All Clear

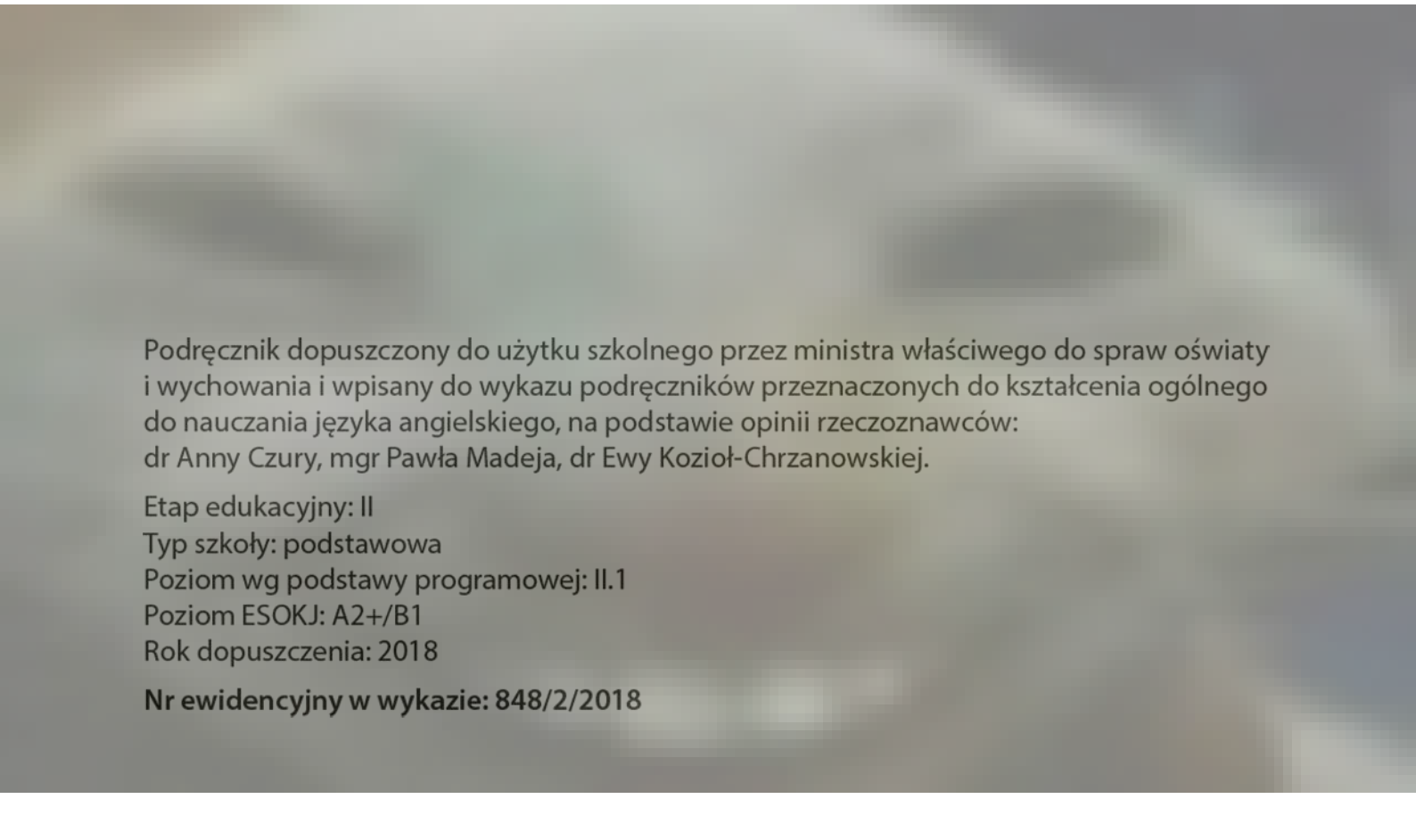
Student's Book

Patrick Howarth
Patricia Reilly
Daniel Morris

klasa 8

macmillan education

Nr MEN 848/2/2018



Podręcznik dopuszczony do użytku szkolnego przez ministra właściwego do spraw oświaty i wychowania i wpisany do wykazu podręczników przeznaczonych do kształcenia ogólnego do nauczania języka angielskiego, na podstawie opinii rzeczoznawców:
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• A book review • Describing books	• Film or book?	• Talking about literature • Asking for and giving opinions	**Reading:** Famous female writers
• An opinion essay • Linkers of addition and result	• Maglev trains	• Making a list • Prioritising ideas	**Reading:** Famous green organisations
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Useful Language Bank page 128 **Irregular verbs** page 130

S Starter unit

Vocabulary

Revision

1 1.01 **Listen and repeat the words. Match them with vocabulary categories 1–5.**

amazing • bus • car • cough • drums • enormous • flute • headache • keyboards • over • sore throat • terrifying • train • under • up

1 Transport
2 Health problems and first aid
3 Musical instruments
4 Prepositions
5 Extreme adjectives

Jobs

2 **Copy and complete the jobs in your notebook. Then match them with pictures a–d.**

1 postal …
2 police …
3 fire …
4 lab …

3 **Copy and complete the sentences in your notebook with the correct words in the box.**

artist	electrician	journalist
lawyer	researcher	

1 A … is someone who reports news for a newspaper, radio or TV station.
2 Goya was an … . He painted many famous pictures.
3 An … is someone who installs or repairs electrical equipment.
4 A … collects and analyses information.
5 A … is someone who is an expert in legal questions.

Character adjectives

4 **In your notebook, match 1–6 with a–f to make opposites.**

1 cautious	a) lazy
2 generous	b) quiet
3 friendly	c) confident
4 talkative	d) selfish
5 shy	e) adventurous
6 energetic	f) unsociable

5 **Write three sentences about people you know in your notebook. Use character adjectives from exercise 4.**

My brother is generous, but he is also a little shy.

Classroom language

6 **Order the words to make questions in your notebook.**

1 say / you / do / *ciepło* / How / English / in / ?
2 you / do / spell / it / How / ?
3 your / dictionary / borrow / Can / I / ?
4 *sport* / mean / does / What / ?
5 pronounce / *bought* / you / do / How / ?

Grammar

Present continuous

1 **In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the present continuous.**

Mum Gina, what (1) … you … (do)?
Gina I (2) … (study) for an exam.
Mum What (3) … your sister … (do)?
Gina She (4) … (not do) anything important. She (5) … (speak) to her boyfriend on the phone.
Mum Oh, I see. Where are your brothers?
Gina They (6) … (watch) TV.
Mum I (7) … (do) the washing up. Can you help me?
Gina But Mum, I (8) … (do) my homework!

Present simple and continuous

2 **Write the correct words in your notebook.**

Hi, I'm Rachel. I'm 16 and I (1) **go / 'm going** to Granton School. I (2) **live / 'm living** in Manchester, in the north of England. It's famous for its football teams. I (3) **love / 'm loving** Manchester City, but my dad (4) **likes / is liking** Manchester United. Today is the last day of the holidays, so I (5) **get / 'm getting** ready to go back to school tomorrow. I (6) **do / 'm doing** my GCSEs this year – really important exams!

Question words

3 **Complete the questions in your notebook with the question words in the box.**

Why	Who	What	Which
Where	When	How	

1 … is your favourite actor?
2 … do you travel to school?
3 … is your favourite food?
4 … football team do you support?
5 … are you learning English?
6 … is your birthday?
7 … do you come from?

4 **In pairs, ask and answer the questions in exercise 3.**

Who is your favourite actor?

Ryan Gosling!

5 **Write complete questions in your notebook. Use the present simple or the present continuous.**

1 How often / you / go / to the gym?
2 What book / you / read / at the moment?
3 Who / your / favourite / singer?
4 What time / your sister / go to bed?
5 What / your / favourite subject / at school?

Comparatives and superlatives

6 **Write the comparative and superlative forms of adjectives 1–10 in your notebook.**

	Adjective	Comparative	Superlative
1	short	*shorter than*	*the shortest*
2	cool		
3	quiet		
4	hot		
5	easy		
6	friendly		
7	adventurous		
8	successful		
9	good		
10	bad		

7 **In your notebook, complete the sentences with the comparative form of the adjectives in brackets.**

1 I think maths is … (difficult) than French.
2 India is … (big) than France.
3 In my opinion, Neymar is a … (good) player than Messi.
4 My sister is … (sociable) than my brother.
5 My cat is … (lazy) than my dog.
6 I'm much … (talkative) than my best friend.

Grammar

8 **Complete the sentences in your notebook with the superlative form of the adjectives in the box.**

bad	cool	generous
high	talented	unsociable

1 My grandmother is … person I know. She's always giving people presents.
2 Ben Nevis is … mountain in the United Kingdom.
3 My uncle is … member of my family. He never talks to anyone.
4 My mum thinks that Brad Pitt is … actor in the world. She loves him.
5 Our football team is … in the league. We always lose!
6 Nadal is … tennis player I've ever seen. He's so good!

(not) as … as

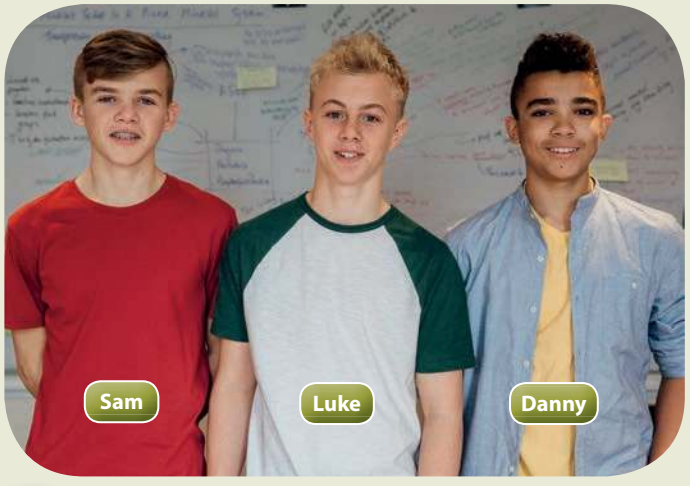
9 **In your notebook, rewrite the sentences using *(not) as … as*.**

Andy and Tim are both tall – they are the same height!
Andy is as tall as Tim.

1 Books are more interesting than films.
2 Brazil is hotter than Canada.
3 Exercise 5 is difficult. Exercise 6 is difficult too!
4 Josh is more serious than Ben.
5 Dogs are friendlier than cats.
6 The DVD is only €5. The book is also only €5 – they are both cheap!

Listening

1 1.02 **Look at the picture and listen. Who is talking?**



2 **Listen again and answer the questions about the boy who is talking.**

1 How old is he?
2 Where does he live?
3 How many brothers and sisters has he got?
4 What are his hobbies?
5 How many languages does he speak?

3 **Read the sentences about Sam, Luke and Danny. Are they true or false? Correct the false sentences in your notebook.**

1 Sam isn't as old as Luke.
2 Luke isn't as talkative as Danny.
3 Danny's father is a journalist.
4 Luke has got the biggest family.
5 Sam doesn't know what he's going to do when he leaves school.
6 Sam speaks in Italian with his dad.

4 **In your notebook, write a short text to introduce yourself. Use the questions in exercise 2. Include some information about your best friends too.**

My name's Kasia and I'm 14 years old.
I live in a small Polish town Hajnówka.

Speaking

A new student / Starting and continuing a conversation

1 1.03 **Listen to the dialogue. Where did Zoe live before?**

Model Dialogue

Zoe

Hi, I'm Zoe.

Yes, I am. This is my first day here.

In London. We moved to Cambridge in the summer. How long have you been at this school?

What is there to do in Cambridge?

That sounds fun!

Nothing. Why?

OK, great!

Lisa

Hi, I'm Lisa. Are you new?

Really? Where did you go to school before?

For three years. I'm from Cambridge. I've always lived here.

Well, you can visit the university. You can also go on a boat ride.

It is! Hey, what are you going to do after school?

I'm going to play tennis with some friends. Would you like to come?

Brilliant! Let's meet at the gate.

2 **Listen again and repeat the dialogue.**

Speaking Task

1 Start and continue a conversation

Use the information below or your own ideas.

City: *Brighton*
Activities: *visit aquarium and the Royal Pavilion, go to the beach*
Plan for after school: *go to town with friends*

City: *Liverpool*
Activities: *visit the Maritime Museum and the Formby Natural Coast, go on the famous Beatles Magical Mystery Tour*
Plan for after school: *go to the cinema with friends*

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

Hi! Are you new?

Yes, I am. This is my first day here.

Useful Language

Starting and continuing a conversation

Hi, I'm …
How long have you been at this school?
What is there to do here?
What are you going to do after school today?
Would you like to come?

Useful Language Bank p128

1 Lifestyle changes

Objectives

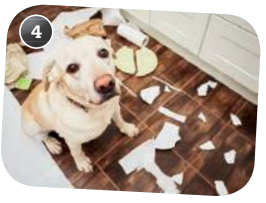
Vocabulary	Life-changing events; verb + preposition
Grammar	Present simple; past simple; *used to*; subject and object questions
Speaking	Talking about photos; describing a photo
Writing	A social networking message; informal expressions

Vocabulary

Life-changing events

1 1.04 **Listen and repeat the words. Which events can you see in pictures 1–8? Which can't you see?**

become rich • change school • drop out of university • get into trouble • go abroad • go for a job interview • have an accident • make new friends • move house • retire • settle down • start your own business • take a gap year • win an award



2 **Write the correct words in your notebook.**

1 My brother **moved house** / **got into trouble** from Leeds to London. He **dropped out** / **made new friends** quickly.
2 A few years ago, Mark **retired** / **got into trouble** because he bullied some other students. He **changed school** / **had an accident** and he's very different now.
3 Lucy **settled down** / **went for a job interview** last month and now she's working as a chef. In the future, she wants to **retire** / **start her own business** selling cakes.
4 I **took a gap year** / **became rich** when I finished school. I **settled down** / **went abroad** and worked as a volunteer in a school in Africa.

3 **In your notebook, complete the texts with the correct form of the phrases from exercise 1.**

A Before she goes to university, my sister is going to (1) … . She is going to work to save up some money and then (2) … and travel with a group of friends. She's going to (3) … this week for a position of a shop assistant.
B When I was 13, my family and I (4) … and went to live in a different city. I had to change school, and that was difficult. At first, I didn't know anyone and I sometimes (5) … with the teachers, but later I (6) … . Now, I love my new school.

4 1.05 **Listen to Ryan, Dylan and Scarlett. Are the sentences true or false?**

1 When Ryan went abroad it changed him a lot.
2 Dylan had an accident that changed his life.
3 Scarlett started her own business last year.

5 **In pairs, talk about a life-changing event.**

When I was eight, my family moved from Sevilla to Granada.

Last year, my parents started a new business.

Wordlist p119

Reading

An entertainment magazine article

Word Check

parallel bars – poręcze gimnastyczne
stay calm – zachować spokój
dog treats – przysmaki dla psa
audition – przesłuchanie
persuade – przekonać
stardom – sława

1 **Read the article quickly and choose the best title.**

a) Emma Stone – the world's best actress
b) Emma's way to **stardom**
c) Emma Stone – the unhappy childhood of a happy star

Emma Stone is without doubt one of the most talented actors of the new generation. She's best known for playing charming roles in comedies and for being one of the richest female actors in Hollywood. Emma was born in 1988 in Arizona. She spent her childhood there. Although she had loving parents, she was a very nervous child and often had panic attacks which she couldn't control. They were probably the result of an accident she had while doing gymnastics at the age of 7. She fell from the **parallel bars** and broke both her arms. Acting helped her **stay calm**. It became her only interest. After completing sixth grade, she asked her parents to home-school her so that she could join the local theatre company. When she was 15, she prepared a presentation for her parents (accompanied by Madonna's hit *Hollywood*) in order to **persuade** them to move to Los Angeles.
While in LA, Emma did not go to school. Instead, she signed up for online courses and took a part-time job in a bakery specialising in **dog treats**.

Luckily, it wasn't too long before she started appearing in TV shows and film productions. When she was just 19, she played in the hit teen comedy *Superbad* and became more well-known. Soon afterwards Emma became an international star thanks to her roles in *The Help* and the superhero film *The Amazing Spider-Man*. Only a few years later she was chosen to play a young aspiring actress in the musical *La La Land*. She later said she had been very nervous with the idea of singing in a film, as she had never done it before.
But Emma proved she had real talent and won the 'Best Actress' Oscar for her role in the film. 'I moved here when I was 15 to start auditioning. I knew what it felt like to go on **audition** after audition,' she said when accepting the award in 2017.

All Clear Facts
In 2017, Emma earned 26 million dollars, which made her the richest actress at just 28.

2 1.06 **Read and listen. In your notebook, complete the sentences with one or two words.**

1 Emma Stone suffered from … when she was a child.
2 Emma studied at home because she wanted to have more time for … .
3 When Emma moved to LA, she … part-time in a bakery.
4 *Superbad* is a comedy for … .
5 In *La La Land* Emma stars as a … who wants to be successful.

3 **Choose the correct answer and write it in your notebook.**

1 The text is …
a an extract from the autobiography of a celebrity.
b an article from a popular magazine.
c a story based on real-life events.
2 The author wrote the text …
a to give the readers some interesting information about a famous actress.
b to encourage the readers to watch Emma Stone's new film.
c to explain how Emma Stone became famous.

4 **Work in pairs and answer the questions.**

1 Is it easy for young people to make a career in acting? Why? / Why not?
2 Should children be allowed to appear in TV talent shows? Why? / Why not?
3 Is it right for parents to let their children star in films instead of going to school?

Grammar

Present simple

Affirmative	He / She **works**
Negative	I **don't work**
Interrogative	Do they **work** … ?

Grammar Practice p110

1 **Write complete questions in your notebook. Use the present simple.**

how often / you / go dancing?
How often do you go dancing?

1 what time / you / usually / go to sleep?
2 you / ever / go cycling?
3 you / usually / have a good time / with your friends?
4 how often / you / get angry?
5 how often / you / go swimming?

2 **Ask and answer the questions in exercise 1. Then share your answers with the class.**

Milena often goes dancing. She usually goes on Saturdays with her friends.

Past simple

Regular verbs	
Affirmative	I **changed**
Negative	You **didn't change**
Interrogative	**Did** he / she / it **change**?
Irregular verbs	
Affirmative	You **made**
Negative	We / You / They **didn't make**
Interrogative	**Did** I **make**?

Grammar Practice p110

3 **Write the past simple form of verbs 1–12 in your notebook.**

1 see
2 walk
3 listen
4 ride
5 dance
6 meet
7 eat
8 sing
9 write
10 go
11 fly
12 watch

4 **In your notebook, complete the text with the correct form of the verbs in brackets. Use the past simple.**

DID YOU KNOW …?

★ Penelope Cruz (1) *was* (be) born in Spain in 1974.
★ When she was younger she (2) … (want) to be a ballet dancer, and she (3) … (study) ballet. Then she (4) … (decide) to become an actor.
★ She (5) … (become) famous at the age of 17 when she (6) … (make) her first film.
★ She (7) … (win) an Oscar for Best Supporting Actress in 2008.
★ She (8) … (start) going out with actor Javier Bardem and they (9) … (get) married in 2010.
★ She (10) … (have) her second child, Luna, in 2013.

used to

Affirmative	I **used to** play
Negative	You **didn't use to** play
Interrogative	**Did** we / you / they **use to** play?

Grammar Practice p110

All Clear Rules

We use *used to* to talk about past habits and states that are different from now. We cannot use *used to* to talk about single finished actions in the past.

5 **In your notebook, complete the text using the correct form of the verbs in brackets. Use *used to* + verb or the correct form of the present simple.**

Our lifestyles have changed a lot thanks to mobile phones. People (1) *used to look for* (look for) information in reference books, but now they (2) … (use) the internet. They (3) … (write) letters and communication (4) … (take) days or weeks, but now they (5) … (use) social media and communication (6) … (be) instant. Ten years ago, people (7) … (not have) smartphones, but now most people (8) … (have) them. It's true that communication (9) … (be) easier and faster now, but before we (10) … (spend) more time talking face-to-face.

6 **In your notebook, complete the sentences about Chris using *used to* or *didn't use to* + verb.**

Before, Chris …	Now, Chris …
lived in a small flat.	lives in a big house.
1 had a small room with a view of a car park.	has a big room with a view of the sea.
2 met his friends in the shopping mall.	meets his friends at the beach.
3 spent all his free time playing computer games.	spends all his free time surfing.

He used to live in a small flat.
He didn't use to live in a big house.

1 He … a small room with a view of a car park.
He … a big room with a view of the sea.
2 He … his friends at the beach.
He … his friends in the shopping mall.
3 He … all his free time surfing, but he … all his free time playing computer games.

7 **In your notebook, complete the dialogues with the correct form of the verbs in brackets. Use the present simple, past simple or *used to* + verb.**

A What sort of films *did* you *use to watch* when you were a child?
B I *used to watch* (watch) a lot of adventure films.

1 A When … you … (move) to London?
B I … (move) last year. I … (live) in Manchester before that.
2 A Where … you … (go) on holiday when you were a child?
B We … (go) to Devon in England every year. I … (enjoy) it a lot.
3 A … you … (read) a lot when you were a child?
B Yes, I … (read) lots of books! I still … (read) a lot now. I usually … (read) at night before I go to sleep.

8 **Work in pairs. Ask and answer the question.**

What has changed in your life during the past five years?

I used to go on holiday with my parents, but last year I went on holiday with my friends.

Subject and object questions

Subject questions

What helped Emma stay calm?
Acting helped her stay calm.

Who moved with Emma to LA?
Her parents moved with her.

Object questions

What did Emma sell in a bakery?
She sold **dog treats.**

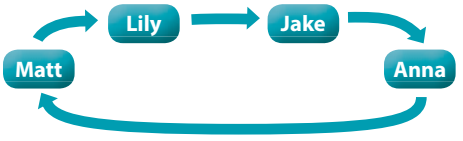
Who did she play in *La La Land*?
She played **a young aspiring actress.**

Grammar Practice p110

9 **Read the questions and answers. Which one is a subject question and which is an object question?**

1 What did you do yesterday?
I went to the cinema.
2 What happened at the cinema?
I couldn't get in because I arrived too late.

10 **Look at the diagram. Match questions 1–4 with answers a–d in your notebook.**



1 Who did Matt write to?
2 Who wrote to Matt?
3 Who did Jake write to?
4 Who wrote to Jake?

a) Lily wrote to him.
b) Anna wrote to him.
c) He wrote to Lily.
d) He wrote to Anna.

11 **In your notebook, write subject or object questions with *who* or *what* using the information in bold.**

Cervantes wrote Don Quijote.
Who wrote Don Quijote?

1 Cervantes wrote **Don Quijote**.
2 Emma Stone played **Mia Dolan** in *La La Land*.
3 **Emma Stone** played Mia Dolan in *La La Land*.
4 The Chinese built **the Great Wall**.
5 **The Chinese** built the Great Wall.

12 **Ask and answer the questions in pairs. Then write two extra questions of your own in your notebook.**

1 Who did you speak to yesterday?
2 Who texted you last night?

Grammar Reference p16

Vocabulary

Verb + preposition

1 1.07 **Listen and repeat the words. How do you say them in your language?**

agree about • agree with • argue about • argue with • depend on • dream about • listen to • look forward to • participate in • talk to • wait for • worry about

2 **Write the correct prepositions in your notebook. Then ask and answer the questions in pairs.**

1 What music do you like listening **to** / **with**?
2 What do you dream **for** / **about** doing in the future?
3 Do you usually agree **to** / **with** your friends?
4 Which things do you argue **about** / **for**?
5 Do you and your best friend agree **about** / **to** everything?
6 Do you often participate **with** / **in** activities in class?

3 **Write the correct words in your notebook.**

1 I'm at the café. I'm **waiting for** / **looking forward to** a friend.
2 My brother and I have different opinions about everything. I often **argue with** / **argue about** him.
3 Who's on the phone? Who are you **talking to** / **participating in**?
4 Pete is a nervous person. He **depends on** / **worries about** absolutely everything.

Listening

4 1.08 **Look at the pictures and listen to the interview with Aminata.**

1 Where does Aminata live now?
2 Where did she use to live?

5 **Listen again and answer the questions.**

1 When did Aminata move countries?
2 How did she feel about the move?
3 Were her first experiences good or bad?
4 What did Aminata start with her friends?
5 What does she like about her new life?

Wordlist p119

Speaking

Talking about photos / Describing a photo

1 1.09 **Listen to the dialogue. Where did Katie go on her school trip?**

Model Dialogue

Thomas

Hey, Katie. Can I see your photos?

Cool. Where was it taken?

When was it taken?

Who are you with in the photo?

And who's that on the right?

You all look very happy.

Wow! There are some amazing buildings in the background. It looks like a beautiful city.

Katie

Hi! Yes, sure. Look. This photo is of our school trip.

It was taken in Venice. Look. I'm in the middle and I'm holding some flowers.

Two years ago.

I'm with some school friends. That's Daniela on the left.

That's Ed.

Yes, we're having a great time!

It is!

2 **Listen again and repeat the dialogue.**

Speaking Task

1 Talk about a photo

Choose a picture below or use one of your own.

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

Can I see your photos?

Yes, sure. Look. This photo is of my mum's birthday party.

Useful Language — Describing a photo

This is a photo of our school trip to Italy.
Where / When was it taken?
I'm in **the middle**. That's Daniela **on the left**.
Who's that **on the right**?
There are some amazing buildings **in the background / foreground**.
You **all look** very happy.
It **looks like** a beautiful city.

Useful Language Bank p128

Writing

A social networking message

1 1.10 **Read the Model Text and listen. Then answer the questions in your notebook.**

1 What things are new in Molly's life?
2 What questions does Molly ask Amaya?
3 Where did Molly go at the weekend?

Model Text

Hi, Molly! How's your new school? Is it better than here?
Missing you!

Comment – Share – Like Amaya –11.20

It's great! When I started last month, I was worried about changing schools, but it was OK. I'm making lots of new friends. On Saturday, I went to a brilliant party with them.

I'm really enjoying school. I like my history teacher and my Spanish teacher is great! What else is new? I'm in the volleyball club and it's great fun. I used to hate sports, but volleyball is different. I'm learning the guitar too.

What's new with you? What have you been up to? How is your family? I can't wait to hear from you. Bye for now!

By the way, here's a photo I took at the party!

Comment – Share – Like Molly – 12.43

2 **Look at the All Clear Tips. Translate the expressions into your language. Then find examples in the Model Text.**

All Clear Tips

Informal expressions

Hi Molly!
How are you doing? / How are things?
What's new? / What's new with you?
What have you been up to?
Write soon! / I can't wait to hear all your news!
Love, / Lots of love, / Bye for now!

3 **Look at the All Clear Tips again. In your notebook, match the informal expressions with formal expressions 1–4.**

Dear Molly, *Hi Molly!*
1 How are you?
2 What have you done recently?
3 I am looking forward to hearing all your news.
4 Yours sincerely,

Writing Task

1 Plan

Make notes to write a social networking message about recent events and changes in your life and include:

Beginning: *greet your friend, describe some changes in your life and something you did at the weekend*
Middle: *describe more changes and/or some recent events*
Ending: *ask your friend for their news, say goodbye*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Beginning
Paragraph 2: Middle
Paragraph 3: Ending

3 Check

☑ present simple, past simple, *used to*, subject and object questions
☑ life-changing events, verb + prepositions
☑ informal expressions

Culture Reading

EXTRA

FAMOUS JOURNEYS

The German *Luftwaffe*

WORLD WAR II EVACUEES

When Britain declared war on Germany in 1939, many women and children moved to the countryside. The British government ordered the evacuation to protect children from the bombs of Germany's air force, the *Luftwaffe*. This evacuation was the biggest movement of people in British history.

TAKING THE TRAIN

Hundreds of thousands of children left their homes in cities and went by train to stay in small towns and villages in the countryside. The children often went with their teachers and wore the name of their destination on a sign around their neck. When they arrived in the towns or villages, they went to live with local families and they went to school there. It was a journey that dramatically changed the lives of all the children.

Young evacuees on a station platform

COUNTRY LIFE

Many of the children used to live in cities and the evacuation gave them their first experience of rural life. They played in the woods, talked to the local people and learnt about life in the countryside. Some evacuees had very happy times with their host families and made new friends, but some didn't settle down and were very homesick. In fact, the bombing didn't begin until nearly a year later and some children returned home. When the bombing did begin, the children were evacuated again. About 3.5 million people experienced evacuation during the Second World War.

1 1.11 **Read and listen. Then answer the questions in your notebook.**

1 Who ordered the evacuation in 1939?
2 How did the children travel?
3 Who often travelled with them on their journey?
4 What did the children learn?

My Culture

2 **Read the information and answer the questions.**

During World War II millions of Poles, including families with children, were forced to leave their homes so that Germans could move into them. This was all part of the Nazi plan to germanise parts of western and northern Poland. These people lost all they had and were usually transported in awful conditions.

1 How similar/different was the situation facing Polish families and children to that of British children evacuated during the war?
2 Which of these refer to the life of Polish children and which to the life of British children during the war?

food rationing	going to local schools	having to learn German	
separation from one's parents	feeling homesick	hard work	fear of air raids

3 **Write a paragraph about a film or book whose action takes place during the Second World War. Include the following:**

the title / main actors / what the story is about / why you liked/didn't like it

Unit 1 Grammar Reference

Present simple

- Czasu *present simple* używamy, gdy mówimy o czynnościach wykonywanych stale lub regularnie, a także o nawykach i przyzwyczajeniach.

*I often **read** fashion blogs.*
*She **sends** emails to her boyfriend.*
*We **don't speak** Russian.*
***Do** you **want** to go to France? Yes, I **do**.*

- Opisując czynności w tym czasie, niejednokrotnie stosujemy przysłówki częstotliwości (*adverbs of frequency*).

*I **hardly ever** go to the cinema.*
*Lucy **often** asks interesting questions.*

Present continuous

- Czasu *present continuous* używamy, gdy mówimy o czynnościach trwających w chwili wypowiedzi.

*Karen **is playing** the piano right now.*
*Are you **doing** your homework or listening to music?*

Past simple

- Czasu *past simple* używamy, aby opisać zakończone czynności i sytuacje z przeszłości.

*I **played** tennis yesterday.*
*They **didn't cycle** to school last week.*
***Did** he **buy** a computer game? Yes, he **did**.* (Czy on kupił grę? Tak.)

used to

- Konstrukcji *used to* + czasownik w formie podstawowej używamy, aby opisać sytuacje i nawyki z przeszłości, a więc czynności, które wykonywaliśmy kiedyś, ale teraz już ich nie wykonujemy.

*Mark **used to** walk to school, but now he takes the bus.*
(Mark kiedyś chodził do szkoły pieszo, ale teraz jeździ autobusem.)

Affirmative	
I / You / He / She / It / We / They	**used to** play in a band.

Negative	
I / You / He / She / It / We / They	**didn't use to** play in a band.

Interrogative	Short answers (+ / -)
Did you **use to** play in a band? **Did** they **use to** listen to rock music?	Yes, I **did**. No, they **didn't**.

Subject and object questions

Subject questions
Who went to the cinema yesterday? ***Joe** went to the cinema yesterday.*
Object questions
What did Joe do yesterday? *He **went to the cinema**.*

- Jeśli pytamy o podmiot zdania, nie używamy czasownika posiłkowego.

***Who** made the cake? **Jenny** made the cake.*

- Jeśli pytamy o dopełnienie czasownika, używamy czasownika posiłkowego *do / does* lub *did*.

***What** did Jenny make? She made **a cake**.*

Unit 1 Progress Check

Vocabulary Life-changing events

1 **In your notebook, match 1–5 with a–e to make sentences.**

1 Dan and Mandy moved
2 They decided to start
3 Mike made
4 Kathy said that she wanted to take
5 They got

a) their own business.
b) a gap year before university.
c) house last year.
d) new friends after he changed school.
e) into trouble with the police.

Verb + preposition

2 **In your notebook, complete the expressions with the correct prepositions.**

1 agree … someone
2 talk … something
3 look forward … something
4 depend … someone
5 participate … something

Grammar Present and past simple

3 **Write the correct words in your notebook.**

1 I move / moved to France three years ago.
2 I love cycling. I usually go / went twice a week.
3 Last weekend, I go / went shopping, but I don't buy / didn't buy anything.
4 What do / did you usually do at weekends?
5 Did / Does Alan get / got married last week?

used to

4 **In your notebook, match 1–5 with a–e to make sentences.**

1 I used to have long hair, but
2 Paul didn't use to like football,
3 I used to be single,
4 Peter used to live in London,
5 We often go cycling and running

a) but he's a Manchester United fan now.
b) I got it cut 2 years ago and now it's short.
c) but at the moment he lives in Newcastle.
d) but we didn't use to do much exercise.
e) but now I'm married.

Subject and object questions

5 **In your notebook, write subject or object questions with *who* or *what* using the information in bold. Then answer the questions.**

Sally went shopping **with her friends**.
Who did Sally go shopping with?
She went shopping with her friends.

1 **Sally** went shopping with her friends.
2 Mike visited **the new museum**.
3 **Mike** visited the new museum.
4 **Jenny** saw Matt Damon's new film last week.
5 Jenny saw **Matt Damon's new film** last week.

All Clear Grammar ✓

1	2	3	4	5	6	7	8	9

6 **Write the correct words in your notebook.**

Nick (1) **wins / won** the lottery last month and now his life (2) **is / was** very different. Before, he (3) **gets up / used to get up** early, but now he usually (4) **gets up / got up** very late – yesterday he (5) **gets up / got up** at 12 o'clock! In his old life, he (6) **works / used to work** very hard, but he (7) **doesn't work / didn't work** now. To get to work he (8) **takes / used to take** the bus, but last Saturday he (9) **buys / bought** a new car and now he (10) **travels / travelled** by car. Nick (11) **didn't use to have / didn't have** much money and he (12) **isn't / wasn't** very happy, but now it's a different story!

7 1.12 **Listen and check your answers.**

2 Books

Objectives

Vocabulary	Literary genres; compound nouns
Grammar	Past simple and past continuous; past perfect; time expressions with past perfect
Speaking	Talking about literature; asking for and giving opinions
Writing	A book review; describing books

Vocabulary

Literary genres

1 1.13 **Listen and repeat the words. Match them with pictures 1–14.**

adventure • autobiography • biography • comic • crime • fantasy • historical fiction • non-fiction • play • poetry • romantic novel • science fiction • short stories • thriller

2 **Read the information. Which literary genre should each person read?**

Steve loves going to the theatre. *He should read a play.*

1 Holly likes books about relationships, especially when people fall in love.
2 Anna enjoys books that are set in different periods, for example in the 18th century.
3 James prefers to read illustrated stories – he loves looking at the pictures.
4 Kate likes exciting stories, but not ones about crime.
5 Abi loves books about real people's lives.

3 **Write the correct words in your notebook.**

1 My brother's really interested in space – he always reads **crime** / **science fiction** books.
2 We're studying **adventure** / **poetry** by Mickiewicz at school.
3 I just read a great **crime** / **fantasy** book – the main character was a dragon!
4 My dad's a policeman, but he hates **adventure** / **crime** novels – they remind him of work!
5 She wrote **an adventure** / **a fantasy** story about an expedition to China.
6 I don't enjoy imagined stories at all – I prefer historical **fiction** / **non-fiction**.

4 1.14 **Listen to Hamed, Joe and Annie. Match the speakers with the last book they read.**

1 Hamed	**a)** an adventure story
2 Joe	**b)** a science fiction novel
3 Annie	**c)** a play

5 **In pairs, ask and answer the question.**

What was the last book you read?

It was a science fiction novel about life on Mars.

Wordlist p120

Reading

An adventure novel

1 **Read the text quickly and find the information in 1–3.**

1 The name of the wolf cub **2** The name of the cub's mother **3** The name of one of the men

Chapter 3

Word Check
cub – szczeniak
fangs – kły
fierce – groźny/a
growl – warczeć

The **cub** ran down to the river to drink early one morning. He was still sleepy, so at first he did not notice anything. Then, suddenly, he saw and smelled something strange.

Five strange animals were sitting in front of him. The cub had never seen men before, and suddenly he felt very small.

One of them walked over to him. Then slowly, the man reached down to pick him up. The cub's hair stood up on his back, and he showed his little teeth.

'Look at his white **fangs**!' the man laughed. The man's hand came closer and closer. Then the cub suddenly bit him. The man hit him on the head, and the cub fell onto his side. Suddenly, the cub forgot about fighting. He sat up and cried.

The four men laughed loudly. And the cub cried even more. But in the middle of his crying, he suddenly heard something. He gave one last cry. Then he stopped his noise and waited for his mother. His mother was **fierce** and powerful. She knew his cry, and she was coming to save him. The men stepped back a little, and the female wolf growled fiercely.

'Kiche!' one of the men suddenly cried. 'Kiche!' And the wolf sank slowly to the ground.

The man came over to Kiche. He put his hand on her head. She did not bite or **growl**.

'She ran away a year ago, didn't she, Gray Beaver?' said one of the men.

'Yes,' Gray Beaver answered. 'There was nothing to eat.'

'She has lived with the wolves,' another man said.

'Her father was a wolf,' said Gray Beaver. 'And now she has a cub. His teeth are white, so I will call him White Fang.'

18

All Clear Facts

Jack London was an American author and journalist. He was born in 1876 and died in 1916. His best-known novels are *White Fang* and *The Call of the Wild*.

2 1.15 **Read and listen. Are the sentences true or false?**

1 This was the cub's first contact with men.
2 The cub bit the man after he had picked him up.
3 The cub stopped crying because he was afraid.
4 The men recognised the cub's mother.
5 Kiche used to belong to the men.

3 **Answer the questions in your notebook.**

1 What were the 'five strange animals' mentioned in the text?
2 How did the men know Kiche's name?
3 Why did Kiche run away?
4 Why did Gray Beaver call the cub White Fang?

Grammar

Past simple and past continuous

Past continuous	
Affirmative	You **were reading**
Negative	We / You / They **weren't reading**
Interrogative	**Was** he / she / it **reading**?

Past simple and past continuous

Suddenly, he **saw** and **smelled** something strange.

Five animals **were sitting** in front of him.

I **was reading** a novel when the phone **rang**.

Grammar Practice p111

All Clear Rules

We use the past simple to describe a completed action or series of actions.
We use the past continuous to describe an action in progress in the past, often interrupted by another action.
We use the past continuous to talk about finished past states that lasted some time.

1 Write the correct words in your notebook.

1 While I **wrote** / **was writing** a text message, my phone rang.
2 He bought a ticket and then he **got** / **was getting** on the train.
3 When we arrived home, Peter was listening to music. He **didn't watch** / **wasn't watching** TV.
4 I was walking along the road when I **saw** / **was seeing** my friend.
5 While they were writing the film script, the director **looked** / **was looking** for the actors.

2 In your notebook, complete the text with the correct form of the verbs in brackets. Use the past simple or the past continuous.

Arthur C. Clarke (1) *was* (be) a writer and inventor. He was born in England, in 1917. In 1936 he (2) … (move) to London. While he (3) … (live) in London, he (4) … (start) writing science fiction. He (5) … (fight) in the Second World War. He (6) … (not write) any stories while he (7) … (fight), but, after the war, he wrote about his experiences. A magazine (8) … (publish) his first story in 1946. Clarke also (9) … (work) on film scripts. While he (10) … (work) on the script for *2001: A Space Odyssey*, he (11) … (have) an idea for a sequel, so he wrote that too. Clarke (12) … (not write) only science fiction, he also (13) … (write) non-fiction books and scientific papers. He died in 2008.

3 Read the text again and in your notebook write questions for the answers. Then write two questions and answers of your own.

He was a writer and inventor. (Who … ?)
Who was Arthur C. Clarke?

1 He moved to London in 1936. (When … ?)
2 He was living in London when he started writing. (Where … ?)
3 A magazine published his first story in 1946. (When … ?)
4 He was working on the script when he had the idea for a sequel. (What … ?)

4 Write the correct words in your notebook.

1 What **did you do** / **were you doing** at 6.30 this morning?
2 What **did you do** / **were you doing** after you finished breakfast?
3 What **did you do** / **were you doing** last Saturday night?
4 What **was** / **was being** the last book you read?
5 What **did you do** / **were you doing** before you started this exercise?

5 In pairs, ask and answer the questions in exercise 4.

6 In your notebook, complete the sentences with your own ideas. Use the past simple or the past continuous.

1 She was helping me to pack the suitcases while I … .
2 I was working on the decorations for the play when … .
3 He saw the fire, ran out of the house, and … .
4 When I found out about his accident, I … .
5 While I was reading a funny comic, my sister … .
6 While …, he was … .

Past perfect

Past perfect		
Affirmative	**Negative**	**Interrogative**
I **had gone**	I **hadn't gone**	**Had** I **gone** … ?
You **had gone**	You **hadn't gone**	**Had** you **gone** … ?
He / She / It **had gone**	He / She / It **hadn't gone**	**Had** he / she / it **gone** … ?
We / You / They **had gone**	We / You / They **hadn't gone**	**Had** we / you / they **gone** … ?

Grammar Practice p111

All Clear Rules

We use the past perfect to talk about an action that happened before another action in the past.
*By the time she was 16, she **had** already **published** three books.*
*She **hadn't finished** her sixth book when they did the interview.*
***Had** she **written** three books before she left school?*

7 **In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the past perfect.**

The concert *had started* (start) when we arrived at the theatre.

1 Jo rang me after she … (finish) her tea.
2 … (you / read) the book before you saw the film?
3 We went to a new restaurant. We … (not eat) there before.
4 What … (the reporters / ask) the author before I arrived?

8 **In your notebook, order the words to make sentences.**

about / boats / he / he had joined / six books / the public library / borrowed / After / .
After he had joined the public library, he borrowed six books about boats.

1 joined / Had she / a lot of / poetry / writing class / written / she / before / that / ?
2 after / read / the book / the film / Did they / they had / seen / want to / ?
3 the train / When / we /, / already / had / left / the station / reached / .
4 move / didn't / in / want / London / had / all her life / because / she / lived / to / Ann / .

Time expressions with the past perfect

By the time we arrived, the film **had started**.
We arrived **after** the film **had started**.
The film **had started before** we arrived.
The film **had already started when** we arrived.
We arrived at 7 pm. **By then**, the film **had started**.

Grammar Practice p111

9 **Look at the sentences in the table. Then write the correct words in your notebook.**

Yesterday we went to a concert, but we arrived at 8.30 pm. (1) **By then, / After** the concert had started. We were hungry because we hadn't eaten (2) **before / already** the concert. After the concert, we ran to a restaurant, but (3) **by the time / after** we got there, it had already closed. We went to buy a take-away pizza, but they had sold the last one (4) **before / after** we arrived. When we got to the bus station, the last bus had (5) **already / by the time** left. I phoned my parents, but (6) **by then / already** they had gone to bed. What a disaster!

10 **In your notebook, complete the dialogues with the correct form of the verbs in brackets. Use the past perfect or the past simple.**

A Did you get wet yesterday in the storm?
B No, it *started* (start) raining after I *had arrived* (arrive) home.

A Did you see John at the party?
B No, he (1) … (left) when I (2) … (arrive).

A Did you watch the film last night?
B No, I (3) … (not finish) my homework when it (4) … (start).

A Did you phone Lucy?
B No, my phone battery (5) … (stopped) working before I (6) … (can) phone her.

11 **In your notebook, write a short dialogue similar to the ones in exercise 10. Use the past perfect and the past simple.**

Grammar Reference p26

Vocabulary

Compound nouns

1 1.16 **Listen and repeat the words. How do you say them in your language?**

audio book • best-seller • book deal • bookshop • computer program • graphic novel • love letter • popular press • postcard • public library • school holiday • secondary school • social life • text message

2 **Copy and complete the table with the compound nouns from exercise 1.**

noun + noun	adjective + noun
book deal	*social life*

3 **In your notebook, complete the sentences with compound nouns from exercise 1.**

Lucy is a member of a *public library*. She usually borrows some books every week.

1 Can I borrow your mobile phone? I want to send a … to a friend.
2 I bought three books and a comic in the … .
3 The author was very happy when the publishers offered her a good … .
4 I've got an … by Veronica Roth. I listen to it on the bus. It helps me to improve my English.
5 After I leave … I want to go to college.

4 **Do you prefer to buy books or to borrow them from a public library? Which do you think is more comfortable to use: a paperback or an e-book?**

Listening

5 1.17 **Look at the pictures. What do you think the conversation will be about? Listen and check your answer.**

6 **Listen again. Are the sentences true or false? Correct the false sentences in your notebook.**

1 Josh liked the *The Hunger Games* films.
2 Clare liked the *The Hunger Games* films better than the books.
3 Josh preferred the book version of *The Maze Runner* to the film.
4 The main character of *The Maze Runner* has to solve a mystery.
5 Clare is interested in reading *The Maze Runner*.

Wordlist p120

Speaking

Talking about literature / Asking for and giving opinions

1 1.18 **Listen to the dialogue. Where are John and Elisa going?**

Model Dialogue

John

Let's go into that bookshop. I got a book for my birthday, but I want to exchange it.

I'm totally into science fiction. What do you think of it?

What about graphic novels?

Don't you agree that comics are fun?

Biographies? In my opinion, they're the most boring books in the world!

Elisa

OK. What sort of books do you like?

To be honest, I think it's a bit boring. I prefer adventure stories.

I reckon they're difficult to read. I prefer historical fiction to graphic novels.

If you ask me, they're for kids. What do you think of biographies?

Well, I'm going to buy this biography of Nelson Mandela. It looks really interesting.

2 **Listen again and repeat the dialogue.**

Speaking Task

1 Talk about literature

Choose a dialogue below (1 or 2) and read the opinions of Students A and B.

1

Student A
You love crime fiction and thrillers.
You think adventure stories are exciting.
You think fantasy novels are stupid.

Student B
You think crime fiction is really boring and that adventure stories are all the same.
You prefer comics and graphic novels.
You also like fantasy novels.

2

Student A
You love poetry and plays.
You think short stories are easy to read.
You think romantic novels are boring.

Student B
You think poetry is impossible to read and that short stories are usually boring.
You prefer crime fiction and thrillers.
You also like romantic novels.

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

I'm totally into crime fiction. What do you think of it?

To be honest, I think it's really boring.

Useful Language

Asking for and giving opinions

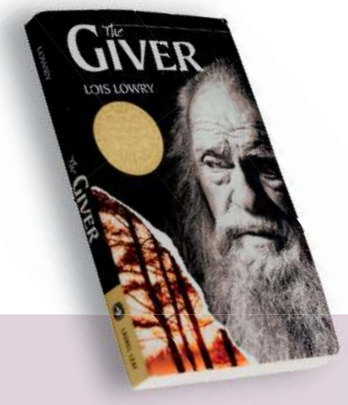
What do you think of biographies?
Don't you agree that comics are fun?
To be honest, I think it's a bit boring.
If you ask me, they're for kids.
In my opinion, they're really boring.
I reckon they're difficult to read.
I prefer historical fiction **to** graphic novels.

Useful Language Bank p128

Writing

A book review

1 1.19 **Read the Model Text and listen. Then answer the questions in your notebook.**



1 What type of book is *The Giver*?
2 What is the name of the author? And the main character?
3 When was it published?
4 Did Martin like it?

Model Text

The Giver

The Giver is an enjoyable science fiction novel. It was written by Lois Lowry and was published in 1993. By 1994, it had become an international best-seller. It is set in a future world where people's lives are controlled by society. Everyone is happy and there is no pain, suffering or emotion.

The main character is a boy called Jonas. Jonas discovers that people are only happy because they don't know about the real world. Then Jonas has to make a decision: stay and live without emotion or knowledge, or find a place where he can experience real life.

I liked it because it makes you think about our society. In conclusion, I would recommend this book. If you like interesting ideas, then you will enjoy reading it.

Martin

2 **Look at the All Clear Tips and translate the descriptions into your language. Then find examples in the Model Text.**

All Clear Tips

Describing books

It was written by …
It was published in …
It is set in …
The book tells the story of …
The main characters are …
The story starts when …
In conclusion … I liked it because …
If you like … then you will love it.

3 **Order the words to make sentences in your notebook.**

1 recommend / would / conclusion / definitely / book / In / I / this / .
2 The / characters / are / called / main / Ryan and Seth / two teenagers / .
3 liked it / because / I / it is about / problems / teenagers' / .
4 The / about / is / story / Ryan's / love / first / .
5 set / in London / The book / is / in the 1980s / .

Writing Task

1 Plan

Choose a book to write a review, make notes and include:

Introduction: *title, author, literary genre, publication date, setting and general story*
Main paragraph: *the main character(s), the main events of the story*
Conclusion: *a positive / negative recommendation, reasons you like / don't like the book*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction
Paragraph 2: Main paragraph
Paragraph 3: Conclusion

3 Check

☑ past simple, past continuous, past perfect
☑ literary genres, compound nouns
☑ expressions for describing books

Culture Reading

EXTRA

Home | World | Culture | Lifestyle | Fashion | Sport

Famous Female Writers

Xiaolu Guo (1973)

Xiaolu Guo is a novelist and a film-maker. Born in China, she emigrated to England as a young adult and is now considered to be her generation's voice of modern China. Her first novel, *A Concise Chinese-English Dictionary for Lovers*, was written in broken English and tells the story of how a foreigner is confused by different social rules and how she deals with loneliness and love.

COMMENT (53) READ MORE ▶

Alice Walker (1944)

Alice Walker is an African-American writer of novels, short stories and poetry. Many of her books are about problems such as racism or sexism. Her most famous novel is *The Color Purple*. It won the Pulitzer Prize for Fiction in 1983. There is a film version of *The Color Purple*, directed by Steven Spielberg.

COMMENT (21) READ MORE ▶

Zadie Smith (1975)

Zadie Smith is one of the most talented British writers of the moment. Her mother is from Jamaica and her father is English. Her first novel, *White Teeth*, is set in London and is about multiculturalism in the modern world. She finished it in her last year at university and it immediately became a best-seller. She won several prizes for *White Teeth* and it was made into a TV series. She has written more books since then, including *The Autograph Man*, *On Beauty* and *NW*.

COMMENT (46) READ MORE ▶

My Culture

1 1.20 **Read and listen. Then answer the questions in your notebook.**

1 Which country did Xiaolu Guo move from?
2 What is Alice Walker's most famous book?
3 What are many of Alice's books about?
4 What was Zadie Smith's first book? What was it about?

2 **Work in pairs and answer the questions.**

1 What kind of books do Polish teenagers like reading? (eg thrillers, romantic novels, fantasy)
2 Have you read any books by contemporary Polish authors? What did you like/dislike about them?

3 **In your notebook, match the names of Polish female writers with the titles of some of their books.**

Wojna polsko-ruska pod flagą biało-czerwoną, Nad Niemnem, Medaliony, Moralność pani Dulskiej, Księgi Jakubowe

a) Zofia Nałkowska (1884 –1954)
b) Olga Tokarczuk (1962)
c) Dorota Masłowska (1983)
d) Gabriela Zapolska (1857–1921)
e) Eliza Orzeszkowa (1841–1910)

4 **In your notebook, write a short text about a Polish female writer. Choose an author from exercise 3 or use your own idea.**

Unit 2 Grammar Reference

Past simple and past continuous

- Czasu *past continuous* używamy, aby opisać zdarzenia i czynności, które trwały w określonym momencie w przeszłości.

At this time last night I was waiting for your message.

Were you reading a book when I called? Yes, I was.

- Czasu *past simple* często używamy, aby opowiedzieć o następujących po sobie wydarzeniach, np. w historyjkach.

The princess opened the door and saw an ugly frog.

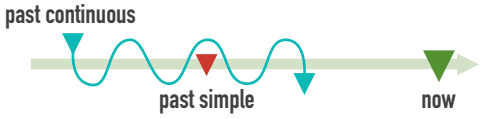
- Czasów *past simple* i *past continuous* często używamy w jednym zdaniu. Czasem *past simple* posługujemy się, aby opisać pojedyncze zdarzenie z przeszłości, które miało miejsce, podczas gdy trwała inna czynność, wyrażona w czasie *past continuous*.

*I **was walking** past the shopping centre when I **saw** my girlfriend. She was in a café with a handsome boy.*

- Czasu *past continuous* zazwyczaj używa się z określeniem czasu *while*.
- Czasu *past simple* używa się z określeniem czasu *when*.

***While** Amy **was waiting** for the bus, her mobile **rang**.*

*Amy **was waiting** for the bus **when** her mobile **rang**.*



Amy **was watching** a play when her phone **rang**.

John **broke** his leg and **went** to hospital.

Past perfect

- Czas *past perfect* stosujemy, aby opisać czynność, która rozpoczęła się wcześniej niż inna czynność, wyrażona w czasie *past simple*.

*They **had finished** lunch when we arrived.*

*I couldn't buy the book because I **had left** my wallet at home.*

Affirmative	
I / You / He / She / It / We / They	**had written** a best-seller. **('d)**

Negative	
I / You / He / She / It / We / They	**had not written** a best-seller. **(hadn't)**

Interrogative	**Short answers (+ / -)**
Had she **written** a best-seller? **Had** they **read** the novel?	Yes, she **had**. No, they **hadn't**.

- Zwróć uwagę na typowe określenia czasu, których używamy w czasie *past perfect*.

Time expressions with the past perfect
***By the time** we arrived, the film had started.* (Zanim przyszliśmy, film się już zaczął.)
*We arrived **after** the film had started.* (Przyszliśmy po tym, jak film się zaczął.)
*The film had started **before** we arrived.* (Film się zaczął, zanim przyszliśmy.)
*The film had already started **when** we arrived.* (Film się już zaczął, kiedy przyszliśmy.)
*We arrived at 7pm. **By then**, the film had started.* (Przyszliśmy o 7. Film zaczął się już wcześniej.)

Unit 2 Progress Check

Vocabulary Literary genres

1 **In your notebook, write the name of a literary genre for each definition.**

1 A book someone writes about their life.
2 A book someone writes about another person's life.
3 A story that shows a lot of imagination and is very different from real life.
4 A book about imaginary future events, often about life in space.
5 A book that contains stories told in a series of pictures.

Compound nouns

2 **In your notebook, complete the sentences with the compound nouns in the box.**

popular press	book deal	postcards
best-seller	love letters	

1 What sort of newspapers do you prefer, the … or serious papers like *The Times*?
2 I always write … to send to my friends when I'm on holiday.
3 Romantic people sometimes write … to their boyfriends or girlfriends.
4 That book sold millions of copies. It was a … .
5 Did the author manage to get a … with a publisher?

Grammar Past simple and past continuous

3 **Write the correct answers in your notebook.**

Yesterday, while I (1) bought / was buying a book by my favourite author, I (2) noticed / was noticing a man in the shop. He (3) sat / was sitting at a desk and he (4) signed / was signing books. It was my favourite author! I (5) asked / was asking him to sign my copy!

4 **In your notebook, write questions for the answers. Use the past simple or the past continuous.**

1 I was watching TV at 7 o'clock last night. (What … ?)
2 I went to the cinema on Saturday. (Where … ?)
3 I read an adventure story last week. (When … ?)
4 We were playing when Kate arrived. (What … ?)
5 I was talking to my boyfriend when my mobile phone stopped working. (Who … ?)

Past perfect

5 **In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the past perfect or the past simple.**

1 After I … (read) the book, I … (tell) all my friends about it.
2 By the time I … (finish) my homework, it … (be) after 11pm.
3 We … (miss) the train because it … (already / leave) when we arrived.
4 I … (not read) any science fiction before I … (read) this story.
5 We … (see) the film after we … (read) the book.

All Clear Grammar ✓

1 2 3 4 5 6 7 8 9

6 **Write the correct words in your notebook.**

Jo Where (1) **did you get / had you got** the idea for your adventure story?
Ian I (2) **was being / was** on holiday in Canada with my parents. One day I (3) **was walking / had walked** in the country near Toronto. I (4) **hadn't been / didn't go** to that area before, and I got lost. While I (5) **looked / was looking** for the path I (6) **met / was meeting** an old man. He (7) **walked / was walking** across Canada.
Jo Why (8) **did he do / was he doing** that?
Ian He (9) **was raising / raised** money for charity. Anyway, he (10) **told / had told** me about his adventures. He (11) **had had / was having** some amazing experiences.

7 1.21 **Listen and check your answers.**

3 Save the planet

Objectives

Vocabulary	Saving environmental resources; prefixes
Grammar	Present perfect + *for* / *since* / *still* / *yet* / *already* / *just*; present perfect and past simple; time expressions with the present perfect
Speaking	Making a list; prioritising ideas
Writing	An opinion essay; linkers of addition and result

Vocabulary

Saving environmental resources

1 1.22 **Listen and repeat the phrases. Match them with pictures 1–11.**

compost food waste • install solar panels • insulate windows • mend old clothes • recycle packaging • ride a bike • save water • share car journeys • travel by public transport • turn off lights • use rechargeable batteries

2 **In your notebook, complete the sentences with the phrases from exercise 1.**

1 I like to …, so I take the bus to school.
2 We're going to … the … in my bedroom. Then it won't be so cold in winter.
3 My brother always has a shower instead of a bath to … .
4 I always … lights when I leave the room.
5 Our neighbours … their food … instead of throwing it away.

3 **Write the correct words in your notebook.**

1 We're going to **insulate windows** / **install solar panels** so we can generate electricity at home.
2 We **recycle packaging** / **compost food waste** at home, like vegetable peelings and meat bones.
3 It's a good idea to **turn off lights** / **use rechargeable batteries** for items like radios and cameras.
4 I've decided to **share car journeys** / **mend old clothes** and not buy anything new for one year.

4 1.23 **Listen to Anika and Liam. How do they save environmental resources?**

5 **In pairs, ask and answer questions about how you help to save environmental resources.**

How do you save resources?

I use rechargeable batteries and turn off lights.

Wordlist p121

Reading

An online news report

Word Check
bin – kosz na śmieci
lid – wieko, pokrywa
score – wynik

1 1.24 **Read and listen. What is the text about? Choose the correct option.**

a) Internet privacy and rubbish
b) Social media, games and recycling
c) Social media, games and energy

News ▾ Weather ▾ TV ▾ More ▾ Contact us

Search

RUBBISH
IT'S THE NAME OF THE GAME

It looks, and smells, like a normal kitchen **bin** but it's a bin with a difference. Inside the **lid**, scientists have installed a smartphone camera. Every time you close the lid, the camera takes a photo of the rubbish that you have just thrown away. Then, an app on the smartphone uploads the photos to a Facebook page. Other members can look at your photos and post comments about them.

You also get a weekly **score** for your rubbish and you compete with other households to be the greenest.

The system is called BinCam and its aim is to make people recycle more. Scientists have already tested BinCam with students at Newcastle University. Helen and Alice are two of them. Since they started, they've reduced their rubbish dramatically. 'We've become more careful about what we throw away because other people are watching,' says Helen. 'It's like a game. You want to win and be the best at recycling!' Have they lost any points yet? 'Yes, we have,' says Alice. 'We always try to recycle, but we've thrown away recyclable items by accident once or twice.'

BinCam's inventors say that people enjoy the game and that the competition makes them more environmentally responsible. They say that BinCam shows how gamification and social media can influence people in a positive way. However, not everyone agrees. Critics say that BinCam is an invasion of privacy. Others think that recycling is a serious issue, not a game.

What do you think? Would you like to have a BinCam in your kitchen? Leave a comment ▾

All Clear Facts
Recycle Now is the national recycling campaign for England. It is supported by the government and helps people to recycle more.

2 **Read the text. Put the information in the order that it appears in the text.**

a) BinCam's objective
b) Some arguments in favour
c) Real users' experiences
d) Some arguments against
e) How BinCam works

3 **Read the text again. Answer the questions in your notebook.**

1 How often does the camera take a photo of your rubbish?
2 Who can comment on your rubbish?
3 Why have Helen and Alice become more careful about their rubbish?
4 How have they lost points?
5 What two criticisms of BinCam does the text mention?

Grammar

Present perfect

Affirmative	I / You / We / They **have read** a novel.
Negative	He / She / It **hasn't read** a novel.
Interrogative	**Have** you **read** a novel?

Grammar Practice p112

1 **In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the present perfect.**

I *have walked* (walk) to school instead of taking the bus since September.

1 They … (not recycle) much for the past two weeks.
2 Maggie … (live) without rubbish for a month.
3 … (John / turn off) the lights?
4 I … (not swap) CDs with my friends for months.
5 My mum … (share) car journeys with our neighbour for two years.

All Clear Rules

We use *for* to talk about a period of time.
We use *since* to talk about a point in time.
We can also use *since* with the past simple.
They've recycled *as much as possible* ***for*** *the past few months.*
Since *last year,* ***they have reduced*** *their rubbish dramatically.*
I've learnt a lot about recycling ***since*** *I started.*

2 **In your notebook, complete the sentences with *for* or *since*.**

We've had our blog *for* six months.

1 I have learned a lot … I started this project in May.
2 They have grown their own vegetables … two years.
3 Anna has tried to recycle more … last month.
4 Mark has known about the project … three days.
5 I've been cycling to work … January.

3 **Write complete questions with *How long … ?* in your notebook.**

you / know / your best friend?
How long have you known your best friend?

1 you / be / at this school?
2 you / have / this book?
3 you / know / about recycling?
4 you / live / in your house?
5 you / study / English?

Present perfect and past simple

They **started** the experiment last year.
They**'ve started** to travel by public transport.
Last July, they **decided** to save water.
We**'ve decided** to install solar panels.

Grammar Practice p112

4 **Look at the sentences in the table. Copy and complete the rules with *past simple* or *present perfect*.**

a) We use the … to talk about complete actions at a definite time in the past.
b) We use the … to talk about experiences or actions in the past when we don't mention the exact time.

5 **In your notebook, complete the text with the correct form of the verbs in brackets. Use the past simple or the present perfect.**

My friend, Suzy, (1) *has recycled* (recycle) for years. Since she (2) … (write) an article for the school magazine last year about recycling, the students (3) … (try) to recycle all the paper and plastic we use at school. We (4) … (not throw away) any paper since then!

For the past year, Suzy (5) … (buy) green presents for everyone. For my last birthday she (6) … (buy) me some organic chocolate and a Fairtrade T-shirt. The chocolate (7) … (be) delicious and I (8) … (wear) the T-shirt a lot since I got it. I (9) … (wear) it last week to a party and everyone (10) … (think) it was great.

Time expressions with the present perfect

Present perfect + *just*

My parents **have just** been on a course about recycling.

My sister **has just** bought a new bike.

Grammar Practice p112

6 **Write sentences and questions in your notebook. Use the past simple or the present perfect.**

1 I / be / at this school / for / two years.
2 Where / you / be / last night?
3 You look relaxed. You / be / on holiday?
4 What time / you / go out / yesterday?
5 Lucy / travel / to / China / in 2017.
6 Mark / ever / ride / a motorbike?

7 **Look at the sentences in the table. What does *just* mean? How do you say the sentences in your language?**

8 **Write complete sentences with *just* in your notebook.**

John / speak / to his girlfriend.

John has just spoken to his girlfriend.

1 Martin / buy a computer.
2 Our teacher / ask / a question.
3 Maggie / win / the race.
4 Simon and Sue / wake up.
5 Kate / see / her friend.

Present perfect + *still* / *yet* / *already*

Scientists **have already tested** BinCam.

They **still haven't tested** BinCam.

They **haven't lost** any points **yet**.

Have they **lost** any points **yet**?

Grammar Practice p112

All Clear Rules

We use ***already*** in positive sentences. It goes before the main verb.
We use ***yet*** in negative sentences and questions. It always goes at the end of the sentence.
We use ***still*** in negative sentences. It goes before the auxiliary verb.

9 **Write the correct words in your notebook.**

1 We have **already** / **still** taken 50 kilos of glass for recycling.
2 Have you made the list **yet** / **still**?
3 Peter **already** / **still** hasn't phoned me.
4 They haven't arrived **already** / **yet**. They should be here soon.

10 **Look at Jack's to-do list and write questions in your notebook. Then answer the questions using the words in brackets.**

Has he joined the recycling group yet?

Yes, he has already joined it. (already)

1 (still)
2 (yet)
3 (already)
4 (yet)

✓ join the recycling group
✗ recycle the old newspapers
✗ buy energy-saving light bulbs
✓ phone the recycling company
✗ sort out the rubbish

11 **In your notebook, write a list of things you have done recently and things you want to do this weekend.**

- *see the new Ryan Gosling film*
- *buy a new mobile phone*
- *visit your aunt*

12 **Work in pairs. Ask and answer questions about your lists from exercise 11. Use *still*, *yet* and *already*.**

Have you seen the new Ryan Gosling film?

I saw it last week. / I haven't seen it yet.

Grammar Reference p36

Vocabulary

Prefixes

1 1.25 **Listen and repeat the words. How do you say them in your language?**

recycle • reorganise • replace • replay • misunderstand • misinform • misplace • overpopulate • overcrowd • overeat • underestimate • underpay • undercook • underuse

2 **Look at the pictures. Match prefixes 1–4 with meanings a–d in your notebook.**

1 re- **a)** do something more than necessary
2 mis- **b)** do something again
3 over- **c)** do something less than necessary
4 under- **d)** do something incorrectly

3 **In your notebook, complete the sentences with the verbs in the box.**

overcrowded	replace	misplaced	underestimate

1 The radio is broken. We need to … it.
2 There were too many people there, it was … .
3 I have … my bag. I can't find it anywhere.
4 Don't … Ellen, she's more intelligent than she appears to be.

4 **Write questions in your notebook. Then ask and answer the questions in pairs.**

1 you / ever / overlook / an important mistake?
2 when / be / the last time / you / misplace / an object you / like a lot?
3 you / ever / misinform / your parents / about your marks at school?
4 you / like / replace / the phone you / have?
5 you / usually / overeat / at Christmas?

Listening

5 **Read the instructions and the notes in exercise 6. Answer the questions.**

1 What is the text about?
2 What kind of answers do you think you will need in each gap (eg a noun, an adjective, a number, a year, a country etc.)?

6 1.26 **Listen to a radio programme about Maglev trains and complete the notes in your notebook.**

Maglev trains

How the trains work:
- They use powerful (1)… to levitate above the tracks.
- Their power source is (2)… .
- They have a top speed of (3)… kilometres an hour.

Advantages:
- They are environmentally friendly, fast and (4)… .

Current situation / next steps:
- The trains have been used in Shanghai since (5)… .
- Maglev systems are being tested and constructed in other places, such as Japan, Israel and (6)… .

Wordlist p121

Speaking

Making a list / Prioritising ideas

1 1.27 **Listen to the dialogue. What three things do Jack and Kieran decide to do?**

Model Dialogue

Jack

Let's make a list of ways of helping the environment.

OK, but how?

I'd rather use the computer less than watch less TV.

I don't agree. I think saving energy is as important as recycling.

OK, let's recycle packaging and travel by public transport too.

Kieran

OK. What about saving energy?

Well, we can watch less TV.

We can do both, but I think recycling is more important.

Do you? For me, the most important thing of all is travelling by public transport.

So, our list of ways of helping the environment is saving energy, recycling packaging and travelling by public transport.

2 **Listen again and repeat the dialogue.**

Speaking Task

1 Make a list of priorities for helping the environment

Choose one of the lists below or use your own ideas.

List 1

- Save water (wash our clothes less, keep our drinking water in the fridge)
- Use clean transport
- Save energy

List 2

- Save resources (mend old clothes, use rechargeable batteries)
- Turn off lights
- Recycle packaging

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

What about saving water?

OK, but how?

Well, we can wash our clothes less.

Useful Language

Prioritising ideas

For me, **the most important thing** is recycling.
I think recycling **is more important than** saving energy.
I think saving energy is **as important as** recycling.
I'd rather use the computer less **than** watch less TV.

Useful Language Bank p128

Writing

An opinion essay

1 1.28 **Read the Model Text and listen. Then answer the questions in your notebook.**

1 Why do people produce more rubbish now?
2 Why don't people recycle?
3 Is recycling compulsory in all cities in Britain?

Model Text

Recycling should be compulsory. Do you agree?

At present, recycling is not obligatory in most countries. Consequently, many people do not recycle at all. In my opinion, compulsory recycling is better for the environment.

Firstly, people produce more rubbish now than in the past because we use more packaging. What's more, most of this packaging is dangerous for wildlife. Secondly, many people don't recycle because they are too lazy. In some British cities, recycling is compulsory. As a result, recycling has increased dramatically and local councils spend less on landfills. This experience has already demonstrated that obligatory recycling produces good results.

In conclusion, I believe compulsory recycling is better for the environment. Furthermore, it is also cheaper for local councils.

2 **Look at the All Clear Tips and translate the words in bold in your language. Then find examples in the Model Text.**

All Clear Tips

Linkers of addition and result

- *We use more packaging now.* ***What's more****, most of this packaging is dangerous for wildlife.*
- *Compulsory recycling is better for the environment.* ***Furthermore****, it is also cheaper for local councils.*
- *Recycling is not obligatory.* ***Consequently****, many people do not recycle at all.*
- *In some cities, recycling is compulsory.* ***As a result****, recycling has increased dramatically.*

3 **Write the correct linkers in your notebook.**

In Switzerland, people pay for each bag of rubbish. (1) **What's more,** / **As a result,** they throw away less rubbish. (2) **What's more** / **Consequently**, some local councils have made recycling free. (3) **Furthermore** / **Consequently**, people recycle more. (4) **As a result,** / **Furthermore**, the Swiss recycle 90% of their glass waste.

Writing Task

1 Plan

People should pay for each bag of rubbish they throw away. Do you agree? **Decide your opinion, make notes and include:**

Introduction: *the present situation, introduce your general opinion*
Main paragraph: *arguments to support your opinion*
Conclusion: *summary of your opinion*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction
Paragraph 2: Main paragraph
Paragraph 3: Conclusion

3 Check

- ☑ present perfect
- ☑ saving environmental resources, prefixes
- ☑ linkers of addition and result

Culture Reading

EXTRA

FAMOUS GREEN ORGANISATIONS

login

about | top picks | a–z | get involved

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

What is Freecycle®?

The Freecycle Network is an online community where people give and get things for free. It is a non-profit group and it's free to join. Its aim is for people to reuse things in order to reduce rubbish and improve the environment.

freecycle.org™ changing the world one gift at a time™

History

On 1st May 2003, Deron Beal started The Freecycle Network in Tucson, Arizona (USA). Deron worked for a small recycling organisation. They were often given unwanted items and Deron used to drive around the area offering them to local non-profit groups. He thought there had to be a better way of informing people what was available, so he set up the first email group. Since then, it has spread to over 100 countries around the world. Today, there are thousands of groups and millions of members.

How to use Freecycle

Find your local group online and join. Before buying anything new, check if anyone in the group wants to give away that item. Before you throw anything away, offer it to your Freecycle group. Post your offer or request online. Arrange with the other person when to collect it. It's that simple!

My Culture

1 1.29 **Read and listen. Then answer the questions in your notebook.**

1 Do you have to pay to join Freecycle?
2 How long has the network existed?
3 How many members are there today?
4 Before you throw anything away, what should you do?

2 **Work in pairs and answer the questions.**

Greenpeace | Klub Gaja | Liga Ochrony Przyrody | WWF

1 What do these ecological organisations do?
2 Which of them is the oldest? Which is the youngest?
3 Which of them has: a) a bison b) a panda in their logo?

3 **Do you know any other green organisations which are active in Poland? What do they do?**

4 **Work in groups. Plan an event to celebrate Earth Day in your school. Include the following:**

- name of the event (i.e. Green Monday)
- advertising slogan
- description of the event
- attractions and guests

Unit 3 Grammar Reference

Present perfect

- Czasu *present perfect* używamy, aby opisać wydarzenia lub czynności, które miały miejsce w niedalekiej przeszłości i mają związek z teraźniejszością.

*I'**ve eaten** all the cake, so there isn't any left for you.*
(Zjadłem całe ciasto, więc nie zostało nic dla ciebie.)
*I'm not busy anymore. I'**ve done** my homework.* (Jestem już wolna. Zrobiłam pracę domową.)

Affirmative	
I / You / We / They	**have ridden** a bike. **('ve)**
He / She / It	**has ridden** a bike. **('s)**

Negative	
I / You / We / They	**have not ridden** a bike. **(haven't)**
He / She / It	**has not ridden** a bike. **(hasn't)**

Interrogative	Short answers (+ / -)
Have you **ridden** this bike?	Yes, I **have**.
Has she **ridden** a bike before?	No, she **hasn't**.

Present perfect and past simple

- Czasu *present perfect* używamy, aby opisać wydarzenia, doświadczenia lub czynności, które miały miejsce w bliżej nieokreślonej przeszłości (czas wydarzenia jest nieznany lub nieistotny).

I've been to Amsterdam.

- Czas *past simple* stosujemy, aby opisać to, co wydarzyło się w określonym momencie w przeszłości.

I went to Amsterdam last year.

- W czasie *past simple* używamy konkretnych określeń chwili wykonania czynności (np.: *yesterday, last week, at 9 o'clock*). W czasie *present perfect* wykorzystujemy bardziej ogólne określenia czasu (np.: *always, never* czy *recently*).

*I'**ve always walked** home from school, but **yesterday** I **took** the bus.*

for, since, and *How long … ?*

- Aby wyrazić, jak długo trwa dana sytuacja, czynność lub dany stan, używamy czasu *present perfect* i *for*.

*I've lived in Bristol **for** two years.*

- Aby powiedzieć, w którym momencie dana sytuacja, czynność lub dany stan się rozpoczęły, używamy czasu *present perfect* i *since*.

*I've lived in Bristol **since** 2016.*

- Aby zapytać, jak długo trwają dana sytuacja, czynność lub dany stan, w pytaniach w czasie *present perfect* używamy *How long ...?*

***How long** have you lived in Bristol?*

for	since
five hours	2011
three weeks	5 pm
a month	January
a year	this afternoon
a long time	I was born

just, still, yet and *already*

Z czasem *present perfect* często stosujemy poniższe wyrażenia:

- w zdaniach twierdzących: *just* (właśnie), *already* (już);

*Paul has **just** left the house.*
*We've **already** bought some rechargeable batteries.*

- w zdaniach przeczących: *still, not yet* (jeszcze nie);

*I **still haven't** segregated the rubbish.*
*He **hasn't cleaned** the house **yet**.*

- w pytaniach: *yet* (już).

***Have** you **done** the shopping **yet**?*

Unit 3 Progress Check

Vocabulary Saving environmental resources

1 **In your notebook, match 1–5 with a–e to make expressions.**

1 compost	a) water
2 recycle	b) car journeys
3 save	c) packaging
4 mend	d) food waste
5 share	e) old clothes

Prefixes

2 **In your notebook, complete the sentences with the correct form of the verbs in brackets and a suitable prefix.**

1 I didn't understand what he said – I … (understand).
2 I can't eat another thing! In fact, I've … (eat).
3 Peter can't find his glasses. He has … (place) them somewhere.
4 They don't pay people enough. I think they … (pay) them.
5 I've lost my mobile phone. I'll have to … (place) it.

Grammar Present perfect + *for* and *since*

3 **Write sentences in your notebook using the words in brackets and *for* or *since*.**

1 I live here now. I moved here in 2003. (live / 2003)
2 I am here now. I arrived at 9 o'clock. (be / 9 o'clock)
3 We are here now. We arrived ten minutes ago. (be / ten minutes)
4 Kate met Rachel five years ago. They are best friends now. (be / five years)
5 I know Carla. I met her in 2010. (know / 2010)

Present perfect + *How long … ?*

4 **In your notebook, write questions for these answers. Use *How long … ?***

1 I have studied English for ten years.
2 Jim and Angela have lived here since 2014.
3 I've wanted to be a biologist all my life.
4 Amy has known Joe since she was five years old.
5 My teacher has worked at this school for six years.

Present perfect + *still, yet, already, just*

5 **Write sentences in your notebook using *yet*, *already*, *just* and *still*.**

1 I / not do / my homework. (yet)
2 Sally / phone / her boyfriend. (already)
3 Simon / win / the race. (just)
4 Mark / not listen to / his new CD. (still)
5 you / go to / the new nightclub? (yet)

All Clear Grammar ✓

1 2 3 4 5 6 7 8 9

6 **Write the correct words in your notebook.**

WWF has existed (1) **since** / **for** 1961, when a group of scientists, naturalists, business people and political leaders (2) **started** / **have started** the organisation. The first office (3) **was** / **has been** in Switzerland. About five million people have (4) **still** / **already** joined and together they (5) **achieved** / **have achieved** many things. WWF (6) **supports** / **is supporting** about 1,200 conservation and environmental projects around the world. (7) **For** / **Since** it began, WWF (8) **was investing** / **has invested** billions of dollars in projects in over 100 countries.

7 1.30 **Listen and check your answers.**

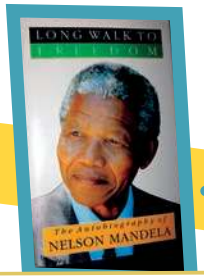
Revision Units 1–3

Vocabulary

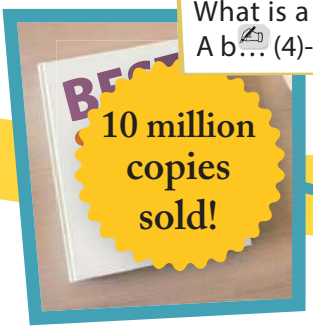
- Life-changing events
- Verb + preposition
- Literary genres
- Compound nouns
- Saving environmental resources
- Prefixes

Work with a partner. Read the clues and write the words in your notebooks. Who finishes first?

START

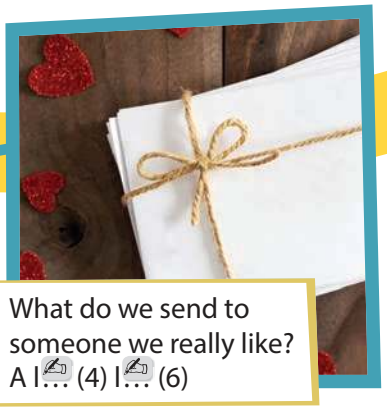


What is a book about yourself?
An a… (13)



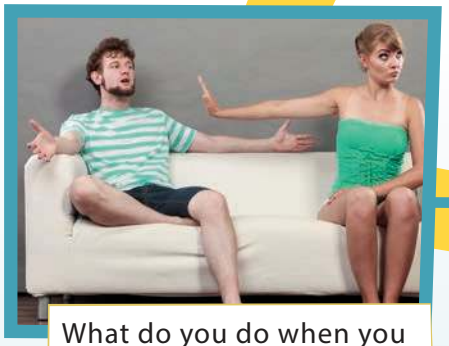
What is a very successful book?
A b… (4)-s… (6)

What can we install in our homes to generate electricity from the sun?
S… (5) p… (6)



What do we send to someone we really like?
A l… (4) l… (6)

What do we use to make calls with?
A m… (6) p… (5)



What do you do when you don't agree with someone?
You a… (5) w… (4) them.

What kind of literary genre is *Hamlet*?
A p… (4)

What do we throw away or recycle?
R… (7)

What do we do when we travel to another country?
G… (2) a… (6)

What can we save by having quick showers instead of baths?
W… (5)

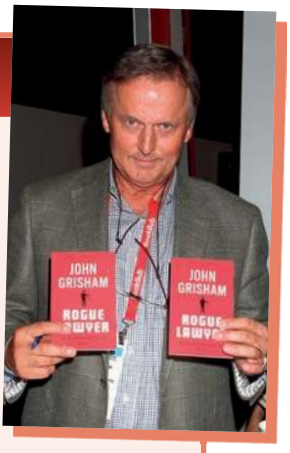
FINISH

Grammar

- Present simple
- Past simple
- *used to*
- Subject and object questions
- Past simple and past continuous
- Past perfect
- Time expressions with past perfect
- Present perfect with *for* / *since* / *How long … ?*
- Present perfect and past simple
- Present perfect with *still* / *yet* / *already* / *just*

1 **Write the correct words in your notebook.**

LITERARY AGENTS



Everybody (1) **has heard / heard** of writers like J.K. Rowling and John Grisham. We all know about their lives before they were famous. Grisham (2) **used to be / has been** a lawyer before he was a writer. J.K. Rowling (3) **was travelling / travelled** on a train when she (4) **was having / had** the idea for *Harry Potter*. But most writers (5) **haven't become / don't become** successful on their own. They need a literary agent.

Literary agents have been around (6) **since / for** over 100 years. But, what (7) **do they do / do they**? They represent authors and help them find a publisher. When an author (8) **became / becomes** successful, the agent negotiates a better contract. The agent usually (9) **has got / gets** 15% of the writer's money.

Many publishing companies only read a manuscript if an agent has (10) **still / already** recommended it. Some agents (11) **have received / receive** more than fifty manuscripts a week, so they need to know when a manuscript is a potential best-seller.

Even J.K. Rowling (12) **needed / had needed** an agent. She (13) **had spent / was spending** five years writing her first novel (14) **before / until** she sent it to the literary agent, Christopher Little. He liked it and agreed to represent her. After that, it (15) **had taken / took** a year to find a publisher. Christopher Little (16) **has worked / worked** with Rowling from 1995 to 2011 and he (17) **has helped / helped** her to become very successful with the *Harry Potter* books. (18) **Since / For** 2011, J.K Rowling's literary agent has been Neil Blair. She has also (19) **just / yet** published the second book in a series of detective novels under the pseudonym Robert Galbraith.

2 **Copy and complete the sentences with the correct form of the verbs in brackets.**

1 I … (live) in Paris since 2014 and I love it.
2 Sally … (finish) her biology homework already, but she … (not do) her maths yet.
3 Jon … (buy) a new phone last month, but he … (break) it already.
4 I … (not read) any Agatha Christie novels before.
5 Annie … (watch) TV last night when Gareth … (call) her.
6 My dad … (go) to school in Morocco until he … (be) 14.

3 **Order the words to make questions in your notebook.**

1 long / your best friend / have you / How / known / ?
2 Who / the play / wrote / *Hamlet* / ?
3 you / Who / did / yesterday / write to / ?
4 in the shop / Who / did / argue with / he / ?
5 argued with / Who / him / in the shop / ?
6 How / a dog / long / have / had / they / ?

Cultural Awareness: Home

Multimedia

1 **How much do you know about homes in Britain? Do the quiz.**

1 **Approximately how many people live in the UK?**
a) 40 million **b)** 50 million **c)** 60 million

2 **What percentage of British people live in large cities?**
a) 90% **b)** 75% **c)** 60%

3 **Where do most British people live?**
a) In houses **b)** In flats **c)** In bungalows

4 **How many rooms does Buckingham Palace have?**
a) 800 **b)** 775 **c)** 779

5 **How many National Parks are there in Britain?**
a) 18 **b)** 50 **c)** 15

WATCH

2 **Watch the documentary about homes and answer the questions.**

1 What kind of people live in stately homes today?
2 How many rooms are there on Pete's boat?
3 How does Pete get electricity for his canal boat?

3 **PROJECT** **Work in small groups and do the project task.**

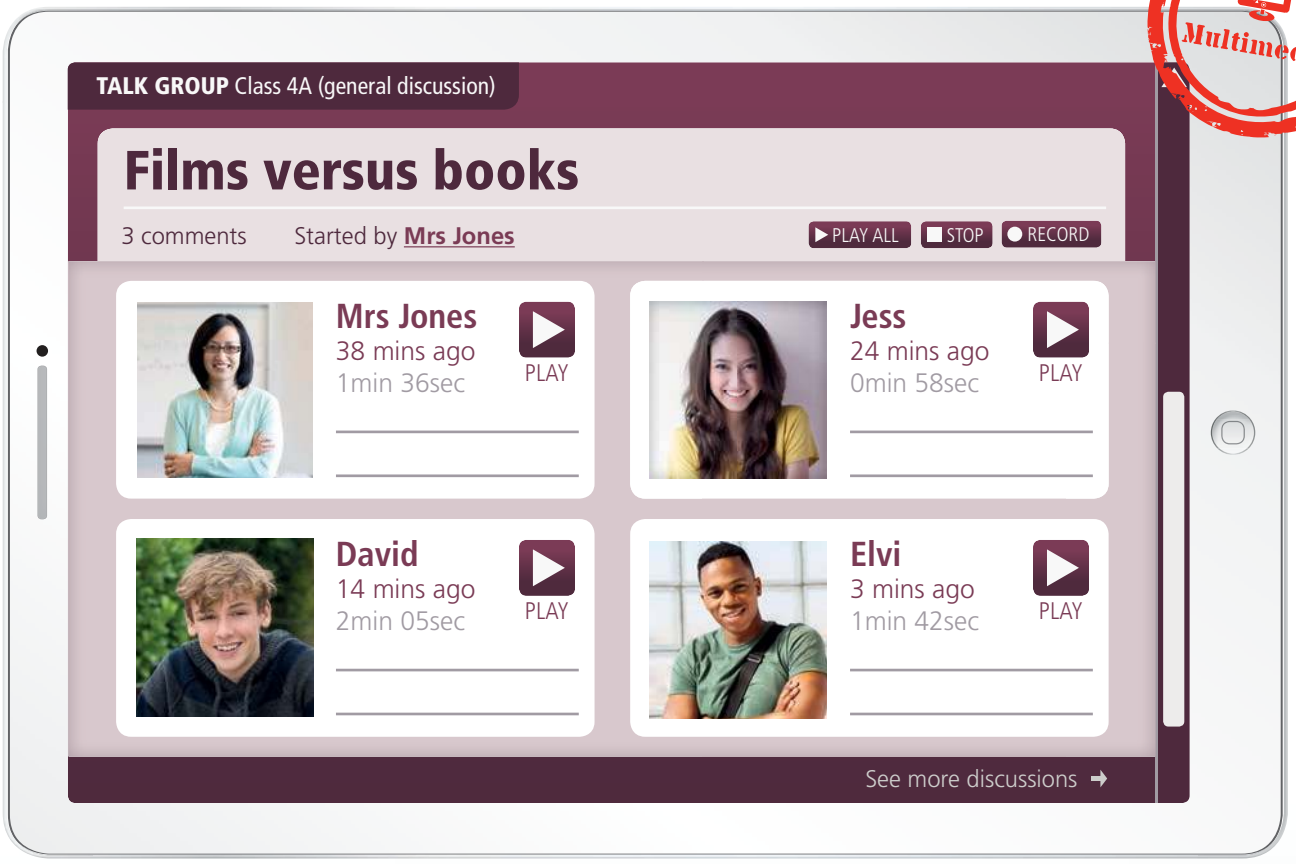
Opracujcie kilkustronicową broszurę dla obcokrajowców, którzy zamierzają kupić lub wynająć dom lub mieszkanie w Polsce.

- Zróbcie listę rodzajów domów oraz mieszkań na wsi i w mieście.
- Odszukajcie w Internecie informacje na temat wynajmu/zakupu nieruchomości, np.:
  - Jakie są średnie ceny zakupu domu/mieszkania w różnych częściach Polski?
  - Ile kosztuje wynajem domu lub mieszkania?
  - Gdzie najlepiej szukać ofert sprzedaży lub wynajmu?
  - Jakich rad udzielilibyście osobom chcącym kupić lub wynająć mieszkanie?
- Poszukajcie zdjęć do zamieszczenia w broszurze.
- Wymyślcie tytuł broszury oraz tytuły poszczególnych sekcji (np. *Prices of houses in Poland, Where to find a house of your dreams?*).
- Rozplanujcie treści na papierze o wybranym formacie i wydrukujcie broszurę.
- Przeprowadźcie głosowanie i wybierzcie najciekawszą broszurę.

Digital Competence: A voice discussion board

1 **Look at the voice discussion board. What is the discussion about?**

Multimedia



2 1.31 **Listen to the discussion. Copy and complete the sentences with the correct name from the talk group.**

1 ... prefers books.
2 ... likes films and books.
3 ... is the teacher.
4 ... prefers films.

TASK **Create a conversation on a voice discussion board. Follow the steps below.**

Step 1
Choose a voice discussion site. Find out how to set up a discussion group.

Step 2
Decide the topic for your discussion and write a question for the board.

Step 3
Prepare an introduction for your discussion. Practise saying it.

Step 4
Record your introduction and wait for comments from other students.

Step 5
Visit some of your classmates' discussions. Record a comment.

4 Fashion world

Objectives

Vocabulary	Style adjectives; phrasal verbs: clothes
Grammar	Relative clauses; *some / any / no* compounds; the future
Speaking	Complimenting people; giving and responding to compliments
Writing	A comparison; linkers of contrast

Vocabulary

Style adjectives

1 1.32 **Listen and repeat the adjectives. Use them to describe the clothes in pictures 1–10.**

casual • colourful • comfortable • conventional • fashionable • formal • glamorous • impractical • loose • old-fashioned • sporty • tight • trendy

The trainers in 4 picture are very sporty.

2 **Write the correct words in your notebook.**

My aunt loves shoes. She has lots of trainers which are all very (1) **sporty** / **old-fashioned**. They're also very (2) **trendy** / **conventional** because she always buys the latest styles. Her favourite shoes are the high heels she wears on Saturday nights – they're really (3) **casual** / **glamorous**, but so (4) **sporty** / **impractical**. I tried them on and I couldn't walk! She's a business person, so she also has a lot of very (5) **formal** / **casual** shoes. She has to stand up a lot, so her work shoes are all very (6) **comfortable** / **uncomfortable** – they can't be too (7) **conventional** / **tight**. What is her business? She has a shoe shop, of course!

3 **In your notebook, complete the sentences with the correct words from exercise 1.**

1 I don't like wearing boring black and grey clothes – I prefer … designs.
2 Those plain leather shoes are very … – I prefer more unusual designs.
3 My dad isn't allowed to wear … clothes at work. His office is formal, so he wears a suit.
4 My sister is always very trendy. She never wears anything …!
5 This skirt is too … – I need a smaller size.

4 1.33 **Listen to Adam and Beth. What style of shoes does Beth have? Why does she like them?**

5 **In pairs, ask and answer questions about your favourite clothes and accessories.**

What are your favourite shoes?

I love my red trainers – they are so comfortable!

Wordlist p122

Reading

A fashion magazine

Word Check
sole – podeszwa
heel – obcas
upper – cholewka

1 Read the text quickly and choose the best title.

High heels are bad for you

FASHIONABLE FEET

A SHORT HISTORY OF SHOES

Look at the people around you. Now look at their feet. What type of shoes are they wearing? What do the shoes have in common? Are they the same colour? Are they the same material? Do they have the same design?

The basic design of shoes has not changed much since they were invented. Most shoes have a **sole**, a **heel** and an **upper** (the part that covers the foot). However, creative designers have always found ways to make shoes look different.

Let's start with heels. Italy is where designers created the famous stiletto in the 1950s, which has a thin, pointed heel. It is still a popular design. But heels don't have to be thin to look different: an American designer once created huge heels filled with water and toy goldfish!

Designers do creative things with soles and uppers, too. For example, hiking boots with soles that have compartments that contain equipment for making fires – very practical for survival situations! A Czech designer made a pair of rectangular shoes in 2013 when she was a student. They have big platform soles and tight uppers. The uppers are made from soft leather, so the shoes are very comfortable.

Perhaps you are looking for something sporty. How about some five-toe trainers? They look just like feet!

So, what shoe designs might be fashionable in a few years? Here are a few trends. Designers will use 3-D printers more and more to create and print 3-D shoes. They can be very flexible, so you can fold them and put them in your pocket.

Another company has made shoes that generate electricity while you walk. Soon, you might plug your phone into your shoe! Others are experimenting with social media and have designed trainers with a small screen and Wi-Fi internet so you will be able to tweet from your trainers!

All Clear Facts

Stuart Weitzman, a shoe designer, once made a pair of crystal slippers inspired by Cinderella. They were sold for 1.6 million dollars.

2 1.34 Read and listen. Correct the false sentences in your notebook.

1 The basic design of shoes has changed a lot.
2 Stilettos aren't very popular today.
3 You can put survival equipment in the heels of hiking boots.
4 The rectangular platform shoes have loose uppers.
5 The five-toe trainers look like human hands.

3 What do you think about the shoes in the text? Answer the questions with your opinions in your notebook.

1 Which shoes are the most impractical / practical?
2 Which are the most glamorous?
3 Which look the most comfortable?
4 Which would you like to have?

Grammar

Relative clauses

People	The woman **who** / **that** lives in that house owns a shop.
Things	He wears trainers **which** / **that** look like human feet.
Time	She designed these platform shoes in 2013 **when** she was a design student.
Place	Italy is a country **where** they design clothes.

Grammar Practice p113

1 **Write the correct words in your notebook.**

1 Noritake Tatehana is the man **who** / **which** designs shoes for Lady Gaga.
2 The 1950s are **that** / **when** stiletto shoes became fashionable.
3 The trainers **which** / **when** my brother bought were really expensive.
4 She's the girl **that** / **which** I met at the party.
5 London is **that** / **where** my cousin lives.

2 **In your notebook, match 1–5 with a–e to make sentences.**

1 That's the shop
2 I'm the person
3 Last week was
4 Is that the dress
5 He's the man

a) that cost you €100?
b) where I bought my suit.
c) that emailed me last week.
d) who phoned you yesterday.
e) when I last saw him.

3 **In your notebook, complete the sentences with *who*, *which*, *where* or *when*.**

You've probably bought clothes from H&M, but how much do you know about the popular clothes shop? Read on to find out more. Erling Persson is the man (1) *who* started the company. Västerås, in Sweden, is (2) … he opened the first shop. 1947 is (3) … Persson opened his first shop. There are now about 100,000 employees (4) … work for the company. H&M employs many designers (5) … work on the clothes. The things (6) … the company sells include clothes, shoes and cosmetics.

4 **In your notebook, complete the sentences with your own ideas.**

1 … is a person who inspires me to be trendy because … .
2 … is a place where I like to relax. I enjoy … there.
3 … are clothes that I would never wear because … .
4 … is a time when people feel happy because … .

some / *any* / *no* compounds

Things	I want to buy **something** really nice.
Places	I can't go **anywhere** without my bag.
People	**No one** has a better shoe collection than my brother.

Grammar Practice p113

All Clear Rules

We use ***some*** and ***no*** compounds with affirmative verbs. We use ***any*** compounds with negative verbs and in questions.

5 **Write the correct words in your notebook.**

1 My uncle is in the USA. He's staying **somewhere** / **someone** near New York.
2 **No one** / **Nothing** liked my new trainers. I was really upset.
3 I haven't bought **anything** / **anyone** for my mum's birthday.
4 Do you know **anything** / **anywhere** that sells English magazines?
5 **Something** / **Someone** phoned you while you were in the bath.
6 I've had **nothing** / **nowhere** to eat today. I'm so hungry.

6 **In your notebook, complete the sentences so they are true for you. Use *some*, *any* or *no* compounds.**

My best friend is *someone who lives on my street*.
1 I grew up … in … .
2 If I could meet … in the world, I would love to meet … .
3 … that I love to eat is … .
4 If I could travel … in the USA, I would choose … .

The future

Present continuous
We**'re going** hiking next weekend.
be going to
I'm going to wear my new hiking boots.
It has snowed all week, so it**'s going to be** very cold.
will* and *might
We**'ll have** a great time. We **might need** extra clothes.

Grammar Practice p113

7 **Look at the sentences in the table and in your notebook match them with uses 1–5.**

1 a future prediction
2 a future event based on present evidence
3 a definite arrangement
4 a future intention
5 a future possibility

8 **Write the correct words in your notebook.**

Jill Come on, Carla, which dress [(1)] **will you / are you going to** buy?

Carla Oh, I don't know. I [(2)] **might / will** buy the pink one, but I'm not sure.

Jill Come on! We have to go, we [(3)] **will meet / 're meeting** Ed at 6 pm.

Carla OK. [(4)] **I'll get / I'm getting** the green one. Wait, no – the pink one.

Jill Look, the shop [(5)] **will / is going to** close in a minute. We need to go!

Carla OK. Let's go. [(6)] **I'm coming / I might come** back tomorrow with my sister, I can decide then. We've arranged to go shopping.

9 **In your notebook, complete sentences 1–5 with *will / won't* and sentences a–e with *might / mightn't*. Then match 1–5 with a–e.**

1 I*'ll bring* (bring) my swimsuit. *e*
2 I … (call) you from the bus.
3 I … (not forget) my sun cream.
4 I … (not wear) my white trousers.
5 I … (take) a sweater.

a) It … (be) cold in the evening.
b) The sun … (still / be) strong at 5 pm.
c) There … (not be) a phone signal at the beach.
d) They … (get) dirty on the beach.
e) We *might have* (have) a swim after the barbecue.

10 **In your notebook, complete the sentences with the correct future form of the verbs in brackets.**

1 What … you … (do) tonight?
I … (meet) Norma at the cinema.
2 Look at the clouds. It … (rain).
3 I think Mike … (be) a millionaire before he's 30.
4 I don't think I … (pass) my driving test.

11 **In pairs, ask and answer the questions.**

1 Where do you think you'll live when you're older?
2 What are you going to do when you leave school?
3 Who are you going to see this weekend?
4 Are you doing anything special this evening?
5 Who do you think will win the next Champions League?
6 Where might you go on holiday next year?

Grammar Reference p50

Vocabulary

Phrasal verbs: clothes

1 1.35 **Listen and repeat the phrasal verbs.**

Separable: give away • pick out • pick up • put away • put on • take off • throw away • try on • wear out

Inseparable: get into • go with • look for

All Clear Tips

Separable: the verb and the preposition in phrasal verbs can be separated. The object can go in the middle, eg:
I'd like to try this skirt on.
Inseparable: the verb and preposition must stay together, eg:
I'm looking for my keys.

2 **In your notebook, complete the sentences with phrasal verbs from exercise 1.**

1 I don't know what to wear. Can you … something … for me?
2 When my room's untidy, my mum tells me to … my clothes … .
3 It's so hot in here. I'm going to … my jacket … .
4 Do you want this belt? I want to … it … .
5 It's cold outside. … your coat … .
6 I can't find any trainers I like! Can you help me to … some?

3 **Rewrite the sentences in your notebook using five of the verbs in exercise 1. Replace the words in bold.**

I love the sales. I always **find good bargains** in the shops.
I love the sales. I always pick good bargains up in the shops.

1 This T-shirt is so old – I'm going to **put it in the bin**.
2 I like this jumper. I'm going to **find out if it fits**.
3 This jumper's too small! I can't **fit into it**.
4 Does this jacket **look good with** these trousers or with those ones? They're both black.
5 I'm not going to wear these shoes so often. I don't want them **to deteriorate**.

4 **In your notebook, write a short dialogue using one of the sentences below.**

- Put it on.
- Look for it.
- Throw it away.

A: I don't know if this top will fit me.
B: Try it on!

Listening

5 1.36 **Read the invitation and listen to Anna and Lucy. Which of these things do they talk about?**

their clothes	Jerry's birthday present	
transport	Jerry's friend	Atlantis

JERRY'S 16TH
BIRTHDAY PARTY!
Come and celebrate with him at the best party ever!

- WHEN: Saturday at 8 pm
- DRESS: cool
- WHERE: Atlantis
- MUSIC: dance

6 **Listen again and answer true or false in your notebook.**

1 The party is tomorrow night.
2 Anna and Lucy are both going to wear dresses.
3 Anna and Lucy have been to Atlantis before.
4 Atlantis has two dance floors.
5 Anna and Lucy are going to take the bus to Atlantis.

Wordlist p122

Speaking

Complimenting people / Giving and responding to compliments

1 1.37 **Listen to the dialogue. What is Phil wearing?**

Model Dialogue

Phil

Hi, Abi.

Don't worry. You look great.

What a fantastic jacket. That style really suits you.

Yeah, it's really cool.

Oh thanks. I wasn't sure about the style at first but now I like them.

Thanks, I'm glad you like them.

Abigail

Hi, Phil. Sorry I'm late!

Oh, thank you! So do you.

Do you think so?

Thanks. I'm really pleased with it. I love your new boots, by the way.

I think they're really trendy.

You've got good taste!

2 **Listen again and repeat the dialogue.**

Speaking Task

1 Give and respond to compliments on your clothes

Choose a piece of clothing to compliment on or use your own ideas.

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

What a fantastic hat! That style really suits you.

Do you think so?

Useful Language — Giving and responding to compliments

Giving	Responding
You look **great**.	Oh, thank you!
What (a) fantastic boots (jacket)!	Thanks. I'm **really pleased** with it / them.
I **love** your jeans.	Do you think so?
It / They **really suit(s) you**.	**I'm glad you** like it / them.

Useful Language Bank p128

Writing

A comparison

1 1.38 **Read the Model Text and listen. Answer the questions in your notebook.**

1 Who wrote the comparison?
2 Who did she write about?
3 What is Sarah like?
4 How are Sarah and Imogen different?

Model Text

Brothers & Sisters

Sarah's my older sister. She's kind and funny, but she's also quite adventurous.

During the week, Sarah works in an office. She's a typical accountant who wears suits to work. She always looks professional and conventional.

But at the weekend, she's a different person. She loves fashion and enjoys picking out clothes at markets where they sell old-fashioned styles. She's very creative and makes her own clothes from anything she finds at the market!

Our styles are completely different. While Sarah likes really colourful clothes which are pretty unusual, my style is casual and sporty. I prefer to do sport at the weekend, whereas Sarah loves looking for clothes with friends.

Although we're very different, we'll always be great friends and I love her style.

By Imogen

2 **Look at the All Clear Tips and translate the words in bold into your language. Then find examples in the Model Text.**

All Clear Tips

Linkers of contrast

*She's kind and funny, but she's **also** quite adventurous!*
***Although** we're very different, we'll always be great friends.*
***While** Sarah likes really colourful clothes, my style is casual and sporty.*
*I prefer to do sport, **whereas** Sarah loves looking for clothes.*

3 **In your notebook, complete the sentences with linkers from the All Clear Tips.**

1 I enjoy going to the theatre, … my boyfriend prefers the cinema.
2 John is funny, … he's also quite shy.
3 … I live in England, I really don't like cold weather!
4 … Joanna likes rock music, her sister listens to classical music.

Writing Task

1 Plan

Make notes about a comparison of a friend or a family member with you and include:

Introduction: *name, your relationship (friend / sister / brother, etc.)*
During the week: *occupation, appearance, style*
At the weekend: *free-time activities, appearance, style*
Comparison with you: *your differences and similarities*
Conclusion: *summarise your relationship*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction
Paragraph 2: During the week
Paragraph 3: At the weekend
Paragraph 4: Comparison with you
Paragraph 5: Conclusion

3 Check

☑ relative clauses, *some / any / no* compounds, the future
☑ style adjectives, phrasal verbs: clothes
☑ linkers of contrast

Culture Reading

EXTRA

Famous DESIGN & DESIGNERS

Stella McCartney is one of the most successful British designers of the last twenty years. She has designed clothes for pop singers and film stars. Her father is the musician, Sir Paul McCartney, who was in The Beatles.

Although she had a rich and famous dad, her parents wanted their children to have a normal childhood. Stella grew up on a small farm with her sisters and brother and they all went to the local school.

FASHION BEGINNINGS

Stella became interested in fashion when she was a teenager. She started designing and making clothes at home and, after leaving school, she studied fashion in London. At her first fashion show her friends, including Naomi Campbell and Kate Moss, modelled her clothes. After the show, all her designs were bought by a shop in London. In 2001, she started her own business and today she has shops all over the world.

STAR DESIGNS

Her designs are very varied. Some are glamorous, some are traditional and others are sporty. She also launched a children's collection with Disney for the film *Maleficent* in 2014. But there is one thing the designs have in common: Stella is a strict vegetarian and none of her designs use leather or fur.

My Culture

1 1.39 **Read and listen. Then answer the questions in your notebook.**

1 Who is Stella McCartney?
2 Where did Stella McCartney grow up?
3 When did she become interested in fashion?
4 Who modelled her clothes at her first show?
5 Why doesn't she use leather or fur in her designs?

2 **Work in pairs and answer the questions.**

1 What influences you most when you are choosing clothes? (eg the latest trends, comfort, popularity with friends)
2 Do you read any fashion blogs? Why / Why not? What are they?
3 What advice would you give to a friend on what to wear on his/her first date?
4 Which two of these celebrities have worn a dress designed by the Polish designer Gosia Baczyńska?

Catherine, Duchess of Cambridge (Kate Middleton)
Halle Berry Lady Gaga Jennifer Lawrence

3 **Work in groups. In your notebook, make a list of famous Polish fashion designers. Which of them do you like? Why?**

Unit 4 Grammar Reference

Relative pronouns

- Zaimków względnych używamy, aby podać istotne informacje na temat osoby, rzeczy lub miejsca, o których mówimy. Zaimki te łączą dwa zdania pojedyncze.

That's the man. He lives on my street.
*That's the man **who** lives on my street.*

- Zaimka *who* używamy w odniesieniu do osób, *which* – rzeczy, *when* – czasu, a *where* – miejsca.
- Zamiast *who* lub *which* możemy również użyć słówka *that*.

People
The man **who** / **that** lives in that house is from Manchester.
Things
She designs clothes **which** / **that** are fashionable.
Time
It was eleven o'clock **when** they finally arrived.
Place
That's the shop **where** I bought these shoes.

some / any / no compounds

people	things	places
someone	something	somewhere
anyone	anything	anywhere
no one	nothing	nowhere

- *Some* używamy z rzeczownikami policzalnymi i niepoliczalnymi w zdaniach twierdzących.

*I want to go **somewhere** hot on holiday!*

- *Any* używamy z rzeczownikami policzalnymi i niepoliczalnymi w zdaniach przeczących i pytaniach.

*I haven't bought **anything** all week.*
*Has **anyone** seen that new film yet?*

- *No* używamy tylko w zdaniach przeczących.

*There's **nothing** interesting on television tonight.*

- Do wyrazów *some / any / no* dodajemy *-one*, mówiąc o osobach; *-thing*, mówiąc o rzeczach; i *-where*, mówiąc o miejscach.
- Zamiast *-one* możemy również użyć formy *-body*: *somebody, anybody, nobody*.

Future forms: *will*

- Formy *will / won't* + czasownik główny w formie podstawowej (bez *to*) używamy, gdy mówimy o naszych przewidywaniach dotyczących przyszłości.

*He'**ll win** the competition.*
*They **won't be** late.*
***Will** you **go** on holiday next year? No, I **won't**.*

- Formy *will / won't* + czasownik używamy również, aby wyrazić spontanicznie podjętą decyzję lub uprzejmie poprosić kogoś, aby coś zrobił.

*OK, I'**ll take** the pink sandals.*
*Please **will** you **make** me a cake?*

Future forms: *be going to*

- Konstrukcji *be going to* używamy, gdy mówimy o naszych zamiarach i planach dotyczących przyszłości.

*I'**m going to visit** my grandparents on Sunday.*
*We **aren't going to watch** television tonight.*
***Is** he **going to visit** the zoo tomorrow? Yes, he is.*

- *Be going* to stosujemy również, gdy wiemy na pewno, że coś się wydarzy w najbliższej przyszłości.

*Look at Monica! She is **going to fall off** the chair in a minute!*

Future forms: *present continuous*

- Czasu *present continuous* używamy, gdy mówimy o potwierdzonych ustaleniach i planach dotyczących przyszłości.

*I'**m playing** football on Saturday.*
*They **aren't painting** the house this summer.*
***Is** he **coming** to the party on Friday? Yes, he is.*

Future forms: *might*

- Czasownika *might / might not* używamy, aby wyrazić przypuszczenie dotyczące danej sytuacji w przyszłości.

*We **might go** there together.*
*She **might not be** interested in this film.*

Affirmative	
I / You / He / She / It / We / They	**might** have a birthday party.

Negative	
I / You / He / She / It / We / They	**might not** have a birthday party.

Interrogative	Short answers (+ / -)
Might they have a birthday party?	Yes, they **might**.

Unit 4 Progress Check

Vocabulary Style adjectives

1 **In your notebook, complete the sentences with style adjectives.**

1 I love Marilyn Monroe. She was so g… .
2 I hate going to weddings because I have to wear f… clothes.
3 My old trainers are too t… . I'll have to buy a bigger pair.
4 My dad's very c… . He even wears a suit at the weekend.
5 My sister isn't very t… . She's not interested in fashion.

Phrasal verbs: clothes

2 **In your notebook, match 1–5 with a–e to make sentences.**

1 Can I try
2 I can't get
3 Why don't you take
4 I'm giving this T-shirt
5 Pick

a) away. Do you want it?
b) up your clothes and put them in the wardrobe!
c) on these shoes, please?
d) into these shoes. They're too small.
e) off your jacket? You look very hot!

Grammar Relative clauses

3 **In your notebook, complete the sentences with the correct relative pronouns.**

1 This is the house … my father was born.
2 She's the woman … made my sister's dress.
3 We met in 1998 … we were 7 years old.
4 She's the girl … has joined our class.

some / any / no compounds

4 **In your notebook, complete the sentences with the correct compounds.**

1 Where are my glasses? I can't find them … .
2 I want to go … hot this summer.
3 Did you get … nice for your birthday?
4 I didn't know you were ill. … told me.
5 The shop is far. It's … near here.

The future

5 **Write the correct words in your notebook.**

1 Be careful with that football. You **will / are going to** break a window.
2 Who **will win / is winning** the next Champions League, do you think?
3 When **are you going to / may you** take me out to dinner?
4 What time are we **meeting / going to meet** tonight?
5 We **might / will** go out tonight. We'll decide later.

All Clear Grammar ✓

1 2 3 4 5 6 7 8 9

6 **Write the correct words in your notebook.**

Karen Hi, Jamie. Cool jeans! Where (1) **did you get / do you get** them from?
Jamie Thanks! They were a present.
Karen Really? Who (2) **did give / gave** them to you?
Jamie My grandma gave me the money and I (3) **'ve bought / bought** them.
Karen Your grandma is really generous.
Jamie Yeah, she (4) **used to give / 's given** me a present for my birthday, but now she gives me money.
Karen (5) **Did you have / Are you having** a birthday party?
Jamie No, I haven't had it (6) **already / yet**. Don't worry. I (7) **'m going to / won't** invite you.

7 1.40 **Listen and check your answers.**

5 On the job

Objectives

Vocabulary	The world of work; work verbs
Grammar	The first and second conditional; gerunds and infinitives
Speaking	Talking about a job; evaluating a situation
Writing	A cover letter email; job application letters

Vocabulary

The world of work

1 2.01 **Listen and repeat the words. Which of the words can you identify in pictures 1–6?**

allowance • application form • apprenticeship • benefits • bonus • conditions • contract • expenses • job advertisement • pay rise • pension • promotion • salary • work experience

2 **Write the correct words in your notebook.**

Guess what? I've got a part-time job as a shop assistant. I saw the (1) **pension** / **job advertisement** and I filled in (2) **a contract** / **an application form**. I had an interview yesterday and I signed the (3) **contract** / **promotion** this morning. The (4) **expenses** / **conditions** are great (I get a free lunch!) and the (5) **salary** / **promotion** is OK. And if I sell a lot of things, I'll get a (6) **salary** / **bonus** too!

3 **In your notebook, complete the sentences with the correct words from exercise 1.**

1 My dad travels a lot and his company pays his … , likes flights and hotels.
2 My parents give me a monthly … to buy clothes and pay for my mobile phone.
3 My sister has been given a … at work. She's going to be a boss now.
4 I get great … at my new job, including a company car.
5 My brother's doing an … . He's training to be an electrician.

4 2.02 **Listen to Zach and Demi. What does Demi spend her allowance on?**

5 **In pairs, ask and answer the questions.**

Do you get an allowance?

No, but I have a job.

What do you spend your salary on?

I usually buy video games.

Wordlist p123

Reading

A wiki entry

Word Check

underachiever – osoba niewykorzystująca w pełni swoich możliwości
caretaker – osoba opiekująca się miejscem pod nieobecność właściciela

1 Read the text quickly. Who is Ben Southall?

2 2.03 Read and listen. Then check your answers to exercise 1.

Wiki

Entry | Edit | History | View | Navigate | Tools | Help

BEN SOUTHALL

Ben Southall (born in 1975) is a British adventure advocate.

A The BEST LIFE in the world

If you work hard at something, the chances are you will become good at it. And if you have talent but don't practise, you will never become the best. Ben Southall's philosophy is 'the harder you work, the luckier you get' and if he didn't show so much determination in everything he does, he would not be able to live such a fascinating life.

B Early life

Ben's sister, Becky, always got excellent grades at school, while he had to work hard just to pass. As a result, he felt he was an **underachiever** and even contemplated dropping out. In the end, Ben studied Automotive Systems at Kingston University and obtained his degree with the determination which characterises his professional life.

C Professional life

Ben's ex-girlfriend arranged an interview to apply to be a summer Events Organizer. Ben was hired with an attractive salary and was soon promoted to Manager in South Africa. This was a good working experience and in some ways served as an apprenticeship for Ben's later solo adventures. In 2008 he embarked on Afritex, a 65,000 km circumnavigation of Africa which included completing five marathons and climbing five mountain peaks.

D Back home, with no money or job in sight, Ben saw an advertisement for The best job in the world, as **caretaker** of a tropical island paradise. He applied and was chosen from 34,685 hopeful applicants. How did he do it? The answer was a video application and a three-month marketing campaign with TV interviews, media events and even jumping into the freezing cold River Thames.

E 'Taking a dream and turning it into reality was something I'd become used to doing.' Ben says, and he hasn't stopped. First, The best expedition in the world, then a four-month 1,600 km kayak trip along the Great Barrier Reef and now The big adventure – a Land Rover expedition from Singapore to London which started in 2015.

All Clear Facts

Ben holds the unofficial world record for most interviews in 24 hours: 124!

3 Read and listen. Match paragraph descriptions 1–5 with paragraphs A–E. Write them in your notebook.

1 Ben's recent adventures.
2 Gaining experience.
3 Ben's education.
4 A life philosophy.
5 Applying for a great opportunity.

4 Read the text again. Write true or false in your notebook. Copy the text that shows your answers.

1 Ben thinks that if you try your hardest, you'll get lucky.
2 Ben lives a very boring life.
3 Ben's sister was a good student at school.
4 He nearly didn't finish school.
5 He didn't achieve many things in Africa.
6 There were lots of applicants for the Best Job in the World.

Grammar

The first and second conditional

First conditional	
If Ben **has** time,	he'**ll write** a book.
Ben'**ll write** a book	if he **has** time.

Second conditional	
If he **practised**,	Joe **would be** a good musician.
Joe **would be** a good musician	if he **practised**.

Grammar Practice p114

All Clear Rules

First conditional sentences talk about possible situations and possible outcomes.
Second conditional sentences talk about hypothetical, imaginary or unlikely future situations.

1 **In your notebook, complete the first conditional sentences with the correct form of the verbs in brackets.**

1 If I … (work) hard, I'll get promoted.
2 I … (not get) paid if I'm late for work.
3 If he … (not lend) you the money, I will.
4 I … (improve) my French if I move to France.
5 If you … (need) a job, I'll ask my boss.

2 **In your notebook, complete the second conditional sentences with the correct form of the verbs in brackets.**

1 If I … (be) younger, I'd go to bed earlier.
2 If I had a better job, I … (earn) more.
3 If I … (like) my job, I'd work harder.
4 I … (get) a promotion if I worked harder.
5 I'd have more money if I … (buy) less.

3 **In your notebook, match 1–5 with a–e to make sentences using the first or second conditional.**

1 If I get a new job,
2 I'd go to China
3 I'll go to China
4 If you lent me €100,
5 I'll pay you back next week

a) if I save enough money.
b) if I had enough money.
c) I'd buy a motorbike.
d) if you lend me €100.
e) I'll buy a motorbike.

4 **Write the correct words in your notebook.**

I've always dreamt about being a vet, but I'm going to have to study hard. If I pass my exams this summer, I (1) **'ll** / **'d** study sciences for the next two years. If I had time, I (2) **'d** / **'ll** study English too, but I don't think it's possible. If I (3) **want** / **wanted** to go to university, I (4) **'ll** / **'d** need to get good marks, so I need to work hard. There won't be time for English, but that's OK. I (5) **'ll** / **'d** read lots of novels this summer if I have any free time. If I (6) **have** / **had** enough money, I'd go to Africa to see wild lions. If I (7) **save** / **saved** my allowance, I'd be able to afford it.

5 **Write the correct words in your notebook.**

1 What **will** / **would** you study if you go to university?
2 What **will** / **would** you say if you met the President of the USA?
3 Where will you go if you **go** / **went** on holiday this summer?
4 If you **find** / **found** €50 in the street, what would you do?
5 If it's sunny this weekend, what **will** / **would** you do?

6 **Order the words to make questions in your notebook. Then ask and answer the questions in pairs.**

1 didn't / would / your town / you / live / Where / if / you / live / in / ?
2 you / What / will / study / you / go to / if / university / ?
3 will / you / go out / see / this weekend / if / you / Who / ?
4 choose / What / job / would / you / if / you / tomorrow / started / work / ?
5 What / million / you / if / would / you / had / do / one / euros / ?

7 **In your notebook, complete the sentences so that they are true for you.**

1 If I had a salary, … .
2 If I don't have enough money for my holidays, … .
3 If I won 50,000 zloty, … .
4 My parents will be happy if … .
5 If I had a job interview tomorrow, … .
6 I will get married before I'm 25 if … .

Gerunds and infinitives

Gerunds	
subject of a sentence	**Finding** a job can be difficult.
after verbs	Do you enjoy **working** with animals?
after prepositions	Before **applying** for jobs, do some work experience.

Infinitives	
after verbs	Did you learn **to speak** Italian at school?
after adjectives	He's happy **to meet** you at ten o'clock.

Grammar Practice p114

8 **In your notebook, complete the sentences with the gerund or the infinitive form of the verbs in the box.**

see	live	travel	work	be

1 … rich doesn't make you happy.
2 I want … that film.
3 … long hours makes me feel tired.
4 … in a house in London is very expensive.
5 He'd like … to Asia.

9 **In your notebook, write the words in the box in the correct group.**

want	enjoy	need	decide	arrange
would like	can't afford	look forward to		

Followed by a gerund:	…
Followed by an infinitive:	…

10 **Match 1–7 with a–g to make sentences. Then complete the sentences with the correct form of the verbs in brackets in your notebook.**

1 I am looking forward to *e*
2 We've arranged
3 I can't afford
4 I'm always hungry and I enjoy
5 My sister spends a lot of time
6 At the moment we're learning
7 I haven't finished

a … (eat) more than cooking.
b … (look) in her mirror.
c … (read) this wonderful book yet.
d … (buy) a new laptop.
e *starting* (start) my new job next week.
f … (meet) at 5 pm.
g …(speak) German.

11 **In your notebook, complete the sentences with the correct form of the verbs in brackets.**

1 My dad really enjoys … (play) golf.
2 I wanted … (watch) the film, but it was too frightening.
3 I would really like … (go) out tonight.
4 I can't afford … (buy) a new pair of shoes.
5 I'm really looking forward to … (see) you.

12 **Write the correct words in your notebook.**

Sara Mum, can you help me? I don't know what to wear for my job interview. What about (1) **to wear** / **wearing** my new jeans?
Mum I think you need (2) **to wear** / **wearing** something more formal. (3) **To look** / **Looking** smart is important.
Sara OK. I'll wear my blue skirt.
Mum (4) **To be** / **Being** on time for the interview is also important.
Sara Oh no! Is that the time? I'm a bit late.
Mum It is difficult (5) **seeing** / **to see** how you will get there on time. Come on, I'll take you in the car!

Grammar Reference p60

Vocabulary

Work verbs

1 2.04 **Listen and repeat the words. How do you say them in your language?**

apply for a job • be unemployed • claim expenses • earn a salary • fill in an application form • get a job • get a pension • have a full-time job • have an interview • lose a job • sign a contract • work part-time

2 **In your notebook, complete the questions with the verbs in the box. Then ask and answer the questions in pairs.**

works	get	earn	applied	get

1 Do you know anyone who … part-time?
2 Do you want to … a high salary?
3 Have you ever … for a job?
4 Is it difficult to … a job where you live?
5 Is it better to … a full-time or a part-time job?

3 **In your notebook, complete the text with the correct form of the phrases from exercise 1.**

My brother (1) … in an ice cream factory, but the factory closed and he (2) …. For a while, he was (3) …. He (4) …, but he wasn't successful. Then, two months ago, he saw a job advertisement for a job in a mobile phone shop. My brother loves gadgets. It was perfect, so he (5) …. My brother (6) … that same week and he got the job. Now he's (7) … and saving for a car. He loves his new job!

Listening

4 2.05 **Listen to the radio programme about Germany's dual education system and answer the questions in your notebook. Then check your answers.**

1 What are the two aspects of the dual education system?
2 What does Sophie want to be?
3 What does Max want to be?

5 **Listen again and answer true or false in your notebook.**

1 Students in the dual education system aren't paid.
2 Students are responsible for finding their work experience positions.
3 Sophie and Max spend the same amount of time at work and school.
4 Their school subjects are directly related to their work experience.
5 Students have formal and practical exams.

Wordlist p123

Speaking

Talking about a job / Evaluating a situation

1 2.06 **Listen to the dialogue. Which parts of the job does Leo like?**

Model Dialogue

Amy

Hi, Leo!

Great. How was your first day as a waiter? Is it a good restaurant?

And what about the job?

What do you mean?

That's good. What else do you like about it?

So, what's the downside?

Leo

Hi, Amy. How are things?

It was OK. What I like about it are the pizzas – they're delicious!

Well, it's got good and bad aspects, really.

On the upside, my colleagues are really friendly.

Well, the best thing is the food.

I don't like working long hours. But the worst thing is – being a waiter is very tiring.

2 **Listen again and repeat the dialogue.**

Speaking Task

1 Talk about a job

Choose one of the jobs below or use your own ideas.

Job: shop assistant
Where: in a clothes shop (the clothes are really cool)
Likes: salary – it's well paid
Best thing: discount on clothes
Dislikes: long hours – very tiring
Worst thing: the customers – sometimes rude

Job: sports coach
Where: at a summer camp – the people are very friendly
Likes: playing sport all day – it's great fun!
Best thing: being outside
Dislikes: coaching young children – it can be difficult
Worst thing: earning €4.50 an hour. The salary's terrible.

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

How was your first day as a shop assistant?

It was OK.

Useful Language

Evaluating a situation

What I like / don't like about it is / are the food (pizzas).
The best / worst thing is / are the food (pizzas).
On the upside / downside, my colleagues are friendly / unfriendly.
So, what's the downside / upside?
What's the best / worst thing?

Useful Language Bank p129

Writing

A cover letter email

1 2.07 **Read the Model Text and listen. Answer the questions in your notebook.**

1 Why is Grace writing to Universal Computers?
2 What does Grace want to do in the future?
3 What relevant skill does Grace have?
4 What personal qualities does she have?
5 What is she attaching to her email?

Model Text

Dear Sir/Madam,

I am writing to apply for a work experience position at Universal Computers.

I am 16 years old and currently in Year 11 at Highfields School in Lincoln. If I get good grades in my GCSE exams, I will continue studying next year. In the future, I would like to study Computer Science at university.

My favourite school subject is ICT and I enjoy writing computer code. I am hard-working and responsible, and I am sure that I would learn a lot from working with your company.

I would be very grateful if you could send me more information about the work experience position. I am attaching my CV and a reference from my ICT teacher. I am available for an interview.

I look forward to hearing from you.

Yours faithfully,

Grace King

2 **Look at the All Clear Tips and translate the phrases into your language. Then find examples in the Model Text.**

All Clear Tips

Job application letters

Dear Sir/Madam,
I am writing to apply for …
I would be very grateful if …
I am attaching …
I look forward to hearing from you.
Yours faithfully,

3 **Order the words to make sentences in your notebook.**

1 look / I / hearing / to / you / forward / from / .
2 for / I / am / to / your café / apply / a job / writing / in / .
3 some information / I / very grateful / if / would / be / you could / send me / .
4 I / my / am / CV / attaching / .
5 available / am / I / attend / an interview / to / .

Writing Task

1 Plan

Make notes for a cover letter email to apply for a job at a local company and include:

Introduction: *name of the company, reason for writing*
Personal information: *age, school studies, future plans*
Qualifications: *favourite school subjects, relevant skills, personal qualities*
Additional information: *extra information you want to include*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction
Paragraph 2: Personal information
Paragraph 3: Qualifications
Paragraph 4: Additional information

3 Check

☑ the first and second conditional, gerunds and infinitives
☑ the world of work, work verbs
☑ expressions for job application cover emails / letters

Culture Reading

EXTRA

FAMOUS FINANCIAL INSTITUTIONS

THE CITY OF LONDON

The City of London is London's financial district. If you visit the area, you'll find all of the most important financial institutions, banks and large companies. It is also the oldest part of London and this is why it became the financial centre of the UK.

THE BANK OF ENGLAND

The Bank of England opened in 1694, and it is one of the oldest banks in the world. Since 1734 the bank's address has been Threadneedle Street – it doesn't have a number, it's too famous. The main responsibility of the bank is to issue new coins and notes. It also guards the UK's gold reserves. No one has ever robbed The Bank of England in real life, although it was robbed in a famous novel called *Around the World in 80 Days*!

THE ROYAL MINT

The Bank of England does not make new coins and notes; this is the job of the Royal Mint. The first London Mint was started in 886 by King Alfred the Great. For many years the Mint was situated in the Tower of London and it became the Royal Mint in the 16th century. However, the Royal Mint is now in Wales, after moving from London in 1968. As well as manufacturing currency for the UK, the Royal Mint makes money for over 60 other countries.

1 2.08 **Read and listen. Then answer the questions in your notebook.**

1 Why did the City become a financial centre?
2 Where is the Bank of England?
3 Has the bank ever been robbed?
4 What does the Royal Mint do?
5 Where is the Royal Mint today?

My Culture

2 **Work in pairs. In your notebook, write the missing information.**

- Name of Polish currency: Polish …
- NBP stands for: N… B… P…
- Notes in circulation: …, 20, …, …, …, 500
- Which Polish king is illustrated on the 500 banknote?: Jan … …

3 **Work in pairs and answer the question: Do you usually save money or spend it as soon as you get it?**

Unit 5 Grammar Reference

The first conditional

- Pierwszego trybu warunkowego używamy, gdy mówimy o sytuacjach, które prawdopodobnie wydarzą się w przyszłości oraz o ich następstwach.
- Pierwszy tryb warunkowy tworzymy w następujący sposób: ***if*** + ***present simple*** + ***will / won't*** + **bezokolicznik bez *to*.**

__If we go__ to Madrid, __we'll stay__ in a hotel.
__If he arrives__ late, __he won't get__ a seat.

- W pierwszej części zdania warunkowego możemy opisać sytuację, a w drugiej jej następstwa – lub też odwrotnie. Jeżeli w pierwszej części zdania pojawia się opis sytuacji, która prawdopodobnie wystąpi w przyszłości, to w zdaniu stawiamy przecinek.

__If you go__ out in the rain, __you'll get__ wet.

- Przecinka nie stosujemy, jeśli zdanie zaczyna się opisem następstw sytuacji (*if* występuje w drugiej części zdania złożonego).

__You'll get wet__ if you __go out in the rain__.

Situation	Consequence
If you **are** a great singer,	you **will get** a recording contract.
If I **am** a great singer,	**will** I **get** a recording contract?

Consequence	Situation
You **will get** a recording contract	if you **are** a great singer.
Will I **get** a recording contract	if I **am** a great singer?

The second conditional

- Drugiego trybu warunkowego używamy, gdy mówimy o mało prawdopodobnych wydarzeniach i sytuacjach w teraźniejszości i przyszłości oraz o ich hipotetycznych skutkach.
- Drugi tryb warunkowy tworzymy w następujący sposób: ***if*** + ***past simple*** + ***would / wouldn't*** + **bezokolicznik bez *to*.**

__If I sold__ my car, __I'd buy__ a motorbike.

- Jeśli w pierwszej części zdania pojawia się opis sytuacji, to w zdaniu stawiamy przecinek.

__If they did__ more exercise, __they wouldn't be__ so unfit.

- Przecinka nie stosujemy, jeśli zdanie zaczyna się opisem następstw sytuacji.

__They wouldn't be__ so unfit __if they did__ more exercise.

Situation	Consequence
If I **had** more money,	I **would buy** that dress.
If you **had** more money,	**would** you **buy** that dress?

Consequence	Situation
I **would buy** that dress	if I **had** more money.
Would you **buy** that dress	if you **had** more money?

Gerunds

	Gerunds
Subject of a sentence	**Making** cakes is easy if you have a good recipe.
After verbs	I like **singing** in the shower.
After prepositions	After **watching** the film, they had an ice cream.

- Formy czasownika z końcówką *-ing* (*gerund*) stosujemy w poniższych sytuacjach:
  - jako podmiot w zdaniu;

  __Finding__ a job can be difficult.
  - po niektórych czasownikach;

  I __enjoy playing__ the trumpet.
  I __don't mind working__ until 7 pm.
  Have you __finished eating__?
  - po przyimkach.

  I'm dreaming __about going__ on holiday.
  I'm interested __in working__ on this project.

Infinitives

	Infinitives
After verbs	Do you know how **to play** the piano?
After adjectives	She wasn't pleased **to see** the dog in the garden.

- Czasownika w formie bezokolicznika używamy:
  - po niektórych czasownikach;

  I don't __want to talk__ to you.
  We __expect to arrive__ at ten o'clock.
  Did Sue __help you to do__ the exercise?
  - po większości przymiotników.

  It is __nice to meet__ you.
  We were not __happy to be__ there.

Unit 5 Progress Check

Vocabulary The world of work

1 **Write the correct words in your notebook.**

1 My salary / apprenticeship is £25,000 a year.
2 My parents give me a bonus / an allowance if I help with the housework.
3 My grandparents get their pension / pay rise every two weeks.
4 I'm looking for a job with good conditions / expenses.
5 They offer a lot of benefits / promotions for the employees, including free lunch and cinema tickets.

Work verbs

2 **In your notebook, complete the sentences with the words in the box.**

lost	signed	filled
claimed	has	worked

1 My mother … a full-time job and looks after five children.
2 David has … a contract to play football for Chelsea.
3 I … my job because I was late for work so often.
4 My grandad … part-time in the library after he retired.
5 I … in an application form yesterday – I hope I get an interview!

Grammar The first and second conditional

3 **In your notebook, complete the sentences using the correct form of the verbs in brackets.**

1 If I … (become) a doctor, I'll earn a lot of money.
2 If he saved his money, he … (be) able to go on holiday.
3 If you … (not apologise), she won't talk to you.
4 What … (do) if you had €1 million?
5 I … (lend) you €25 if you promise to pay me back.

Gerunds and infinitives

4 **Write the correct words in your notebook.**

1 He hopes to arrive / arriving before 9 pm.
2 I love to play / playing the piano.
3 My mum avoids to eat / eating cheese.
4 Tim was happy to hear / hearing the good news.
5 Are you interested in to come / coming to the cinema tonight?
6 I've arranged to meet / meeting Monika at 8.30 pm.
7 To apply / Applying for jobs is hard work.

All Clear Grammar ✓

1 2 3 4 5 6 7 8 9

5 **Write the correct words in your notebook.**

Harry Where (1) **are you going / do you go**?
Uma My grandma (2) **will have / 's having** a retirement party. She's a cook. She (3) **'d worked / 's worked** in the same restaurant for 33 years. Today's her last day.
Harry Is she sad about retiring?
Uma No, she's got lots of plans. She (4) **'s going to / will** travel and learn Italian.
Harry Where's the party?
Uma In the restaurant where she (5) **works / had worked**.
Harry Who (6) **has organised / does organise** the party?
Uma Her boss. He's giving her a present too. But if he (7) **gave / gives** her a cookery book, she'll be a bit annoyed!
Harry Why?
Uma Because she (8) **isn't going to / won't** cook anymore. It's one of her plans.

6 2.09 **Listen and check your answers.**

6 It's a crime

Objectives

Vocabulary	Crime verbs; crimes and criminals
Grammar	Modals of deduction and possibility; the third conditional
Speaking	Describing a crime; showing interest
Writing	A narrative; using adjectives

Vocabulary

Crime verbs

1 2.10 **Listen and repeat the words. Use them to describe what is happening in pictures 1–10. Which actions do criminals do and which do the police do?**

arrest a suspect • be guilty • be innocent • catch a thief • commit a crime • do community service • go on trial • go to prison • investigate a crime • look for clues • pay a fine • question a suspect • solve a crime • suspect someone

2 **Write the correct words in your notebook.**

Perhaps the most mysterious crimes in British history were the Jack the Ripper murders in London in 1888. The police (1) **suspected** / **questioned** many suspects, but they never (2) **committed** / **solved** the crimes. The detective who (3) **committed** / **investigated** the murders never (4) **suspected** / **caught** the murderer – he never even (5) **solved** / **arrested** anyone. Today we have no idea who was (6) **innocent** / **guilty** of these terrible crimes. No one ever (7) **paid a fine** / **went to prison** for the murders.

3 **In your notebook, complete the sentences with the words and phrases from exercise 1.**

1 If you rob a bank, you … .
2 For a serious crime like murder, the guilty person usually has to … .
3 For parking your car in the wrong place, you usually have to … .
4 When detectives arrive at a crime scene, they … .
5 When you haven't committed a crime you are … .
6 Sometimes, the police can't … and never find out who committed it.

4 2.11 **Listen to Ben and Emily. What crime are they talking about?**

5 **In pairs, ask and answer the question.**

Have you ever seen someone commit a crime?

Yes, I have. I saw a man stealing a car.

Wordlist p124

Reading

A crime poster and news reports

Word Check
smuggler – przemytnik
customs officer – celnik
punishments – kary

1 Look at the poster. What do you know about animal smuggling? What sort of animals do people smuggle?

2 2.12 Read and listen. Check your answers to exercise 1.

ANIMAL SMUGGLERS

Imagine this: You're at the airport waiting for your suitcase. A man picks up a large suitcase from the baggage carousel. It moves.

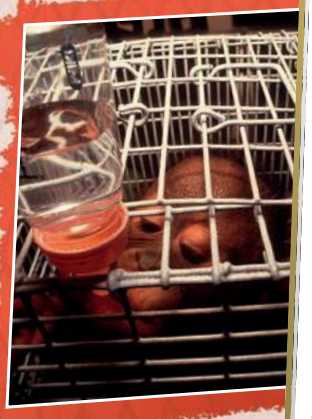
1 What do you think?
a) There must be something alive inside!
b) It isn't my business.

The suitcase moves again.

2 What could it be?
a) It can't be a person. It might be an animal.
b) I don't care.

The man looks nervous.

3 Who is he?
a) He might be an animal **smuggler**.
b) No idea.



It moves again.

4 What do you think now?
a) He must be an animal smuggler. I'm going to tell a **customs officer**.
b) I could be imagining things. Anyway, I don't want any problems.

THE CORRECT ANSWER TO ALL THESE QUESTIONS IS 'A'.

- Animal smuggling is cruel. A large number of the animals that people smuggle die during the journey. Many are endangered species.
- Animal smuggling is a crime. Buying smuggled animals is illegal. **Punishments** include big fines and going to prison.
- Animal smuggling is increasing because it's the second most profitable illegal activity in the world after drug smuggling.
- We need YOUR help to stop animal smuggling. If you see something suspicious, REPORT IT!

All Clear Facts
The most frequently smuggled animals in the world are exotic birds.

3 Are the sentences true or false? Correct the false sentences in your notebook.

1 Many smuggled animals are in danger of extinction.
2 The journey kills many animals.
3 Animal smuggling is more profitable than drug smuggling.
4 The woman was smuggling two tigers into Thailand.
5 Customs officials arrested the snake smuggler in Spain.

4 Read the text again. Answer the questions in your notebook.

1 What are the punishments for animal smuggling?
2 Why is animal smuggling increasing?
3 What should you do if you see something suspicious at an airport?

Grammar

Modals of deduction and possibility

Modals of possibility
She **might** / **may** / **could** be an animal smuggler.
Modals of certainty
There **must** be something alive inside his bag.
Modals of impossibility
It **can't** be a person.

All Clear Rules

We use ***might*** / ***may*** / ***could*** when something is possible.
We use ***must*** for deductions and obligation.
We use ***can't*** when we believe something is impossible.

Grammar Practice p115

1 **Look at the sentences in the table and the All Clear Rules. In your notebook, match deductions 1–3 to meanings a–c.**

1 He must be a police officer.
2 He might be a police officer.
3 He can't be a police officer.

a) I'm almost certain he's not a police officer.
b) I think it's possible he's a police officer.
c) I'm almost certain he's a police officer.

2 **In your notebook, match sentences 1–6 with deductions a–f.**

1 She speaks French and has a French passport.
2 She used to live in Paris.
3 Joanne hasn't got a dog. In fact, she hates dogs!
4 I think Sheila's got a dog, but I'm not sure.
5 I think I recognise him from that film we saw last week.
6 He was in that new film we saw last week!

a) That can't be Joanne's dog.
b) He must be an actor.
c) She may be French.
d) He might be an actor.
e) She must be French.
f) That could be Sheila's dog.

3 **Write the correct words in your notebook.**

1 He **must** / **can't** be guilty. He wasn't in the country when the robbery happened.
2 There **could** / **must** be a dog in the bag. It's barking.
3 He **might** / **can't** be from the USA. He speaks English with an American accent.
4 Ask John. If you're lucky, he **must** / **might** know the answer.
5 You liked the film? You **might** / **can't** be serious – it was terrible!

4 **Look at the picture. Then in your notebook complete the sentences with the correct modal verb.**

1 The smartphone … be Jane's. Hers is red.
2 The sunglasses … be Pete's. Jane never wears them.
3 The money … be Jane's, but it … be Pete's too.
4 The camera … be Pete's. He hasn't got one.
5 The tablet … be Pete's or it … be Jane's. They've both got one.
6 The necklace … be Jane's. It's identical!

5 **Write the correct words in your notebook.**

Jack Look! That's Vince Vogue, the actor from *Crime Squad* on TV.
Cath No, it (1) **can't** / **must** be him!
Jack Why not? He (2) **might** / **can** live near here.
Cath No way! Vince Vogue lives in California.
Jack Well, he (3) **must** / **could** be here, filming.
Cath He (4) **can't** / **may** be Vince! He's wearing glasses.
Jack He (5) **must** / **might** wear glasses in real life. Hey, look, he's coming this way. Hey! Are you Vince Vogue, the actor?
Vince Yes, I am. You (6) **must** / **can** watch *Crime Squad*.

6 **Work in pairs. Think of some members of your family. What are they doing now? In your notebook, write sentences using modal verbs.**

My dad must be in his office because he usually starts work at 8.00 and it's 9.15.

The third conditional

if clause (situation)	Consequence
If the smuggler **had escaped**,	he **would have sold** the animals.
If they **hadn't caught** the smuggler,	many of the animals **would have died**.
If you**'d seen** the smuggler's suitcase,	what **would** you **have done**?

Consequence	*if* clause (situation)
What **would** you **have done**	if you **had seen** the smuggler's suitcase?
I**'d have told** the airport officials	if I **had seen** the smuggler's suitcase.

Grammar Practice p115

7 **Look at the sentences in the table. In your notebook, complete sentences 1–3 with the words in the box.**

wouldn't have done had would

1 If they had been more careful, the police wouldn't … arrested them.
2 If he … been innocent, he … have gone to prison.
3 What … the police have … if they hadn't caught her?

8 **Order the words to make third conditional sentences in your notebook.**

1 If / wouldn't / been / careful, / broken / he / have / the window / he'd / .
2 If / wouldn't / you / studied, / passed / you / hadn't / have / .
3 What / you / have / you / done / hadn't / if / been / ill / would / ?

9 **In your notebook, complete the sentences with the correct form of the verbs in brackets. Use the third conditional.**

1 If he … (work) harder, he … (do) much better.
2 If I … (not be) so busy, I … (go) out last night.
3 You … (have) more money if you … (not buy) so many clothes.
4 She … (not go) to prison if she … (not steal) the car.
5 Who … they … (meet) if they … (go) to the party?

10 **In your notebook, complete the sentences with your own ideas.**

1 If Fiona had studied harder, … .
2 …, I would have passed the exam.
3 If you had told me about your birthday, I … .
4 …, he would have finished his homework.

11 **In your notebook, complete the text with the correct form of the verbs in brackets.**

Agatha Christie wrote dozens of detective novels. But where did she get the ideas for her books? During World Wars I and II she worked in a hospital pharmacy. If she (1) … (not work) there, she (2) … (not learn) so much about poisons. She used her knowledge in her books. Her second husband was an archaeologist and she travelled with him. If she (3) … (not visit) countries like Egypt, she (4) … (not be able) to describe them so well in her novels. Her most famous detective is Hercule Poirot, the Belgian policeman. But why was he Belgian? Because Belgium fought with Britain in the First World War. If it (5) … (not fight) with Britain, Poirot (6) … (be) another nationality.

Grammar Reference p70

Vocabulary

Crimes and criminals

1 2.13 **Listen and repeat the words. How do you say them in your language?**

kidnapper • kidnapping • murder • murderer • pickpocket • pickpocketing • robber • robbery • theft • thief • vandal • vandalism

2 **Copy and complete the table using the words in exercise 1.**

Crime	*Criminal*
theft	*thief*

3 **In your notebook, match the definitions with the words from this lesson.**

1 a person who steals things from people's pockets, especially in a crowd …
2 the crime of stealing …
3 a person who takes someone somewhere illegally by force, often in order to get money for returning them …
4 the crime of deliberately damaging things, especially public property …

4 **In your notebook, complete the sentences with words from the table in exercise 1.**

1 A … took my bicycle from outside school.
2 The … released the victim after the family had paid them $500,000.
3 In my opinion, graffiti isn't … . It's art.
4 The three … escaped with £10,000 that they had stolen from the bank.
5 Last night some … broke all the windows at the sports centre.
6 Be careful with your wallet on the bus. … is a real problem.

5 **In pairs, ask and answer the question.**

Which crimes are a problem where you live?

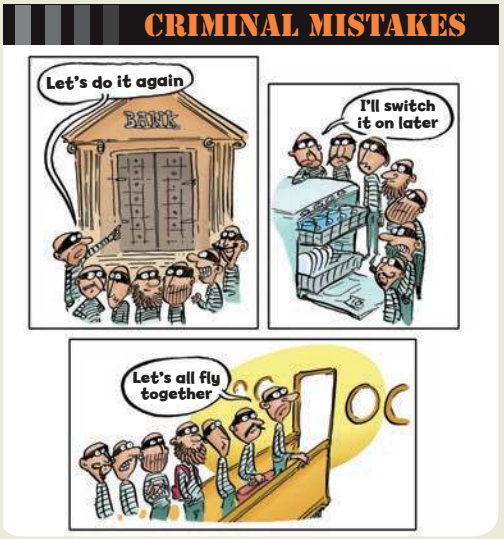
Vandalism and pickpocketing. Especially in the shopping centre.

Listening

6 2.14 **Look at the title and the pictures. What do you think the story is about? Listen and check your answers.**

7 **Listen again and answer the questions.**

1 What do all criminals make?
2 How much did they rob from the first bank?
3 What was their first mistake?
4 Where did the police find the robbers' fingerprints?
5 How did the police know that the men were friends?
6 What is the speaker doing?
   a) explaining how to commit a perfect crime
   b) warning people against criminals
   c) describing how the police investigate crimes



Wordlist p124

Speaking

Describing a crime / Showing interest

1 2.15 **Listen to the dialogue. Where was the bike stolen from?**

Model Dialogue

Ethan

Hi Jasmine, guess what … someone has stolen my bike!

It happened last night.

Well, they stole it from outside my house.

I know! I heard a noise and when I looked out of my window, my bike wasn't there.

Well, I reported it to the police.

I agree. I hope the police find my bike.

Jasmine

You're joking! When did that happen?

Really? Tell me what happened.

That sounds awful!

That's absolutely incredible. I can't believe someone would do that. What did you do?

Good for you – it's really important to report crimes.

2 **Listen again and repeat the dialogue.**

Speaking Task

1 Talk about a crime that happened to you

Choose a crime from the fact files or use your own ideas to describe what happened.

CRIME: steal / phone
WHEN: yesterday
WHAT HAPPENED: stolen from bag, on the metro, needed to send a text, phone not there
ACTION: told a security guard

CRIME: vandalise / school
WHEN: last weekend
WHAT HAPPENED: vandals broke the windows
ACTION: head teacher reported it to the police

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

My phone was stolen.

Really? When did that happen?

Useful Language

Showing interest

I can't believe it.
Really?
You're **joking**!
That sounds awful!
Tell me what happened.
That's **absolutely incredible**.

Useful Language Bank p129

Writing

A narrative

1 2.16 **Read the Model Text and listen. Then answer the questions in your notebook.**

1 Who was Jake with?
2 What happened when they were walking down the street?
3 What did the man look like?
4 Why couldn't they see the man very well?
5 Why did they call the police?

Model Text

Jake's blog Home | About me | Photos | Archives

I have to tell you about what happened last Saturday night. I was walking home from a party with Anton. We were going down a dark street when we heard an alarm. Suddenly, we saw a shadowy figure climbing over a wall behind a supermarket.

The figure jumped down from the wall and ran towards us. It was a foggy night, but we could see that it was a man, probably in his thirties. He was quite small and he was wearing black clothes and carrying a big bag. If it hadn't been so foggy, we would have seen him more clearly. He ran past us and disappeared into the night.

We thought he might be a thief, so I pulled out my phone and called the police to describe what we had seen. We suspect the man had committed a robbery in the supermarket.

Continue reading → *Posted 15:23*

All Clear Tips

Using adjectives

We can use adjectives to make a narrative more interesting.
For example, in Jake's story he uses different words to show that there wasn't much light:
*a **dark** street*
*a **shadowy** figure*
*a **foggy** night*

2 **Read the All Clear Tips. Use the adjectives in the box to replace *nice* in the text.**

friendly	kind	lovely	pretty	tastiest

Mrs Franks is a really (1) nice woman. She lives in a (2) nice cottage with a really (3) nice dog called Spot. Mrs Franks makes the (4) nicest cakes I've ever eaten. She always gives me some, which is really (5) nice of her.

Writing Task

1 Plan

Make notes for a narrative describing a crime you witnessed and include:

The context: *when it happened, who you were with, what you were doing*
The crime: *describe what happened and what you saw*
Action: *say what happened next and what you did*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: The context
Paragraph 2: The crime
Paragraph 3: Action

3 Check

- ☑ modal verbs, the third conditional
- ☑ crime verbs, crimes and criminals
- ☑ adjectives to make your narrative more interesting

Culture Reading

EXTRA

Famous laws and lawmakers

MAGNA CARTA

King John ruled England from 1199 to 1216. He was an unpopular and incompetent king who demanded more and more taxes, imprisoned innocent people and took their land and money. The noblemen became very angry about the king's behaviour and they wanted to limit his power and protect the rights and liberties of his subjects. Many people agreed with them, so they formed an army and forced the king to negotiate with them.

The result was Magna Carta, which was a list of laws that everyone had to obey, including the king. John signed it in 1215. He was furious, but if he had been a better king, the noblemen wouldn't have become so strong. And if the noblemen hadn't become so strong, John wouldn't have had to agree to their demands.

Magna Carta became the basis of many laws in the following centuries. It reminded people that the king had to obey the law just like everyone else and that he had to rule with the agreement of his noblemen. King John died a year after signing Magna Carta but it was reissued and signed by other kings. It has influenced laws and lawmakers in both Britain and the USA.

My Culture

1 2.17 **Read and listen. Then answer the questions in your notebook.**

1 Why was King John unpopular?
2 What did the noblemen want to do?
3 What was Magna Carta?
4 When did John sign Magna Carta?
5 What happened to King John a year after he signed it?

2 **Work in pairs and do the following quiz about a famous Polish constitution.**

1 The Constitution of May 3 was ratified in: **a)** 1691 **b)** 1791
2 It was **a)** the first **b)** the second modern constitution in the world.
3 At the time the Polish king was: **a)** Stanisław August Poniatowski **b)** Stanisław Leszczyński
4 What form of government did it introduce? **a)** a republic **b)** a constitutional monarchy
5 It **a)** introduced **b)** abolished a form of voting known as liberum veto.
6 Constitution Day has been celebrated in Poland since **a)** 1990 **b)** 2000.

3 **If you could change one law in Poland, what would it be? Why would you like to change it?**

Unit 6 Grammar Reference

Modals of deduction

	Modals of deduction
certainty	You **must** be tired after your journey.
impossibility	He **can't** be guilty – he's the most honest person I know.

- Aby wyrazić pewność co do danej sytuacji, używamy czasowników modalnych *must* i *can't*.
- Czasownika modalnego *must* używamy, kiedy jesteśmy czegoś pewni, ponieważ istnieje logiczne uzasadnienie danej sytuacji.

*John has walked 20 kilometres today. He **must** be tired.*

- Czasownika modalnego *can't* używamy, kiedy jesteśmy pewni, że dana sytuacja jest niemożliwa lub nieprawdopodobna.

*You **can't** be hungry now – you had a pizza and a cake for dinner!*

Modals of possibility

Modals of possibility
He **might** be Jessica's brother.
It **may** be sunny tomorrow.
She **could** be at the gym.

- Aby wyrazić przypuszczenie dotyczące danej sytuacji – kiedy nie jesteśmy czegoś pewni, ale wydaje się nam to możliwe – używamy czasowników modalnych *might*, *may* i *could*.

*My purse isn't in my bag – it **may** be in the car.*

*Joanne is not answering the phone. She **might** be asleep.*

*The door is open. They **could** be in the house.*

The third conditional

- Trzeciego trybu warunkowego używamy, gdy mówimy o nierealnych wydarzeniach i sytuacjach z przeszłości oraz o ich hipotetycznych skutkach w przeszłości.
- Trzeci tryb warunkowy tworzymy w następujący sposób: ***if*** + ***past perfect*** **(had + III forma)** + ***would / wouldn't have*** + **III forma**.

*Mark **would have passed** the maths test if he **had studied** more.*

- Jeśli w pierwszej części zdania pojawia się opis hipotetycznej sytuacji, to w zdaniu stawiamy przecinek.

*If you **had told** me, I **would have brought** some food.*

- Przecinka nie używamy, jeśli w zdaniu jako pierwszy pojawia się opis skutków hipotetycznej sytuacji.

*I **would have brought** some food if you **had told** me.*

- W obu częściach zdania możemy używać form skróconych.

*If she**'d locked** the door, the thieves **wouldn't have stolen** the television.*

if clause (situation)	Consequence
If the thieves **had switched on** the dishwasher,	the plates **would have been** clean.
If they **hadn't flown** together,	the police **wouldn't have had** proof.
If you**'d known** about the robbery,	what **would** you **have done**?

Consequence	*if* clause (situation)
What **would** you **have done**	if you**'d known** about the robbery?
I**'d have told** the police	if I **had known** about the robbery.

Unit 6 Progress Check

Vocabulary Crime verbs

1 **In your notebook, match 1–5 with a–e to make sentences.**

1 The man who stole the painting is going
2 The vandals have to do
3 I had to pay
4 Interpol have arrested
5 A security guard caught

a) five men for drug smuggling.
b) a woman stealing DVDs.
c) community service for six months.
d) to prison for ten years.
e) a £100 fine because I parked my car illegally.

Crimes and criminals

2 **Which criminals do these crimes?**

1 theft
2 vandalism
3 kidnapping
4 murder
5 pickpocketing

Grammar Modals of deduction and possibility

3 **Write the correct words in your notebook.**

1 What's that noise? I'm not sure – it might / must be the dog.
2 It can't / mustn't be 11 pm. It's still light outside.
3 You haven't eaten all day. You must / could be hungry.
4 He can't / may like football. I can't remember.
5 Our teacher is taking an aspirin. She must / can't have a headache.

4 **In your notebook, complete the sentences with modal verbs.**

1 He … be Australian. He doesn't speak English.
2 She … be Ann's sister. They look a little bit similar.
3 It … be Tom's book. It's got his name in it.
4 He … be the robber. He's much too tall.
5 You … be thirsty. It's very hot outside.

The third conditional

5 **In your notebook, complete the third conditional sentences with the correct form of the verbs in brackets.**

1 If I … (study) more, I … (pass) the exam.
2 He … (not meet) Sue if he … (not go) to the concert.
3 If you … (not walk) past the shop, you … (not see) the robbers.
4 If she … (read) the book, … she … (know) the answer?
5 … you … (learn) Japanese if you … (not live) in Tokyo?

All Clear Grammar ✓

1 2 3 4 5 6 7 8 9

6 **Write the correct words in your notebook.**

The police (1) **investigate** / **are investigating** a recent increase in pickpocketing on buses in Birmingham. In February, 57 people had their wallets (2) **stolen** / **stole** on buses, and 20 more (3) **report** / **reported** their smartphones stolen. Last week, Edna Thomas witnessed a pickpocket in action. 'One man (4) **got** / **has got** on the bus at the same time as me. He looked ordinary – he (5) **wore** / **was wearing** a pair of jeans and a T-shirt. He (6) **is standing** / **stood** because the bus was full. Suddenly, I saw him move his hand slightly. I didn't realise what (7) **is happening** / **had happened**, but when he got off at the next stop, the woman next to him (8) **realised** / **was realising** that her purse was missing.'

7 2.18 **Listen and check your answers.**

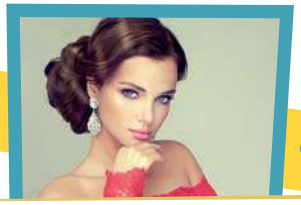
Revision Units 4–6

Vocabulary

- Style adjectives
- Phrasal verbs: clothes
- The world of work
- Work verbs
- Crime verbs
- Crimes and criminals

Work with a partner. Read the clues and write the words in your notebooks. Who finishes first?

START



What adjective describes the person in the photo?
G… (9)

What do you call the money that someone receives after they retire?
A p… (7)

If people commit serious crimes, where do they go?
They g… (2) t… (2) p… (6)

What means 'to receive money every month for a job'?
To e… (4) a s… (6)

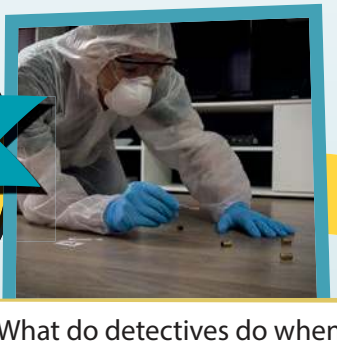
What do you call someone who destroys public property?
A v… (6)

What adjective describes the clothes in the photo?
F… (6)

What do you fill in when you apply for a job?
An a… (11) f … (4)

What is the crime in the picture?
P… (13)

What do you do to find out if a T-shirt fits?
You t… (3) it o… (2)



What do detectives do when they are investigating a crime?
They l… (4) f… (3) c… (5)

FINISH

Grammar

- Relative clauses
- *some* / *any* / *no* compounds
- The future
- The first and second conditional
- Gerunds and infinitives
- Modals of deduction and possibility
- The third conditional

1 **Write the correct words in your notebook.**

The coolhunters

Coolhunters are people [1] who / which identify and predict new trends in youth culture. They work [2] anywhere / anything – on the streets, at music festivals, in cafés. They look for [3] anything / something that is 'cool' now, or that [4] will be / is cool in the future.

This information is very valuable for companies [5] who / that make products for young people. Before [6] to design / designing a new collection of trainers, for example, a shoe company often consults a coolhunter. Why? Because if they didn't, they [7] wouldn't / won't know what styles were cool, and their design [8] could / must be unpopular.

If you want to be a coolhunter, you [9] 'll / 'd need to be creative because coolhunters get their inspiration from [10] anything / something. You'll also need to be enthusiastic.

Josh has always loved fashion. When he finished school, he worked in a clothes shop. He also wrote a popular blog about fashion. [11] Someone / Anyone in a jeans company read his blog and offered him a job as a coolhunter. Now he goes all over the world collecting ideas for new styles. This week he's in Berlin and next week [12] he's travelling / he will travel to China. He loves his job and works hard. He also has lots of plans for the future. For example, next year he [13] will study / is going to study fashion design in London.

However, Josh wouldn't have become a coolhunter if he [14] didn't write / hadn't written his blog. So follow your passions because you never know – they [15] might / must lead to a new career!

2 **Copy and complete the sentences with the correct form of the verbs in brackets.**

1 If my dad earned more money, he … (buy) me a motorbike.
2 I … (go) to France on holiday next year if I can afford it.
3 I'm not going to Amy's party because I … (visit) Tom this weekend.
4 If I … (get) the job, I'll lend you the money.
5 If I had tried those shoes on first, I … (not buy) them.
6 If they … (not break) the law, they wouldn't have gone to prison.

3 **Order the words to make questions in your notebook.**

1 are / What / do / planning / to / you / this weekend / ?
2 saw / What / you / a bank robbery / do / if / would / you / ?
3 enough money / Will / lend / me / 10 euros / if you / you / have / ?
4 What / tomorrow / the weather / be / will / like / ?
5 for a meal / Do / you / going out / tonight / fancy / ?
6 What / you / he'd / have / done / if / stolen / your mobile phone / would / ?

Cultural Awareness: Animals

Multimedia

1 **How much do you know about animals in Britain? Do the quiz.**

1 What percentage of British homes have a pet?
a) over 50% b) over 75% c) about 30%

2 What is the most popular breed of dog in the UK?
a) German Shepherd b) Cocker Spaniel c) Labrador Retriever

3 What is Crufts?
a) an animal charity b) a dog show c) a horse show

4 What is the RSPCA?
a) a home for cats b) an animal charity c) a cat show

5 How many people regularly ride horses in the UK?
a) over half a million b) over 2.4 million c) over a million

6 How many kilometres of bridleways (tracks for horse riders) are there in the UK?
a) 32,000 b) 3,200 c) 320,000

WATCH

2 **Watch the documentary about animals and answer the questions.**

1 What examples of unusual pets are mentioned in the documentary?
2 What does the Battersea Dogs and Cats Home do?
3 What do the police use horses for?

3 **PROJECT** **Work in small groups and do the project task.**

Przygotujcie prezentację promującą organizację zajmującą się opieką nad zwierzętami w Polsce.

- Wybierzcie w waszej okolicy organizację, która zajmuje się opieką nad zwierzętami.
- Odszukajcie w Internecie informacje na temat tej organizacji, np. w jaki sposób pomaga zwierzętom, gdzie ma siedzibę, jak długo działa.
- Jeśli to możliwe, przeprowadźcie krótki wywiad z pracownikiem organizacji, aby dowiedzieć się o jej sukcesach i porażkach.
- Opracujcie prezentację multimedialną lub plakat promujący tę organizację. Dodajcie zdjęcia wyszukane w Internecie lub rysunki.
- Gotową prezentację lub gotowy plakat pokażcie pozostałym uczniom. Zachęćcie kolegów i koleżanki do działania na rzecz tej organizacji.

Digital Competence: CV generators

Multimedia

Look at the online CV. How many GCSEs does Ben have?

1 **In your notebook, match the information in 1–5 below to the correct place in the CV (a–e).**

1 English
2 Experience of giving class presentations
3 Design assistant
4 Designed T-shirts and logo for charity concert
5 Proficient user: Microsoft Office

Curriculum Vitae

PERSONAL INFORMATION Ben Macmillan
10, Benson Street, United Kingdom
bmacmillan53@mcmillan.com ☎ + (44) 536 297 198

JOB APPLIED FOR (a) …

WORK EXPERIENCE May, 2014 (b) …

EDUCATION AND TRAINING General Certificate of Secondary Education (GCSE)

English Language – Grade A	ICT – Grade B
English Literature – Grade A	Drama and media arts – Grade A
Mathematics – Grade B	Design and technology – Grade A
Biology – Grade A	Geography – Grade A
Chemistry – Grade B	History – Grade B
Physics – Grade B	Spanish – Grade B

PERSONAL SKILLS

Mother tongue(s) (c) …

Other language(s) Spanish

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
B1	B1	A2	A2	B1

GCSE Spanish

Levels: A1/A2: Basic user – B1/B2: Independent user – C1/C2: Proficient user
Common European Framework of Reference for Languages

Communication skills Good oral and written skills
(d) …

Computer skills (e) …
Basic user: Adobe Illustrator, Adobe InDesign

ADDITIONAL INFORMATION

Won second prize in school poster design competition

TASK **Create your CV online with a CV generator. Follow the steps below.**

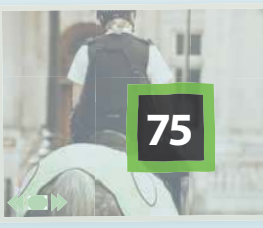
Step 1
Choose which CV generator to use. Go to the website, read the instructions and look at any examples available.

Step 2
Decide on a job you would like to apply for in the future. Think about the skills, experience and qualifications you would need. Think about any relevant experience you have. Discuss your ideas in pairs.

Step 3
Complete your CV. Check and edit it for mistakes. Save it or download it.

Step 4
Show your CV to your classmates and ask for feedback. Is it clear and easy to understand? Is there anything missing?

Step 5
Edit and finish your CV.



7 Sporting life

Objectives

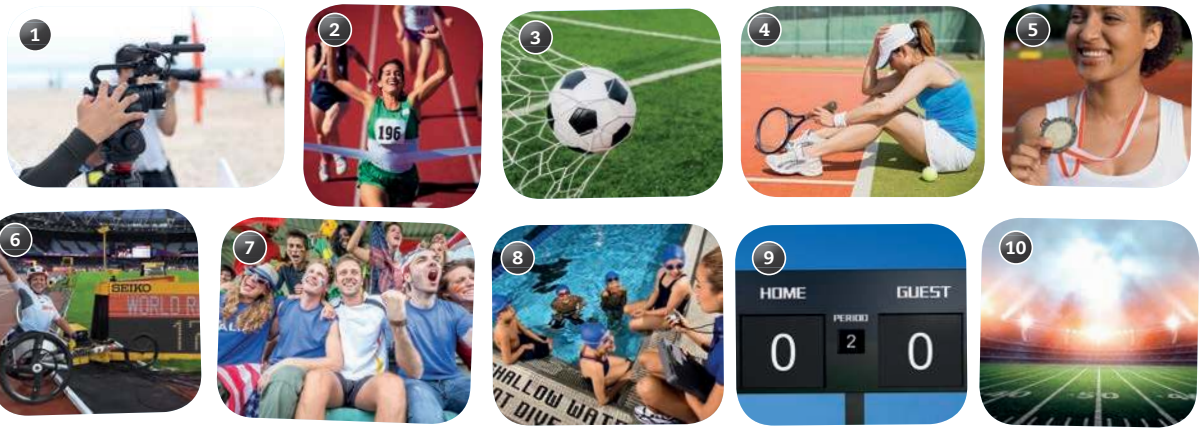
Vocabulary	Sporting verbs; confusing verbs
Grammar	The passive; passive questions
Speaking	Making suggestions; giving and responding to advice
Writing	An email; congratulations, making a request

Vocabulary

Sporting verbs

1 2.19 **Listen and repeat the words. Then use some of them to describe pictures 1–10.**

break a record • coach • draw • get a medal • hold (an event) • lose • score a goal • set a (new) record • support a team • take up (a new sport) • televise • win



2 **Write the correct words in your notebook.**

1 I came third in the race, so I **got** / **set** the bronze medal.
2 Bale **scored a goal** / **held an event** and Real Madrid won the match.
3 Top athletes need to be **coached** / **supported** by experts.
4 The final was incredible; the Russian runner **won** / **set** a new world record.
5 Barcelona **lost** / **drew** 2–2 against Inter Milan.
6 My favourite team **lost** / **won** the match – I was really sad.

3 **Copy and complete the sentences with verbs from exercise 1.**

1 I'm going to … tennis – I've always wanted to learn.
2 I think Usain Bolt will … his own world record.
3 They're going to … world championships. I'm going to watch them at home on TV.
4 I predict that England will … against Norway and the score will be 2–1 to England.
5 I … Manchester United, but my brother is a Chelsea fan.

4 2.20 **Listen to Jason and Oliver. Which sport does Oliver want to take up?**

5 **In pairs, ask and answer the questions.**

What sport would you like to take up? Why?

I'd like to take up tennis because …

Wordlist p125

Reading

Sporting events

Word Check
lead – prowadzenie
draw – remis
an own goal – bramka samobójcza
four-time – czterokrotny
last lap – ostatnie okrążenie

1 What important international football and athletic events have you heard of? Have you watched any of them on TV or via the internet?

2 2.21 Read and listen to the two texts below. What sporting events do they mention?

< @Football_pl

@Football_pl: Poland–Montenegro first half began with a goal for Poland! Mączynski gives Poland an early 1–0 **lead** vs Montenegro. What a start!

18.08 – 8.10.2017

@Football_pl: Grosicki scores a second goal for Poland! Unbelievable!
18.19 – 8.10.2017

@Football_pl: The third yellow card for our rivals. This time it's Ivanic for a really bad foul. Poland is playing a better game!
19.08 – 8.10.2017

@Football_pl: Montenegro has finally done it! Mugosa shoots from the centre of the pitch and scores a goal. Look out, Poland!!!
19.37 – 8.10.2017

@Football_pl: Oh no! Montenegro takes control of the ball. First Mugosa and now Tomasevic! Our goalkeeper didn't have a chance … Montenegro is pleased with a **draw**.
19.40 – 8.10.2017

@Football_pl: Poland can finally relax! Lewandowski scored his 16th goal in the home match … And now Strojkovic scores an **own goal**! Unbelievable! Poland has beaten Montenegro 4–2. We are the champions!!! Next stop, World Cup Russia 2018!
19.52 – 8.10.2017

Mo Farah finally beaten in his last race

Britain's favourite long-distance runner Mo Farah lost his last race on the track in front of a packed London Olympic Stadium at the 2017 Athletics World Championships. The **four-time** Olympic gold medallist came second in the 5,000 meters final. Farah ran as fast as he could, but it was not enough to beat Muktar Edris from Ethiopia, who pulled away from Farah in the **last lap** to win the race. The 34-year-old Farah had only lost one of his 23 races at this distance and he hadn't lost an important championship race since 2011. That all changed tonight when his track career ended with a shock – both for him and his fans. 'I had tears in my eyes,' he said after the race, but also realised, 'Wow! It's been an amazing journey. To achieve what I have achieved through the years has been incredible.'

All Clear Facts
In 1966, the World Cup trophy was stolen but was later found by a dog just days before the tournament began.

3 Answer the questions in your notebook.

Which text …
A was probably written for a sports magazine?
B presents facts in a chronological order?
C mentions past sporting events?
D uses emotional and informal language?

4 Complete the missing information in your notebook.

1 Number of goals scored by Lewandowski in the match: … .
2 Number of Polish players who got a yellow card: … .
3 Host country for the 2018 FIFA World Cup: … .
4 Number of Olympic gold medals Mo Farah has won: … .
5 The nationality of the winner of the 2017 5,000 metres final: … .

Grammar

The passive

	Present simple passive	Past simple passive
Affirmative	The World Cup **is held** in June. The Olympics **are held** every four years.	The match **was played** at Wimbledon. All the events **were televised**.
Negative	The World Cup **isn't held** in January. The Olympics **aren't held** every six years.	The match **wasn't played** at Wembley. Some of the matches **weren't televised**.

Grammar Practice p116

All Clear Rules

We use the active to emphasise the subject of the sentence.
Ramos scored the winning goal.
We use ***by*** in passive sentences to show who is doing the action.
*The winning goal was scored **by** Ramos.*

1 **In your notebook, complete the sentences using the correct form of the verbs in brackets. Use the present simple passive.**

1 The FA Cup final … (hold) at Wembley.
2 Modern footballs … (make) of plastic.
3 Water polo … (play) in a swimming pool.
4 The record … (not hold) by an American.
5 Strawberries … (eat) at Wimbledon.

2 **In your notebook, complete the text using the correct form of the verbs in brackets. Use the past simple passive.**

The first FIFA Women's World Cup finals (1) … (hold) in China in 1991. Surprisingly, the tournament (2) … (not win) by a famous footballing country, like Brazil or Germany. The final (3) … (play) between the USA and Norway. Norway (4) … (beat) 1–2 by the American side. The USA's goals (5) … (score) by Michelle Akers.

3 **Rewrite the sentences in your notebook. Use the passive and *by*.**

Spain won the 2010 World Cup.
The 2010 World Cup was won by Spain.

1 Arsenal won the FA Cup.
2 Two teams of eleven play a cricket match.
3 Young people design many computer games.
4 Tyson Gay didn't win the 100 metres final.

4 **In your notebook, write sentences that are true for you. Use the correct form of the verbs in brackets.**

favourite book (write by)
My favourite book is The Lightning Thief.
It was written by Rick Riordan.

1 favourite album (record by)
2 favourite song (sing by)
3 favourite car (make in)
4 favourite food (eat in)

	Future passive: *will*	Future passive: *be going to*
Affirmative	I think the World Cup **will be won** by Brazil.	The medals **are going to be made** of bronze.
Negative	The World Cup **won't be won** by England.	The medals **aren't going to be made** of silver.

Grammar Practice p116

5 **In your notebook, complete the sentences using the future passive.**

1 I think the gold medal … (will / win) by the Chinese gymnast.
2 CDs … (not going to / sell) in shops in the future.
3 The new James Bond film … (going to / make) in Jamaica.
4 Books … (will not / print) on paper in the future.

6 **In your notebook, rewrite the sentences using the future passive with *will / won't* or *be going to*.**

NORTHFIELDS SCHOOL FOOTBALL TOUR OF SPAIN

Mrs Garcia Ramirez is going to meet us at Valencia airport.

We're going to be met at Valencia airport by Mrs Garcia Ramirez.

1 A bus will take us to Liceo de Cervantes.
2 They will give us lunch there.
3 The captain of the Spanish team is going to show us around the school.
4 They won't expect us to play football on our first day.
5 They're going to drive us to our hotel after lunch.
6 They aren't going to collect us from the hotel the next day.

7 **Write the correct words in your notebook.**

1 a) That shop **sells** / **is sold** cheap trainers.
b) 30 pairs **sell** / **are sold** every day.
2 a) My brother **writes** / **is written** novels.
b) His books **publish** / **are published** by Armitage Books.
3 a) 20 world records **set** / **were set** at the Olympics.
b) Usain Bolt **set** / **was set** three of them.

Passive questions

The passive: present simple
Is rugby **played** in New Zealand? **Are** the winter Olympics **held** every four years?
The passive: past simple
Was baseball **dropped** by the Olympic Committe? **Were** the goals **scored** by the same player?
The passive: future (*will*)
Will the men's 100 metres **be won** by Usain Bolt?
The passive: future (*be going to*)
Is baseball **going to be played** at the 2024 Olympics? **Are** rugby and golf **going to be included**?

Grammar Practice p116

8 **Look at the sentences in the table. How do you say them in your language?**

9 **Write the correct words in your notebook.**

1 Where **are** / **were** / **will** the first Olympic Games held?
2 Where **is** / **was** / **will** the *Feria de Abril* held every year?
3 What team sports **are going to be** / **were** / **are** played at the next Olympic Games?
4 Who **is** / **was** / **will** penicillin discovered by?
5 Where **is** / **was** / **will** the Grand National be held next year?
6 Which famous book **is** / **was** / **will** written by Daniel Defoe?

10 **In your notebook, complete each question with one word.**

1 Is this painting … to be sold?
2 When … the match be played?
3 How often … the Olympic Games held?
4 What language is … in Austria?
5 Is Pete going to … invited to the party?
6 Will a new stadium be … in the city centre?

11 **In your notebook, complete the questions with the correct form of the verbs in brackets. Use the past, present or future passive.**

1 Where … the world's longest bridge … (complete) in 2016?
2 Where … the European Cup … (hold) in 2020?
3 Who … gravity … (discover) by in the 17th century?
4 Who … *Avatar* … (direct) by in 2009?
5 Where … cocoa … (grow) over 3,000 years ago?

12 **In pairs or groups, write 3–4 quiz questions similar to the ones in exercise 11. Use the passive.**

Grammar Reference p84

Vocabulary

Confusing verbs

1 2.22 **Listen and repeat the verbs. How do you say them in your language?**

beat • expect • hope • play • practise • remember • remind • spend • teach • train • waste • win

2 **Write the correct words in your notebook.**

1 I **play** / **practise** the trumpet in an orchestra and I **play** / **practise** for three hours every day.
2 Nadal **won** / **beat** his first Wimbledon title in 2008. He **won** / **beat** Federer in the final.
3 My dad **taught** / **trained** me to play tennis, but now my coach **teaches** / **trains** me.
4 I **hope** / **expect** to pass my exams, but I don't know if I will. I **hope** / **expect** my sister will get top marks – she always does well.
5 I never **remember** / **remind** her phone number. Can you **remember** / **remind** me what it is?
6 I **spent** / **wasted** a lot of money on this phone, but it's rubbish, so I **spent** / **wasted** my money.

3 **In your notebook, complete the sentences with the verbs in the box.**

reminding	spend	beat	won	remember	expect

She (1)… the 200 metres race at the championships and set a new world record. She (2)… her opponents by five metres. I (3)… her winning a silver medal at the last Olympics, so I (4)… she will win a gold medal next time. As for me, I need to (5)… more time training – my dad's always (6)… me to train!

4 **In your notebook, write a short paragraph, similar to that in exercise 3, about a memorable sporting event or a famous victory of a team or sportsperson. Use no less than five words from this lesson.**

Listening

5 2.23 **Listen to the sports quiz and answer the questions.**

1 How many points does Mina get?
2 How many points does Tim get?

6 **Listen again and complete the questions in your notebook. Then answer them.**

1 Where will the … Olympic Games be held?
2 … has the Wimbledon Men's Singles final been won by Roger Federer?
3 How often are the World … Championships held?
4 When was the first … organised?

Wordlist p125

Speaking

Making suggestions / Giving and responding to advice

1 2.24 **Listen to the dialogue. What is Jane's problem?**

Model Dialogue

Jane

I'm so unfit, I have to do some exercise.

That's a great idea, but I can't afford a bike.

No, that's no good. Tennis is so boring.

You must be joking! It's too violent for me.

That's a great idea! I love swimming. Thanks, Alex.

Alex

Why don't you take up cycling?

I know! You should try tennis. It's great fun.

How about a more unusual sport, then? If I were you, I'd take up karate.

Hmm … How about swimming? It's really good exercise.

2 **Listen again and repeat the dialogue.**

Speaking Task

1 Give and respond to advice about sports

Use the sports and opinions in the pictures or choose other sports.

skiing / exciting

basketball / boring

taekwondo / too violent

running / really good exercise

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

Why don't you take up skiing?

That's a great idea – it looks exciting!

Useful Language

Giving and responding to advice

Why don't you take up cycling?
That's **a great idea**, but I can't afford a bike.
You **should** / **shouldn't** try tennis.
You **must be joking**!
If I were you, I'd take up karate.
No, that's no good.

Useful Language Bank p129

Writing

An email

1 2.25 **Read and listen to the email below and the Model Text. Answer the questions in your notebook.**

1 What does Tim want to know?
2 What does Tim ask Monika to send him?
3 Does Monika answer all Tim's questions?
4 Why did Monika's team win a trophy/prize?

< ✉ New Message

Hi!
Congratulations on winning the race last Friday! How was the Sports Day? Please tell me all about it. What were the prizes? I'm really curious. **And could you send me the video** from the event? I'd like to show it to my classmates if it's OK with you.
Bye for now!
Tim

Model Text

Hi!
Thanks. I guess we were just lucky! I really didn't think we would do so well, but the whole event was just awesome! It started at 10. Each class competed in six team races. The sack race, which we won, was the most fun! We came third in the relay race, but I must say it was the most difficult of all the races. I was completely exhausted when I crossed the finish line.
The competition ended with the prize-giving ceremony. My class had hoped to win the main prize – a day trip to the aqua park, but we didn't even get a medal. However, we did pick up a trophy for the best warm-up slogan 'Winners train, losers complain', so we can't complain.
I'll send you the video of the event as soon as we've finished editing it.
Take care,
Monika

2 **Look at the words in bold in both the email and the Model Text and then complete the All Clear Tips in your notebook.**

All Clear Tips

Congratulations

Well done!
(1) ... winning (the race)!
Thank you for your support.
Thanks. (2) ... .

Making a request

(3) ... (send me the video)?
Would you mind (sending me the video)?
Sure. (4) ... (send you the video).
Sorry, but I really can't (send you the video).

3 **Work in pairs. What would you say in these situations?**

1 Your school team has won the football championship.
2 Your teacher has congratulated you on winning the swimming race.
3 You would like to borrow a pair of skis from the friend you are going to visit during your winter holidays.

Writing Task

1 Plan

Make notes for an email to your friend who has just congratulated you on winning a competition with your team. Include:

Introduction: *Thank your friend for their congratulations.*
Describe the competition: *Say when and where it took place; describe the different sporting events; say how your team did.*
Prizes: *Say what the prizes were; say if your team won a prize.*
Friend's request: *Respond to your friend's request (eg to send them pictures/a video).*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction
Paragraph 2: Description of the competition and the prizes
Paragraph 3: A response to your friend's request
Paragraph 4: Daily life

3 Check

☑ sporting verbs
☑ past tenses
☑ expressions for congratulating and making requests

Culture Reading

EXTRA

FAMOUS SPORTING EVENTS

The Grand National is a famous horse race. Many people believe it is the greatest – and the most dangerous – one in the world. It is held in April at Aintree, which is a racecourse near Liverpool in the UK.

EARLY RACES

The Grand National has been held since the 1830s. The first race was won by a horse called The Duke. At first, it was a small, local event but when the railway to Liverpool was built in 1839, the race became 'national'.

THE RACE

The race is 7,242 metres long. The horses have to jump over fences while they are running. Traditionally, these races were called steeplechases. Riders used to choose a church steeple* to race to. They rode fast across the countryside, jumping over fences. The winner was the first horse to the church.

THE COURSE

The course is famous for its high fences, especially Becher's Brook (1.47m high) and The Chair (1.57m high). In the past, many horses were injured jumping over the fences, but now they are less dangerous.

* A steeple is the top part of a church tower.

THE WINNERS

The winner receives about £400,000, but riders don't want to win it for the money. They dream about being part of the Grand National's history. And their horse's name will be remembered with other famous winners like Red Rum, which won the race a record three times – in 1973, 1974 and 1977.

Ruby Walsh is one of the best riders today. He won the Grand National in 2000 on his first ride. The win was even more incredible because he had broken his leg twice the year before! It just shows what you can achieve with hard work and determination.

1 2.26 **Read and listen. Then answer the questions in your notebook.**

1 What is the Grand National?
2 Where is it held?
3 Which horse won the first race?
4 What are Becher's Brook and The Chair?
5 Why do riders want to win the race?

My Culture

2 **Work in pairs and answer the questions.**

1 Which two of the following international sporting events have never been held in Poland? Which of the events would you most like to see? Why?

UEFA Euro the Summer Olympic Games
Men's European Volleyball Championships
EuroBasket FIFA World Cup
Ski Jumping World Cup
European Figure Skating Championships

2 Which famous athletes would you mention in a brochure promoting Poland. Why?

Unit 7 Grammar Reference

The passive

- Strony czynnej używamy, aby podkreślić, że ważny jest wykonawca czynności. Stroną bierną posługujemy się natomiast wówczas, kiedy chcemy podkreślić ważność samej czynności, a nie jej wykonawcy.

Strona czynna: *The dog **bit** Sam.* (Pies pogryzł Sama.)

Strona bierna: *Sam **was bitten** by the dog.* (Sam został pogryziony przez psa.)

- Strony biernej używamy również wtedy, kiedy nie wiemy, kto wykonuje lub wykonał daną czynność.

*The house **was built** in 2000.*

- Stronę bierną stosujemy ponadto do opisywania procesów.

*The bread **is made** and then it's **sold** in the shop.*

- Strona bierna w języku angielskim jest częściej używana w języku pisanym niż mówionym.
- Zdania w stronie biernej tworzymy za pomocą czasownika ***be*** w odpowiednim czasie oraz **III formy czasownika**.
- Przyimka *by* używamy w stronie biernej, aby powiedzieć, kto jest wykonawcą czynności.

The passive: present simple

Affirmative	Negative
Ice hockey **is played** in the USA.	Ice hockey **is not played** in China.
Rugby and cricket **are played** in England.	Rugby and cricket **are not played** in the USA.

Interrogative	Short answers
Is ice hockey **played** in the USA?	Yes, it **is**. / No, it **is not.**
Are rugby and cricket **played** in England?	Yes, they **are**. / No, they **are not**.

The passive: past simple

Affirmative	Negative
The final **was held** in Lisbon.	The final **was not held** in Oporto.
The 2012 Olympics **were held** in London.	The 2012 Olympics **were not held** in Tokyo.

Interrogative	Short answers
Was the final **held** in Lisbon?	Yes, it **was**. / No, it **was not**.
Were 2012 Olympics **held** in London?	Yes, they **were**. / No, they **were not**.

The passive: *will*

Affirmative	Negative
I think the final **will be won** by Brazil.	The final **will not be won** by Sweden.
All the games **will be played** indoors.	The games **will not be played** outside.

Interrogative	Short answers
Will the final **be won** by Brazil?	Yes, it **will**. / No, it **will not**.
Will the games **be played** indoors?	Yes, they **will**. / No, they **will not**.

The passive: *be going to*

Affirmative	Negative
The final **is going to be televised**.	The final **is not going to be televised**.
The walls **are going to be painted** blue.	The walls **are not going to be painted** green.

Interrogative	Short answers
Is the final **going to be televised**?	Yes, it **is**. / No, it **is not**.
Are the walls **going to be painted** blue?	Yes, they **are**. / No, they **are not**.

Unit 7 Progress Check

Vocabulary Sporting verbs

1 **In your notebook, match 1–5 with a–e to make sentences.**

1 I think I'll take up
2 My mum's coaching
3 I'm supporting
4 Usain Bolt has set
5 The Women's World Cup

a) is going to be televised next year.
b) several world records.
c) Liverpool in the final. I hope they beat Arsenal.
d) golf when I retire. It's good exercise.
e) my brother for the New York Marathon.

Confusing verbs

2 **Write the correct verbs in your notebook.**

1 Can you remind / remember me to phone Michael?
2 Munich beat / won Manchester in the final to beat / win the cup.
3 I hope / suspect Gary wins the race.
4 My mum is training / teaching me to play squash.
5 I spent / wasted £2 on that book – it was so cheap!

Grammar The passive: present and past

3 **Rewrite the sentences in your notebook using the passive.**

1 A Portuguese runner won the marathon.
2 Ramos scored the winning goal.
3 A lot of people in India play cricket.
4 My brother and sister always organise my birthday party.
5 My friend designed these football boots.

The passive: future

4 **Write complete sentences in your notebook. Use the passive.**

1 Our new school / will not / finish / by next year.
2 The next World Cup / going to / play / in Russia.
3 I think the final / will / win / by Rafael Nadal.
4 Our car / not going to / repair / until next week.
5 Our team / will not / beat / in this tournament.

Passive questions

5 **Write the correct verbs in your notebook.**

1 Where was the final played / play?
2 Who was the goal scored by / score?
3 When was the cup won / win?
4 Who was Nadal beaten / did Nadal beat in the final?

All Clear Grammar ✓

1 2 3 4 5 6 7 8 9

6 **Write the correct words in your notebook.**

Greg Hi Jez. You look tired!
Jez I am. I (1) **'m playing / 've played** five sets of tennis this morning.
Greg Wow! It's only 10.30. You (2) **must / can't** be fit.
Jez It's the final of the club championships on Friday. If I (3) **train / trained** hard, I think I'll win.
Greg Who (4) **did you play / are you playing** in the final?
Jez Harry. He (5) **used to be / is** better than me but now I'm better.
Greg Why? What (6) **happened / has it happen** to him?
Jez He stopped (7) **practise / practising** and his game got worse.
Greg Why?
Jez He spends all his time with his girlfriend. If he hadn't met her, he (8) **wouldn't have stopped / had stopped** training.

7 2.27 **Listen and check your answers.**

8 Tech and techies

Objectives

Vocabulary	Developing products; reporting verbs
Grammar	Reported speech; time expressions in reported speech; reported questions
Speaking	Talking about inventions; agreeing and disagreeing
Writing	A for and against essay; linkers of contrast and sequencing

Vocabulary

Developing products

1 2.28 **Listen and repeat the phrases. Then use some of them to describe pictures 1–7.**

analyse the results • design a prototype • develop a concept • develop the product • do market research • give a demonstration • improve the design • invent characters • manufacture a product • research an idea • solve any problems • test out the product

2 **Write the correct words in your notebook.**

1 To test the product, we designed a **concept** / **prototype**.
2 It's a good idea to do market **research** / **demonstration** with potential users of a product.
3 Many products are **manufactured** / **improved** in China.
4 After testing, the results are **invented** / **analysed** carefully.
5 If there's a problem with the design, it can be **developed** / **improved** before the product is manufactured.
6 The first step in developing any new product is to research the **idea** / **design**.

3 **In your notebook, complete the text with verbs from exercise 1.**

Designing a computer game has many steps. First, you need to (1) *develop* the concept. What is the game about? Who is it for? Then, you have to (2)… your idea and (3)… the characters. Later you (4)… a prototype game. After this, you can (5)… out the product and (6)… any problems. Use the prototype to (7)… market research. You can also (8)… a demonstration of the game. Then you (9)… the results of the research and (10)… the design. Continue to (11)… the product until it is finished. Then you can (12)… it and sell it.

4 2.29 **Listen to Dexter, Kate and Nick. What is Kate doing?**

5 **In pairs, ask and answer the question.**

What do you think is the most important step in developing a computer game?

I think it's developing the concept.

Wordlist p126

Reading

A business magazine article

Word Check
internship – staż
entrepreneur – przedsiębiorca
snaps – fotki

1 **Read the text about Michael Sayman and put the events in the correct order in your notebook.**

a) Facebook contacted him.
b) He created his first game.
c) He had an idea for a picture game.
d) He launched *4 Snaps*.
e) He made a website.

THE STORY OF A YOUNG TECH ENTREPRENEUR

Imagine creating an app that became a global success. Then imagine that as a result, Facebook invited you to its annual conference for app developers and offered you a summer internship. Well, this is exactly what happened to Michael Sayman. And when he was just 17!

Michael, from Florida, learnt to write computer code at the age of 12 from watching online tutorials. At 13, he built a website with tips and tricks for playing *Club Penguin*, his favourite online game. The website was very popular, but he thought he would get more traffic if he built a mobile app version. He was right and the app became an instant hit. Michael's next app – a game based on *Club Penguin* – was also very successful and his career as a tech **entrepreneur** had begun.

Just like any entrepreneur, Michael wanted to expand his business, so he created some new games. These didn't do very well, but Michael didn't give up and soon he had developed the concept for his next product: a multi-player photo game. He called it ***4 Snaps*** because players choose a word and then take four pictures for their friends to guess it.

He explained that he had had the idea while watching his sister playing on her phone. She was sending photos to a friend and asking her to guess the word. 'I knew that I had to make an app about it,' he says.

Michael launched the first version of *4 Snaps* in May 2013. He spent the summer improving the design and solving some of its problems before relaunching it in August. It was a huge success and, before long, he received the invitation from Facebook. The rest, as they say, is history.

When asked about the future, Michael said that he was thinking about university but he also thought that working for a company like Facebook was definitely an option. 'My goal is to try and make some kind of difference in the world with what I love to do,' he says.

2 2.30 **Read and listen. Are the sentences true or false? Correct the false sentences in your notebook.**

1 Michael learned to code at school.
2 His second app was a game.
3 All of Michael's products have been successful.
4 Michael knows exactly what he is going to do when he leaves school.
5 He was offered some work experience by Facebook.

All Clear Facts

Mark Zuckerberg is a computer programmer and tech entrepreneur. He is famous for being one of the founders of Facebook, the social networking site, which he developed when he was still at university.

3 **Answer the questions in your notebook.**

1 Why did he build a mobile app for his website?
2 Why did he call his photo game *4 Snaps*?
3 How did he get the idea for *4 Snaps*?
4 What did he do to *4 Snaps* before he relaunched it?

Grammar

Reported speech

Tense changes	Direct speech	Reported speech
present simple → past simple	'**I want** to test the product,' Sam said.	He said that **he wanted** to test the product.
present continuous → past continuous	'**I am testing** the product,' I said.	I said that **I was testing** the product.
past simple → past perfect	'**They didn't test** the product,' Jen said.	She said that **they hadn't tested** the product.
present perfect → past perfect	'**I have tested** the product.'	He said that **he had tested** the product.
will → *would*	'**I will test** the product.'	He said that **he would test** the product.
am / is / are going to → *was / were going to*	'**I am going to test** the product.'	He said that **he was going to test** the product.
can → *could*	'**I can test** the product.'	He said that **he could test** the product.
have to → *had to*	'**I have to test** the product.'	I said that **I had to test** the product.

Grammar Practice p117

All Clear Rules

When we change direct speech to reported speech, we change the tenses of the main verbs. Look at the tense changes in the sentences in the table.

1 **Write the correct words in your notebook to transform the direct speech into reported speech.**

1 She said: 'I want to analyse the results.'
She said that she **wanted** / **had wanted** to analyse the results.
2 They said: 'We are working very hard to develop it.'
They said that they **worked** / **were working** very hard to develop it.
3 I said: 'I didn't expect such good results.'
I said that I **didn't expect** / **hadn't expected** such good results.
4 He said: 'I'm going to do more research.'
He said that he **is going to** / **was going to** do more research.
5 The inventor said: 'I have made a breakthrough.'
The inventor said that she **has made** / **had made** a breakthrough.
6 We said: 'We hope the invention will be ready soon.'
We said that we **hope** / **hoped** the invention **will** / **would** be ready soon.

2 **Read Amy's message. Then complete the sentences in your notebook using reported speech.**

Hi Mum! I'm having a great time in Paris. We've already done so much! On Tuesday, we went to the Louvre. Today, we're visiting the Eiffel Tower.
I'm very excited. I'm going to buy lots of souvenirs!
I'll see you soon, Amy 14:24

Amy said that she *was having* a great time in Paris.
1 She said that she … to the Louvre.
2 She said that she … the Eiffel Tower.
3 She said that she … very excited.
4 She said that she … buy lots of souvenirs.
5 She said that she … see her mum soon.

3 **Answer the questions in your notebook.**

1 What did you do last weekend?
2 Have you seen any good films recently?
3 What do you usually do in your free time?
4 What are you going to do after school today?

4 **Work in pairs. Ask and answer the questions in exercise 3. Then report back to the class.**

Kuba said that he had been to a party last weekend and he had had a good time. He …

Time expressions in reported speech

In direct speech		In reported speech
today	→	that day
tomorrow	→	the day after / the following day
yesterday	→	the day before / the previous day
next week	→	the week after / the following week
last week	→	the week before / the previous week
12 years ago	→	12 years before
this year	→	that year

Grammar Practice p117

5 **Look at the table. Then change the verb tenses and choose the correct time expressions to make sentences in your notebook.**

1 **Jo:** 'I went to a music festival last week.'
Jo said that she … (go) to a music festival **last week / the previous week**.

2 **Ben and Ali:** 'We saw Matt Damon's new film yesterday.'
They said that they … (see) Matt Damon's new film **yesterday / the day before**.

3 **Tim:** 'This is the second time I've read this book this year!'
Tim said that it … (be) the second time he … (read) that book **that year / next year**.

6 **Read Peter's email and, in your notebook, rewrite the sentences using reported speech and appropriate time expressions.**

Dear Maggie, November 9, 2017

How's things? (1) I went to a science conference last week. (2) I have to tell you about it! Guess what? (3) I still can't believe it, but I met Stephen Hawking. (4) Hawking is a famous scientist. (5) I really admire him! (6) I'm reading his book today. (7) I'm going to send you the photos. (8) I'll write next week and tell you all about it!

Love, Peter

1 Peter said that he had gone to a science conference …

Reported questions

Information questions

'What do you want to do in the future?'
They asked me what I wanted to do in the future.
'Where are you studying?'
They asked me where I was studying.

Grammar Practice p117

7 **Read the questions. Then write the correct words in your notebook.**

'What have you worked on?'
'How did you make the discovery?'
'What are you going to research next?'

1 He asked what she **worked on / had worked on**.
2 He asked how she **has made / had made** the discovery.
3 He asked what she **is going / was going** to research next.

yes / no questions

'**Do you have** any experience?'
They asked if **I had any** experience.
'**Have you ever designed** an app?'
She asked if I **had ever designed** an app.

Grammar Practice p117

8 **In your notebook, write reported questions.**

1 Does the computer recognise voices?
He asked if … .
2 Have scientists discovered anything interesting recently?
She asked if … .
3 Was Stephen Hawking a scientist?
I asked if … .
4 Will scientists invent a time machine?
He asked if … .

9 **Think of some questions that people asked you yesterday. In your notebook, write sentences to report the questions.**

My mum asked if I had done my homework.

Grammar Reference p94

Vocabulary

Reporting verbs

1 2.31 **Listen and repeat the verbs. How do you say them in your language?**

admit • agree • announce • complain • explain • invite • offer • promise • refuse • suggest • tell • warn

2 **Write the correct words in your notebook.**

1 Max **admitted** / **invited** me to his party.
2 They **complained** / **invited** that the tickets were expensive.
3 The organizers **announced** / **warned** that Lily had won the competition.
4 I **admitted** / **refused** to go with them.
5 Simon **explained** / **offered** that he had missed the bus.
6 Jane **agreed** / **complained** to help us with our project.
7 I **promised** / **admitted** to come home at 11pm.
8 The mother **warned** / **explained** her son not to touch the fire.
9 My sister **refused** / **told** me not to use her phone.
10 They **offered** / **suggested** that we should go to the park.
11 My brother **offered** / **told** to help me with my homework.
12 He **admitted** / **complained** that he hadn't told the truth.

3 **Copy and complete the table with verbs from exercise 1.**

verb + that + clause
complain that …
verb + infinitive
refuse to …
verb + object + infinitive
tell someone (not) to …

4 **In your notebook, complete the sentences with the correct form of the verbs in brackets.**

1 I promised my parents … (work) harder at school.
2 Kelly admitted she … (eat) the cake.
3 My mum agreed … (pick me up) from the station.
4 We complained … (food / be) undercooked.
5 George refused … (stop) talking in class and was sent out.

Listening

5 2.32 **Read the job advert. What do you think Bea and Micky are chatting about? Listen and check your answers.**

Assistant wanted

Science Today is a science magazine for young people. We have a vacancy for a research assistant this summer. If you are studying science and have some experience of online research, this is an excellent opportunity. Candidates with writing experience are preferred.

APPLY

6 **Listen again and answer the questions in your notebook.**

1 Was Bea happy with how the interview had gone?
2 What writing experience does she have?
3 What job does she want to do in the future?
4 Does she like computers?
5 Can she use computer programmes?
6 Is she available to work in the summer?

Wordlist p126

Speaking

Talking about inventions / Agreeing and disagreeing

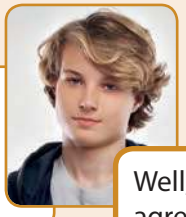
1 2.33 **Listen to the dialogue. What does Damon think was probably the most interesting invention?**

Model Dialogue

Susie

That was a great exhibition! What did you think was the most interesting invention?

Damon



I'm not sure. Perhaps it was the first mobile phone. It was so big and heavy!

I'm sorry, but I don't agree. Why was that interesting?

Nina

Well, I don't agree at all. The first calculator was amazing.

Because it was the earliest form of computer!

Yeah, I totally agree. Computers are one of the most important inventions ever.

I suppose so, but so are mobile phones.

You would say that – you use your phone all the time!

2 **Listen again and repeat the dialogue.**

Speaking Task

1 Agree and disagree about inventions

Use the inventions below or think of other important inventions.

2 Prepare a dialogue

Look at the Model Dialogue and change the words and phrases in blue.

3 Speak

In pairs, practise your dialogue.

What did you think was the most interesting invention?

I'm not sure. Perhaps it was the first telephone.

Useful Language

Agreeing and disagreeing

I **totally agree**. / You're **absolutely right**. 100%

I **suppose** so.

I'm **not sure**.

I **don't agree at all**. / I'm sorry, but **I don't agree**. 0%

Useful Language Bank p129

Writing

A for and against essay

1 2.34 **Read the Model Text and listen. Then answer the questions.**

1 What advantages does Laura give in her essay?
2 What disadvantages does she give?
3 What is Laura's opinion?

Model Text

What are the advantages and disadvantages of using robots? Discuss.

1 Robots, such as drones, are already used for a variety of jobs. In the future, more and more jobs will be done by robots. This has both positive and negative aspects.

2 On the one hand, robots have many advantages. One advantage is that they can do dangerous or difficult tasks. Another advantage is that robots can analyse information and solve problems much faster than humans. Lastly, if robots do more of our work, we will have more free time to relax.

3 On the other hand, robots have some disadvantages. Firstly, they are expensive to develop and manufacture. Secondly, like all machines, they can break down and have to be repaired. Finally, some people warn that robots will create unemployment.

4 In conclusion, I agree that robots have some negative aspects. However, personally, I think that they have more advantages than disadvantages as they can make our lives easier.

Laura

2 **Read the Model Text again. Match paragraphs 1–4 with a–d in your notebook.**

a) arguments against
b) conclusion with opinion
c) introduction
d) arguments for

All Clear Tips

Linkers of contrast and sequencing

On the one hand, robots have many advantages. **On the other hand**, they have some disadvantages. Robots have some negative aspects. **However**, they have more advantages than disadvantages. **One advantage is** … **Another** advantage is … **Lastly**, … **Firstly**, … **Secondly**, … **Finally**, …

3 **Read the All Clear Tips. Then choose the correct linkers. Write the answers in your notebook.**

(1) **Lastly** / **On the one hand**, mobile phones have several advantages. (2) **However** / **Firstly**, you can speak to people and send messages wherever you are. (3) **Secondly** / **On the other hand**, you can do other things, such as listening to music. (4) **Finally,** / **One advantage is that** you can also take photos.

Writing Task

1 Plan

Make notes for a for and against essay about the advantages and disadvantages of the internet and include:

Introduction: *the present situation*
Arguments for: *advantages of the internet*
Arguments against: *disadvantages of the internet*
Conclusion: *your personal opinion, for or against the internet*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction
Paragraph 2: Arguments for
Paragraph 3: Arguments against
Paragraph 4: Conclusion

3 Check

☑ vocabulary for developing products
☑ linkers of contrast and sequencing

Culture Reading

EXTRA

FAMOUS SCIENTISTS

Isaac Newton (1642-1727)
Isaac Newton was a mathematician, physicist and astronomer. He worked out the basic laws of gravity and motion and showed that light is made up of the seven colours of the rainbow. Newton built the first reflecting telescope and he also helped to develop calculus. He once said that people built too many walls, and not enough bridges.

Rachel Carson (1907-1964)
Rachel Carson was a biologist and environmentalist from the USA. She researched the effects of pesticides and showed that they were also killing animals. In 1962 she published the results of her research in a book called *Silent Spring*. As a result of her work, some of the most dangerous pesticides were banned in the USA.

Francis Crick (1916-2004), Maurice Wilkins (1916-2004) and James Watson (1928)
Francis Crick and Maurice Wilkins were English and James Watson is from the USA. They researched and discovered the structure of DNA, which contains the genetic information that allows all living things to function, grow and reproduce. Crick said that they had discovered the secret of life. They won the Nobel Prize in 1962 for their work.

1 2.35 **Read and listen. Then answer the questions in your notebook.**

1 Who was Sir Isaac Newton?
2 What did he discover?
3 What did Rachel Carson discover?
4 What happened as a result?
5 What did Crick, Watson and Wilkins discover?
6 Did they win any prizes?

My Culture

2 **Work in pairs. In your notebook, match the names of these Polish scientists with their achievements.**

Mikołaj Kopernik	Maria Skłodowska-Curie	
Jan Heweliusz	Ludwik Zamenhof	Stefan Banach

a) discovered ten new constellations in space (17th century)
b) developed an important mathematical theory (20th century)
c) created an international language called Esperanto (1887)
d) developed the theory that the Sun is at the centre of our solar system (1543)
e) won a Nobel Prize in chemistry for his/her research on radioactivity (1911)

3 **Write a short text about an important achievement of a Polish scientist. Choose a scientist from exercise 1 or use your own ideas. Answer these questions.**

- When did the scientist live? Where do they work if they are still alive?
- What did they achieve?
- Why is their work important?

Unit 8 Grammar Reference

Reported speech

- Mowy zależnej (*reported speech*) używamy, aby zrelacjonować to, co powiedziała inna osoba.
- W mowie niezależnej (*direct speech*) przytaczamy dosłowną wypowiedź innej osoby, używając cudzysłowu.

'I saw her at the gym last night,' he said.

- W mowie zależnej nie używamy cudzysłowu.

He said that he had seen her at the gym the previous night.

- W języku angielskim, inaczej niż w języku polskim, w przypadku gdy czasownik w zdaniu głównym występuje w czasie przeszłym, stosujemy zasadę następstwa czasów, tzn. „cofamy się" o jeden czas, np. jeśli przytaczana wypowiedź jest w czasie teraźniejszym, to w mowie zależnej stosujemy czas przeszły.

Tense changes	Direct speech	Reported speech
present simple → past simple	'**I love** playing computer games,' Kate said.	Kate said that **she loved** playing computer games.
present continuous → past continuous	'**We are developing** a new game at the moment.'	He said that **they were developing** a new game.
past simple → past perfect	'**I bought** a new computer yesterday.'	She said that **she had bought** a new computer the previous day.
present perfect → past perfect	'**Paul hasn't solved** the problem,' John said.	John said that **Paul hadn't solved** the problem.
will → *would*	'**Technology will improve** during the next 20 years.'	He said that **technology would improve** during the next 20 years.
am / is / are going to → *was / were going to*	'**We are going to design** a really useful app.'	She said that **they were going to design** a really useful app.
can → *could*	'**Computer games can be** very expensive.'	He said that **computer games could be** very expensive.
have to → *had to*	'**I have to send** Joanna an email tomorrow.'	Peter said that **he had to send** Joanna an email the next day.

Time expressions and pronouns in reported speech

- W mowie zależnej zmianie ulega nie tylko forma czasownika, ale również określenia czasu.

*'I want to go shopping **next week**,' said Amy.*

*Amy said that she wanted to go shopping **the following week**.*

- W mowie zależnej zmianie ulegają również zaimki osobowe i przymiotniki dzierżawcze.

*'**I** watched a film with **my** sister yesterday,' said Lucy.*

*Lucy said that **she** had watched a film with **her** sister the day before.*

Time expressions in reported speech		
today	→	that day
tomorrow	→	the day after / the following day
yesterday	→	the day before / the previous day
next week	→	the week after / the following week
last week	→	the week before / the previous week
12 years ago	→	12 years before
this year	→	that year

Reported questions

Information questions

- Aby przekazać pytanie otwarte (szczegółowe), używając mowy zależnej, stosujemy szyk zdania oznajmującego – stawiamy podmiot zdania przed czasownikiem głównym i nie używamy czasowników posiłkowych.

*'Where **do** you **live**, Kevin?' asked Julia.*

*Julia asked Kevin where he **lived**.*

Information questions	
'Where do you want to go for dinner tonight?'	He asked me where I wanted to go for dinner that night.
'Why is Anna crying?'	'She asked why Anna was crying.

yes / no questions

- Aby przekazać pytanie zamknięte (typu „Czy…?"), używając mowy zależnej, przed podmiotem zdania stawiamy *if* albo *whether*.

'Can you lend me that book?' he asked me.

*He asked me **if / whether** I could lend him that book.*

yes / no questions	
'Did you speak to Jim yesterday?'	She asked me if I'd spoken to Jim the previous day.
'Have you seen my dog?'	He asked me if I had seen his dog.

Unit 8 Progress Check

Vocabulary Developing products

1 **In your notebook, order the letters in brackets to make the words.**

1 My favourite part of the process is … (viningetn) the characters.
2 Computers can … (aaslyne) results very quickly.
3 We need to … (ropemiv) the design and … (osvel) all the other problems.
4 How long did it take to … (facmuerautn) the product?
5 Do you think it's important to do market … (erarcshe) on a new product?

Reporting verbs

2 **In your notebook, complete the sentences with the verbs in the box.**

complained	told	suggested
promised	admitted	

1 Jack … that he had told everyone my secret.
2 Our teacher … us to do exercise 5 for homework.
3 I … my parents that I wouldn't get home late.
4 Kevin … that we went to Greece on holiday.
5 They … that the food was terrible.

Grammar Time expressions in reported speech

3 **In your notebook, match time expressions 1–5 with reported speech equivalents a–e.**

1 today	a) the day after
2 tomorrow	b) the previous week
3 next week	c) that day
4 last week	d) the following week
5 yesterday	e) the day before

Reported speech

4 **In your notebook, complete the reported speech sentences.**

1 'I went to Paris last year.' He said that … .
2 'We are inventors.' They said that … .
3 'I am researching things today.' She said that … .
4 'He analyses data in a lab.' They said that … .
5 'We are going to publish our research next week.' Professor Rawlins said that … .

Reported questions

5 **Copy and complete the reported questions.**

1 'Do computers need electricity?' He asked if … .
2 'When did Newton live?' He asked when … .
3 'Has anyone discovered a cure for malaria?' He asked if … .
4 'Can humans fly?' He asked if … .
5 'Where was Rachel Carson from?' He asked where … .

All Clear Grammar ✓

1 2 3 4 5 6 7 8 9

6 **Write the correct words in your notebook.**

Ada Lovelace was a mathematical genius who was born in 1815. She (1) **was** / **was being** the first computer programmer. She (2) **has met** / **met** Charles Babbage in 1833 and studied his ideas for a machine, the Analytical Engine. Babbage asked Lovelace if (3) **can you help me** / **she could help him**. He said that his machine (4) **can** / **could** 'read' data and that he (5) **used to** / **used it to** solve mathematical problems. Lovelace (6) **invented** / **inventor** a 'language' for the machine which Babbage (7) **was designed** / **had designed**. She also (8) **wrote** / **had written** many important papers. An expert said that Lovelace's notes (9) **are** / **were** a description of a computer and software.

7 2.36 **Listen and check your answers.**

9 Clear communication

Objectives

Vocabulary	Messages; adjectives with *-able* and *-ible*
Grammar	Tense review; question forms
Speaking	Talking about news; showing interest and sympathizing
Writing	A blog post; checking your work

Vocabulary

Messages

1 2.37 **Listen and repeat the words. Which of them can you identify in pictures 1–9?**

advert • article • blog • cartoon • dictionary entry • instruction manual • label • poem • quote • receipt • recipe • review • travel guide • tweet

2 **In your notebook, match the words from exercise 1 with the definitions below.**

1 a piece of writing about a particular subject in a newspaper, magazine, or online …
2 a piece of paper or material on a product with information about the product …
3 a short film on television or a short article on radio or the internet that is intended to persuade people to buy something …
4 a piece of paper you get when you have paid for something …
5 a book that tells you how to use a piece of equipment …

3 **Write the correct words in your notebook. Then ask and answer the questions in pairs.**

1 Do you know any **quotes** / **adverts** by Shakespeare?
2 Do you usually follow **recipes** / **receipts** when you cook or do you invent your own?
3 Do you usually read the **dictionary entry** / **instruction manual** when you buy a new gadget?
4 When you go on holiday do you take a **blog** / **travel guide** or not?
5 Do you usually read the **reviews** / **labels** before you see a film?

4 2.38 **Listen to Jim and Louise. Then answer the questions.**

1 How often does Louise write letters?
2 Does she ever tweet?
3 How often does she read instruction manuals?

5 **In pairs, ask and answer questions about the message types in exercise 1.**

How often do you read travel guides?

I hardly ever read travel guides. Do you ever read articles in a newspaper?

Wordlist p127

Reading

A blog

Word Check

don't bother – nie zadawać sobie trudu, żeby coś zrobić
snap – pstryknąć (zdjęcie)
bargain – okazja

1 **Read the text quickly. What is Emma blogging about?**

2 2.39 **Read and listen. Then compare your answers.**

EMMA'S BLOG

Home | About me | Photos | Archives Search

Don't write it, just send a photo of the traffic jam.

'Sorry, I'm going to be late.'

'This is what we're having for dinner.'

Don't bother to describe the meal, just **snap** a picture of it.

'I've bought some new trainers. They were a **bargain**!'

Message Send

Sending a photo is quicker and easier than writing a text, or even a tweet. And there are no language problems. With images, you can chat to anyone in the world.

We share more moving images, too. Who wants to read an instruction manual when a short video is clearer? Why write a recipe? It's more fun to make a video and share it on Vimeo.

From prehistoric cave paintings to cartoons, communicating with images has always been a fundamental life skill. The difference is that new technology has made it much easier. A good example of this is Instagram, the photo and video sharing platform which was launched in 2010. By 2014, its users had already shared 30 billion images! Other companies like Facebook, WhatsApp and Twitter are all investing more and more money in their photo and video services. They say that each year people are sending fewer text messages, and more photos and videos.

But is all this good or bad for language? Will we forget how to write? Is there anything that can only be said with words?

Posted on June 2, 2015 Comments (23)

All Clear Facts

In 2011, more than 2 trillion SMS messages were sent and received. Now, this number is decreasing due to free online messaging apps.

3 **Read the text again and answer the questions.**

1 What are the advantages of communicating with images?
2 What can users do on Vimeo?
3 Is communication with images a new skill?
4 What was launched in 2010?
5 What impact has new technology had on images?

4 **Work in pairs and answer the question: In your opinion, is there anything that you can't say with photos?**

Grammar

Tense review

1 **Read the sentences. In your notebook, match the verbs in bold with tense uses a–j.**

1 We **used to** take photos to preserve special moments.
2 I **didn't write** any words.
3 I'**ve bought** some new trainers.
4 Communicating with images **has** always **been** an important life skill.
5 I'**m meeting** a friend tonight. Do you want to come?
6 This is what we'**re having** for dinner. Let's eat!
7 Now, we **use** photos mostly for instant, everyday communication.
8 I **was dancing** when I got a text message.
9 I'**m going to** be late.
10 By 2013, its users **had** already **shared** 16 billion images.

a) present simple for habits
b) present continuous for an action happening now
c) past simple for an action in the past
d) past continuous for an action in progress in the past
e) present perfect for an action that started in the past and continues until now
f) present perfect for an action at an indefinite time in the past
g) past perfect for an action that happened before another action in the past
h) *used to* to talk about a past habit
i) *be going to* for a future event based on present evidence
j) present continuous to talk about a future arrangement

The present

2 **Write the correct words in your notebook.**

Nowadays, the internet (1) **is** / **is being** one of the most popular forms of communication. Nobody (2) **knows** / **is knowing** exactly how many people have internet access, but experts (3) **believe** / **are believing** it is nearly half of the world's population. Social networking (4) **becomes** / **is becoming** more and more popular among all age groups. At the moment, internet service providers (5) **try** / **are trying** to improve our internet connections.

The past

3 **In your notebook, complete the text with the correct form of the verbs in brackets. Use the past simple, past continuous, present perfect or past perfect.**

Marconi (1) *sent* (send) and (2) … (receive) the first radio signal in 1895. In the 1860s, James Clerk Maxwell (3) … (already predict) the existence of radio waves, but nobody (4) … (be able) to use them to transmit sound. Marconi (5) … (work) in Italy when he (6) … (invent) the first radio transmitter, but he couldn't get money to develop it, so he (7) … (go) to Britain. He (8) … (start) a broadcasting company which is now the BBC (British Broadcasting Corporation).

Radio technology (9) … (grow) considerably since its early development. The first radio station (10) … (start) broadcasting in 1902, but millions of stations (11) … (begin) since then. For the past two decades it (12) … (be) possible to listen to the radio online.

The future

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

1 Scientists predict that in the future, communication … (be) even faster. They say people … (not have to) speak face-to-face ever again if they don't want to.
2 I … (meet) Bill later. I've just arranged it. We … (do) our homework together.
3 Sue … (not do) anything next weekend, she hasn't made any arrangements. She … (relax)!
4 Experts say that the internet … (grow) even bigger and soon most household appliances … (be) connected.
5 Don't interrupt me, I'm writing a message and I … (finish) in a few seconds. I … (talk) to you after that.

All Clear Rules

The present simple is used to talk about timetables in the future.
*The train to London **leaves** at 18.50.*
*The film **finishes** in 15 minutes.*

5 **In your notebook, complete the sentences about you and your friends.**

I always *check my emails before I go to bed.*
1 My friend usually … .
2 At the moment, I'm … .
3 Last year my friend … .
4 While I was … .
5 While my friend … .
6 Tomorrow I'm … .
7 One day … .
8 I've never … .
9 I think that after my graduation, I … .

Question forms

Question forms

Why do people communicate with images?
Did you write emails when you were younger?
What makes you happy?
How do you prefer to communicate?

Grammar Practice p118

6 **Order the words to make questions in your notebook.**

1 you / write / Will / a blog post / later today / ?
2 What / you / were / reading / when / arrived / your teacher / ?
3 you / What / do / did / before / you / came to school / ?
4 send / you / yesterday / Did / any emails / ?
5 ever / you / Have / written / for a newspaper / an article / ?

7 **In your notebook, complete the questions with the correct form of the verbs in brackets. Which tenses are they?**

1 … (you / ever / make) a podcast?
2 … (your friends / arrive) at school before you arrived this morning?
3 Have you made any arrangements for this weekend? What … (you / do)?
4 … (you / buy) a new bike later this year?
5 What … (you / do) at the moment?

8 **In pairs, ask and answer the questions from exercise 7. Then write three extra questions for another pair. Use different tenses.**

Grammar Reference p104

Vocabulary

Adjectives with *-able* and *-ible*

1 2.40 **Listen and repeat the adjectives. Then use them to complete the definitions below.**

acceptable • bearable • flexible • reasonable • reliable • responsible • visible

A person or thing that you can see is *visible*.

1 A person who can deal with a lot of responsibility is … .
2 A person you can rely on is … .
3 A person who shows reason is … .
4 A person who adapts quickly to new situations is … .
5 A situation that you can bear is … .
6 A situation or thing that you can accept is … .

2 2.41 **Listen and repeat the adjectives. Then match them with their opposites from exercise 1.**

inflexible • invisible • irresponsible • unacceptable • unbearable • unreasonable • unreliable

acceptable – unacceptable

3 **Copy and complete the sentences with words from exercise 2.**

Eliza never does anything she says she will do. She's very *unreliable*.

1 We complained because their behaviour was … and … – they completely destroyed the house.
2 The magician made the rabbit … – you couldn't see it at all!
3 This situation is awful. It's really … – I just can't tolerate it any more.
4 Jack is very … . He doesn't like changes.
5 My mum said I couldn't go to the party – she's so … .

4 **In your notebook, write sentences about each of the situations below. Use the adjectives from exercise 2.**

Marek always comes late to the English class.
Miss Dilks says: Marek, this is unacceptable. You mustn't be late!

1 Your brother has an important exam tomorrow, but he is playing a computer game instead of studying.
2 Your friend found some information on the internet, but you think it is not true.
3 Your parents never allow you to stay out late at weekends.
4 Your younger sister is playing heavy metal music very loudly. You hate this kind of music!

Listening

5 2.42 **Listen to the podcast about the cartoonist, Doug Savage. In your notebook, write the information (a–e) in the order that it is given.**

1 – c)

a) The reason he started his webcomic
b) The material he draws on
c) The reason he draws chickens
d) His future plans
e) His biggest achievement

6 **Listen again and complete each sentence in your notebook.**

1 He started drawing the chickens in the year … .
2 In … 2005, he began posting them online.
3 He had an office job which wasn't very … .
4 A … of his cartoons has been published in a book.
5 One day, he wants to write a … .

Wordlist p127

Speaking

Talking about news / Showing interest and sympathising

1 2.43 **Listen to the dialogue. How does Jen feel in the first dialogue?**

Model Dialogue

Simon

Hi Jen! Did you get the job at the café?

Oh no! I'm sorry to hear that. How did you find out?

How awful!

A week later

Hi Jen. You look happy.

Congratulations! That's great news. When's the interview?

I'm really pleased for you.

Jen

Hi Simon, no, I didn't.

They sent me a text message.

Yes, I know.

Hey Simon! I am! I've got another job interview at a different café.

It's tomorrow afternoon.

Thanks!

2 **Listen again and repeat the dialogue.**

Speaking Task

1 Show interest and sympathise

Use the situations in the pictures or think of your own situations.

2 Prepare a dialogue

Look at the Model Dialogue and change the words in blue.

3 Speak

In pairs, practise your dialogue.

Did you pass your exams?

No, I didn't.

Useful Language Showing interest and sympathising

Congratulations!

That's **great / wonderful / fantastic news!**

I'm really **pleased / happy / delighted** for you.

Oh no!

How **terrible / awful.**

I'm **sorry to hear that.**

Useful Language Bank p129

Writing

A blog post

1 2.44 **Read the Model Text and listen. What forms of communication does Joanne mention?**

Model Text

About | Contact | Archive

The best way to communicate is face-to-face. What is your opinion?

I've been thinking about different forms of communication. Today, I'm discussing the best way to communicate. In the past, people used to communicate in person or by letter. Today, there are many more ways to communicate, for example, phone calls, photos, texts and tweets. I think that you should use different forms of communication at different times.

For example, it's better to communicate with your friends in person because you can enjoy their company. Not only is it easier to solve problems face-to-face, but when you are out and you need to give someone some information, the quickest option is to send a text or photo. Finally, social networking sites are a good way to communicate with a lot of people at the same time.

To conclude, in my opinion you should be flexible and choose the best way to communicate for each situation.

What do you think? Posted by *Joanne 17:14*

Great post! I completely agree with you. Posted by *Samuel 18:36*

All Clear Tips

Checking your work

1 Have you used correct grammar, word order, spelling and punctuation?
2 Have you used linkers?

2 **In your notebook, match the mistakes in sentences 1–5 with descriptions a–e. Then correct the mistakes.**

1 To conclude I think texting is a good way to communicate.
2 Texting is a option cheap.
3 Texting is a good way to comunicate because it's quick.
4 Since it was invented, people used texting a lot.
5 You can make many things with a mobile phone.

a) spelling
b) word order
c) punctuation
d) wrong word
e) grammar mistake

Writing Task

1 Plan

Make notes for a blog post called 'Too many young people are addicted to social networking. What is your opinion?' and include:

Introduction: *introduce the subject of the blog post, your opinion*
Your arguments: *arguments in favour of your opinion*
Conclusion: *summarise your opinion*

2 Write

Use the Model Text, your notes and this structure:

Paragraph 1: Introduction
Paragraph 2: Your arguments
Paragraph 3: Conclusion

3 Check

☑ a variety of verb tenses
☑ messages, adjectives with *-able* and *-ible*
☑ spelling, word order, grammar, punctuation, linkers and sequencing words

Culture Reading

EXTRA

FAMOUS COMMUNICATION INNOVATIONS

BEFORE THE STAMP

Before stamps existed, the person who received the letter usually paid, not the sender. The cost depended on the distance the letter had to travel. Letters were very expensive to send – one letter could cost as much as a day's pay. People used to write on a piece of paper and fold it because envelopes hadn't been invented.

ROWLAND HILL AND POSTAL REFORM

Rowland Hill was a teacher who campaigned for reform of the postal service. In 1837, Hill proposed the idea of paying for a stamp before sending a letter. The cost of postage would depend on weight, not distance. Hill invented the first adhesive stamp, the Penny Black, in 1837, but the first stamps weren't sold until 1840.

THE PENNY BLACK

The Penny Black cost one penny. It showed the head of Queen Victoria. Because it was the world's first stamp, it didn't show a country of origin – today British stamps are the only stamps in the world that do not name their country of origin. The Penny Black was replaced with a Penny Red after one year, so around 68,000,000 Penny Blacks were printed. Today, if you want to buy an original, unused Penny Black, it will cost you more than £1,800.

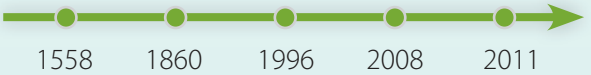
My Culture

1 2.45 **Read and listen. Then answer the questions in your notebook.**

1 How did people use to send letters?
2 What did the cost depend on?
3 When did Hill invent the Penny Black stamp?
4 Why didn't the Penny Black show the country of origin?
5 How long was the Penny Black used for?

2 **Copy the timeline into your notebook and place these events on it.**

a) mobile phones appear in Poland
b) Facebook – Polish version
c) Snapchat reaches Poland
d) King Zygmunt II August establishes the Polish postal system
e) first postage stamps issued



3 **Work in pairs and answer the questions.**

1 Do you think people will ever stop sending letters and postcards? Why? / Why not?
2 Do you know anybody who collects stamps? Why do you think people take up this hobby?

4 **Find a stamp (or a photo of a stamp on the internet) which you think is special. Bring it to class and tell your classmates why you think it's interesting.**

Unit 9 Grammar Reference

Tense review

- Czas *present continuous* stosujemy, aby opowiedzieć o tym, co się właśnie dzieje.

Affirmative	I **am waiting** for the bus.
Negative	He **is not talking** to Jo.
Interrogative	**Are** they **eating**?

- Czas *present simple* stosujemy, aby mówić o zwyczajach swoich i innych osób.

Affirmative	I **play** basketball.
Negative	He **does not** like rock music.
Interrogative	**Do** they eat dinner at 7 pm?

- Czas *past simple* stosujemy, aby opowiedzieć o czymś, co wydarzyło się w określonym czasie w przeszłości.

Affirmative	I **watched** TV last night.
Negative	She **did not watch** the match.
Interrogative	**Did** he **read** the book?

- Czas *past continuous* stosujemy, aby opisać zdarzenia i sytuacje, które trwały w określonym momencie w przeszłości.

Affirmative	I **was listening** to a CD.
Negative	She **was not reading** a book.
Interrogative	**Were** they **playing** football?

- Czasu *past perfect* używamy, aby powiedzieć, że jedna z sytuacji w przeszłości miała miejsce wcześniej niż inna.

Affirmative	I **had studied** really hard.
Negative	He **had not realised** it was raining.
Interrogative	**Had** you **been** on holiday?

- Konstrukcji *used to* używamy, aby opowiedzieć o sytuacjach, które powtarzały się w przeszłości, ale uległy już zmianie.

Affirmative	She **used to** write a blog.
Negative	She **didn't use to write** a blog.
Interrogative	**Did** she **use to** write a blog?

- Czas *present perfect* stosujemy, aby opisać sytuacje, które miały miejsce w niedawnej przeszłości, nie określając, kiedy dokładnie się wydarzyły. Czas ten stosujemy też, żeby opowiedzieć o sytuacjach, które trwają od jakiegoś czasu.

Affirmative	I **have spoken** to Jenny.
Negative	She **has not bought** a car.
Interrogative	**Have** you **seen** his new film?

- *Will* stosujemy, aby opisać przewidywania dotyczące sytuacji przyszłych.

Affirmative	I **will** go to the party.
Negative	She **will not** be late.
Interrogative	**Will** they move house next year?

- *Be going to* stosujemy, aby opisać swoje zamiary. Konstrukcji tej używamy też, aby wyrazić przewidywania dotyczące czynności lub sytuacji, które wkrótce się wydarzą, gdyż wskazują na to obecne okoliczności.

Affirmative	I **am going to** watch a film.
Negative	He **is not going to** sell his car.
Interrogative	**Are** you **going to** phone Jon?

Time expressions

past	present	future
yesterday	at the moment	tonight
before	now	tomorrow
last night		this weekend
four hours ago		next year

Question forms

- Pytania zamknięte (typu „Czy…?") tworzymy w następujący sposób: **czasownik posiłkowy (np. *do / have / will*) + podmiot + czasownik w odpowiedniej formie.**

Will you go on holiday next year?

Have you seen this film before?

- Pytania otwarte (szczegółowe) tworzymy w następujący sposób: **zaimek pytający (np. *What / Where / How often*) + czasownik posiłkowy (np. *do / have / will*) + czasownik w odpowiedniej formie.**

What are you doing now?

What sports did you play when you were younger?

Unit 9 Progress Check

Vocabulary Messages

1 **In your notebook, complete the sentences with the words in the box.**

adverts	article	recipe
instruction manual	travel guide	

1 I read a really interesting … in the newspaper yesterday.
2 I don't usually watch the … on TV because most of them are boring.
3 This soup tastes horrible – I should have used a better … .
4 I don't understand how to use my MP3 player. Have you seen the … ?
5 I'm going to France on holiday next week. I need to buy a … .

Adjectives with *-able* and *-ible*

2 **Write the correct adjectives in your notebook.**

1 She's late again! That's completely acceptable / unacceptable.
2 He didn't want to help with the party – he's so reasonable / unreasonable.
3 He didn't see me in the street yesterday – maybe I'm visible / invisible!
4 My sister is bearable / unbearable – she's always in a bad mood.
5 We're looking for a reliable / an irresponsible shop assistant who is never late.

Grammar Tense review

3 **Write the correct words in your notebook.**

1 Yesterday, I read / have read the newspaper.
2 I think I will send / are sending him an email tomorrow.
3 I usually listen / am listening to the radio every morning before school.
4 I showed them the cartoon, but they have / had already seen it.
5 We don't go / aren't going to the museum next week.

4 **In your notebook, complete the text with the correct form of the verbs in brackets.**

If you (1) … (love) computer games, you (2) … (be) happy to hear that an exciting new games console (3) … (release) next month. Designed by Fusion, the console (4) … (have) lots of innovative new features. Fusion (5) … (design) other consoles in the past, including the BS-20.

Tense review: questions

5 **Write questions in your notebook. Then answer them.**

1 what / you / do / yesterday ?
2 what / you / do / next weekend ?
3 how long / you / have / your mobile phone ?
4 what / you / do / now ?
5 what / you / do / at 10 o'clock yesterday morning ?

All Clear Grammar ✓

1 2 3 4 5 6 7 8 9

6 **Write the correct words in your notebook.**

How much (1) **do you know / are you knowing** about text messages? The first SMS (2) **was sent / is sent** in December 1992 by engineer Neil Pepworth. Since then, text messaging (3) **is becoming / has become** one of the most common ways to communicate. Texting (4) **is / has been** an easy way to send messages, especially if you can't make a phone call. In a recent survey, 18% of participants said that they (5) **had sent / have sent** a text message during a wedding ceremony! Texting can be dangerous though: some people (6) **admitted / are admitting** to texting while driving. (7) **Is texting changing / Will texting change** in the future? Who knows what (8) **is happening / will happen**?

7 2.46 **Listen and check your answers.**

Revision Units 7–9

Vocabulary

- Sporting verbs
- Confusing verbs
- Developing products
- Reporting verbs
- Messages
- Adjectives with *-able* and *-ible*

Work with a partner. Read the clues and write the words in your notebooks. Who finishes first?

START

What was the result of this match?
It was a d… (4).

Is he a tennis coach?
Yes, he is. He t… (6) some quite famous players.

Where do they m… (11) these cars?
In Ávila.

Are you going to arrive on time?
Yes, definitely. I p… (7) that I won't be late.

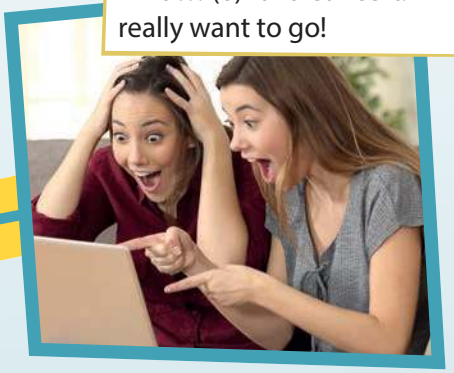
When are you going to tell people about your good news?
We're going to a… (8) it tomorrow.

What's the matter?
I'm trying to s… (5) the problem, but it's very difficult.

Has Kim arrived?
Not yet. But don't worry. She's very r… (8). She always arrives on time.

Do you read the newspaper before school?
Yes, but I only have time to read one a… (7).

What are you reading?
An a… (6) for a concert. I really want to go!



Are you good at adapting to change?
Yes, I am. I'm very f… (8).

FINISH

Grammar

- The passive
- Passive questions
- Reported speech
- Time expressions in reported speech
- Reported questions
- Tense review
- Question forms

1 **Write the correct words in your notebook.**

GUINNESS WORLD RECORDS

Guinness World Records is the best-selling copyrighted series of all time. A new edition (1) is published / publishes every year and millions of copies (2) are sold / sell. It (3) is translated / translates into over 15 languages. But how (4) was it started / it was started?

One day in 1954, Sir Hugh Beaver, the director of the brewers Arthur Guinness, (5) was hunting / hunted in Ireland. He (6) was trying to shoot / was shot a bird called the golden plover. Later (7) today / that day he asked some friends if the plover (8) was / had been the fastest bird in the world. They (9) looked / were looked for the answer in an encyclopaedia, but it wasn't there. So Sir Hugh decided to create a book that (10) told / said the reader what the fastest, biggest and longest things in the world were. He asked an employee if (11) he knew / did he know anyone who could write it. He suggested two journalists, Ross and Norris McWhirter. They had a company in London that (12) supplied / was supplied newspapers with facts and figures for articles.

The first 1,000 copies (13) were given / gave away for free. Sir Hugh later (14) told / said that the book was supposed to be a marketing item for his company, not a best-seller.

The first real edition (15) was published / published in 1955. It is still very popular today. It (16) is published / publishes before Christmas. This year millions of copies (17) will be sold / will sell, just like every year.

2 **Copy and complete the sentences with the correct form of the verbs in brackets.**

1 The telephone … (invent) by Alexander Graham Bell in 1876.
2 In 2016, the Olympic Games … (hold) in Rio de Janeiro.
3 When … the original *Star Wars* film … (make)?
4 He asked if Australia … (hold) the Olympic Games.
5 He told me that Spain … (win) the World Cup in 2010.
6 I asked him when he … (arrive) at my house.

3 **In your notebook, change the questions from active to passive or passive to active.**

1 Was *Emma* written by Jane Austen?
2 When will Tokyo hold the Olympics?
3 Who discovered the element radium?
4 Did Uruguay win the World Cup in 1930?
5 Is the film directed by Steven Spielberg?
6 Who announced the date of the wedding?

Cultural Awareness: Language

Multimedia

1 **How much do you know about the history of language in Britain? Do the quiz.**

1 Approximately how many people speak English as a first or second language?
a) over one billion b) over two billion c) over three billion

2 When was Britain invaded by Anglo-Saxon speakers?
a) in the first century b) in the fifth century c) in 1066

3 Who invaded Britain in the eight and ninth centuries?
a) the French b) the Romans c) the Vikings

4 Which language did King William I speak?
a) Celtic b) French c) English

5 Which language do the words *fruit* and *table* come from?
a) Anglo-Saxon b) Turkish c) French

6 Which language does the word *coffee* come from?
a) Turkish b) French c) Hindi

WATCH

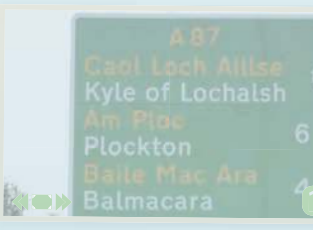
2 **Watch the documentary about language and answer the questions.**

1 Where did the Saxons come from?
2 What does the Bayeux Tapestry show?
3 Where is Cornwall? What is its original language called?

3 **PROJECT** **Work in small groups and do the project task.**

Przygotujcie quiz dotyczący tzw. *false friends* oraz zapożyczeń z języków obcych w języku polskim.

- Wyszukajcie słowa, które brzmią podobnie w języku polskim i angielskim, ale mają inne znaczenie (*false friends*), np. ang. pasta – pol. makaron.
- Znajdźcie przykłady wyrazów zapożyczonych z różnych języków, w tym z języka angielskiego, np. dżinsy, aerobik, stres.
- Ułóżcie 6–8 pytań z odpowiedziami typu wielokrotny wybór lub prawda/fałsz, np. *'pasta' means*: a) pasta do zębów b) makaron c) pasta do butów; *the word 'bazar' comes from Turkish.*
- Pokażcie swój quiz nauczycielowi, aby upewnić się, że nie zawiera błędów.
- Zaprezentujcie quiz w klasie.



Digital Competence: A wiki generator

Multimedia

1 Read the task and look at the wiki page. What is it about? What things does it include?

Search

Main page
Contents
Help
Contact
Tools
Languages

Download PDF
Create a book
Print Version

Home > Search

Track Cycling

Indoor track cycling has been an Olympic event since 1896, when it was included in the first modern Olympic Games in Athens.

Tracks

Track cycling events are held in stadiums called velodromes, which are built by specialist designers. Tracks are oval and have steep inclines. In the past, tracks were always made of wood. Today, they are often made from synthetic materials. There are indoor and outdoor velodromes. The advantage of the indoor ones is that events can be held in all weathers. The Velòdrom d'Horta is an outdoor velodrome which was built for the Barcelona Olympics.

Track bicycles

Track bicycles have no brakes and only one gear. The tyres are narrow and are inflated to high pressure. The frame is rigid and strong.

Events

- These are the main Olympic track cycling events:
- Match sprint
- Team sprint
- Keirin
- Team pursuit
- Omnium

Famous champions

The most successful Olympic track cyclist is Sir Chris Hoy. He won six Olympic gold medals. He was also a world champion 11 times. In 2013, he announced that he was retiring from international cycling.

TASK Create a class wiki about different Olympic sports. Follow the steps below.

Step 1
Choose a wiki generator and set up a wiki. Experiment with the layout of the page. Set up different pages for each sport. Decide who is responsible for each page.

Step 2
Discuss what information and what type of content (text, photos, video, links) to include on each page.

Step 3
Find the information and content for the part that you are responsible for. Add them to the wiki. Check and edit your wiki page.

Step 4
When the class wiki is finished, read your classmates' pages and write comments. Read your classmates' comments about your page and edit it.

Unit 1 Grammar Practice

Present simple and continuous

1 **In your notebook, complete the sentences with the present simple or the present continuous form of the verbs in brackets.**

My sister Lisa *loves* (love) sport. She often (1)… (play) basketball and tennis with her friends, and she also (2)… (go) swimming four times a week. In fact, she (3)… (swim) at the moment. I like my sister, but we're very different. I (4)… (not like) sport at all. I prefer computers and technology. Right now, I (5)… (wait) for Lisa to come home and play computer games with me!

Past simple

2 **Write the past simple form of these verbs in your notebook.**

Regular

appear *appeared*

1 start …
2 decide …
3 stop …

Irregular

4 make …
5 see …
6 have …

3 **In your notebook, complete the sentences with the past simple form of the verbs in brackets.**

Jane *didn't make* (not make) friends at school.

1 Jack … (get) into trouble with his teacher.
2 We … (not win) the first prize.
3 My dad … (take) a gap year before university.
4 My cousin … (study) maths at university.
5 She … (drop) out of university.

used to

4 **In your notebook, complete the sentences using the present simple or *used to* + verb.**

I used to sit next to Louisa, but now I *sit* next to Harry.

1 Now my uncle works in Valencia, but he … in Madrid.
2 Now I … milk for breakfast, but I always used to have hot chocolate.
3 My mum never watches TV, but when she was younger she … TV every day.
4 You never used to get angry, but now you often … angry.
5 My sister lives in Leeds, but she … in Sheffield.

Subject and object questions

5 **Are these questions subject or object questions? Write S (subject) or O (object) in your notebook.**

Where did you go on holiday? *O*.

1 Who cooked dinner yesterday? …
2 Who did you see last night? …
3 Why did he drop out of university? …
4 Who ate all the chocolate? …
5 What did Jeremy say? …

6 **Match the questions with the answers in your notebook.**

1 Who married Prince William? *e*
2 Who did Prince William marry?
3 Who phoned you?
4 Who did you phone?
5 Who wrote *Romeo and Juliet*?
6 What did William Shakespeare write?

a) William Shakespeare wrote *Romeo and Juliet*.
b) I phoned my best friend.
c) He married Kate Middleton.
d) He wrote about 38 plays.
e) Kate Middleton married Prince William.
f) My best friend phoned me.

Unit 2 Grammar Practice

Past simple and past continuous

1 **In your notebook, complete the sentences with the past continuous form of the verbs in brackets.**

He *was talking* (talk) to a friend when he had an idea for a story.

1 While she … (work) in a shoe shop, she wrote a short story.
2 They met when they … (look for) books in the public library.
3 While I … (cook) dinner, he … (listen) to music.
4 What … (you think) about while I … (talk)?
5 I … (not concentrate) while he … (speak).

2 **Write the correct words in your notebook.**

When the teacher came in, Evie **chatted** / **was chatting** to her friends.

1 I **read** / **was reading** a thriller when suddenly I heard a strange noise.
2 Luke **didn't do** / **wasn't doing** his homework when his dad got home.
3 While they **listening** / **were listening** to music, I heard the phone.
4 The sun was shining when I **left** / **was leaving** home.
5 She **fell** / **was falling** asleep while she was watching TV.
6 I wasn't cleaning the house when my mum **came** / **was coming** home.

3 **In your notebook, complete the sentences with the past simple and the past continuous form of the verbs in brackets.**

My brothers *were playing* (play) football when they *broke* (break) a window.

1 While she … (not look), I … (take) a photo of her.
2 When I … (wake) up, it … (rain).
3 They … (not listen) when the teacher … (explain) the homework.
4 John … (play) the piano when his dad … (arrive).
5 Paul … (get) home while Lucy … (cook).
6 She … (clean) the kitchen when I … (arrive).

Past perfect

4 **In your notebook, complete the sentences with the past perfect form of the verbs in brackets.**

When I got home, my brother *had eaten* (eat) all my chocolate.

1 She didn't go to the cinema because she … (see) the film before.
2 The teacher got angry because we … (not study) for the exam.
3 Before I went to that restaurant, I … (not try) Chinese food.
4 I didn't play in the match because I … (leave) my football boots at home.
5 They … (not buy) a ticket, so they couldn't go to the concert.

5 **Write the correct words in your notebook.**

We ran to the square, but **by the time** / **after** we got there, Sue had left.

1 The party had started **before** / **after** we arrived.
2 We got to the football stadium at 8 pm. **By then** / **Before** the match had finished. We were too late!
3 I celebrated with my friends **before** / **after** I'd won the prize.
4 By the time she was 20, she'd **already** / **before** dropped out of university.
5 We had eaten dinner **before** / **by the time** we went to the cinema because we were hungry.

Unit 3 Grammar Practice

Present perfect

1 **In your notebook, complete the sentences with the present perfect form of the verbs in brackets.**

We *have reduced* (reduce) our rubbish.

1 I … (lose) my laptop.
2 My grandparents … (have) their dog for a long time.
3 We … (save) energy by changing the light bulbs.
4 He … (not make) any new friends.
5 I … (see) this film three times.
6 They … (not ask) me to their summer party.

2 **Write questions with *How long …?* in your notebook.**

Paul / work / at this school ?
How long has Paul worked at this school?

1 you / have / your jeans ?
2 she / be / your English teacher ?
3 they / live / in France ?
4 he / play / the violin ?

Present perfect and past simple

3 **Write answers to the questions in exercise 2 in your notebook. Use *for* or *since* and the time expressions in brackets.**

(six years)
He has worked at this school for six years.

1 (last week)
2 (eight months)
3 (three years)
4 (six years old)

4 **Write the correct words in your notebook.**

I've lived / **I lived** in Italy when I was younger.

1 **I've known** / **I knew** my best friend since we were three years old.
2 My **brother's left** / **brother left** school last year.
3 My football team **hasn't won** / **didn't win** a match since last year.
4 My parents **have started** / **started** their own business ten years ago.
5 I **haven't read** / **didn't read** that book yet.

5 **In your notebook, complete the text with the present perfect or the past simple form of the verbs in brackets.**

Joey lives in the USA now. He *has lived* (live) there for a year. Before that, he (1)… (live) in Canada. He (2)… (work) there for two years, but he (3)… (not / like) it very much. It was too cold! Since he came to the USA, he (4)… (travel) around the country a lot. He (5)… (visit) San Francisco in April. He loved it!

Time expressions with the present perfect

6 **In your notebook, rewrite the sentences using the words in brackets.**

I've done this exercise. (already)
I've already done this exercise.

1 They haven't seen that film. (still)
2 I've spoken to Liam. (just)
3 Have you phoned your parents? (yet)
4 I've bought you a birthday present. (already)
5 It's 1 pm and you haven't got dressed. (still)
6 My cousins have moved house. (just)

Unit 4 Grammar Practice

Relative clauses

1 **Write the correct words in your notebook.**

Alice Walker is a writer **who** / **where** writes about social problems.

1 The first day of primary school was **when** / **who** I met my best friend.
2 That's the bin **where** / **that** we recycle our rubbish.
3 That's my brother's friend **when** / **who** got into trouble with the police.
4 A myth is a story **who** / **that** includes gods, heroes and magic.
5 Brick Lane is a place in London **that** / **where** you can buy cool clothes.

2 **In your notebook, complete the sentences with *who*, *which*, *where* or *when*.**

I've got a friend *who* lives in the USA.

1 We went to a beautiful beach … had white sand and blue water.
2 I met a famous actor … has been in several films.
3 There's a new sports centre … you can try all kinds of martial arts.
4 It was Christmas … my dad fell in love with my mum.

some / any / no compounds

3 **In your notebook, complete the sentences with the words in the box.**

~~anything~~	anywhere	no one
nowhere	someone	something

Have you got *anything* to eat?

1 Nathan was upset because … tried his cake.
2 … phoned while I was having a shower.
3 We're looking for … to wear for the wedding.
4 I can't find my keys … .
5 My favourite place is my home. There's … better.

The future

4 **Write the correct words in your notebook.**

My **sister's getting** / **sister'll get** married on Saturday.

1 **We're going to have** / **We'll have** a party tonight.
2 I've got a headache. I think **I'll lie down** / **I'm lying down**.
3 Let's go to Kate's house. **She's giving away** / **She'll give away** her old clothes.
4 In the future, **we're going to buy** / **we'll buy** all our clothes on the internet.

5 **Correct the sentences in your notebook.**

I'll meeting Alex at six o'clock tonight.
I'm meeting Alex at six o'clock tonight.

1 He learns French next year.
2 We'll play tennis with Lily at 2 pm tomorrow.
3 I'm probably making a cake for my mum's birthday.
4 They'll visit the new museum on Saturday.

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

When we're in Paris, we*'re going to go up* (go up) the Eiffel Tower.

1 Don't worry! Jason … (help) you with your homework.
2 Don't carry so many plates. You … (drop) them.
3 I'm busy later. I … (have) dinner with my grandparents.
4 I'm not sure, but I think it … (rain) later.
5 I haven't studied for the test tomorrow, so I … (not pass).

Unit 5 Grammar Practice

The first and second conditional

1 **In your notebook, complete these first conditional sentences with the correct form of the verbs in brackets.**

If I *go* (go) abroad, I *'ll make* (make) new friends.

1 If he … (take) off his jumper, he … (be) cold.
2 We … (save) energy if we … (switch) off the lights.
3 If you … (not listen), you … (not understand).
4 I … (put) on that shirt if this T-shirt … (not go) with my jeans.
5 If Joe … (move) house, … (he / change) school?

2 **Correct the sentences in your notebook.**

We'd save water if we don't have a shower every day.
We'd save water if we didn't have a shower every day.

1 If I'm rich, I'd buy a helicopter.
2 Lucy would work in a shop if the pay will be better.
3 If my aunt doesn't have children, she'd write a book.
4 If you found a wallet, what will you do?

3 **In your notebook, match the beginnings with the endings to make sentences.**

1 I'll go by bike *e*
2 I'd get a part-time job …
3 If I wasn't happy at university, …
4 If you wear out those trainers, …
5 If you finish that comic, …

a) I'd drop out.
b) Mum will get angry.
c) I'll lend you this book.
d) if I needed money.
e) if the weather is good.

4 **In your notebook, complete the first and second conditional sentences with the correct form of the verbs in brackets.**

I *'ll go* (go) to the cinema if it rains tomorrow.

1 If my family won a lot of money, we … (move) house.
2 If I … (get) good marks in the exams, my mum will buy me a bike.
3 If I found a dog in the street, I … (not keep) it.
4 We'll go to the beach if it … (be) hot tomorrow.
5 I'd phone my parents if I … (get) lost in a big city.

Gerunds and infinitives

5 **Write the correct words in your notebook.**

He hopes **to arrive** / **arriving** before 9 pm.

1 I love **to play** / **playing** the piano.
2 My mum avoids **to eat** / **eating** cheese.
3 Tim was happy **to hear** / **hearing** the good news.
4 Are you interested in **to come** / **coming** to the cinema tonight?

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

What did your sister do after *finishing* (finish) university?

1 I don't enjoy … (make) cakes.
2 It's easy … (learn) French.
3 My brother's good at … (play) cricket.
4 Do you mind … (help) me clean the house?
5 Where does Lisa go … (buy) her clothes?

Unit 6 Grammar Practice

Modals of deduction and possibility

1 **Write the correct words in your notebook.**

Ruby isn't at school. She **can** / **may** be on holiday.

1 What's that noise? I'm not sure, but it **might** / **must** be the dog.
2 It **can't** / **mustn't** be 11 pm. It's light outside.
3 Eva is making a snack. She **must** / **could** be hungry.
4 My friends aren't here. They **could** / **can** be late.
5 Our teacher is taking an aspirin. She **must** / **can't** have a headache.

2 **In your notebook, match statements 1–5 with responses a–e.**

1 He hasn't slept for three days. *c*
2 It's freezing in this house.
3 Alex is in America at the moment.
4 Let's try the new restaurant in Park Road.
5 There's nothing to eat in this house.

a) He can't be. I saw him at the shops an hour ago.
b) There might be some bread in the cupboard.
c) He must be very tired.
d) It can't be very good. There's never anybody eating there.
e) The heating must be broken again.

3 **In your notebook, complete the sentences with *must*, *might* or *can't*.**

I'm not sure where Eliza is. She *might* be at home.

1 Ali's lived in England. He … speak English.
2 Luke was with me all day. He … be guilty.
3 I don't know why they aren't answering the phone. They … be asleep.
4 Sally's not usually this quiet. She … be ill.
5 I don't believe that Kelly lived in China. It … be true.

The third conditional

4 **In your notebook, match the beginnings with the endings to make third conditional sentences.**

1 If he hadn't stolen the money, *c*
2 If I had studied more, …
3 He wouldn't have shoplifted …
4 I'd have phoned you …
5 You'd have met my American cousins …

a) if he hadn't lost his job.
b) if I'd known it was your birthday.
c) the police wouldn't have arrested him.
d) if you'd come to the cinema with us.
e) I'd have got a better mark.

5 **In your notebook, complete the third conditional sentences with the correct form of the verbs in brackets.**

If I *'d gone* (go) to New York, I *would have seen* (see) the Statue of Liberty.

1 If I … (go) to bed early, I … (not be) so tired.
2 If they … (train) harder, they … (win) the match.
3 My teacher … (not get) angry if my classmates … (be) quiet.
4 We … (not break) the window if Paul … (not kick) the ball.

6 **Rewrite the sentences in your notebook. Use the third conditional.**

He didn't run, so he missed the train.
If he'd run, he wouldn't have missed the train.

1 My mum left school when she was 16, so she didn't go to university.
If my mum … .
2 She didn't fill in the application form correctly, so she didn't get the job.
If she … .
3 They didn't see the concert because they didn't buy the tickets.
If they … .

Unit 7 Grammar Practice

The passive

1 **In your notebook, complete the sentences with the present simple passive form of the verbs in brackets.**

World records *are set* (set) every day.

1 The Olympics … (hold) every four years.
2 Cricket … (not play) in my country.
3 The best tennis player … (rank) number one.
4 A gold medal … (not make) of solid gold.
5 Records … (break) at most Olympic Games.

2 **In your notebook, complete the sentences with the past simple passive form of the verbs in brackets.**

The basketball final *was televised* (televise).

1 My camera … (steal) from my bag.
2 The goal … (not score) by Messi.
3 The 2012 Olympic Games … (hold) in London.
4 Text messages … (not send) twenty years ago.

3 **Write sentences in the future passive in your notebook.**

The new school building / will / finish / by next year.
The new school building will be finished by next year.

1 The song / be going to / play / now.
2 The final / will / win / by Rafael Nadal.
3 Our car / not be going to / repair / next week.
4 Many shoplifters / will / never / catch.
5 Our team / will not / beat.

4 **In your notebook, complete the sentences with *is*, *was* or *will be*.**

Our remote control *was* misplaced last week.

1 English … spoken all over the world.
2 The shopping centre … closed next week.
3 A suspect … arrested last night.
4 He … questioned by the police tomorrow.
5 The 2014 World Cup … won by Germany.

5 **Correct the sentences in your notebook.**

That bottle make of glass.
That bottle is made of glass.

1 The 2020 Olympics will hold in Tokyo.
2 London visits by millions of tourists every year.
3 Your application form didn't fill in correctly.
4 My mother isn't going to promote.

Passive questions

6 **In your notebook, complete the questions for these answers.**

Where *is* gold *found*?
Gold is found in South Africa.

1 When … the telephone …?
The telephone was invented in 1876.
2 What … her ring … of?
Her ring is made of silver.
3 When … a cure for the disease …?
A cure for the disease will be found soon.
4 Where … the race …?
The race is going to be held near Liverpool.

Unit 8 Grammar Practice

Reported speech

1 **In your notebook, complete the sentences in the table.**

Tense changes	Direct speech	Reported speech
present simple ➛ past simple	'I live in a big house.'	Mark said that he *lived* in a big house.
present continuous ➛ past continuous	'We are watching TV.'	He said that they (1)… TV.
past simple ➛ past perfect	'I didn't see him at the beach.'	He said that he (2)… him at the beach.
present perfect ➛ past perfect	'We have been to New York.'	She said that they (3)… to New York.
will ➛ would	'Jack will help you.'	He said that Jack (4)… help me.
am / is / are going to ➛ was / were going to	'You're going to have fun.'	He said that I (5)… have fun.
can ➛ could	'I can't swim.'	Kate said that she (6)… swim.
have to ➛ had to	'You have to tidy your room.'	My mum said that I (7)… tidy my room.

2 **In your notebook, match the time expressions with the reported speech time expressions in the box.**

~~that day~~ that year the day before
the following day the week after
two years before

today *that day*
1 tomorrow …
2 yesterday …
3 next week …
4 two years ago …
5 this year …

3 **In your notebook, complete the reported speech sentences with *he*, *him*, *his*, *she* or *her*.**

1 'I want to show you a game on my new phone, Jason,' said Ellie.
She said *she* wanted to show … a game on … new phone.
2 'It's your favourite kind of game.'
She said it was … favourite kind of game.
3 'You can play it with me if you've got time.'
She said … could play it with … if … had time.

Reported questions

4 **In your notebook, complete the reported questions.**

'Where do you live?' he asked.
He asked me *where I lived*.
1 'What are your friends doing?' he asked.
He asked me … .
2 'Did you watch TV last night?' my best friend asked.
My best friend asked me … .
3 'Have you ever beaten your brother at tennis?' Dan asked.
Dan asked Mike … .
4 'What languages can you speak?' the teacher asked.
The teacher asked me … .
5 'Where do we have to go tomorrow?' I asked the teacher.
I asked the teacher … .

Unit 9 Grammar Practice

Tense review

1 **In your notebook, complete the rules with the tenses in the box.**

future with *be going to* future with *will*
past continuous past perfect
~~past simple~~ present continuous
present perfect present simple

We use the *past simple* to talk about a completed action or event in the past.

1 We use the … to talk about an action or event which happened before another action or event in the past.
2 We use the … to talk about an action or event that started in the past and continues until now or that happened at an indefinite time in the past.
3 We use the … to talk about a future plan or to talk about a future event based on present evidence.
4 We use the … to talk about an action or event which is true and habits and routines.
5 We use the … to talk about a future prediction.
6 We use the … to talk about an action or event which is happening now or to talk about a future arrangement.
7 We use the … to talk about an action or event in progress in the past.

The present

2 **In your notebook, complete the sentences with the present simple or the present continuous form of the verbs in brackets.**

We sometimes *go* (go) skiing.

1 I often … (eat) toast.
2 At the moment, my sister … (live) in California.
3 Penguins … (not live) at the North Pole.
4 Nobody … (know) where Louise lives.

The past

3 **In your notebook, complete the sentences with the correct past form of the verbs in brackets.**

We *were* (be) late, so we *didn't eat* (not eat) breakfast today.

1 I … (send) you a text message when I … (drop) my phone.
2 By the time we … (arrive), the maths test … (finish).
3 I … (never / visit) the Guggenheim Museum in Bilbao.

The future

4 **Write the correct words in your notebook.**

When I'm older, I think **I'm travelling** / **I'll travel** around the world.

1 **I will study** / **I'm going to study** at Oxford University next year.
2 **You'll be** / **You're being** famous one day.
3 He's probably **being** / **going to be** an engineer when he leaves university.
4 Look at the clouds! **It will rain** / **It's going to rain**.

Question forms

5 **Write questions in your notebook.**

you / often / argue / with your friends / ?
Do you often argue with your friends?

1 you / have a shower / yesterday / when / I / arrive / ?
2 your dad / investigate / a crime / at the moment / ?
3 your friends / go / to university / next year / ?
4 you / know / your best friend / since primary school / ?
5 you / have / a good day / yesterday / ?

Wordlist

UNIT 1

Life-changing events

become rich /bɪˌkʌm 'rɪtʃ/ wzbogacić się
change school /tʃeɪndʒ 'skuːl/ zmienić szkołę
drop out of university /drɒp ˌaʊt əv juːnɪ'vɜː(r)səti/ rzucić studia (przestać uczęszczać)
get into trouble /get ˌɪntə 'trʌb(ə)l/ pakować się w kłopoty
go abroad /gəʊ ə'brɔːd/ wyjeżdżać za granicę
go for a job interview /ˌgəʊ fər ə 'dʒɒb ˌɪntə(r)vjuː/ iść na rozmowę o pracę
have an accident /ˌhæv ən 'æksɪd(ə)nt/ mieć wypadek
make new friends /meɪk ˌnjuː 'frendz/ poznawać nowych przyjaciół
move house /muːv 'haʊs/ przeprowadzać się
retire /rɪ'taɪə(r)/ przejść na emeryturę
settle down /ˌset(ə)l 'daʊn/ osiedlać się
start your own business /ˌstɑː(r)t jər ˌəʊn 'bɪznəs/ założyć własną firmę
take a gap year /ˌteɪk ə 'gæp ˌjɪə(r)/ zrobić sobie rok przerwy przed pójściem na studia
win an award /ˌwɪn ən ə'wɔː(r)d/ wygrać nagrodę

Verb + preposition

agree about sth / with sb /ə'griː əˌbaʊt ˌsʌmθɪŋ / wɪð ˌsʌmbədi/ zgadzać się w czymś / z kimś
argue about sth / with sb /'ɑː(r)gjuː əˌbaʊt ˌsʌmθɪŋ / wɪð ˌsʌmbədi/ kłócić się o coś / z kimś
depend on sb/sth /dɪ'pend ɒn ˌsʌmbədi/ˌsʌmθɪŋ/ zależeć od kogoś/czegoś, polegać na kimś
dream about sth /'driːm əˌbaʊt ˌsʌmθɪŋ/ marzyć o czymś
listen to sb/sth /'lɪs(ə)n tə ˌsʌmbədi/ˌsʌmθɪŋ/ słuchać kogoś/czegoś
look forward to sth /ˌlʊk 'fɔː(r)wə(r)d tə ˌsʌmθɪŋ/ cieszyć się na myśl o czymś
participate in sth /pɑː(r)'tɪsɪpeɪt ɪn ˌsʌmθɪŋ/ brać udział w czymś
talk to sb /'tɔːk tə ˌsʌmbədi/ rozmawiać z kimś
wait for sb/sth /'weɪt fə(r) ˌsʌmbədi/ˌsʌmθɪŋ/ czekać na kogoś/coś
worry about sb/sth /'wʌri əˌbaʊt ˌsʌmbədi/ ˌsʌmθɪŋ/ martwić się o kogoś/coś

Other words

air force /'eə(r) ˌfɔː(r)s/ siły powietrzne
childhood /'tʃaɪldˌhʊd/ dzieciństwo
destination /ˌdestɪ'neɪʃ(ə)n/ cel podróży
diversity /daɪ'vɜː(r)sɪti/ różnorodność
dramatically /drə'mætɪkli/ radykalnie, gwałtownie
equality /ɪ'kwɒlɪti/ równość
evacuation /ɪˌvækjʊ'eɪʃ(ə)n/ ewakuacja
evacuee /ɪˌvækjuː'iː/ osoba ewakuowana
feel homesick /fiːl 'həʊmsɪk/ tęsknić za domem, odczuwać nostalgię
government /'gʌvə(r)nmənt/ rząd (państwa)
host /həʊst/ gospodarz
immigrant /'ɪmɪgrənt/ imigrant
independence /ˌɪndɪ'pendəns/ niepodległość
in the woods /ɪn ðə 'wʊdz/ w lesie
minority /maɪ'nɒrɪti/ mniejszość
order /'ɔː(r)də(r)/ rozkazać, zarządzić
promote /prə'məʊt/ promować
protect /prə'tekt/ chronić
race /reɪs/ rasa
respect /rɪ'spekt/ szacunek
rural /'rʊərəl/ wiejski
upset /ʌp'set/ przygnębiony, smutny

Wordlist

UNIT 2

Literary genres

adventure story /ədˌventʃə(r) 'stɔːri/ literatura przygodowa
autobiography /ˌɔːtəʊbaɪ'ɒgrəfi/ autobiografia
biography /baɪ'ɒgrəfi/ biografia
comic /ˌkɒmɪk/ komiks
crime story /ˌkraɪm 'stɔːri/ kryminał
fantasy novel /ˌfæntəsi 'nɒv(ə)l/ powieść fantasy
historical fiction /hɪˌstɒrɪk(ə)l 'fɪkʃ(ə)n/ beletrystyka historyczna
non-fiction literature /ˌnɒn'fɪkʃ(ə)n 'lɪtrətʃə(r)/ literatura faktu
play /pleɪ/ sztuka teatralna
poetry /'pəʊɪtri/ poezja
romantic novel /rəʊˌmæntɪk 'nɒv(ə)l/ powieść romantyczna
science fiction /ˌsaɪəns 'fɪkʃ(ə)n/ science fiction, fantastyka naukowa
short story /ˌʃɔː(r)t 'stɔːri/ nowela
thriller /'θrɪlə(r)/ thriller, dreszczowiec

Compound nouns

audio book /'ɔːdiəʊbʊk/ audiobook
best-seller /ˌbest'selə(r)/ bestseller
book deal /'bʊk ˌdiːl/ kontrakt książkowy
bookshop /'bʊkˌʃɒp/ księgarnia
computer program /kəm'pjuːtə(r) ˌprəʊgræm/ program komputerowy
graphic novel /ˌgræfɪk 'nɒv(ə)l/ powieść w formie komiksu
love letter /'lʌv ˌletə(r)/ list miłosny
popular press /ˌpɒpjʊlə(r) 'pres/ prasa popularna, brukowce
postcard /'pəʊs(t)ˌkɑː(r)d/ pocztówka
public library /ˌpʌblɪk 'laɪbrəri/ biblioteka publiczna
school holiday /ˌskuːl 'hɒlɪdeɪ/ wakacje
secondary school /'sekənd(ə)ri ˌskuːl/ szkoła średnia
social life /'səʊʃ(ə)l ˌlaɪf/ życie towarzyskie
text message /'tekst ˌmesɪdʒ/ SMS, wiadomość tekstowa

Other words

broken English /ˌbrəʊkən 'ɪŋglɪʃ/ łamana angielszczyzna
chapter /'tʃæptər/ rozdział
deal with /diːl wɪð/ radzić sobie z
emigrate /'emɪgreɪt/ emigrować
fall onto one's side /fɔːl ˌɒntə wʌnz 'saɪd/ przewrócić się na bok
generation /ˌdʒenə'reɪʃ(ə)n/ pokolenie
labyrinth /'læbərɪnθ/ labirynt
lift /lɪft/ winda
main character /ˌmeɪn 'kærəktə(r)/ główny bohater (książki, filmu)
mystery /'mɪst(ə)ri/ tajemnica, zagadka
notice /'nəʊtɪs/ zauważać, dostrzegać
novelist /'nɒv(ə)lɪst/ powieściopisarz
pick up /pɪk 'ʌp/ podnosić
prize /praɪz/ nagroda
reach down /'riːtʃ ˌdaʊn/ sięgać w dół
run away /rʌn ə'weɪ/ uciec
save /seɪv/ uratować
sink to the ground /ˌsɪŋk tə ðə 'graʊnd/ paść na ziemię
sit up /sɪt 'ʌp/ usiąść prosto
step back /step 'bæk/ robić krok w tył, odsuwać się
surround /sə'raʊnd/ otaczać
trilogy /'trɪlədʒi/ trylogia

Wordlist

UNIT 3

Saving environmental resources

compost food waste /ˌkɒmpɒst 'fuːd weɪst/ kompostować resztki żywności

install solar panels /ɪnˌstɔːl ˌsəʊlə(r) 'pæn(ə)lz/ instalować panele słoneczne

insulate windows /ˌɪnsjʊleɪt 'wɪndəʊz/ uszczelniać okna

mend old clothes /ˌmend əʊld 'kləʊðz/ odnawiać stare ubrania

recycle packaging /riːˌsaɪk(ə)l 'pækɪdʒɪŋ/ przetwarzać, powtórnie wykorzystać opakowania

ride a bike /raɪd ə 'baɪk/ jeździć rowerem

save water /seɪv 'wɔːtə(r)/ oszczędzać wodę

share car journeys /ʃeə(r) 'kɑː(r) ˌdʒɜː(r)niz/ wspólnie podróżować samochodem

travel by public transport /ˌtræv(ə)l baɪ ˌpʌblɪk 'trænspɔː(r)t/ podróżować transportem publicznym

turn off lights /tɜː(r)n ˌɒf 'laɪts/ wyłączać światło

use rechargeable batteries /juːz riːˌtʃɑː(r)dʒəb(ə)l 'bæt(ə)riz/ używać akumulatorków

Prefixes

misinform /ˌmɪsɪn'fɔː(r)m/ błędnie informować

misplace /ˌmɪs'pleɪs/ zawieruszyć, zapodziać

misunderstand /ˌmɪsʌndə(r)'stænd/ błędnie zrozumieć

overcrowd /ˌəʊvə'kraʊd/ zatłoczyć

overeat /ˌəʊvər'iːt/ przejadać się

overpopulate /ˌəʊvə(r)'pɒpjʊˌleɪt/ przeludniać

recycle /riː'saɪkl/ przetwarzać, poddawać recyklingowi

reorganise /riː'ɔː(r)gənaɪz/ przeorganizować

replace /rɪ'pleɪs/ zastępować

replay /riː'pleɪ/ odtwarzać ponownie

undercook /ˌʌndə(r)'kʊk/ nie dogotować

underestimate /ˌʌndər'estɪˌmeɪt/ nie doceniać

underpay /ˌʌndə(r)'peɪ/ płacić za mało

underuse /ˌʌndə(r)'juːz/ mało wykorzystywać

Other words

aim /eɪm/ cel

arrange /ə'reɪndʒ/ organizować, ustalać

available /ə'veɪləbl/ dostępny

by accident /baɪ 'æksɪdənt/ przypadkowo

collect / kə'lekt/ zbierać

community /kə'mjuːnɪti/ społeczność

environmentally responsible /ɪnˌvaɪərənˌment(ə)li rɪ'spɒnsəb(ə)l/ przyjazny środowisku, ekologicznie odpowiedzialny

gamification /ˌgeɪmɪfɪ'keɪʃ(ə)n/ grywalizacja

generate electricity /ˌdʒenəreɪt ɪˌlek'trsɪti/ wytwarzać energię elektryczną

give away /gɪv ə'weɪ/ oddawać za darmo

green /griːn/ (przen.) przyjazny środowisku

household /'haʊshəʊld/ gospodarstwo domowe

influence /'ɪnflʊəns/ mieć wpływ (na)

invasion /ɪn'veɪʒ(ə)n/ naruszenie

item /'aɪtəm/ obiekt, przedmiot

network /'netwɜː(r)k/ sieć

non-profit group /nɒnˌprɒfɪt 'gruːp/ grupa non profit, nienastawiona na zyski

post /pəʊst/ publikować na stronie internetowej

resources /rɪ'zɔː(r)sɪz/ zasoby

rubbish /'rʌbɪʃ/ śmieci, odpadki

solar power /ˌsəʊlə(r) 'paʊə(r)/ energia słoneczna

spread /spred/ szerzyć się, rozpowszechniać się

unwanted /ʌn'wɒntɪd/ niechciany, niepożądany

Wordlist

UNIT 4

Style adjectives

casual /ˈkæʒuəl/ nieformalny
colourful /ˈkʌlə(r)f(ə)l/ kolorowy
comfortable /ˈkʌmf(ə)təb(ə)l/ wygodny
conventional /kənˈvenʃ(ə)n(ə)l/ konwencjonalny
fashionable /ˈfæʃ(ə)nəb(ə)l/ modny
formal /ˈfɔː(r)m(ə)l/ formalny, oficjalny
glamorous /ˈglæm(ə)rəs/ efektowny, zachwycający
impractical /ɪmˈpræktɪk(ə)l/ niepraktyczny
loose /luːs/ luźny
old-fashioned /ˌəʊldˈfæʃ(ə)nd/ staromodny
sporty /ˈspɔː(r)ti/ sportowy
tight /taɪt/ ciasny, obcisły
trendy /ˈtrendi/ modny

Phrasal verbs: clothes

get into /ˈget ˌɪntuː/ mieścić się
give away /gɪv əˈweɪ/ rozdawać
go with /ˈgəʊ wɪð/ pasować
look for /ˈlʊk fɔː(r)/ szukać
pick out /pɪk ˈaʊt/ wybierać
pick up /pɪk ˈʌp/ wybierać, wyszukiwać
put away /pʊt əˈweɪ/ odłożyć na miejsce
put on /pʊt ˈɒn/ zakładać
take off /teɪk ˈɒf/ zdejmować
throw away /θrəʊ əˈweɪ/ wyrzucać
try on /traɪ ˈɒn/ przymierzać
wear out /weər ˈaʊt/ znosić, zdzierać

Other words

chill out /tʃɪl ˈaʊt/ wyluzować się
compartment /kəmˈpɑː(r)tmənt/ przegroda, komora
dance floor /ˈdɑːns ˌflɔː(r)/ parkiet (do tańca)
design /dɪˈzaɪn/ projektować, projekt
designer /dɪˈzaɪnə(r)/ projektant
fold /fəʊld/ składać, zginać
fur /fɜː(r)/ futro, futrzany
give sb a lift /gɪv ˌsʌmbədi ə ˈlɪft/ podwieźć kogoś
goldfish /ˈgəʊldfɪʃ/ złota rybka
have sth in common /həv ˌsʌmθɪŋ ɪn ˈkɒmən/ mieć coś wspólnego
hiking boots /ˈhaɪkɪŋ ˌbuːts/ buty turystyczne, treki
launch /lɔːntʃ/ wprowadzać produkt na rynek
leather /ˈleðə(r)/ skóra, skórzany
plug sth into /plʌg ˌsʌmθɪŋ ˈɪntə/ wtykać
pointed /ˈpɔɪntɪd/ szpiczasty
rectangular /rekˈtæŋgjʊlə(r)/ prostokątny
screen /skriːn/ ekran
stiletto /stɪˈletəʊ/ szpilka (rodzaj damskiego buta)
strict /strɪkt/ surowy, wymagający, ścisły
survival situation /sə(r)ˌvaɪv(ə)l sɪtʃʊˈeɪʃ(ə)n/ sytuacja awaryjna
tweet /twiːt/ publikować na portalu Twitter
varied /ˈveərɪd/ zróżnicowany

Wordlist

UNIT 5

The world of work

allowance /ə'laʊəns/ kieszonkowe, zasiłek
application form /ˌæplɪ'keɪʃ(ə)n fɔː(r)m/ podanie (o pracę)
apprenticeship /ə'prentɪsʃɪp/ praktyki zawodowe
benefits /'benɪfɪts/ świadczenia, korzyści
bonus /'bəʊnəs/ premia
conditions /kən'dɪʃ(ə)nz/ warunki
contract /'kɒntrækt/ kontrakt, umowa (o pracę)
expenses /ɪk'spensɪz/ wydatki
job advertisement /'dʒɒb ədˌvɜː(r)tɪsmənt/ ogłoszenie z ofertą pracy
pay rise /'peɪ raɪz/ podwyżka
pension /'penʃ(ə)n/ emerytura
promotion /prə'məʊʃ(ə)n/ awans
salary /'sælərɪ/ pensja
work experience /'wɜː(r)k ɪkˌspɪərɪəns/ doświadczenie zawodowe

Work verbs

apply for a job /əˌplaɪ fər ə 'dʒɒb/ ubiegać się o pracę
be unemployed /bi ˌʌnɪm'plɔɪd/ być bezrobotnym
claim expenses /ˌkleɪm ɪk'spensɪz/ ubiegać się o zwrot kosztów
earn a salary /ˌɜː(r)n ə 'sælərɪ/ zarabiać, dostawać pensję
fill in an application form /fɪl ˌɪn ən æplɪ'keɪʃ(ə)n ˌfɔː(r)m/ wypełniać formularz podania (o pracę)
get a job /ˌget ə 'dʒɒb/ dostać pracę
get a pension /ˌget ə 'penʃ(ə)n/ pobierać/otrzymywać emeryturę
have a full-time job /ˌhæv ə ˌfʊltaɪm 'dʒɒb/ pracować na pełen etat
have an interview /ˌhæv ən 'ɪntə(r)vjuː/ mieć rozmowę o pracę
lose a job /ˌluːz ə 'dʒɒb/ stracić pracę
sign a contract /ˌsaɪn ə 'kɒntrækt/ podpisać umowę
work part-time /wɜː(r)k ˌpɑː(r)t 'taɪm/ pracować w niepełnym wymiarze godzin

Other words

advocate /'ædvəkeɪt/ orędownik, propagator (np. idei)
applicant /'æplɪkənt/ kandydat, aplikant
automotive systems /ɔːtəˌməʊtɪv 'sɪstəmz/ systemy samochodowe
cable /'keɪb(ə)l/ kabel
circumnavigation /ˌsɜː(r)kəmnævɪ'geɪʃ(ə)n/ opłynięcie (czegoś dookoła)
combine /kəm'baɪn/ łączyć, godzić ze sobą
contemplate /'kɒntəmpleɪt/ rozważać
co-worker /ˌkəʊ'wɜː(r)kə(r)/ współpracownik
determination /dɪˌtɜː(r)mɪ'neɪʃ(ə)n/ zdecydowanie, determinacja
dual /'djuːəl/ podwójny, dwoisty
embark on /ɪm'bɑː(r)k ɒn/ podjąć się, rozpocząć
hire /'haɪə(r)/ zatrudnić kogoś
hopeful /'həʊpfəl/ pełen nadziei
obtain a degree /əbˌteɪn ə dɪ'griː/ uzyskać stopień naukowy
paradise /'pærədaɪs/ raj
progress /'prəʊgres/ postęp, rozwój
receive /rɪ'siːv/ otrzymywać
reef /riːf/ rafa (np. koralowa)
trainee /treɪ'niː/ praktykant, stażysta
turn (sth into sth) /'tɜːn ˌsʌmθɪŋ'ɪntə 'sʌmθɪŋ/ zmieniać (coś w coś), przerabiać (coś na coś)
used to (doing) sth /ˌjuːst tə duːɪŋ 'sʌmθɪŋ/ przyzwyczajony do (robienia) czegoś

Wordlist

UNIT 6

Crime verbs

arrest a suspect /əˌrest ə 'sʌspekt/ aresztować podejrzanego
be guilty /bi 'gɪlti/ być winnym
be innocent /bi 'ɪnəs(ə)nt/ być niewinnym
catch a thief /ˌkætʃ ə 'θi:f/ łapać złodzieja
commit a crime /kəˌmɪt ə 'kraɪm/ popełnić przestępstwo
do community service /ˌdu: kə'mju:nəti ˌsɜ:(r)vɪs/ wykonywać prace społeczne
go on trial /ˌgəʊ ɒn 'traɪəl/ stanąć przed sądem
go to prison /ˌgəʊ tə 'prɪz(ə)n/ iść do więzienia
investigate a crime /ɪnˌvestɪgeɪt ə 'kraɪm/ prowadzić śledztwo
look for clues /ˌlʊk fə(r) 'klu:z/ szukać poszlak, wskazówek
pay a fine /ˌpeɪ ə 'faɪn/ płacić grzywnę, mandat
question a suspect /ˌkwestʃ(ə)n ə 'sʌspekt/ przesłuchiwać podejrzanego
solve a crime /ˌsɒlv ə 'kraɪm/ wyjaśnić przestępstwo
suspect /sə'spekt/ podejrzewać

Crimes and criminals

kidnapper /'kɪdnæpə(r)/ porywacz
kidnapping /'kɪdnæpɪŋ/ porwanie
murder /'mɜ:(r)də(r)/ morderstwo
murderer /'mɜ:(r)d(ə)rə(r)/ morderca
pickpocket /'pɪkˌpɒkɪt/ kieszonkowiec
pickpocketing /'pɪkˌpɒkɪtɪŋ/ kradzież kieszonkowa
robber /'rɒbə(r)/ złodziej, rabuś
robbery /'rɒb(ə)ri/ kradzież, rabunek
theft /θeft/ kradzież
thief /θi:f/ złodziej
vandal /'vænd(ə)l/ wandal
vandalism /'vændəˌlɪz(ə)m/ wandalizm

Other words

alive /ə'laɪv/ żywy
baggage carousel /bægɪdʒ ˌkærə'sel/ taśmociąg bagażowy
be not sb's business /bi nɒt ˌsʌmbədiz 'bɪznəs/ nie być czyjąś sprawą
burglary /'bɜ:(r)gləri/ włamanie
cruel /krʊəl/ okrutny
demand /dɪ'mɑ:nd/ żądać, wymagać
drug smuggling /'drʌg ˌsmʌg(ə)lɪŋ/ przemyt narkotyków
endangered species /ɪn'deɪndʒə(r)d 'spi:ʃi:z/ gatunki zagrożone wyginięciem
fingerprints /'fɪŋgə(r)ˌprɪnts/ odciski palców
force /fɔ:s/ zmuszać
form an army /'fɔ:(r)m ən 'ɑ:(r)mi/ utworzyć armię
incompetent /ɪn'kɒmpɪtənt/ niekompetentny
increase /ɪn'kri:s/ wzrost/rosnąć (np. o poziomie czegoś)
lizard /'lɪzə(r)d/ jaszczurka
negotiate /nɪ'gəʊʃɪeɪt/ negocjować
nobleman /'nəʊb(ə)lmən/ arystokrata, szlachcic
obey /ə'beɪ/ być posłusznym
perfect crime /ˌpɜ:(r)fɪkt 'kraɪm/ zbrodnia doskonała
profitable /'prɒfɪtəb(ə)l/ korzystny, opłacalny
reissue /ri:'ɪʃu:/ wydać powtórnie
reptile /'reptaɪl/ gad
rights and liberties /ˌraɪts ənd 'lɪbə(r)tiz/ prawa i wolności
rule /ru:l/ rządzić, władać
steel /sti:l/ stal/stalowy
subject /'sʌbdʒekt/ poddany
suspicious /sə'spɪʃəs/ podejrzliwy
X-ray technician /'eksreɪ tekˌnɪʃ(ə)n/ technik rentgenolog

Wordlist

UNIT 7

Sporting verbs

break a record /ˌbreɪk ə 'rekɔː(r)d/ pobić rekord
coach /kəʊtʃ/ trenować (kogoś)
draw /drɔː/ remisować
get a medal /ˌget ə 'med(ə)l/ zdobywać medal
hold an event /ˌhəʊld ən ɪ'vent/ organizować wydarzenie
lose /luːz/ przegrywać
score a goal /ˌskɔː(r) ə 'gəʊl/ strzelić gola
set a (new) record /ˌset ə ˌnjuː rɪ'kɔːd/ ustanowić (nowy) rekord
support a team /səˌpɔː(r)t ə 'tiːm/ kibicować drużynie
take up (a new sport) /teɪk ˌʌp ə ˌnjuː 'spɔː(r)t/ zacząć uprawiać (nowy sport)
televise /'telɪvaɪz/ emitować w telewizji, transmitować
win /wɪn/ wygrywać, zwyciężać

Confusing verbs

beat /biːt/ pokonać
expect /ɪk'spekt/ oczekiwać
hope /həʊp/ mieć nadzieję
play /'pleɪ/ grać
practise /'præktɪs/ trenować, ćwiczyć
remember /rɪ'membə(r)/ pamiętać
remind /rɪ'maɪnd/ przypominać
spend /spend/ wydawać (pieniądze), spędzać (czas)
teach /tiːtʃ/ nauczać, uczyć (kogoś)
train /treɪn/ trenować
waste /weɪst/ marnować, tracić

Other words

championship /'tʃæmpɪənʃɪp/ mistrzostwa
contestant /kən'testənt/ zawodnik
fence /fens/ płot, płotek
horse race /'hɔː(r)s ˌreɪs/ gonitwa konna
incredible /ɪn'kredəb(ə)l/ niesamowity
injured /'ɪndʒə(r)d/ ranny, zraniony
pitch /pɪtʃ/ boisko
racecourse /'reɪsˌkɔː(r)s/ tor wyścigowy, bieżnia
rider /'raɪdər/ jeździec
steeple /'stiːp(ə)l/ wieża, iglica
steeplechase /'stiːplˌtʃeɪs/ gonitwa z przeszkodami

Wordlist

UNIT 8

Developing products

analyse the results /ˌænəlaɪz ðə rɪ'zʌlts/ analizować wyniki

design a prototype /dɪˌzaɪn ə 'prəʊtətaɪp/ projektować prototyp

develop a concept /dɪˌveləp ə 'kɒnsept/ rozwijać pomysł

develop the product /dɪˌveləp ðə 'prɒdʌkt/ ulepszać produkt

do market research /du ˌmɑː(r)kɪt rɪ'sɜː(r)tʃ/ robić badania rynku

give a demonstration /ˌgɪv ə ˌdemən'streɪʃ(ə)n/ demonstrować, prezentować

improve the design /ɪmˌpruːv ðə dɪ'zaɪn/ ulepszać, udoskonalać projekt

invent characters /ɪnˌvent 'kærɪktə(r)z/ tworzyć postacie/bohaterów

manufacture a product /mænjʊˌfæktʃər ə 'prɒdʌkt/ wytwarzać produkt

research an idea /rɪˌsɜː(r)tʃ ən aɪ'dɪə/ analizować pomysł, przeprowadzać badania nad pomysłem

solve any problems /ˌsɒlv ˌeni 'prɒbləmz/ rozwiązywać problemy

test out the product /test ˌaʊt ðə 'prɒdʌkt/ testować produkt

Reporting verbs

admit /əd'mɪt/ przyznawać się

agree /ə'griː/ zgadzać się

announce /ə'naʊns/ ogłaszać

complain /kəm'pleɪn/ narzekać

explain /ɪk'spleɪn/ wyjaśniać

invite /ɪn'vaɪt/ zapraszać

offer /'ɒfə(r)/ oferować

promise /'prɒmɪs/ obiecywać

refuse /rɪ'fjuːz/ odmawiać

suggest /sə'dʒest/ sugerować

tell /tel/ mówić

warn /wɔː(r)n/ ostrzegać

Other words

app developer /æp dɪ'veləpər/ projektant aplikacji

calculus /'kælkjʊləs/ rachunek, analiza matematyczna

computer code /kəm'pjuːtə(r) ˌkəʊd/ kod komputerowy

entrepreneur /ˌɒntrəprə'nɜː(r)/ przedsiębiorca

expand /ɪk'spænd/ rozwijać, poszerzać (np. działalność)

gravity /'grævɪti/ grawitacja

have one's fingers crossed /hæv wʌnz 'fɪŋgə(r)z ˌkrɒst/ trzymać kciuki

impressed /ɪm'prest/ pod wrażeniem

marine biologist /mə'riːn baɪ'ɒlədʒɪst/ biolog morza

motion /'məʊʃ(ə)n/ ruch

pesticide /'pestɪsaɪd/ pestycyd, środek owadobójczy

reflect /rɪ'flekt/ odbijać światło, odzwierciedlać

reflecting telescope /rɪˌflektɪŋ 'telɪskəʊp/ teleskop zwierciadlany

relaunch /'ˌriː'lɔːntʃ/ powtórnie wprowadzić na rynek

reproduce /ˌriːprə'djuːs/ rozmnażać się

Wordlist

UNIT 9

Messages

advert /'ædvɜ:(r)t/ ogłoszenie, reklama
article /'ɑ:(r)tɪk(ə)l/ artykuł
blog /blɒg/ blog
cartoon /kɑ:(r)'tu:n/ komiks, kreskówka
dictionary entry /'dɪkʃən(ə)ri ˌentri/ hasło słownikowe
instruction manual /ɪn'strʌkʃ(ə)n ˌmænjʊəl/ instrukcja obsługi
label /'leɪb(ə)l/ etykieta
poem /'pəʊɪm/ wiersz
quote /kwəʊt/ cytat
receipt /rɪ'si:t/ paragon
recipe /'resəpi/ przepis
review /rɪ'vju:/ recenzja
travel guide /'træv(ə)l ˌgaɪd/ przewodnik
tweet /twi:t/ tweet

Adjectives with –able and –ible

acceptable /ək'septəb(ə)l/ dopuszczalny, do przyjęcia
bearable /'beərəb(ə)l/ znośny
flexible /'fleksəb(ə)l/ elastyczny
inflexible /ɪn'fleksəb(ə)l/ nieugięty, nieustępliwy
invisible /ɪn'vɪzəb(ə)l/ niewidzialny
irresponsible /ˌɪrɪ'spɒnsəb(ə)l/ nieodpowiedzialny
reasonable /'ri:z(ə)nəb(ə)l/ rozsądny
reliable /rɪ'laɪəb(ə)l/ rzetelny, godny zaufania
responsible /rɪ'spɒnsəb(ə)l/ odpowiedzialny
unacceptable /ˌʌnək'septəb(ə)l/ nie do przyjęcia
unbearable /ʌn'beərəb(ə)l/ nieznośny, nie do zniesienia
unreasonable /ʌn'ri:z(ə)nəb(ə)l/ nierozsądny
unreliable /ˌʌnrɪ'laɪəb(ə)l/ nierzetelny
visible /'vɪzəb(ə)l/ widoczny

Other words

ability /ə'bɪləti/ umiejętność, zdolność
achievement /ə'tʃi:vmənt/ osiągnięcie
adhesive stamp /əd'hi:sɪv stæmp/ znaczek pocztowy z klejem
be proud of /bi praʊd əv/ być dumnym z
campaign for /kæm'peɪn fə(r)/ prowadzić kampanię (w jakiejś sprawie)
cartoonist /kɑ:'tu:nɪst/ rysownik kreskówek
cave painting /keɪv 'peɪntɪŋ/ malowidło jaskiniowe
country of origin /ˌkʌntri əv 'ɒrɪdʒɪn/ kraj pochodzenia
fundamental /ˌfʌndə'ment(ə)l/ podstawowy, fundamentalny
innovation /ˌɪnə'veɪʃ(ə)n/ innowacja
invest /ɪn'vest/ inwestować
postage /'pəʊstɪdʒ/ opłata pocztowa
postal service /ˌpəʊst(ə)l 'sɜ:(r)vɪs/ usługi pocztowe
prehistoric /ˌpri:hɪ'stɒrɪk/ prehistoryczny
sticky notes /ˌstɪki 'nəʊts/ karteczki samoprzylepne
text /tekst/ wysyłać wiadomości tekstowe, SMS-y

Useful Language Bank

Starting and continuing a conversation Zaczynanie i prowadzenie rozmowy

Hi, I'm … Cześć, jestem…
How long have you been at this school? Od jak dawna chodzisz do tej szkoły?
What is there to do here? Co można tutaj robić?
What are you going to do after school today? Co robisz dzisiaj po szkole?
Would you like to come? Masz ochotę przyjść?

UNIT 1

Describing a photo Opisywanie zdjęcia

This is a photo of our school trip to Italy. To jest zdjęcie z naszej wycieczki szkolnej do Włoch.
Where / When was it taken? Gdzie / Kiedy zostało zrobione?
I'm in the middle. That's Daniela on the left. Ja jestem na środku. Osoba po lewej to Daniela.
Who's that on the right? Kim jest osoba po prawej?
There are some amazing buildings in the background / foreground. W tle / Na pierwszym planie jest kilka niesamowitych budynków.
You all look very happy. Wszyscy wyglądacie na szczęśliwych.
It looks like a beautiful city. To miasto wygląda pięknie.

UNIT 2

Asking for and giving opinions Pytanie o zdanie i wyrażanie opinii

What do you think of biographies? Co myślisz na temat biografii?
Don't you agree that comics are fun? Nie zgadzasz się z tym, że komiksy są fajne?
To be honest, I think it's a bit boring. Szczerze mówiąc, myślę, że to jest trochę nudne.
If you ask me, they're for kids. Jeśli o mnie chodzi, one są dla dzieci.
In my opinion, they're really boring. Moim zdaniem są naprawdę nudne.
I reckon they're difficult to read. Sądzę, że trudno się je czyta.
I prefer historical fiction to graphic novels. Od powieści w formie komiksu wolę beletrystykę historyczną.

UNIT 3

Prioritising ideas Szeregowanie pod względem ważności

For me, the most important thing is recycling. Według mnie najważniejszy jest recykling.
I think recycling is more important than saving energy. Myślę, że recykling jest ważniejszy od oszczędzania energii.
I think saving energy is as important as recycling. Myślę, że oszczędzanie energii jest tak samo ważne, jak recykling.
I'd rather use the computer less than watch less TV. Wolałbym mniej korzystać z komputera niż oglądać mniej telewizji.

UNIT 4

Giving and responding to compliments Mówienie komplementów i reagowanie na nie

Giving Mówienie
You look great. Wyglądasz świetnie.
What (a) fantastic boots (jacket)! Fantastyczne buty! / Fantastyczna kurtka!
I love your jeans. Bardzo podobają mi się twoje dżinsy.
It / They really suit(s) you. Świetnie na tobie leży / leżą.
Responding Reagowanie
Oh, thank you! Och, dziękuję!
Thanks. I'm really pleased with it / them. Dzięki. Naprawdę mi się podoba / podobają.
Do you think so? Tak sądzisz?
I'm glad you like it / them. Cieszę się, że ci się podoba / podobają.

Useful Language Bank

UNIT 5

Evaluating a situation Ocena sytuacji

What I like / don't like about it is / are the food / pizzas. Najbardziej / Najmniej podoba mi się jedzenie / pizza.
The best / worst thing is / are the food / pizzas. Najlepsze / Najgorsze było jedzenie. Najlepsza / Najgorsza była pizza.
On the upside / downside, my colleagues are friendly / unfriendly. Plus / Minus jest taki, że moi koledzy z pracy są mili / niemili.
So, what's the downside / upside? A zatem jakie są minusy / plusy?
What's the best / worst thing? Co jest najlepsze / najgorsze?

UNIT 6

Showing interest Okazywanie zainteresowania

I can't believe it. Nie wierzę!
Really? Naprawdę? / Serio?
You're joking! Chyba żartujesz!
That sounds awful! To brzmi strasznie / okropnie!
Tell me what happened. Powiedz, co się stało.
That's absolutely incredible. To jest wprost niewiarygodne!

UNIT 7

Giving and responding to advice Udzielanie rad i reagowanie na nie

Why don't you take up cycling? A może zaczniesz jeździć rowerem?
That's a great idea, but I can't afford a bike. Dobry pomysł, ale nie stać mnie na rower.
You should / shouldn't try tennis. (Nie) powinieneś grać w tenisa.
You must be joking! Chyba żartujesz!
If I were you, I'd take up karate. Na twoim miejscu zacząłbym trenować karate.
No, that's no good. Nie, to nie jest dobry pomysł.

UNIT 8

Agreeing and disagreeing Zgadzanie się i niezgadzanie się

I totally agree. / You're absolutely right. Zgadzam się w stu procentach. / Masz absolutną rację.
I suppose so. Tak mi się wydaje.
I'm not sure. Nie jestem pewien.
I don't agree at all. / I'm sorry, but I don't agree. Wcale się z tobą nie zgadzam. / Przykro mi, ale się nie zgadzam.

UNIT 9

Showing interest and sympathising Okazywanie zainteresowania i współczucia

Congratulations! Gratulacje!
That's great / wonderful / fantastic news! Co za wspaniała / cudowna / fantastyczna wiadomość!
I'm really pleased / happy / delighted for you. Bardzo się cieszę.
Oh no! O nie! / Tylko nie to!
How terrible / awful. To straszne / okropne.
I'm sorry to hear that. Przykro mi to słyszeć.

Irregular verbs

Infinitive	Past simple	Past participle	Translation
be /biː/	was / were /wɒz/, /wɜː(r)/	been /biːn/	być
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/	zaczynać
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/	łamać, psuć się
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/	przynosić
build /bɪld/	built /bɪlt/	built /bɪlt/	budować
buy /baɪ/	bought /bɔːt/	bought /bɔːt/	kupować
choose /ʧuːz/	chose /ʧəʊz/	chosen /'ʧəʊzən/	wybierać
come /kʌm/	came /keɪm/	come /kʌm/	przychodzić
do /duː/	did /dɪd/	done /dʌn/	robić
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	pić
drive /draɪv/	drove /drəʊv/	driven /'drɪvən/	jechać, prowadzić (samochód)
eat /iːt/	ate /eɪt/	eaten /'iːtən/	jeść
fall /fɔːl/	fell /fel/	fallen /'fɔːlən/	upadać
find /faɪnd/	found /faʊnd/	found /faʊnd/	znajdować
fly /flaɪ/	flew /fluː/	flown /fləʊn/	latać
forget /fə(r)'get/	forgot /fə(r)'gɒt/	forgotten /fə(r)'gɒtən/	zapominać
get /get/	got /gɒt/	got /gɒt/	dostawać
give /gɪv/	gave /geɪv/	given /'gɪvən/	dawać
go /gəʊ/	went /went/	gone /gɒn/	iść
have /hæv/	had /hæd/	had /hæd/	mieć
hear /hɪə(r)/	heard /hɜː(r)d/	heard /hɜː(r)d/	słyszeć
know /nəʊ/	knew /njuː/	known /nəʊn/	znać, wiedzieć
learn /lɜː(r)n/	learnt / learned /lɜː(r)nt/, /lɜː(r)nd/	learnt / learned /lɜː(r)nt/, /lɜː(r)nd/	uczyć się
leave /liːv/	left /left/	left /left/	opuszczać, zostawiać
lose /luːz/	lost /lɒst/	lost /lɒst/	gubić, tracić
make /meɪk/	made /meɪd/	made /meɪd/	robić
meet /miːt/	met /met/	met /met/	spotykać, poznawać
pay /peɪ/	paid /peɪd/	paid /peɪd/	płacić
put /pʊt/	put /pʊt/	put /pʊt/	kłaść
read /riːd/	read /red/	read /red/	czytać
run /rʌn/	ran /ræn/	run /rʌn/	biegać
say /seɪ/	said /sed/	said /sed/	powiedzieć
see /siː/	saw /sɔː/	seen /siːn/	widzieć
sell /sel/	sold /səʊld/	sold /səʊld/	sprzedawać
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/	śpiewać
sit /sɪt/	sat /sæt/	sat /sæt/	siedzieć
speak /spiːk/	spoke /spəʊk/	spoken /'spəʊkən/	mówić
take /teɪk/	took /tʊk/	taken /'teɪkən/	brać, wziąć
teach /tiːʧ/	taught /tɔːt/	taught /tɔːt/	uczyć (kogoś)
tell /tel/	told /təʊld/	told /təʊld/	powiedzieć
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/	myśleć
wear /weə(r)/	wore /wɔː(r)/	worn /wɔː(r)n/	nosić (na sobie)
win /wɪn/	won /wʌn/	won /wʌn/	wygrywać, zdobywać
write /raɪt/	wrote /rəʊt/	written /'rɪtən/	pisać

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