks, Steve, for coming into the studio.

Steve: Thank you.

2

Good morning, everyone. My name is Christina Jones. I work for the Environment Agency and I was invited by the local authorities to this residents' meeting to talk about how floodwater can get into your homes, and what can be done to prevent it. Of course, it is impossible to protect your house completely if flooding happens, but there are some things you can do to reduce the damage. But first, how can floodwater get into your property? Yes, you're right, through the doors and the patios, but also through gaps in the floor and air bricks in the walls. Maybe not everybody knows what air bricks are – they are bricks with holes in them and they are used to improve ventilation. Floodwater can also get through the plumbing in your homes – the water pressure can get so high that the floodwater enters your house through toilets, sinks and washing machines. There are special products you can install to prevent this, for example, special covers you can fit to prevent floodwater from getting through the doors and the patios. My assistant, Terry McBride, will tell you more about this ...

Unit 7

2.07

builder, fashion designer, firefighter, journalist, librarian, mechanic, nurse, plumber, police officer, receptionist, shop assistant, vet

2.08

Speaker 1: In my job, I work both outside and inside. I get my hands dirty a lot of the time! I need to be very fit and strong because I'm sometimes carrying heavy objects – mainly bricks! I have to be hard-working and reliable because my clients want me to get the job done on time.

Speaker 2: I need to be very creative in my job. I'm always thinking of new materials, new combinations of colours, new styles. I can never repeat myself. People want their clothes to be original, different. It's my job to create those clothes.

Speaker 3: Well, I think I'm well-organised. It's essential in my job. There are the phone calls, emails, customers coming and wanting information, the people in the office asking me for things. I'm always giving people messages and all day people are going past the desk and stopping to chat.

Speaker 4: The best thing and the worst thing about my job are the customers. I love meeting people and helping them to choose what they want to buy, but some customers are so difficult, they're just impossible to keep happy. And then they say, 'Ooh, your clothes are really expensive, aren't they?' I just want to tell them 'I don't decide the prices, do I? I just work here.'

2.10

1 part-time 2 easy-going 3 badly-paid
4 full-time 5 well-paid 6 blue-eyed,
brown-eyed, green-eyed 7 right-handed,
left-handed 8 good-looking
9 well-known 10 well-off

2.11

Sarah: Hey, Evan. How're you doing?

Evan: Hi, Sarah. I'm fine. What's up with you? You look a bit worried.

Sarah: No, it's just ... I don't know what to do this weekend.

Evan: Why? What's happening?

Sarah: Well, have you heard that they're making a film near here this weekend?

They're looking for extras, you know, people to stand around and make the scenes look real. My mum knows the director and they've offered me a job. I'm just not sure if I want to do it.

Evan: Don't you have to be a professional actor?

Sarah: No, not necessarily. Extras are usually just normal people. But it's true that if I went I'd probably meet some famous actors.

Evan: Wow! Can you imagine? If you met somebody like Lily Collins you'd be able to get their autograph.

Sarah: No, because they tell you that you can say a quick hello to famous actors but you mustn't ask them for autographs or have conversations with them.

Evan: Why not?

Sarah: If everybody asked for an autograph, they'd never finish. They just want to do their job in peace.

Evan: Okay, but, still, it'd be brilliant if you appeared in the film.

Sarah: Yeah, I suppose so. But to be honest being an extra isn't so exciting. You have to be patient because you wait around for hours and hours. Finally they call you, you do the scene in five minutes and then you have to wait another few hours for the next scene. And sometimes you do the same scene again and again.

Evan: How do you know all this?

Sarah: My cousin was an extra once and he didn't really enjoy it. And I think this film is historical fiction. I love historical fiction. But it'll probably take ages to prepare for it. You have to get dressed up and wear lots of make-up.

Evan: Well, don't do it then!

Sarah: Yeah, well, the thing is, I want to get a tablet and I haven't got much money. I think that I'd probably earn one or two hundred pounds if I worked all weekend.

Evan: Wow! Let me do it!

Sarah: No, they're looking for a girl.

Evan: Listen, if I were you, I'd do it.

We've got a history exam next week. Take your history book and study in all those long, boring moments. That way you can prepare for the exam, make some money ... and you can appear in a film!

Sarah: Hmm, THAT's a good idea. I'll do that!

Evan: And perhaps in the end the director will see you and offer you an acting job in Hollywood!

Sarah: Okay! This could be my first step to winning an Oscar!

2.12

Simon: Good afternoon?

Girl: Good afternoon. I'm calling about a job that was in the newspaper yesterday.

Simon: Ah, yes. So, are you interested in applying for the job then?

Girl: Well, er, could I ask for some information first?

Simon: Certainly.

Girl: Thanks. Could you tell me if the job is full-time or part-time?

Simon: Well, we have both full-time and part-time jobs.

Girl: Oh, I see. Could you tell me how many hours a part-time job is?

Simon: Yes, normally a part-time job is 24 hours a week.

Girl: Aha. Do you have to work at the weekend?

Simon: Well, on Saturdays of course! That's when most people go shopping.

Girl: Oh, yes. Sorry. That was a silly question. Erm. Do you need any experience of working in a clothes shop?

Simon: No, no experience is necessary. You'll learn the job in no time.

Girl: Great. And is the job for the whole of the summer, from July to September?

Simon: No, we only need extra shop assistants in July and August, not September.

Girl: Oh, that's perfect. What sort of person are you looking for?

Simon: Someone interested in fashion, who is very sociable and friendly, who can talk to customers easily. But it's also very important that you are reliable and hard-working.

Girl: Okay. Can you tell me what the wages are?

Simon: Ah! I thought you'd never ask. For part-time posts, the wages are 140 pounds a week.

Girl: 140 pounds. I see. Could you tell me how to apply?

Simon: Easy. Just send a letter and CV to me. That's Simon Kent, at PO Box 908, Nottingham.

Girl: Would you mind repeating that?

Simon: Certainly. Simon Kent, PO Box 908, Nottingham.

Girl: Thank you so much.

Simon: Not at all. Look forward to getting your application. Bye.

Girl: Bye.

2.13

Hello everybody. As your head teacher has just said, my name is Ashleigh Barty and I work as a career adviser. I suppose you're all looking forward to your summer holidays right now, but I also know that some of you are going to look for summer jobs. I'm here to tell you which skills and achievements are valuable and worth mentioning in your CVs. First of all, it is really beneficial if you can prove that you've been doing activities requiring some responsibility. Being a member of the school council, or a leader in the scouts may seem nothing special to you, but it shows to future employers that you are a reliable person who can be trusted. Another thing is

any kind of computing skills. The fact that you have them may seem obvious to you, but it is not so clear to others, especially if you are really good at one particular skill, for example, dealing with a database or using spreadsheets like Microsoft Excel. Also, don't forget to mention if your typing speed is faster than average or if you have a gift for languages. Even if speaking some Japanese, Swedish or Arabic may not be useful in the job you are applying for, it will certainly stand out in your CV. In fact, you never know what might attract your potential employer's attention. Now, if you have any questions ...

Unit 8

2.14

Adjectives: afraid, angry, bored, excited, happy, lonely, sad

Nouns: fear, anger, boredom, excitement, happiness, loneliness, sadness

2.15

Speaker 1: What is it? It's so dark. I can hardly see. Oh no! It's coming this way! You don't think that it's a ... no, it can't be ... no, no, watch out! Aargh!

Speaker 2: Yeah. Well, this isn't exactly a great film, is it? What time does it finish again? It's already been on two hours. Hmmm. Oh dear. Nothing's happening, is it? When, oh when, is something interesting going to happen in this stupid film?

Speaker 3: Come on, come on, you can do it! Oh no! Just missed! I know we can win this match. We're going to get a goal any second. Watch! Watch! Yes, he's going to score, come on, come on. Aw!

Speaker 4: Who did this? Who broke the window? Come on! Own up. I know it was one of you. Who did it? I told you last week to be more careful with that football. And now look what you've done. I've had enough. Next time I'm calling the police. Do you hear me?

Speaker 5: Oh yes. I love it! What a beautiful present! Thank you so much. That is so nice of you, and I'm so glad you came yourself to give it to me. Wait till I tell all my friends. I'm having such a fantastic day!

2.16

- 1 He'd known him since he was five.
- 2 They went to live in another town.
- 3 She'd gone to the shops.
- 4 We'd seen him that morning.
- 5 She took her phone with her.
- 6 I'd given him my pen.

2.17

bored – boredom, free – freedom,
friend – friendship, happy – happiness,
ill – illness, king – kingdom, leader –
leadership, lonely – loneliness, mad –
madness, relation – relationship, sad –
sadness, weak – weakness

2.18

Jack: Hi, Jessica. Woah, what's the matter with you? You look angry.

Jessica: I am, Jack. It's this stupid magazine.

Jack: Why? What's the matter with it?

Jessica: There's this questionnaire, one of those personality questionnaires. I've just done it now and it says that I'm bossy, that I like being in control all the time.

Jack: Well ...

Jessica: Do you think I'm bossy?

Jack: Well, look, you ticked the statements, didn't you? 'In a group, I'm the one who makes decisions'. That's true, isn't it? Remember last week? When we all went to the cinema? You decided what film we all saw!

Jessica: Yeah, because nobody else said anything. Nobody wanted to take the decision, so I did.

Jack: Mm, but that's what it says in the next statement: 'I hate being with people who can't make decisions'. Well, that's true, isn't it? You get angry when people take a minute to decide anything. You're not very patient, are you? You hate waiting.

Jessica: What about you?! You were angry with me last week when we went out because you had to wait five minutes while I was talking to my friend.

Jack: Five minutes?! It was half an hour!

Jessica: No, it wasn't.

Jack: Yes, it was.

Jessica: Wasn't.

Jack: Was. Look. That's it. The next statement: 'I love having a good argument'. You do, don't you?

Jessica: No, I don't!

Jack: Yes, you do.

Jessica: It's just that I'm not afraid of telling people what I think.

Jack: Exactly. That's the next one. Don't you remember last night when you told the waiter precisely what you thought of the meal?

Jessica: But it was horrible. The burger was frozen in the middle!

Jack: But you didn't have to tell everybody in the restaurant. You called it an ice burger. I felt terrible.

Jessica: Oh. I'm sorry. Sometimes I don't think.

Jack: What did you say?

Jessica: I said I'm sorry.

Jack: Well, Jessica, that's the first time I've ever heard you say sorry. That's something, at least.

2.19

Cathy: Hi, Lee. How are things? Did you have a good weekend?

Lee: Yeah, brilliant. Thanks, Cathy.

Cathy: What did you do?

Lee: Oh, I went to a great barbecue on Saturday.

Cathy: Whose barbecue was it?

Lee: It was Joe's. Do you know Joe, Mike's brother?

Cathy: Yeah, I know him. Why did he have a barbecue? Was it to celebrate anything special?

Lee: Yeah. He'd passed his driving test on Thursday so he decided to have a barbecue.

Cathy: Where was it? At his house?

Lee: No. His parents have got a holiday home in the country. We went out there. We used to go there a lot when we were smaller. It's a beautiful place. And it was a good idea because there were no problems with the music or noise because there aren't any neighbours close by.

Cathy: What was the music like?

Lee: That was one of the best things about the party. One of Mike's friends is a really good DJ, he brought some cool music.

Cathy: That's good. Were there a lot of people there?

Lee: Yeah. There were about 50, I reckon, more or less. There were all of Joe's friends and some of Mike's, too. I knew most of the people there.

Cathy: Was the food good?

Lee: Yes, it was really good. Joe's parents had made lots of food. Burgers, chicken, salads, you know, the usual. And there was an amazing cake ... Oh, do you know what? When I was getting something to eat I met Oliver. Do you remember Oliver? I hadn't seen him for ages!

Cathy: Yeah, of course I remember him. How is he? How's his new school?

Lee: Great. We're going to meet up again next weekend. You should come with us!

Cathy: Cool! I'd love to!

2.20

So, what is the role of parents during adolescence? Should we step back and observe from a distance as our teenage children experience mood swings and engage in risky behaviour? According to some new research, parents can play a positive role in their adolescent child's life, and offer them support and a helping hand

at the same time. Instead of getting overemotional, they should keep calm and listen. This advice is based on a study conducted in 2014 at the University of Melbourne which looked at the mothers of 12-year-olds. If the mothers were warm and approving, rather than angry and ready to argue, the teenagers, when they reached 16, showed greater self-control and did not suffer from extreme sadness or anxiety. Other research shows that teens from 11 to 15 tend to feel a lot of stress as a result of social pressure, for example, being excluded from a group. The parents' role may be to give their children some coaching on how to cope with stress in general, but they could also teach them social skills, such as reading body language, starting new relationships or making up with friends. Family can be a huge help to teenagers – if family members offer emotional support and the understanding company of adults who show empathy and help in solving problems.

2.21

- 1 Are you good at making decisions?
- 2 Did you use to read books when you were a child?
- 3 When did you learn to swim?
- 4 How do you like to learn?

Unit 9

2.22

comic, crime novel, fairy tale, fantasy, graphic novel, historical fiction, horror, play, romance, science fiction, thriller

2.23

First column: atlas, cookbook, guidebook, textbook

Second column: manual, newspaper

Third column: magazine

Fourth column: biography

Fifth column: autobiography, encyclopaedia

2.24

1

Boy: So, do you know who did it yet?

Girl: Well, I'm not sure, but I think it might be the caretaker.

Boy: Oh yes? And why's that then?

Girl: Because he was angry with Harper because Harper had stolen some money from his room, so he definitely had a reason for killing him.

Boy: OK, but how did he get the poison to do it?

Girl: That I don't know ... I'm just going to have to carry on reading until I find out.

2

Girl: Where do we go now?

Boy: Look. The map says it's this way. First right and then second left.

Girl: And when we get there?

Boy: Well, the museum should be on one side and the palace on the other.

Girl: Which shall we visit first?

Boy: Well, the book says that the museum is pretty spectacular. Let's start with that.

3

Girl: Oh, don't tell me that you like reading that stuff!

Boy: Yes, I do actually. So what?

Girl: Nothing. It's just that ... I don't know. Isn't it a bit childish, you know, reading stories about people with super powers, wearing tights and strange costumes?

Boy: Well, all kinds of people read stories about Hercules or heroes like that. And anyway it's not just the story. I love the art, too. A lot of artistic skill goes into these books, you know.

4

Boy: Pass me that book, will you?

Girl: Which one? This one? Ooof, it's heavy. Why do you want it?

Boy: I just need to find some information about Chile for a project I'm doing at school.

Girl: What do you need to know?

Boy: Let's see ... I need to know about the history of Chile from 1900 to the present day. Let's have a look. Chihuahua, Chilblain, Child, here we are, Chile. 'Chile: Country on the west coast of South America between the Andes and the Pacific Ocean, official language: Spanish ...'

5

Girl: I'm reading this really interesting book at the moment.

Boy: What's it about?

Girl: It's David Beckham's life. I didn't know he'd done so much work to help children.

Boy: Well, I didn't know he'd written a book about himself!

Girl: I don't think he has. The book that I'm reading is by his dad. It's good because he talks a lot about when David was young.

2.25

Interviewer: Hello. I'm from *Culture Vulture* magazine and we're doing a survey about books and films. Can I just ask you a few questions? It won't take long.

Girl: Uhm, right, OK. Go on then.

Interviewer: Right, thanks. How often do you read books? Very frequently, sometimes, not very frequently or never?

Girl: Very frequently. I think I read one or two books a week. I love a good book.

Interviewer: And what was the last book you read?

Girl: *Mockingjay*. It's the last book in *The Hunger Games* trilogy. I've read the whole trilogy before. So I think that was the third time I read *Mockingjay*.

Interviewer: Really? OK then, and what are you reading at the moment?

Girl: Ermm. Let me think. Oh yeah.

A book called *Across the Universe* by Beth Revis. It's basically a science fiction story; they're travelling to a different planet in the future.

Interviewer: Oh, sounds interesting!

Now, the next question is about the cinema. How often do you go to the cinema?

Girl: Erm. Not very often. I suppose about two or three times a year.

Interviewer: Right, two or three times a year. OK. Now, let's see. Do you like going to see film adaptations of books?

Girl: Mmm. I've never thought about that really. Erm. For example, I did go to see *The Hunger Games* films when they came out. I occasionally go to see film adaptations of books, I suppose. Some are alright.

Interviewer: And in general which do you prefer, reading the book or watching the film of the book?

Girl: Oh, reading the book, definitely.

Interviewer: OK. Do you know why? What is it that you prefer about books?

Girl: Hmm. I think it's because ... er ... with a book you know exactly what the characters are thinking. I dunno. It's like, it's like you get to know the characters much better. Often when I read a book, you know, the characters become friends almost. And I think with books I have a clear picture in my head of what the characters look like, and sometimes when you see a film they look totally different to the way I'd imagined. It can be a real shock sometimes.

Interviewer: Well, that's great. Thanks. Can I just finish by asking you some personal details? Let's see ...

2.26

I'm going to talk about a book called *Holes* by an American writer called Louis Sachar, that's S-A-C-H-A-R. I'd like to begin by saying that I've read this book about six or seven times, so it really is my favourite book. *Holes* is a crime novel, but it's actually much more than that. Let me tell you why I like it so much. First of all, the story is very clever. Nothing happens in the story without a good reason. And the story is so clever that you can read it again and again and each time you discover something that you didn't see before. What's more,

the descriptions are very realistic. A lot of the action happens in a hot desert. And it's funny because when I read the book, it actually makes me feel thirsty! That shows you that the descriptions are great. It's also true that I like the book because of the characters. The two main characters are Stanley and Zero. One of the most important parts of the book is the story of their friendship. It's easy to like Stanley and Zero, and I prefer books where you really care about the characters. Last but not least, there are a lot of dialogues in the story. So it's easy and fast to read, and the dialogues are realistic and funny. To sum up, I think *Holes* is the best book I've ever read because it's a great story, it's funny, it's interesting and it has a happy ending, too. They made a film of the book but I think the book is much better.

2.27

Welcome to our high school radio. For those of you who haven't heard yet, we have some exciting news, especially if you like fantasy books, video games or if you're a Netflix fan. That includes all of us – doesn't it? If you're familiar with *The Witcher*, you should already know about Tomasz Bagiński, the Polish artist and animator, and about the fact that he's currently working on a Netflix project to turn *The Witcher* stories into a TV series. Never heard of the books? I bet you've played the game! Bagiński is the man responsible for the amazing cinematics behind *The Witcher* computer games. Yes, that's him! However, not many of you know that long before that, in 2003, his animated film *The Cathedral* was an Oscar nominee – yes, you heard me right – and won quite a few other awards. Tomasz Bagiński will be a guest of the European Arts Festival in Edinburgh next week – he'll take part in a discussion panel about adaptations of books and games on Sunday, at 11 am. The best thing is that it'll be free and open to anybody who wants to attend. There's also going to be a meeting with him at 1 pm where you'll be able to ask him questions. So, if you're a fan of *The Witcher* or any other fantasy books and series – you can't miss it! I'll be there for sure. That was Harry, your school radio culture culture.

2.28

1

So, does the fact that we are good at reading in our native language mean that we will be good at reading in a foreign language? Not necessarily. The issue of language transfer has been widely debated recently. Some

researchers, like Catherine Walter, claim that there is never any transfer of reading skills, whereas others say that ...

2

Don't forget to tune in after the news. Our next visitor will be Anne Jones, the six-time World Speed Reading Champion. She will tell us how we can become better at speed reading, and about her training programmes to prepare for reading competitions. We will also ask her about a book she's writing and her work with dyslexic children. If you have any questions for Anne and want to find out more about speed reading, just give us a call at ...

3

I used to love travelling by train because it meant I had a lot of time to read. It was very important to me because at home I was usually busy with the household chores. But I can't read on the train anymore. People used to sit quietly, dozing or reading their newspapers or books. Now everyone is chatting on their mobile phones, not caring about the other passengers. I simply can't focus on reading anything serious when the people sitting next to me are talking.

4

I don't know if you realise that the way children read on their tablets is not the same as when they have to focus on reading a book. And it's the same for us adults. When we read on a digital screen, our eyes jump all over the 'page', so we may be able to scan the article but we don't really concentrate. If you want your children to read better, and be more focused, provide them with the necessary time at home to read a paper book. It should be something they like, as long as it's not on their tablet.

Unit 10

2.29

a printer b headset, headphones, microphone c webcam d monitor, screen e speaker f hard drive g USB port h USB cable i tablet j scanner k keyboard l mouse m flash drive, pen drive n mouse mat

2.32

Female presenter: When you look for information about almost any subject on the Internet, one of the most common places you'll find it is in Wikipedia. Wikipedia is the biggest encyclopaedia in the world and the fifth most popular website in the world. It's the most popular reference work on the Net, with approximately 365 million readers worldwide.

Male presenter: It was started in 2001 by two Americans, Jimmy Wales and Larry Sanger. However, the encyclopaedia isn't written by them. It's written by thousands of ordinary people around the world. Wales and Sanger's original idea was to create an encyclopaedia in the traditional way by asking experts to write articles. But after one year, they only had 22 articles. They realised that a small group of experts couldn't write all the articles themselves. It would take forever. They needed to have the articles written by other people. Then they came across 'wikis'.

Female presenter: 'Wikis' are websites that allow visitors to add, take away or change the content. This idea of normal people sharing information is a central philosophy of the web and now also of Wikipedia. The idea became the creation of the first people's encyclopaedia, written by normal people for normal people. Anybody can write an article. But writers get their work checked and edited by other readers.

Male presenter: After just two weeks with this new philosophy they had more articles than in the first year! In 2007, 1,700 articles were being added every day. So far over 24 million articles have been written. Somebody has calculated that you would need nearly 17 years to read the complete English Wikipedia.

Female presenter: The word 'Wiki' comes from an expression, 'Wiki Wiki', which comes from Hawaii. It means 'quick'. One of the most important things about Wikipedia is that it can change very quickly if necessary. When important events happen in the world, Wikipedia articles change sometimes from one second to the next. Some people say that this is the problem with Wikipedia. They say that you can't always believe everything you read there because the articles are written quickly. And sometimes incorrect information is being added by people who aren't experts in the subject of the article.

Male presenter: Meanwhile, what is true is that Wikipedia articles talk about all kinds of subjects. The most popular topic, with 30% of all Wikipedia articles, is Culture and Arts. 15% of articles are biographies or information about people. 14% are about geography and places.

Female presenter: There are over 280 different language versions of Wikipedia. The top three versions are English, German and then French. The biggest, in English, has over four million

articles. The smallest is in Herero, an African language. It only has 118 articles. But it's important to say that all these statistics are changing very, very quickly. After all, remember that that's what the 'Wiki' in Wikipedia means!

2.33

OK, so, both of the photos show people using computers, of course. But in the first photo, they're using computers for work, I think, for schoolwork, whereas in the second photo I think they're using the computer more for fun. In the first photo, the man looks like a teacher, and the girls look about 18 or 20, so maybe they are university students. I'm not sure but I think they're probably in a computer class at university. However, in the second photo the people are having a coffee and laughing. They're probably in a café or somewhere like that. I suppose one similarity between the photos is that they both show public places. You know, they aren't just using computers on their own at home. But another important difference between the photos is that maybe the people in the second photo are using their own laptop but they have to pay to be in that place. I mean, they have to pay because they have to buy a cup of coffee or something, and sometimes that is expensive. In contrast, in the first photo, they don't have to pay to use the computers in their class. Erm, personally I never go to places like the one in the second photo because I prefer to have a coffee and use my computer at home. I use my computer for school work and to play and surf the Net. I spend quite a lot of time online. My mum says too much time!

2.34

Nina: Welcome to *Parenting in the 21st century*. This month, our main topic is cyber bullying. We introduced the subject last week and defined it as bullying that takes place on the Internet. The victim typically gets messages whose aim is to make fun of, threaten or even blackmail them. We also said that over half of teenagers in the UK have been bullied online, but I'm sure Paul Rudd from the Safe Kids Foundation will tell us more about the problem.

Paul: Good evening. There are many different sources and data, of course, but they all show that cyber bullying is on the increase. According to the research you mentioned, Nina, it has increased by 37% in just one year.

Nina: What does cyber bullying involve? Does it always have to be very serious?

Paul: That depends on what we define as serious. For us, adults, exclusion from an online game or a friendship group may not seem all that serious, but for the child or teenager who is excluded it may be a terrible experience. Don't you agree?

Nina: To my mind, every experience of being bullied, online or not, is dramatic. Can you give us some other examples of how children and teens might be bullied online?

Paul: The ones we hear most often about are cases of sending threatening messages, creating and then sharing embarrassing images and videos, stealing a person's identity to cause trouble, and trolling of course.

Nina: Right. Can you give us some numbers? How frequent are these things?

Paul: Of course. In a study group of teenagers aged 13–18, over 50% had their pictures posted online to embarrass them, and about 17% were threatened online.

Nina: That is a lot!

Paul: And the worst thing, in my opinion, is that adults, that is parents and teachers, seem to be lost as to how to react. Other research has shown that four out of ten teachers had to deal with students bullying other students online during lessons!

Nina: I must say, as a parent, I'm worried. I really hope that Paul will tell us more next week about how to help our own children or students to protect themselves.

Paul: Yes, I will, though nobody is 100% safe online nowadays, unfortunately.

Nina: I hope that thanks to our series, our listeners will know more about safety online. Thank you, Paul, for coming today, and we look forward to hearing more from you next week.

Paul: Thank you for inviting me.

2.35

Josh: Welcome back. Before the break I was talking to Dr May about how the Internet has influenced the ways in which teenagers communicate and spend their free time. Now Dr May has got some interesting data to share with us about their future career choices, is that correct?

Dr May: Yes, that's right. What did you want to be when you were 10, Josh?

Josh: Me? Well, when I was 4 or 5, I really wanted to be a firefighter, but when I was 10 ... I think I wanted to be a famous footballer.

Dr May: Would you like to guess what the dream career for many teenagers is nowadays?

Josh: I don't know. An actor? A singer? a TV presenter?

Dr May: Wrong. A YouTuber. Career choice number two is a blogger or vlogger. Don't worry though, Josh, you were almost right. A musical career is number three and a career in acting – number four.

Josh: So, they were asked what job they would like to do in the future, right?

Dr May: Yes, there was a study carried out among 1000 children aged from 6 to 17. And over 34% said that they wanted to be a YouTube personality when they grow up.

Josh: Wow. What makes it so attractive as a career choice? Is it the popularity?

Dr May: According to the study, it's because you can be creative, and make your own cool online material. The second reason, as you've already guessed, is becoming famous.

Josh: This is an interesting topic, Dr May. We will continue after the break ...

2.36

1 Why did you have your computer fixed?

2 Have you got a flash drive? I could copy those photos for you.

3 I've read your blog about photography. How often do you write posts?

4 Come on, Sue! Don't cover your face!

5 Wow, your new laptop is fantastic! It's so light and really thin.

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