

MARTA **ROSIŃSKA**
LYNDA **EDWARDS**



NEW

PASSWORD

B1+

Nr MEiN 1131/2/2022

STUDENT'S BOOK

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NEW

PASSWORD

B1+

Uwaga! Podręcznik wieloletni. Odpowiedzi
do zadań z ikoną  zapisuj w zeszytcie.

STUDENT'S BOOK

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1

THE IMAGE MAKERS

VOCABULARY

appearance



a



b



c



d



e



f

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

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

3 Look at the photos a–f above and answer the questions. Sometimes more than one answer is possible.

Which person ...?

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

4 Complete the table with the words and phrases below. Add more words to each category. Then describe the people in the photos using the words from the table.

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

5 Read the sentences below. Are they true (T) or false (F)? Write five similar sentences for your partner using other words and phrases from exercises 3 and 4. How many can your partner get right?

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

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

VOCABULARY CHALLENGE! Unit 1, page 108, exercises 1 and 2

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

- Beauty is only skin deep.
I agree: personality more important • can change appearance
I disagree: people's faces show their personality • for example, appearance shows kindness/intelligence
- Beauty is in the eye of the beholder.

Height	short, , ...
Build	plump, , ...
Age	elderly, , ...
Hair	dark-haired, in bunches, , ...
Skin	dark-skinned, pale complexion, , ...
Facial hair	beard, , ...
Features	wear glasses/braces/lipstick, , ...
Opinion	good-looking, , ...

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

2 **CD 1.01** **LANGUAGE IN CONTEXT** Read and listen to the dialogue. What do Ben and Jax think about advertising? Why?

Ben What are you doing, Jax?

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

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

Jax Look, here's another one!

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



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

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

4 Complete the table with the verbs below. Which of the highlighted verbs in the dialogue are stative and which are dynamic?

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

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

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

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

6 Choose the correct option to complete the sentences.

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

GRAMMAR CHALLENGE! Unit 1, page 108, exercise 1

7 **NOW YOU DO IT** Write questions. Use the present simple or present continuous.

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

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

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

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

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

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



4 CD 1.02 Listen to a radio programme. Write down the items of clothing the speakers mention.

5 CD 1.02 Listen again. Match the statements 1–5 with the speakers: Anna, Robby, Izzy or Grant. There is one extra statement.

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

6 Complete the sentences with the adjectives below.

trendy smart elegant scruffy casual

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

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

8 CD 1.03 Listen to two friends talking about fashion magazines. Complete the sentences with the correct words or expressions. Write between one and three words in each gap.

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

9 Which person in exercise 8 do you agree with more – Judy or Mark? Why?

VOCABULARY CHALLENGE! Unit 1, page 108, exercise 3

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 The photo shows young people at a vlogger convention. Would you like to attend one? Why? / Why not?
- 2 Do you follow fashion and lifestyle blogs and/or vlogs? Do they have any influence on your buying choices?
- 3 In your opinion, do fashion and lifestyle vloggers and bloggers contribute to young people buying too many clothes or beauty products? Why? / Why not?

- 1** Which famous person's style and appearance do you most admire? Why?
- 2 LANGUAGE IN CONTEXT** Read people's comments about clothes choices. Which of the comments do you most agree with? Why?



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



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



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



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

Like • Share

1 2

- 3 ANALYSE** Complete the sentences using the correct forms of the verbs from the texts in exercise 2.

Verb + infinitive:

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

Verb + -ing:

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

- 4** Complete the table with the verbs below.

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

verb + -ing form	verb + to + infinitive

- 5 PRACTISE** Choose the correct option to complete the dialogue.

Lily Kate, do you fancy ¹to come / coming into town tomorrow? Dad's offered ²to give / giving me a lift.
 Kate Yeah, I'd love ³to come / coming. But I can't afford ⁴to spend / spending a lot of money! And I need ⁵to get / getting back early to finish ⁶to do / doing my English homework!
 Lily Oh! I haven't started mine yet. And I've promised ⁷to help / helping my little sister with her French. We're going to practise ⁸to speak / speaking French for her oral test tomorrow.
 Kate You're so kind! OK, so let's go then!



- 6** Complete the sentences with the correct form of the verbs below.

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

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

GRAMMAR CHALLENGE! Unit 1, page 108, exercises 2 and 3

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

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

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



2  **CD 1.04** Read the text below. Match the highlighted words in the text with their Polish equivalents.

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

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

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

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

1 

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

2 

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

3 

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

days, the Norwegian teenagers have had enough and break down in tears.

4 

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



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

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

In which paragraph does the author ...?

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

5 Read the text again and answer the questions. Write no more than two sentences.

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

6 Work in pairs and answer the questions.

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

Vocabulary development

7 Complete the phrases with the words below.

sweatshops unethical price idea chain stores
miserable profit

- buy clothes in 
- work in 
- pay a high 
- care about the  of something
- take action against / boycott  clothing companies
- lead a  life
- make a 

8 Complete the text with the correct words from exercise 7.



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

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

! Watch out

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

9 Match the gradable adjectives 1–10 with their non-gradable equivalents below.

terrified devastated boiling delighted delicious starving huge fascinating gorgeous filthy

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

10 Rewrite the sentences below using either a gradable or a non-gradable adjective.

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

VOCABULARY CHALLENGE! Unit 1, page 108, exercises 4 and 5

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

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

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- Where do you think was the photo taken, and what does it show?
- What do you think happens to all the clothes people in Europe don't want anymore?
- Do you buy second-hand clothes? Why? / Why not?

1 Work in pairs and describe the picture. Then answer the questions.

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



2 **CD 1.05** Read and listen to the description of the selfie in exercise 1. Put the questions in the order that they are answered.

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

3 Choose the correct option to complete the sentences in the Phrase Bank. Then check your answers with the text in exercise 2.

PHRASE BANK

Describing a picture

I believe that the picture was ¹*made* / *taken* during some music or film festival.

²*In* / *On* the foreground, I can see a celebrity and her fan.

³*Judging* / *Seeing* from her reaction, she's pleased to meet her fans.

It looks ⁴*like* / *that* the celebrity is enjoying the experience.

The star ⁵*wears* / *is wearing* an elegant black dress.

Everybody ⁶*seems* / *is seeming* happy.

4 Match the parts of the sentences.

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

5 Complete the gaps with appropriate words.

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

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

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

Student A



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

Student B



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

1 Work in pairs and answer the questions.

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

2 Read the writing task below and answer the questions.

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

Od niedawna spotykasz się z nowym chłopakiem / nową dziewczyną*. W e-mailu (100–150 słów) do kolegi/koleżanki z Anglii:

- przeproś za brak kontaktu, podając przyczynę,
- opisz wygląd zewnętrzny swojej nowej dziewczyny / swojego nowego chłopaka,
- opisz jego/jej styl ubierania się i to, co w nim/niej Ci się podoba,
- poinformuj o planach wyjścia na imprezę i poproś kolegę/koleżankę o pożyczenie stosownego ubrania.

* W całej serii *Password* kolejność form męska/żeńska dostosowano do *Informatora o egzaminie maturalnym z języka angielskiego od roku szkolnego 2022/2023*. Zachęcamy jednak do zapoznania się z tendencjami etykietałnymi współczesnej polszczyzny.

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

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

Hi Sophie,
How are you?
1  However, I have great news for you. I have a boyfriend!
His name is Alan. He's tall and slim. 2 
I must say he has fantastic taste in clothes. 3 
He has a casual style and he wears bright colours. Because of this I think he comes across as somebody very unusual. I just love his style!
And finally, we're going to a party together next Saturday.
4  I'd be very grateful.
Please let me know asap.
Take care.
Love,
Lilka



4 Complete the sentences in the Phrase Bank with words from the email. Then translate the phrases into Polish.

PHRASE BANK

Describing people

His/Her 1  blue eyes make him/her look very handsome / pretty.

He/She has fantastic 2  in clothes.

He/She has a 3  /sporty/smart style.

He/She 4  across as somebody unusual/interesting.

He/She has a real 5  for putting together great outfits.

Asking for permission and giving permission

Could I possibly 6  your new dress?

Is it all right if I borrow your dress?

Can I ...? | May I ...?

Sure, no problem. | Of course, I can lend you ...

! Watch out

Opisując osoby, miejsca czy rzeczy, często przed rzeczownikami używamy kilku przymiotników. W języku angielskim te przymiotniki występują w określonej kolejności:

opinia – rozmiar/wielkość – wiek – kształt – kolor – narodowość/pochodzenie – materiał

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

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

5 Rewrite the descriptions in the correct order.

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

6 Read the instructions and do the writing task.

Do Twojej klasy dołączyła właśnie nowa uczennica. Napisz e-mail (100–150 słów) do kolegi/koleżanki z Anglii, w którym:

- przeprosisz za zwłokę w odpowiedzi na jego/jej wiadomość i podasz powód,
- przedstawisz nową koleżankę i napiszesz, kiedy dołączyła do Waszej klasy,
- opisziesz, jakie pierwsze wrażenie zrobiła na Tobie ta osoba,
- poinformujesz o planowanej wycieczce klasowej do Londynu i zapytasz o możliwość spotkania w tym czasie.

1 Work in pairs and describe the two photos. Then discuss the questions below.

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

! Watch out

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

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

Do your parents make you help at home?

2 Complete the sentences with the correct form of **make** or **let**.

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

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



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

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



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



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

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

5 **CD 1.06** Listen to questions (1–4) and choose the correct reactions (a–e). There is one extra reaction which you do not need to use.

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

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

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

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

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

Vocabulary MP3 01

appearance	/ə'piərəns/	wygląd
bald	/bɔːld/	łysy
beard	/biə(r)d/	broda (zarost)
beauty	/'bjuːti/	piękno, uroda
blond hair	/,blɒnd 'heə(r)/	włosy blond
broad-shouldered	/,brɔːd 'ʃəʊldə(r)d/	barczysty
build	/bɪld/	budowa ciała
bunches	/'bʌntʃɪz/	kucyki
clean-shaven	/'kliːn'ʃeɪv(ə)n/	gładko ogolony
complexion	/kəm'plekʃ(ə)n/	cera, karnacja
dark-haired	/,dɑː(r)'k'heə(r)d/	ciemnowłosy
dark-skinned	/,dɑː(r)'k'skɪnd/	ciemnoskóry
designer glasses	/dɪ,zəɪnə(r)'glɑːsɪz/	markowe okulary
dimples	/'dɪmp(ə)lz/	dołeczki
elderly	/'eldə(r)li/	w podeszłym wieku
facial hair	/,feɪʃ(ə)'heə(r)/	zarost
fair hair	/,feə(r)'heə(r)/	jasne włosy
features	/'fiːtʃə(r)z/	cechy charakterystyczne
freckles	/'frek(ə)lz/	piegi
good-looking	/'gʊd'lʊkɪŋ/	atrakcyjny
gorgeous	/'gɔː(r)dʒəs/	przepiękny
grey hair	/'greɪ 'heə(r)/	siwe włosy
handsome	/'hæns(ə)m/	przystojny
height	/haɪt/	wzrost
high forehead	/'haɪ 'fɔː(r),hed/	wysokie czoło
hollow-cheeked	/'hɒləʊ'tʃiːkt/	z zapadniętymi policzkami
image	/'ɪmɪdʒ/	wizerunek
moustache	/mə'staːʃ/	wąsy
muscular	/'mʌskjʊlə(r)/	muskularny
overweight	/'əʊvə(r)'weɪt/	z nadwagą
pale	/peɪl/	blady
piercing	/'piə(r)sɪŋ/	kolczyk (np. w nosie)
plain	/pleɪn/	przeciętny, zwyczajny
plump	/plʌmp/	pulchny
ponytail	/'pɒni,tel/	koński ogon
scar	/skɑː(r)/	blizna
scarred	/skɑː(r)d/	z blizną
short	/ʃɔː(r)t/	niski
short-haired	/'ʃɔː(r)'t'heə(r)d/	krótkowłosy
shoulder-length hair	/'ʃəʊldə(r),lenθ 'heə(r)/	włosy do ramion
skinny	/'skɪni/	chudy
slim	/slɪm/	szcupły
spots	/spɒts/	pryszczki
spotty	/'spɒti/	pryszczaty
straight	/'streɪt/	proste
stubble	/'stʌb(ə)l/	kilkudniowy zarost
tallish	/'tɔːliʃ/	dość wysoki
tanned	/tænd/	opalony
tattoo	/tæ'tuː/	tataż
tubby	/'tʌbi/	grubawy
ugly	/'ʌgli/	brzydki
wavy hair	/'weɪvi 'heə(r)/	falujące włosy
wear braces	/'weə(r) 'breɪsɪz/	nosić aparat ortodontyczny
wear lipstick	/'weə(r) 'lɪpstɪk/	malować usta
well-built	/'wel'bɪlt/	rosły
wrinkled	/'rɪŋk(ə)ld/	pomarszczony
wrinkles	/'rɪŋk(ə)lz/	zmarszczki
youngish	/'jʌŋɪʃ/	dość młody

Grammar 1 MP3 02

fashion designer	/'fæʃ(ə)n dɪ,zəɪnə(r)/	projektant mody
persuade sb to do sth	/pə(r),sweɪd 'sʌmbədi tə 'duː ,sʌmθɪŋ/	przekonać kogoś do zrobienia czegoś
pop-up advert	/'pɒpʌp ,ædvɜː(r)t/	reklama w wyskakującym okienku
smell	/smel/	wąchać; pachnieć
woolly jumper	/'wɒli 'dʒʌmpə(r)/	wełniany sweter

Listening and vocabulary MP3 03

airbrushing	/'eə(r),brʌʃɪŋ/	retuszowanie zdjęć
bracelet	/'breɪslət/	bransoletka
casual	/'kæʒʊəl/	nieformalny
cotton suit	/'kɒt(ə)n 'suːt/	bawełniany garnitur/kostium
designer dress	/dɪ,zəɪnə(r)'dres/	markowa sukienka
elegant	/'elɪɡənt/	elegancki
fashion show	/'fæʃ(ə)n ,ʃəʊ/	pokaz mody
high-heeled shoes	/'haɪ,hiːld 'ʃuːz/	buty na wysokim obcasie
hole	/həʊl/	dziura
knee-length skirt	/'niː lenθ 'skɜː(r)t/	spódnica do kolan
open-toed sandals	/'əʊpən,təʊd 'sænd(ə)lz/	sandały z odkrytymi palcami
scruffy	/'skrʌfi/	niechlujny
skinny jeans	/'skɪni 'dʒiːnz/	dżinsy rurki
smart	/smɑː(r)t/	elegancki
striped shirt	/'straɪpt 'ʃɜː(r)t/	koszula w paski
stuff	/'stʌf/	rzeczy, ciuchy
the red carpet	/ðə ,red 'kɑː(r)pɪt/	czerwony dywan
tie	/taɪ/	krawat
tight-fitting jacket	/'taɪt,fɪtɪŋ 'dʒækt/	obcisła marynarka/kurtka
tights	/taɪts/	rajstopy
trendy	/'trendi/	modny
V-neck jumper	/'viːnek 'dʒʌmpə(r)/	sweter z dekoltem w szpic
wardrobe	/'wɔː(r)dɹəʊb/	garderoba

Grammar 2 MP3 04

fancy doing sth	/'fænsi 'duːɪŋ ,sʌmθɪŋ/	mieć ochotę na zrobienie czegoś
fashion model	/'fæʃ(ə)n ,mɒd(ə)l/	model/modelka
get tired of sth	/'get 'taɪə(r)d əv ,sʌmθɪŋ/	zmęczyć się czymś
offer to do sth	/'ɒfə(r) tə 'duː ,sʌmθɪŋ/	zapropnować zrobienie czegoś
prevent sb from doing sth	/'priːvent ,sʌmbədi frəm 'duːɪŋ ,sʌmθɪŋ/	zapobiec zrobieniu czegoś przez kogoś
warn sb not to do sth	/'wɔː(r)n ,sʌmbədi nɒt tə 'duː ,sʌmθɪŋ/	ostrzec kogoś przed zrobieniem czegoś

Reading and vocabulary MP3 05

absolutely	/'æbsəluːtli/	całkowicie
boiling	/'bɔɪlɪŋ/	upalny, skwarny
boycott	/'bɔɪkɒt/	bojkotować
break down in tears	/'breɪk ,daʊn ɪn 'tiə(r)z/	zalać się łzami
care about the idea of sth	/'keə(r) ə ,bəʊt əɪ 'aɪdɪə əv ,sʌmθɪŋ/	interesować się czymś
chain store	/'tʃeɪn ,stɔː(r)/	sklep sieciowy
clothing companies	/'klaʊðɪŋ ,kʌmp(ə)nɪz/	firmy odzieżowe
concrete	/'kɒŋkriːt/	betonowy
delicious	/dɪ'liʃəs/	pyszny

delighted	/dɪ'laɪtɪd/	zachwycony
devastated	/'devə'steɪtɪd/	zdrugotany
die of hunger	/'daɪ əv 'hʌŋɡə(r)/	umrzeć z głodu
employ	/'em'plɔɪ/	zatrudniać
exhausted	/'ɪɡ'zɔːstɪd/	wyczerpany
exploit	/'ɪk'splɔɪt/	wyzyskiwać
extremely	/'ɪk'striːmli/	skrajnie
fair trade	/'feə(r) 'treɪd/	sprawiedliwy handel

fascinating	/'fæsɪneɪtɪŋ/	fascynujący
fashion industry	/'fæʃ(ə)n ,ɪndəstri/	branża modowa
filthy	/'fɪlθi/	bardzo brudny
grateful	/'ɡreɪtʃ(ə)l/	wdzięczny
horrified	/'hɒrɪfaɪd/	przeżuty
huge	/'hjuːdʒ/	ogromny
inhumane	/'ɪnhjuː'meɪn/	niehumanitarny
lead	/'liːd/	żyć w nędzy
a miserable life	/'mɪz(ə)rəb(ə)l 'laɪf/	osiągać zysk
make a profit	/'meɪk ə 'prɒfɪt/	żałosny, nędzny
miserable	/'mɪz(ə)rəb(ə)l/	placić wysoką cenę
pay a high price	/'peɪ ə ,haɪ 'praɪs/	bezsenna noc

sleepless night	/'sliːpləs 'naɪt/	wygodzony zakład, w którym
starving	/'stɑː(r)vɪŋ/	wyzyskuje się pracowników
sweatshop	/'swet,ʃɒp/	podejmować działania przeciwko czemuś

take action against sth	/'teɪk 'ækʃ(ə)n ə ,ɡenst ,sʌmθɪŋ/	przeżuty
-------------------------	-----------------------------------	----------

terrified	/'terəfaɪd/	nieletni
underage	/'ʌndə'eɪdʒ/	nieetyczny
unethical	/'ʌn'etɪk(ə)l/	warunki pracy
working conditions	/'wɜː(r)kɪŋ kən,dɪʃ(ə)nz/	

Speaking MP3 06

appealing	/'əpiːliŋ/	pociągający
have an argument	/'hæv ən 'ɑː(r)ɡjʊmənt/	kłócić się
stressed out	/'strest 'aʊt/	zestresowany

Writing MP3 07

bright colours	/'braɪt 'kʌlə(r)z/	jaskrawe kolory
come across as	/'kʌm ə'krɒs əz/	wydawać się (jakimś)
ginger hair	/'dʒɪŋdʒə(r)'heə(r)/	rude (włosy)
have fantastic taste in clothes	/'hæv fæn'tæstɪk 'teɪst ɪn 'kləʊðz/	bardzo gustownie się ubierać
incredibly	/'ɪn'kredəb(ə)li/	niesamowicie
outfit	/'aʊtfɪt/	strój, ubiór
outgoing	/'aʊtɡəʊɪŋ/	towarzyski
square	/'skweə(r)/	kwadratowy

English in Use MP3 08

associated with	/'əsoʊsi'eɪtɪd wɪð/	związany z
curly hair	/'kɜː(r)li 'heə(r)/	kręcone włosy
easygoing	/'iːzi'ɡəʊɪŋ/	wyluzowany
flowery	/'flaʊəri/	kwiecisty
fringe	/'frɪndʒ/	grzywka
give the impression	/'ɡɪv ðɪ ɪm'preʃ(ə)n/	sprawić wrażenie
hairstyle	/'heə(r)'stajl/	fryzura
medium-length hair	/'miːdiəm ,lenθ 'heə(r)/	włosy średniej długości
neat	/'niːt/	schludny
open-minded	/'əʊpən'maɪndɪd/	pozbawiony uprzedzeń
self-confident	/'self'kɒnfɪd(ə)nt/	pewny siebie
shade	/'ʃeɪd/	odcień, kolor
texture	/'tekstʃə(r)/	faktura, struktura
wear make-up	/'weə(r) 'meɪkʌp/	nosić makijaż

Challenge! MP3 09

be down to common sense	/'bi ,daʊn tə ,kɒmən 'sens/	być kwestią zdrowego rozsądku
dye your hair blond	/'daɪ jə(r) ,heə(r) 'blɒnd/	ufarbować włosy na blond
grow a moustache	/'grəʊ ə mə'staːʃ/	zapuszczać wąsy
have influence on sb	/'hæv 'ɪnfluəns əv ,sʌmbədi/	mieć na kogoś wpływ

have your lip pierced	/'hæv jə(r) 'lɪp 'piə(r)st/	przebrać sobie wargę
paint your nails red	/'peɪnt jə(r) ,neɪlz 'red/	malować paznokcie na czerwono
put on your make-up	/'pʊt ɒn jə(r) 'meɪkʌp/	malować się, nakładać makijaż
send out the wrong message	/'send ,aʊt ðə ,rɒŋ 'mesɪdʒ/	wysłać niewłaściwy komunikat

shave off your beard	/'ʃeɪv ,ɒf jə(r) 'biə(r)d/	zgolić brodę
straighten your hair	/'streɪt(ə)n jə(r) 'heə(r)/	prostować włosy
tell the difference	/'tel ðə 'dɪfrəns/	zauważyć różnicę
wear contact lenses	/'weə(r) 'kɒntækt ,lenzɪz/	nosić soczewki kontaktowe



Complete all the exercises from this section in your notebook.

VOCABULARY

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

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

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

do scruffy sweatshops boycott make casual
care chain stores bracelet

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

GRAMMAR

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

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

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

afford agree refuse advise fancy finish
make let

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

5 Correct the adjective order only where necessary.

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

6 Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

ENGLISH IN USE

7 GRAMATYKALIZACJA Uzupełnij zdania 1–8.

Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

- 1 Mia ☐ (**come / across / really / friendly**), don't you think?
- 2 ☐ (**you / mind / lend**) me your red earrings and bracelet?
- 3 My hairdresser ☐ (**advise / dye**) my hair a darker colour.
- 4 ☐ (**we / practise / dance**) the polonaise this semester.
- 5 My mum ☐ (**have / excellent / taste**) fashion.
- 6 I ☐ (**not / afford / go**) on a trip with you.
- 7 Jonas's green eyes and ginger hair ☐ (**make / he / look**) really original.
- 8 I forgot my phone to school today, but the teacher ☐ (**let / I / use**) hers.

8 MINIDIALOGI (ZADANIE ZAMKNIĘTE) Uzupełnij poniższe minidialogi (1–3). Wybierz spośród podanych opcji brakującą wypowiedź. Zakreśl jedną z liter: A, B albo C.

- 1 **X** Have you met Mia? She comes across as quite friendly.
Y ☐
X You'll change your mind when you get to know her better.
A Oh, I don't know, she seemed quiet to me.
B Really? She came with her friends?
C No, not really. I'm meeting her tonight.
- 2 **X** What about these shoes? They'd be perfect with my green skirt.
Y ☐
A Yes, I have excellent taste in clothes.
B Honey, we can't afford them.
C I don't know, they look a bit too skinny.
- 3 **X** Would you mind lending me something fashionable for the party?
Y ☐
A I have something on my mind today.
B Why don't I borrow that shirt?
C Not at all. What would you like?



LISTENING

- 9 CD 1.07 TEKST Z LUKAMI** Usłyszysz dwukrotnie rozmowę telefoniczną mieszkanki osiedla z policjantem. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w raporcie policjanta tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

NEIGHBOURHOOD WATCH CALL REPORT

Caller: Abigail Flint

Address: Peony Lane

Incident: two strangers looking into one of the houses

Suspects:

MAN

Height: quite 1

Build: very skinny

Features: tattoos and face 2 , high forehead

Hair: long blond ponytail

Clothes: scruffy, skinny jeans, casual blue shirt

WOMAN

Height: short

Build: 3

Complexion: pale

Hair: ginger-coloured, 4 and 5

Clothes: smart green skirt and a smart 6 jacket

SPEAKING

10 ROZMOWA NA PODSTAWIE ILUSTRACJI

Pracujcie w parach. Opiszcie swoje zdjęcia, a następnie zadawajcie sobie nawzajem pytania i odpowiadajcie na nie. Następnie zamieńcie się rolami.

Uczeń A



- Why do you think the girls came to do their shopping here?
- Do you prefer to buy your clothes with your parents or with your friends? Why?
- Tell me about a situation when you regretted buying an item of clothing.

Uczeń B



- Why do you think the viewers came to see the fashion show?
- Do you follow the latest trends in fashion and accessories, such as bags or sunglasses? Why? / Why not?
- Tell me about a situation when you couldn't find the kind of clothes you wanted to buy.

WRITING

11 E-MAIL Przeczytaj polecenie i wypowiedz się na poniższy temat.

Jedziesz do Szkocji na wymianę szkolną i będziesz mieszkać u szkockiej rodziny, która ma syna/córkę w Twoim wieku. Chcecie się trochę poznać przed Twoim przyjazdem. Napisz do swoich przyszłych gospodarzy **e-mail** (100–150 wyrazów), w którym:

- przedstawisz się i napiszesz kilka słów o swoich zainteresowaniach,
- opiszesz swój wygląd i sposób ubierania się,
- napiszesz, jakie masz oczekiwania związane z wyjazdem,
- zapytasz o podstawowe informacje o swoim rówieśniku / swojej rówieśnicy z rodziny gospodarzy.

Napisz wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Dear Mr and Mrs MacGowan,

I'm going to stay with your family next month, so I decided to write a few words about myself.

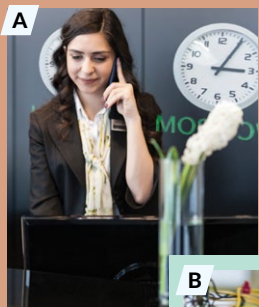
...

2

WORK AND PLAY

VOCABULARY

jobs and typical activities



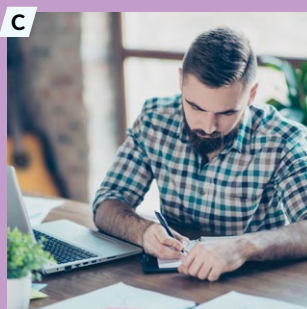
JACKIE DEAN

- receptionist
- employed
- part-time



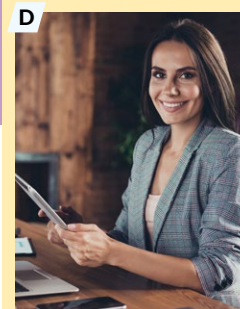
MARK BANFORD

- electrician
- unemployed
- looking for work with regular hours



JACK RICHARDS

- novelist
- self-employed



KAREN WOODS

- businesswoman
- company director
- employed
- full-time

1 Work in pairs. Write down the names of as many jobs as you can in two minutes.

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

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

3 Match the jobs below with questions 1–10.

accountant surgeon counsellor beautician executive
nanny sales representative architect editor presenter

Which person ...?

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

4 Write the names of jobs using the suffixes in the table below. Add another job to each column.

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

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

5 Which of the jobs in exercises 2–4 ...?

- are often stressful
- are sometimes badly paid
- involve responsibility
- have good promotion opportunities
- involve dealing with clients
- involve working outside

6 **CD 1.08** Listen to four people talking about why they like their work. What do they do?

7 Match the parts of the sentences.

- 1 My dad works
 - 2 If you get
 - 3 You have to be able to work
 - 4 My sister quit
 - 5 Some people change
 - 6 My mum earns
- a jobs frequently to progress in their careers.
b her job as a beautician after only two weeks.
c in a team to get the best results.
d a good salary as a doctor.
e a promotion, it increases your motivation.
f overtime on Fridays, and gets home very late.

VOCABULARY CHALLENGE! Unit 2, page 109, exercises 1 and 2

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

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

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

All work and no play makes Jack a dull boy.

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

2 **CD 1.09** **LANGUAGE IN CONTEXT** Read and listen to the dialogue. Answer the questions.

- 1 Where are the girls?
- 2 Why does Sasha look tired?
- 3 What is her new job?

Vicky Hi, Sasha! I've been sitting here for half an hour. My coffee's cold. Where have you been?

Sasha I'm so sorry. I've been on my computer.

Vicky You look really tired. What have you been doing? Have you been chatting to Marvin online?

Sasha No, he's been working in his dad's shop all week. I've been playing computer games all day.

Vicky All day?! Didn't you work?

Sasha I did, but not the way you think. I quit the pizza place. I've found a new job. It's connected with computers, so I sit in front of the screen a lot now.

Vicky Well, that's not good.

Sasha No, it's great! I'm a computer games tester now! I test new games and check for any problems.

Vicky Wow! Cool job! How long have you been doing that?

Sasha I've had the job since March. You know I've loved computer gaming for years – now I get paid for it.

3 **ANALYSE** Look at the underlined examples of the present perfect and the present perfect continuous forms in the dialogue in exercise 2. Then match the underlined sentences with the rules below.

We use both the **present perfect** and the **present perfect continuous** to talk about

- a a period of time or an action that is not finished, especially with verbs such as *live, work, study*.
- b an action from the past that has a result in the present.

4 Read rules a–f about the present perfect simple and the present perfect continuous. Then match the rules with sentences 1–6 below.

We use the **present perfect continuous** and NOT the present perfect simple to

- a emphasise duration.
- b to talk about a period of time or an action that is not finished.

We use the **present perfect simple** and NOT the present perfect continuous

- c with stative verbs (e.g. *love, like, have, need*).
- d to talk about quantity.
- e to describe a single action, often with *already, just, yet*.
- f for a completed action or repeated actions in the past when the time is not given.

- 1 I've written two reports on computer games this week.
- 2 He's had that laptop for a while.
- 3 I've read this book.
- 4 I've been waiting for hours!
- 5 I'm really pleased because my boss has just promoted me!
- 6 I've been watching Netflix for the last six hours.

5 **ANALYSE** Find present perfect continuous forms in the dialogue. Then complete the table with the correct words.

PRESENT PERFECT CONTINUOUS

Affirmative	I ¹ computer games all day. (<i>play</i>) She ² computer games all day. (<i>play</i>)
Negative	I ³ to Marvin online. (<i>not chat</i>) He ⁴ to Marvin online. (<i>not chat</i>)
Yes/No question	⁵ to Marvin online? (<i>you / chat</i>) ⁶ to Marvin online? (<i>she / chat</i>)
How long?	How long ⁷ this? (<i>you / do</i>) How long ⁸ this? (<i>he / do</i>)

6 **PRACTISE** Complete the sentences with the correct form of the verbs in brackets. Use the present perfect continuous.

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

GRAMMAR CHALLENGE! Unit 2, page 109, exercise 1

! Tip

Sometimes we can use either the present perfect simple or continuous without changing the meaning:
I've lived / have been living here for five years.

7 Which of the time expressions below do we use with the present perfect continuous, the present perfect simple or with both tenses?

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

8 Choose the correct option. Sometimes both forms are possible.

- 1 How many applications has he *filled* / *been filling* in this month?
- 2 I've *seen* / *been seeing* the boss once since I arrived.
- 3 He's crying because he's *heard* / *been hearing* some bad news.
- 4 We've *lived* / *been living* in the city for ten years.
- 5 I've *read* / *been reading* this magazine, so you can have it now.
- 6 We've *jogged* / *been jogging* for an hour, and we're really tired.
- 7 How long have you *had* / *been having* that laptop?
- 8 I've *played* / *been playing* tennis since I was seven.

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

We've been learning about English for one hour.
I have read two books this month.



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

helpful colleagues a big office modern equipment
fun and games a possibility to take a power nap
regular breaks free coffee and food

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

- 3 **CD 1.10** Listen to six recordings. Which one (1–6) mentions an after-work event?

- 4 **CD 1.10** Listen again. Choose the correct answers.

- Why does Nadia like her new job?
 - She doesn't get very tired.
 - She gets paid a lot of money.
 - She can take breaks when she wants to.
- When is the administrator talking to the staff?
 - before lunch
 - during the lunch break
 - after working hours
- What is the speaker doing?
 - advising managers how to make their workplace more fun
 - advertising a TV show about motivation
 - asking employees to comment on their workplaces
- What is Helen's attitude to work?
 - She believes that people should concentrate more on their work.
 - She enjoys working in an open-plan office.
 - She doesn't like the people she works with very much.
- Who is Marion?
 - Ola's workmate
 - Ola's manager
 - Ola's secretary
- Why do people complain about young employees?
 - They only want to have fun in life.
 - They do not work hard enough.
 - They cannot communicate with their bosses.

- 5 What would be your ideal workplace? Write a description of 100–150 words.

- 6 **CD 1.11** Listen to a radio interview with a company director. Choose the correct answer and give reasons to explain your choice.

Dan is

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

- 7 **CD 1.11** Listen again. Complete the sentences from the interview with the missing phrases.

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

- 8 **CD 1.11** Listen again. Answer the questions in one sentence.

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

VOCABULARY CHALLENGE! Unit 2, page 109, exercise 3

- 9 **NOW YOU DO IT** Work in pairs and discuss the questions.

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

- 1  Work in pairs and describe the picture. Why are the women shaking hands?



- 2 **CD 1.12 LANGUAGE IN CONTEXT** Read and listen to the dialogue and answer the questions.

- Why does Bella find Emily's social media activity surprising?
 - Do you think Bella's idea about Emily's job is correct? Why? / Why not?
- Ally Do you know what's going on with Emily? She hasn't answered any of my messages lately, and her social media posts suggest she's been travelling a lot.
- Bella That's strange. We're in the middle of the semester, so she can't have dropped out of school! She's very ambitious, and I know that becoming a surgeon one day is her greatest dream.
- Ally Well, then she might have taken on a part-time job that takes up her time in the evenings. There are many jobs like that. And then you're too busy and tired to talk to anyone.
- Bella That's true. She could be a waitress or work at a supermarket.
- Ally Yes, but it doesn't explain all the trips she seems to be on.
- Bella I know! She could have become a nanny – you know how she loves children. Maybe she goes away for the weekends with the kid's family?
- Ally Well, then she must have found a really rich family to work for because she's just posted a picture of herself at the seaside. And last week it was a café in some French city.
- Bella Well, I say good for her!

- 3 **ANALYSE** Match the underlined examples from the dialogue in exercise 2 with the rules below.

We use a **modal verb + have + past participle** to make guesses about the past.

- I'm sure it happened.
- It's possible it happened. / Perhaps it happened.
- I'm sure it didn't happen.

- 4 **PRACTISE**  Complete the sentences with the correct form of the verbs in brackets. Use the correct past modals of deduction. Sometimes more than one form is possible.

- I can't find the email from the boss in my inbox. I  (**delete**) it by accident, there's no other explanation.
- Cathy  (**complete**) her history project yet. She's just come out of the library with a pile of history books.
- I  (**leave**) my phone at the office. Could you please check my desk?
- There  (**be**) an accident in the town centre earlier, I'm sure. There was a big traffic jam.
- Dad  (**take**) the car to work. His car keys are on the dining room table.
- The TV debate  (**finish**). There's a film on now.

- 5  Rewrite the underlined phrases using past modals of deduction.

- I'm sure Kim hasn't finished the design yet. She only started it half an hour ago.
- I'm sure it rained during the night because the grass is really wet.
- It's possible that my colleague borrowed my charger. She's gone to a meeting.
- Lynn looks really upset. Perhaps she and Frank have split up.
- I'm sure I didn't leave my wallet in the conference room. I didn't take it out of my bag.
- I'm positive you've heard Helen's joke about the boss and the employee. She tells it to everyone!
- Perhaps she got a promotion and a pay rise. She's been buying a lot of new things lately.
- I know Dave hasn't given up his diet because I saw him eating a vegan meal.

- 6  Think of an explanation for each statement.

- He can't have quit his job!
He loves working for this company!
- She must have gone on her lunch break.
- Tim might have got the job.
- Keith must have missed the bus.
- The teacher can't have marked our tests yet.
- Jim and Carly must have made up again.
- Ally may have gone shopping.

- 7  Choose the correct option to complete the sentences.

- The doctor **must have told** / **had to tell** Greg to stop running. He didn't come to the park today.
- Danny **must have worked** / **had to work** hard for years before he could afford a house.
- The train was delayed because it **must have waited** / **had to wait** for a driver!
- I **must have changed** / **had to change** my job after a few months because it was very stressful.
- Tom **must have had** / **had to have** an argument with Sarah. He looks really upset.

- 8 **NOW YOU DO IT**  Work in pairs. Make sentences about what you think people in your class (or your teacher) might have / must have / can't have done before the lesson.

Our teacher must have spent a long time correcting our homework.

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

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

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

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

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

- 3 **CD 1.13** Read the interview with a careers adviser on the right. Then match questions a–f with gaps 1–4. There are two extra questions.

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

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

- 5 Read the interview again and match the paragraphs (1–4) with the statements (a–f). There are two extra statements.

In this paragraph the careers adviser

- explains why schools should stop testing.
- mentions a young person's reaction.
- praises a certain idea.
- refers to parents' intentions.
- gives a list of the most popular jobs.
- admits where she draws her inspiration from.

1 2 3 4

FROM 'SEVEN STORIES' TO JOB SHADOWING

We asked Karen Taylor what's new in careers advice.

Interviewer ¹

Karen Taylor Simply because they seldom know what they want to do for a living. School doesn't usually help because, for decades, it has been about standardised tests which mainly check their academic knowledge. So, unless they do well in those tests, they feel unsure as to their future career. And finally, because of parents who want their teenage children to follow a career which guarantees a good income. They mean well, of course, but they often don't know much about the fast-changing job market and future career opportunities. That's why young people have recently been coming to us for advice.

Interviewer ²

Karen Taylor By helping students discover their strengths and showing to them what matters in one's professional life, things like creativity, leadership skills and reliability; features which actually allow you to find employment. My work has been influenced by the late Sir Ken Robinson, a British author and educationalist, who thought that schools should focus on developing students' unique talents and passions rather than just teaching them academic subjects. This would help teenagers to find and realise their potential. Not everyone has what it takes to be a doctor or a lawyer. Some young people would do better as photographers, bartenders or tour guides. There are so many jobs to choose from!

Interviewer ³

Karen Taylor Lately, I've been coaching a 17-year-old boy to help him choose his future job. His parents were worried about him, so they got in touch. The boy's school grades are average, but he has a terrific imagination. His parents suggested that he should study computer graphics, but he wasn't too keen on the idea. To advise the boy, I did an exercise called 'seven stories'. I asked him to give twenty examples of times in his life when he enjoyed doing something and felt successful. Then I told him to pick out the top seven, and I analysed them. It turned out that the boy liked everything to do with photography, animals and nature in general. I asked him whether he would consider a career as a nature photographer. 'Can you do a job like that?' he asked in amazement.

Interviewer Wow! It must have been a true game-changing moment for the boy. ⁴

Karen Taylor Well, I've just put this boy's parents in touch with a wildlife photographer I'm friends with. He's going to let the boy watch him work and invite him to take part in his new session. The boy will have the chance to see for himself if that's the career he would like to follow and whether or not he's suitable for it. This type of work practice is called shadowing and is unpaid, but you get the chance to experience a job first-hand. Isn't it just a perfect solution for young people?

Interviewer A brilliant idea! It seems like the boy may not have even realised that you can study photography and make a living taking photos.



- 6 Complete the email with the information from the text in exercise 3. Write no more than four words in each gap.

Cześć Kasiu!

Kiedyś rozmawialiśmy o tym, że jako młodzi ludzie nie wiemy o sobie za dużo i jest nam trudno wybrać przyszły zawód. Pamiętasz? Właśnie natknąłem się na ciekawy wywiad z panią, która jest ¹ . Potwierdziła, że rodzice często nalegają, abyśmy wybrali zawód, który ² , ale jednocześnie nie wiedzą, jak będzie się zmieniać rynek pracy. W wywiadzie wspomniała też o pracy Sir Kena Robinsona, który podkreślał, że szkoła powinna nie tylko uczyć przedmiotów, ale też ³ . Zaciekał mnie przykład ⁴ , który ma niesamowitą wyobraźnię, ale w szkole uzyskuje tylko ⁵ . Nie wiedział, co ma robić w przyszłości, dopóki nie zrobił ćwiczenia, które nazywa się ⁶ . Wtedy zdał sobie sprawę z tego, że chce zostać ⁷ . Zaciekało mnie też to, że doradczyni ⁸ tego chłopca z profesjonalnym fotografem i teraz chłopak ma szansę się sprawdzić. Myślę, że możemy o tym pogadać na godzinie wychowawczej. Co sądzisz? Do zobaczenia jutro!

Olek

- 7 Work in pairs and answer the questions.

- Do you agree that young people are under pressure to choose certain professions 'to succeed' in life?
- How could your parents and teachers help you find out more about your strengths and weaknesses?
- Can you name the top seven activities you enjoy doing? What do they tell you about your strong points?

Vocabulary development

- 8 Complete each group of sentences with one of the words below. There are two extra words.

make career work find job do

- a Most young people don't know what they would like to for a living.

b Unless you well in academic tests, you have a sense of failure.

c Teenagers should psychological tests to find out more about their strengths and weaknesses.
- a Every young person should get some advice at school.

b There are a number of opportunities in the field of science.

c I'd like to follow a in medicine when I finish my studies.

- a Careers advisers know more about the fast-changing market than parents do.

b It's not easy for many young people to find their first .

c When you look for a , show that you are communicative and creative.
- a Careers advisers help you and realise your potential.

b It's good to out what your strengths and weaknesses are.

c Leadership skills and creativity will help you employment.

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

I agree/disagree with this statement because ...

This is definitely right/wrong because ...

In my opinion, it's a good/bad idea because ...

I'm not sure, but I think ...

VOCABULARY CHALLENGE! Unit 2, page 109, exercises 4, 5 and 6

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

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

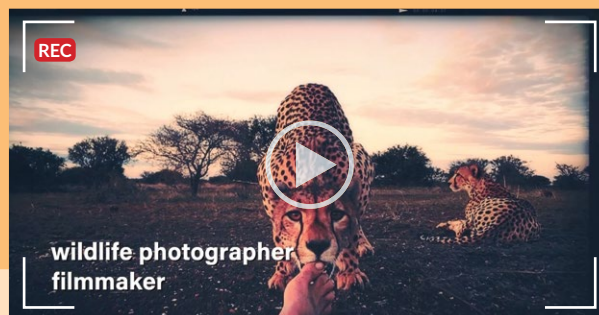
You should follow a career in this profession because you are good at ...

You would be a perfect candidate for this job because you can ... very well.

This job is a great career opportunity for you because you have a talent for ...

If you are looking for a job, this one is definitely for you because you know how to ...

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- What can make the job of a photographer rewarding?
- Do you agree with people who say that it's easier to work with animals than people? Why? / Why not?

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

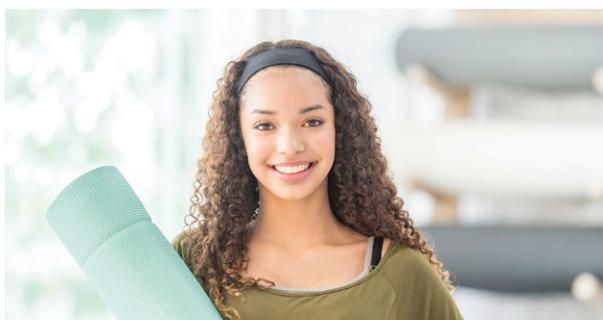
hire enjoy prepare be look

CV



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

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



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

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

- 4 **CD 1.14** Listen to Rosie being interviewed for the job in exercise 2 and answer the questions.

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

- 5 **CD 1.14** Listen to the interview again and complete the Phrase Bank. Then translate the phrases into your own language.

PHRASE BANK

Talking about your strengths and weaknesses

For a start, I'm ¹ children/animals/numbers.

I ² working in a team / talking to people.

Organising events such as sports competitions has always been one of my ³ .

Sometimes I may be a little ⁴ .

Talking about your experience

I have had ⁵ working with children / dealing with customers.

I have been ⁶ for designing an extra activities programme.

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

- 7 **CD 1.15** Listen to Rosie calling the company to ask about pay and conditions. What do the numbers below refer to?

a 10.30 b 12th c 6.30

- 8 **CD 1.16** Write questions from the prompts. Then listen to the sentences from the dialogue and check your answers.

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

- 9 Express the following in English.

Powiedz, że:

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

Zapytaj:

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

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

Uczeń A

Jesteś kierownikiem na obozie młodzieżowym. Szukasz kogoś na stanowisko prowadzącego zajęcia artystyczne dla dzieci (*art workshop instructor*). W rozmowie z kandydatem na to stanowisko omów:

- Twoje wymagania,
- zakres obowiązków kandydata,
- godziny pracy kandydata,
- warunki zatrudnienia.

Uczeń B

Szukasz pracy wakacyjnej. Znalazłeś/Znalazłaś ofertę pracy na stanowisku prowadzącego zajęcia artystyczne dla dzieci (*art workshop instructor*). W rozmowie o pracę:

- zapytaj o dokładny zakres obowiązków,
- zapytaj, jak często będziesz otrzymywał/otrzymywała wypłatę,
- powiedz, że wieczory chciałbyś/chciałabyś mieć wolne,
- pochwal się swoimi osiągnięciami artystycznymi.



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

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

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

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

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

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

Dear Sir/Madam,

- I am writing in response to the job advertisement which I found on your website. I am a seventeen-year-old student. I am looking for a summer job in England, and I would like to apply for the position of shop assistant in your store in London.
- I believe I would be a suitable candidate for this post. First of all, I have worked as a shop assistant for a computer store before. Thanks to this, I have learned a great deal about hi-tech products and customer service. What is more, my interests include computer graphics and website design. I also hold certificates in English and German at B2 level, so I am able to communicate easily with foreign customers.
- Secondly, I am an ambitious person and I consider myself to be well organised and flexible. I am also always keen to learn new skills. In addition, I am an excellent team player.
- I believe that my experience and my personality make me a suitable candidate for the position you are offering. I enclose my CV and copies of my language certificates. Please do not hesitate to contact me if you need more information. I am available for an interview at any time. I look forward to hearing from you. Yours faithfully, Tomasz Kłos

- 4 Read the letter in exercise 3 again and complete the Phrase Bank.

PHRASE BANK

Starting and ending a letter of application

I am writing in ¹ to the job advertisement I found on your website.

I would like to apply for the ² of shop assistant in your store.

I ³ my CV and copies of my language certificates.

Talking about your personality, skills and experience

I believe I would be a ⁴ candidate for the position.

I also ⁵ certificates in English and German at B2 level.

I consider ⁶ to be well organised.

Ordering your points

Firstly, | First of all, | Secondly, | Finally, | Lastly, ...

What is more, | Moreover, | In addition, ...

! Watch out

Gdy piszesz list motywacyjny, stosuj oficjalną odmianę języka. Używaj:

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

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

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

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

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

- 7 Read the instructions and do the writing task.

Przeczytałeś/Przeczytałaś w swojej szkole ogłoszenie umieszczone na tablicy informacyjnej. Organizatorzy Międzynarodowych Targów Książki (*International Book Fair*) poszukują młodych osób do pomocy przy obsłudze gości odwiedzających stoiska konferencyjne (*stand host / hostess*). Napisz **list motywacyjny**, w którym opiszesz swoje doświadczenie w pracy przy podobnym projekcie oraz przedstawisz swoje predyspozycje do wykonywania takiej pracy.

- 1 Work in pairs. Rewrite the parts of the sentences in bold in two different ways. Use the words given.

- 1 I can swim **very well**, so I could work as a lifeguard.
 - a GOOD *I am good at swimming.*
 - b SWIMMER
- 2 I'm **never successful at** maths tests.
 - a FAIL
 - b DO WELL
- 3 My uncle **earns a lot of money**.
 - a WELL-PAID
 - b SALARY
- 4 It's **impossible that they** fired John.
 - a CAN'T
 - b SURE

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

- 1 My brother quit his new job a week ago because he didn't like the boss.
 - a left
 - b found
 - c started
- 2 Tom has been employed at this company since he graduated from university.
 - a has found employment at
 - b has applied for
 - c has worked for
- 3 I am responsible for tasting different flavours of ice cream.
 - a I work overtime
 - b My duties include
 - c I'm keen on
- 4 People often ask me what I would like to do for a living in the future.
 - a where I want to live
 - b what career I would like to follow
 - c how much I hope to earn
- 5 Robert hasn't had a break from work since last May. He's very tired.
 - a The last time Robert had a break was last May.
 - b Robert had no break last month.
 - c Robert hasn't been working since last May.
- 6 My computer gaming skills are quite advanced. Moreover, I hold an FCE certificate.
 - a Additionally
 - b However
 - c Lastly
- 7 It is certain that Christina had excellent exam results if she got into Oxford.
 - a Christina could have had
 - b Christina must have had
 - c Christina may have had
- 8 The meeting had to end earlier than usual.
 - a The meeting must have ended
 - b It is certain the meeting ended
 - c It was necessary for the meeting to end

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

- 1 (*Szukam*) for a job the last three months, but I haven't had much luck.
- 2 You have a new job again! How many times (*zmieniłeś*) your job this year?
- 3 My older sister has been to three job interviews (*odkąd zaczęła*) look for work.
- 4 My boss promised (*że da mi awans*) if I complete the project on time.
- 5 Teamwork (*zawsze była moją mocną stroną*), and that's why I'd like to be a project manager.
- 6 I am writing in response to the job advertisement for (*stanowisko redaktora*) at your company.
- 7 I wasn't (*zadowolona z mojej pensji*), so I asked for a pay rise.
- 8 Bradley (*musiał być*) happy with his job at this company if he signed the contract for another five years.

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

I'm 26 years old, and I feel burnt-out. Straight after university, I got a job with a big international company. I must have ¹ too young to notice what I was letting myself in for. No one had explained to me the idea of work-life balance. I believed that ² long hours was important for my career advancement, and that corporate success meant happiness. As a result, I worked overtime and stayed connected 24/7. It ³ have been OK to begin with, but after three or four years, I began to feel the pressure. I wasn't getting enough sleep, I lost touch with my friends – who called me a workaholic – and, what's ⁴ , I didn't care about my career anymore. It was time to ask for help. Last year, I found a coach, and ⁵ then we have been working together. Now I feel more ⁶ charge of my own life. I have also learnt that burnout may happen to young people who fail to ⁷ the golden rule of 8-8-8: eight hours of work, eight hours of sleep and eight hours of recreational activities.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 How would the lives of people change if they worked only 15 hours a week?
- 2 Some people work to live, others live to work. How does each attitude affect your daily life?

Vocabulary MP3 10

accountant	/ə'kaʊntənt/	księgowy
architect	/ˈɑː(r)ki,tɛkt/	architekt
badly paid	/ˌbædli 'peɪd/	źle płatny
be in charge of sth	/ˌbi ɪn 'tʃɑː(r)dʒ əv ,sʌmθɪŋ/	zarządzać czymś
beautician	/ˌbjuː'tɪʃ(ə)n/	kosmetyczka
boss	/bɒs/	szeft
businessman	/ˈbɪznəsˌmæn/	biznesmen
businesswoman	/ˈbɪznəs,wʊmən/	bizneswoman
career	/kə'reə(r)/	kariiera zawodowa
change jobs	/ˌtʃeɪndʒ 'dʒɒbz/	zmienić pracę
chemist	/ˈkemɪst/	aptekarz, chemik
comedian	/kə'miːdiən/	komik
company director	/ˌkʌmpəni di'rektə(r)/	dyrektor firmy
counsellor	/ˈkaʊns(ə)lə(r)/	doradca
deal with clients	/di:l wiθ 'klaɪənts/	obsługiwać klientów
earn a good salary	/ˌɜː(r)n ə 'ɡʊd 'sæləri/	dobrze zarabiać
editor	/ˈeditə(r)/	redaktor
electrician	/ˌɪlek'trɪʃ(ə)n/	elektryk
executive	/ɪg'zekjʊtɪv/	kierownik
full-time	/fʊl'taɪm/	na pełny etat
get a promotion	/ˌget ə prə'məʃən/	dostać awans
headhunter	/ˈhed'hʌntə(r)/	rekruter
involve	/ɪn'vɒlv/	wymagać czegoś
journalist	/ˌdʒɜː(r)nalɪst/	dziennikarz
librarian	/laɪ'briəriən/	bibliotekarz
manage	/ˈmænɪdʒ/	zarządzać
nanny	/ˈnæni/	niania
novelist	/ˈnɒvəlɪst/	powieściopisarz
part-time	/ˌpɑː(r)'taɪm/	na część etatu
physician	/fɪ'zɪʃ(ə)n/	lekarz
politician	/ˌpɒli'tɪʃ(ə)n/	polityk
presenter	/ˌpriːzəntə(r)/	prezenter
programmer	/ˌprəʊˌɡræmə(r)/	programista
promotion	/prə'məʃ(ə)n/	możliwości
opportunities	ˌɒpə(r)'tjuːnətiːz/	awansu
quit your job	/kwɪt jə(r) 'dʒɒb/	odejść z pracy
receptionist	/ˌriːsepʃ(ə)nɪst/	receptionista
regular hours	/ˌregjʊlə 'aʊə(r)z/	stałe godziny
responsibility	/ˌrɪsponsə'bɪləti/	odpowiedzialność
salary	/ˈsæləri/	pensja
sales	/ˈseɪlz/	przedstawiciel
representative	ˌreprɪˌzentətɪv/	handlowy
self-employed	/ˌselfɪm'plɔɪd/	samozaatrudniony
soldier	/ˈsəʊldjə(r)/	żołnierz
stressful	/ˈstresf(ə)l/	stresujący
surgeon	/ˈsɜː(r)dʒ(ə)n/	chirurg
technician	/tek'nɪʃ(ə)n/	technik
work in a team	/ˌwɜː(r)k ɪn ə 'tiːm/	pracować w zespole
work outside	/ˌwɜː(r)k ,aʊt'saɪd/	pracować na zewnątrz
work overtime	/ˌwɜː(r)k əʊvə(r)'taɪm/	pracować po godzinach

Grammar 1 MP3 11

computer games	/kəm'pjʊːtə(r)	tester gier
tester	ˌgeɪmz ,testə(r)/	komputerowych
fill in an application	/ˌfɪl ɪn ən ,æplɪ'keɪʃ(ə)n/	wypełnić formularz zgłoszeniowy

Challenge! MP3 18

be successful/unsuccessful	/ˌbi sək'sesf(ə)l, ˌʌnsək'sesf(ə)l/	odnosić sukcesy / nie odnosić sukcesów
challenging	/ˌtʃælɪndʒɪŋ/	trudny
colleague	/ˈkɒliːg/	współpracownik
communicate	/kə'mjuːˌneɪt/	kommunikować się
communication	/kə'mjuːˌnɪˌkeɪʃ(ə)n	umiejętności komunikacyjne
skills	/ˈskɪlz/	kommunikacyjne
communicative/uncommunicative	/kə'mjuːˌnɪkətɪv, ˌʌnkə'mjuːˌnɪkətɪv/	kommunikatywny/niekommunikatywny
creation	/kri'eɪʃ(ə)n/	dzieło
creativity	/ˌkriː'eɪˌtɪvəti/	kreatywność
creator	/ˌkriː'eɪtə(r)/	twórca
educated/uneducated	/ˌedʒʊˌkeɪtɪd, ˌʌnˌedʒʊˌkeɪtɪd/	wykształcony/niewykształcony
educational	/ˌedʒʊˌkeɪʃ(ə)nəl/	edukacyjny
educator	/ˌedʒʊˌkeɪtə(r)/	edukator
employable/unemployable	/ɪm'plɔɪəb(ə)l, ˌʌnm'plɔɪəb(ə)l/	z szansami / bez szans na zatrudnienie

Listening and vocabulary MP3 12

approach	/ə'prəʊtʃ/	podejście
attitude	/ˈætɪˌtjuːd/	nastawienie
fun atmosphere	/ˌfʌn ˌætəməsfiə(r)/	przyjemna atmosfera
get paid	/ˌget 'peɪd/	dostawać wypłatę
modern equipment	/ˌmɒdə(r)n ˌi'kwɪpmənt/	nowoczesny sprzęt
motivate	/ˌmɒtɪveɪt/	motywować
motivation	/ˌmɒtɪ'veɪʃ(ə)n/	motywacja
open-plan office	/ˌəʊpənˌplæn ˈɒfɪs/	otwarta przestrzeń biurowa
take a power nap	/ˌteɪk ə ˈpaʊə(r) næp/	zdrzemnąć się
take regular breaks	/ˌteɪk ,regjʊlə(r) 'breɪks/	robić regularne przerwy
working atmosphere	/ˌwɜː(r)kɪŋ ˌætəməsfiə(r)/	atmosfera pracy
working environment	/ˌwɜː(r)kɪŋ ɪnˌvaɪ(r)ənmənt/	środowisko pracy
workmate	/ˌwɜː(r)kmeɪt/	kolega z pracy
workplace	/ˌwɜː(r)kpleɪs/	miejsce pracy

Grammar 2 MP3 13

drop out of school	/ˌdrɒp ˌaʊt əv 'skuːl/	zrzucić szkołę
get a pay rise	/ˌget ə 'peɪ ,raɪz/	dostać podwyżkę

Reading and vocabulary MP3 14

bartender	/ˈbɑː(r),tendə(r)/	barman
career opportunities	/kə'reə(r) ˌɒpə(r)'tjuːnətiːz/	możliwości rozwoju zawodowego
career advice	/kə'reə(r) ədˌvaɪs/	doradztwo zawodowe
careers adviser	/kə'reə(r)z ədˌvaɪzə(r)/	doradca zawodowy
coach sb	/ˈkəʊtʃ ,sʌmbədi/	trenować kogoś
do psychological tests	/ˌduː ˌsaɪkəˌlɒdʒɪk(ə)l 'testz/	rozwywać testy psychologiczne
do sth for a living	/ˌduː ˌsʌmθɪŋ fər ə 'lɪvɪŋ/	zajmować się czymś zawodowo
do well in sth	/ˌduː 'wel ɪn ,sʌmθɪŋ/	osiągnąć w czymś dobry wynik
draw inspiration from sth	/ˌdruː ˌɪnspə'reɪʃ(ə)n frəm ,sʌmθɪŋ/	czepać z czegoś inspirację
experience sth first-hand	/ɪkˌspɪəriəns ,sʌmθɪŋ ˌfɜː(r)st 'hænd/	zdobyć bezpośrednie doświadczenie
find a job	/ˌfaɪnd ə 'dʒɒb/	znaleźć pracę
find out	/ˌfaɪnd ˈaʊt/	dowiedzieć się
find/realise your potential	/ˌfaɪnd, ˌriːəlaɪz jə(r) pə'tenʃ(ə)l/	osiągnąć / realizować swój potencjał
follow a career in sth	/ˌfɒləʊ ə kə'reə ɪn ,sʌmθɪŋ/	pracować w jakiejś branży
game-changing moment	/ˌɡeɪmˌtʃeɪndʒɪŋ ˈməʊmənt/	przełomowy moment
graphic designer	/ˌɡræfɪk diˌzajna(r)/	grafik
income	/ˈɪŋkʌm/	dochód
job market	/ˌdʒɒb ˌmɑː(r)kɪt/	rynek pracy
job shadowing	/ˌdʒɒb ˌʃædɔʊɪŋ/	towarzystwienie doświadczonemu pracownikowi
make a living	/ˌmeɪk ə 'lɪvɪŋ/	zarabiać na życie

mean well	/ˌmiːn ˈwel/	mieć dobre chęci
professional life	/ˌprəˌfeʃ(ə)n(ə)l ˈlaɪf/	życie zawodowe
reliability	/ˌrɪˌlaɪə'bɪlɪti/	rzetelność
rely on sth	/ˌrɪˌlaɪ ɒn ˌsʌmθɪŋ/	zdać się na coś
rules and regulations	/ˌruːlz ənd ˌregjʊˌleɪʃ(ə)nz/	przepisy
sense of failure	/ˌsens əv ˈfeɪljə(r)/	poczucie porażki
standardised tests	/ˌstændə(r)daɪzd 'testz/	standaryzowane testy
strengths and weaknesses	/ˌstreŋθs ənd ˈwiːknəsɪz/	mocne i słabe strony
strong point	/ˌstrɒŋ ˈpɔɪnt/	mocny punkt
wildlife	/ˈwaɪldˌlaɪf	fotograf dzikiej przyrody
photographer	/fəˌtɒɡrəˈfə(r)/	praktyka zawodowa
work practice	/ˌwɜː(r)k ˌpræktɪs/	

Speaking MP3 15

be good with numbers	/ˌbi ˌɡʊd wiθ ˈnʌmbə(r)z/	mieć głowę do liczb
be paid weekly/monthly	/ˌbi ˌpeɪd ˈwiːkli, ˈmʌnθli/	dostawać wypłatę co tydzień/miesiąc
character traits	/ˌkæŋktə(r) ˈtreɪts/	cechy charakteru
duty	/ˈdjuːti/	obowiązek
hire	/ˈhaɪə(r)/	zatrudnić
job interview	/ˌdʒɒb ˌɪntə(r)ˌvjuː/	rozmowa kwalifikacyjna
overambitious	/ˌəʊvəˌæmˈbɪʃəs/	nadmierne ambitny

Writing MP3 16

apply for a post/position	/əˌplaɪ fər ə ˈpəʊst, pəˌzɪʃ(ə)n/	ubiegać się o stanowisko
customer service	/ˌkʌstəmə(r) ˈsɜː(r)vɪs/	obsługa klienta
enclose a CV	/ɪnˌklaʊz ə ˈsiː ˈviː/	załączać CV
flexible	/ˈfleksəb(ə)l/	elastyczny
hold a certificate	/ˌhəʊld ə sə(r)'tɪfɪkət/	posiadać certyfikat
suitable	/ˌsuːtəb(ə)l/	odpowiedni
candidate	ˈkændɪdət/	kandydat
team player	/ˈtiːm ˌpleɪə(r)/	osoba umiejająca pracować w zespole

English in Use MP3 17

burnout	/ˈbɜː(r)naʊt/	wypalenie
burnt-out	/ˌbɜː(r)ntˈaʊt/	wypalony
career advancement	/kə'reə ˌədˌvɑːnsmənt/	rozwoj kariery
leave your job	/ˌliːv jə(r) ˈdʒɒb/	odejść z pracy
let yourself in for sth	/ˌlet jə(r)ˌself ɪn fər sth/	wpakować się w coś
pressure	/ˈpreʃə(r)/	napiecie, presja
recreational activities	/ˌrekriˌeɪʃ(ə)n(ə)l ˌæk'tɪvətiːz/	rekreacja
work long hours	/ˌwɜː(r)k ˌlɒŋ ˈaʊə(r)z/	pracować po godzinach
work overtime	/ˌwɜː(r)k ˌəʊvə(r)'taɪm/	pracować w nadgodzinach
workaholic	/ˌwɜː(r)kə'hɒlɪk/	pracoholik
work-life balance	/ˌwɜː(r)k ˌlaɪf ˈbæləns/	równowaga między pracą a życiem osobistym

employed/unemployed	/ɪm'plɔɪd, ˌʌnm'plɔɪd/	zatrudniony/bezrobotny
employee	/ˌemplɔɪˈiː/	pracownik
employer	/em'plɔɪə(r)/	pracodawca
employment/unemployment	/ɪm'plɔɪmənt, ˌʌnm'plɔɪmənt/	zatrudnienie/bezrobocie
fire	/ˈfaɪə(r)/	wyrzucić z pracy
helper	/ˈhelpə(r)/	pomocnik
helpful/unhelpful	/ˈhelpf(ə)l, ˌʌnˌhelpf(ə)l/	pomocny / mało pomocny
helpless	/ˈhelpləs/	bezzadny
imaginable/unimaginable	/ɪ'mædʒɪnəb(ə)l, ˌʌni'mædʒɪnəb(ə)l/	wyobraźalny/niewyobraźalny
imaginary	/ɪ'mædʒɪnəri/	zmyślony
imaginative/unimaginative	/ɪ'mædʒɪnətɪv, ˌʌni'mædʒɪnətɪv/	z wyobraźnią / bez wyobraźni
lay sb off	/ˌleɪ ˌsʌmbədi ˈɒf/	zwalniać kogoś
lead	/ˌliːd/	przewodniczyć
leadership skills	/ˌliːdə(r)ʃɪp ˌskɪlz/	zdolności przywódcze

leading	/ˈliːdɪŋ/	wiodący
lucrative job	/ˌluːkrətɪv ˈdʒɒb/	lucracyjny zawód
manual work	/ˌmænjuəl wɜː(r)k/	praca fizyczna
pay	/peɪ/	placa
profession	/prəˌfeʃ(ə)n/	profesja, zawód
repetitive	/ˌrɪˌpetətɪv/	powtarzalny
resign	/ˌriːˈzaɪn/	złożyć rezygnację
rewarding	/ˌriːwɔː(r)dɪŋ/	dający satysfakcję
satisfactory/unsatisfactory	/ˌsætɪs ˌfækt(ə)ri, ˌʌnsætɪs ˌfækt(ə)ri/	zadowolający/niezadowolający
satisfied/unsatisfied	/ˌsætɪsfəɪd, ˌʌnˌsætɪsfəɪd/	zadowolony/niezadowolony
skilled work	/ˌskɪld ˈwɜː(r)k/	praca wymagająca wysokich kwalifikacji
staff	/stoːf/	personel
tedious	/ˈtiːdiəs/	żmudny
wages	/ˈweɪdʒɪz/	wypłata



Complete all the exercises from this section in your notebook.

VOCABULARY

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

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

2 Complete the dialogue with the words below.

adviser overtime living salary badly paid unemployed
job looking opportunities quit

Martha What does Peter do for a ¹ ?

Jim At the moment he doesn't have a job – he's ² .
He ³ his job last month.

Martha Why? Was it ⁴ or stressful?

Jim Both. He had to work ⁵ and didn't earn a good ⁶ .

Martha Is he ⁷ for a new job now? It can't be easy to find one on the ⁸ market these days.

Jim Yes, he is, but there aren't too many job ⁹ here.
He will probably have to get some new qualifications.
I think he's been talking to a careers ¹⁰ to see what his options are.

3 Complete the sentences with the correct words formed from the words in brackets.

- 1 I love computers and in the future I want to be a computer (program).
- 2 All the waiters at our restaurant are paid (week).
- 3 Our company is looking for (employ) to fill junior positions in various departments.
- 4 I believe one of my (strong) is my positive attitude to life.
- 5 An ideal candidate for the position should be (imagination) and like challenges.
- 6 He was a great student, so I'm sure he will (success) in whatever career he chooses.

GRAMMAR

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

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

5 Complete the sentences with the correct form of the words in brackets. Use past modals of deduction.

- 1 Leo (can't / be) at the office that day. I saw him at a conference outside town.
- 2 They (may / talk) about this issue in the meeting yesterday, but I can't be certain.
- 3 I (must / leave) the notebook at home. It's definitely not here.
- 4 The office is empty. The employees (could / go) for lunch.
- 5 Jack didn't come to work today. He (might / catch) the flu again.
- 6 Mary (can't / read) this book already. She only borrowed it yesterday.

6 Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

ENGLISH IN USE

7 UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM

WYRAZEM Przeczytaj tekst. Uzupełnij każdą lukę (1–7) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

It's been a battle between me and my parents ever since I told them my big decision. I want to be a novelist. They think I should ¹ a more 'stable' career as they call it. You know, like a job in an institution or corporation which ² been there forever, with a good ³ that you know will hit your bank account at the end of each month. They say writing is a leisure activity, not something you do for a ⁴ . But I don't want to be responsible ⁵ filling out boring documents or spreadsheets. Also, I'm not really a team player. I took up a summer job last year at a café, and I had to quit after just two weeks because I just couldn't work in a team with anyone. I'm sure I ⁶ have been their worst employee ever.

Yes, I realise new authors are ⁷ paid. At the start they really make very little money, and it might take years to write a bestseller. But I still prefer that and flexible working hours to the job of an office clerk.





READING

- 8 DOBIERANIE ZDAŃ DO LUK** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1–4) literę, którą oznaczono brakujące zdanie (A–E) tak, aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

When it comes to career choices, certain stereotypes still persist as to the types of people suitable for particular jobs. One of them concerns the job of a librarian. ¹ That might have been true before, but not anymore.

Today's library is still the temple of books, but it's also an extremely digitalised institution. First of all, all the book catalogues are computerised, and it's the librarian's job to enter all library's resources into the catalogue. ² These can be now borrowed via electronic access to the library, and the librarian supervises these loans as well. Finally, people use search engines to browse the resources of various libraries and databases, and the librarian is the one to help with that. You could say it's a very computer-centered job these days.

³ This is because a library is often a research centre, with the librarian as the head specialist. When a student needs guidance, the librarian recommends materials or digital resources. They also teach first-timers research skills and suggest appropriate tools. That's an important role as these skills are a must in both education and the workplace.

People skills are important, too. It's useful if a librarian is an enterprising and outgoing person because it's their job to promote reading and make sure their library as well as themselves are up-to-date. On the one hand, they are in charge of organising story-telling events and meetings with authors. On the other, constantly changing book markets and computer technologies mean constant self-development. ⁴ This enables them to make sure that their library can offer readers what they're looking for.

So as you can see, being a librarian – these days often called an information professional – means being very good both with people and computers, and it takes many different skills. But the love of books is still the first and foremost requirement.

- A** This means old paper books as well as new arrivals but also e-books.
B Apart from computer literacy, librarians also need solid problem-solving skills.
C These are libraries that specialise in medicine or law, and the librarians working there need to know a bit about these fields.
D It presents a solitary bookworm buried in piles of paper editions of the classics, a bit detached from the modern world.
E For this, the librarian needs to stay on top of the current reading trends and fashions, publishing news and book reviews.



SPEAKING

- 9 ROZMOWA Z ODGRYWANIEM ROLI** Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń B.

Uczeń A

Rozmawiasz z doradcą zawodowym / doradczynią zawodową o wyborze przyszłej kariery. W rozmowie porusz następujące kwestie:

Twoje zainteresowania

Twoje umiejętności i talenty

zawody, które bierzesz pod uwagę

co jest dla Ciebie ważne w przyszłej pracy

Uczeń B

Jesteś doradcą zawodowym / doradczynią zawodową i rozmawiasz z uczniem/uczennicą A na temat wyboru kariery zawodowej. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- zapytaj ucznia/uczennicę A, czy myślał/myślała już o wyborze zawodu,
- poproś ucznia/uczennicę A o podanie przykładu sytuacji z życia, w której odczuwał/odczuwała radość i satysfakcję z wykonania zadania,
- przedstaw uczniowi/uczennicy A propozycję kariery zawodowej.

WRITING

- 10 LIST FORMALNY** Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Miejscowe muzeum szuka kogoś do pracy przy organizacji wystaw. Napisz **list motywacyjny**, opisując swoje zainteresowania, które dały Ci wiedzę przydatną do tego typu pracy, oraz przedstaw swoje doświadczenie przy organizacji podobnych imprez.

3

ESCAPE!

VOCABULARY

holidays and travel



1 Match the pictures with the types of holiday.

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

2 Which types of holiday in exercise 1 are comments 1–6 about?

1 Looks great! I've been on a **package holiday** before, but we had to pay extra for some of the meals. Have you **been on many excursions** or do you just **sunbathe**? What's the **hotel** like? Is it **five-star**?

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

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

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

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

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

3 Copy and complete the table with the words in bold from exercise 2.

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

4 Complete the sentences with appropriate words.

- On our winter holiday we down some difficult slopes.
- I never get when I'm on a boat. I love sailing.
- We went on lots of day trips during our last summer.
- During the holiday I went on an to a local wildlife park.
- It's good to see the when you visit a city.
- The cruise ship didn't stop at many , and I was a bit disappointed.
- When you go to Madrid, out the shops and cafés in the city centre.
- If you decide to go , you'll need some essential equipment, such as a weatherproof tent and a temperature-appropriate sleeping bag.

5 CD 1.17 Listen to Mark and Diane talking about holidays and answer the questions.

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

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

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

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

VOCABULARY CHALLENGE! Unit 3, page 110, exercise 1

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

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

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

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

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

I used to really enjoy family holidays when I was young, but everything changed one day when I was fifteen. On that awful day I woke up at 9.30. The sun was shining, but I wasn't interested in the weather. My alarm had gone off at eight o'clock, but I hadn't heard it. I was late. I panicked and threw on a pair of shorts and a T-shirt, and combed my hair. I splashed my face with cold water and ran down the stairs. The family were sitting in silence at the breakfast table when I ran into the dining room. They had obviously finished eating a while back. 'Did you have a good time last night?' my mother asked icily. 'We tried knocking on your door, but you were clearly sleeping very deeply.' I'd been out with some new friends, overslept and we'd missed an expensive excursion. As a punishment my parents ...

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

- 3 **ANALYSE** Match the underlined examples in the story with the names of the tenses.

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

- 4 Match the underlined examples from the text in exercise 2 with the rules below.

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

- 5 **PRACTISE** Complete the sentences with the correct form of the verbs in brackets. Use the correct past tense or *used to*.

- 1 We go to the same seaside town on holiday every year, and then one year my dad decide he wanted to go somewhere different.
2 While we eat dinner, a woman come into the restaurant. I never / see her before.
3 After we get on the plane, I watch a film and then go to sleep for an hour.
4 It rain when we get to the beach, so we stay in the car and read our books.

- 5 Dad was angry because some other guests at the hotel pay a lot less than us.
6 I not like swimming in the sea, but when we go to Greece, I try it and loved it!
7 I went into the computer lab at lunchtime. Mark be there. He do some research online.
8 By the time I get to the restaurant, my friends already / arrive.

- 6 Answer the questions.

Which of the words below do you use

- 1 to show that two actions happened at the same time?
2 to show that one action happened immediately after the other?
3 to show that one action happened before another?

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

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

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

- 8 **CD 1.18** Translate the Polish parts of the text into English. Use the correct past tenses or *used to*. Then listen and check your answers.

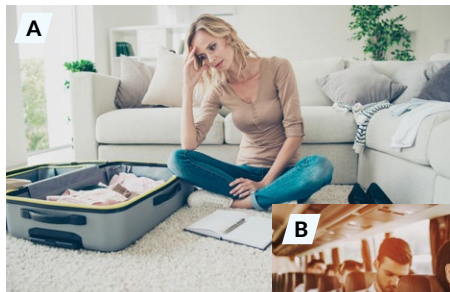
After we ¹ byliśmy on the beach for two hours, we ² czuliśmy się very hot, and Katy ³ postanowiła to go to the souvenir shop to buy some presents. When we ⁴ weszliśmy into the shop, a man ⁵ oglądał at some jewellery, and a young woman ⁶ kupowała a magazine. Katy and I ⁷ poszliśmy to look at the postcards.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

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

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

1 What do you love and hate about holidays?

2 CD 1.19 Listen to a radio phone-in programme. Match the people 1–3 with pictures A–C.

1 David: ☐ 2 Anna: ☐ 3 Owen: ☐

3 CD 1.19 Listen again. Are the statements true or false?

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

4 CD 1.20 Listen to an interview with a psychologist and choose the correct answer.

The interview is about

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

5 CD 1.19, 1.20 Listen to both recordings again and choose the correct answers.

Text 1

- David does NOT mention
 - leaving in the morning.
 - delayed planes.
 - standing in lines.
 - breaking his leg while on holiday.
- When travelling, Anna
 - isn't bothered by small problems.
 - never packs the right clothes.
 - likes to take a lot of luggage.
 - suggests checking weather forecast.
- Owen suggests that
 - he hardly ever puts his holidays together himself.
 - making friends is the best part of his holidays.
 - coach is not the best choice of transport.
 - sometimes his travel plans do not work out.

Text 2

- Which is true about the post-holiday depression?
 - The problem is common among university students.
 - It's becoming quite a widespread issue.
 - Active people are more likely to suffer from it.
 - The shorter the holidays, the bigger the risk of it.
- It seems that the interviewer
 - has experienced similar problems himself.
 - is thinking of going on holiday soon.
 - is not fully convinced by his guest.
 - disagrees with Alan's theories.
- Both texts point out
 - common mistakes people make while planning their holidays.
 - the benefits of short breaks and weekend outings.
 - various ways to avoid having disastrous holidays.
 - how unpleasant going on and returning from holidays can be.

6 Match phrasal verbs 1–8 with their meanings a–h.

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

! Tip

Some phrasal verbs are **intransitive** (e.g. *set off*), and others are **transitive**, which means that they take an object. The object can go after the verb and the particle or between the verb and the particle: *I put on my coat. I put my coat on.* When the object of a separable phrasal verb is a pronoun, we can only place it between the verb and the particle: *I put it on.* Some phrasal verbs are inseparable: *Sue got off the bus.* (NOT: ~~got the bus off~~)

7 Complete the sentences with the phrasal verbs from exercise 6.

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

VOCABULARY CHALLENGE! Unit 3, page 110, exercise 2

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

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

- 1** Work in pairs and describe the picture. Where's the best place to go on a day trip in your area? Why?



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

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

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

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

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

- 4 WHAT'S RIGHT?** Choose the correct sentence.

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

- 5 PRACTISE** Put the words in the correct order to make questions.

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

- 6 ANALYSE** Answer the questions.

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

- 7** Choose the correct option to complete the rule.

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

- 8 PRACTISE** Choose the correct forms to complete the sentences.

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

- 9** Write questions to ask about the underlined parts of the sentences.

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

GRAMMAR CHALLENGE! Unit 3, page 110, exercise 1

- 10** Write questions from the prompts.

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

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

1 Look at the types of adventure holidays you could go on. Work in pairs and choose two you would be interested in. Justify your answers.

- a two-week cruise around the Mediterranean on a luxurious cruise liner
- a camper holiday around Europe
- a tour of Italy by coach
- sailing around the Masurian Lakeland in a sailing boat
- a canoe trip down the Amazon River

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

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

3 Complete the sentences with the correct forms of the verbs from exercise 2.

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

4 Look at the photos. Work in pairs and answer the questions.

- 1 What could the connection be between the pictures?
- 2 What do you think is the purpose of this man's solo expedition from California to Hawaii?
- 3 Do you think it's brave to cross the ocean in a paddle boat like this one? Why? / Why not?

5 **CD 1.21** Read the newspaper article about Antonio de la Rosa and his expedition. What do these numbers refer to?

76 10 2,951 40–50

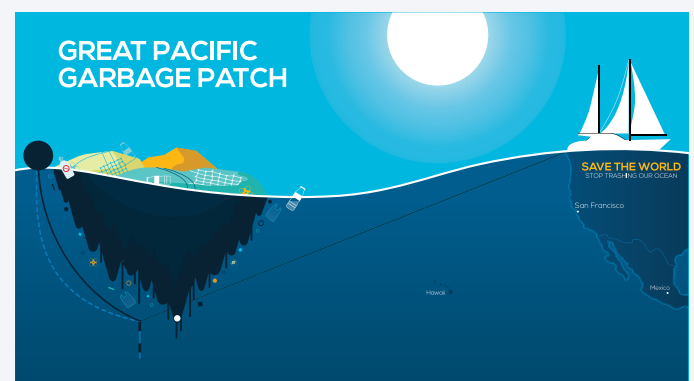


Now and again, we hear on TV about people who have found the courage to sail solo across the ocean. ¹ It could be a test of endurance, a fundraiser, the opportunity to prove yourself to the world or, in many cases, the chance to get to know yourself. However, some people do it out of their concern for nature and marine life, like Antonio de la Rosa, a Spanish endurance athlete, who took 76 days, 5 hours and 22 minutes to cross the Pacific Ocean in order to raise awareness about man-made pollution in the ocean.

He did it on his own on a specially designed stand-up paddleboard called the *Ocean Defender*. ² The effort **paid off**. De la Rosa completed the 2,951-mile trip from San Francisco to Oahu, Hawaii, and to his complete shock, he saw plastic wherever he looked. 'I keep seeing every day some plastic packaging and the remains of fishing nets', he commented on his social media profile. 'There is no day that I do not locate some plastic floating. We need to change things as soon as possible, try not to return a single piece of non-organic waste to the ocean.'

The athlete's **adventurous** journey was followed by his social media fans all the way. ³ He had packed food and a desalination filter for drinking water to last the entire journey. He had no support boat, so he had to rely only on himself and his **supplies**. Followers could see his watertight compartment where he slept, the solar panels which made sure he could stay connected and charge his GPS so as not to **get lost**. ⁴ He counted that on a good-weather day, he paddled between 40 or 50 miles, but if the current was strong, he was able to do a maximum of 10 miles. All he needed to do was paddle. No tying knots, no rigging the boat, just a paddle.

His historic **voyage** was a success. ⁵ Before that, he had also raced across the Atlantic Ocean, canoed across the Canary Islands and cross-country skied across Alaska, but the expeditions were not so much about nature. This one was different. De la Rosa managed to draw the world's attention to the Great Pacific Garbage Patch, the morbidly terrifying collection of debris floating in the ocean.



6 Read the article again. Match sentences a–f with gaps 1–5. There is one extra sentence.

- a It had taken months to prepare the boat, fit it with the necessary equipment and test it.
- b He **came back unhurt**, mentally stronger and, above all, he felt that he had done something useful for the world.
- c As the boat had no engine, he had to paddle his way to his destination, which was the challenge he had been preparing for.
- d While he was paddling across the ocean, he had a few **narrow escapes**.
- e One can be motivated to travel without a **crew** or any support for different reasons.
- f He used his GoPro camera to video the pollution but also his daily physical struggles, the changing weather and the way he lived.

7 Put the questions in the order that the answers appear in the article (1–6). There are three extra questions which cannot be answered from the text. Then answer questions 1–6.

- a What were his greatest achievements?
- b What is he planning to do in the future?
- c Why did he set off on his journey?
- d How did his interest in travelling start?
- e What did he document?
- f What was the weather like sometimes?
- g What did he fear?
- h What is he by profession?
- i What made him the happiest about his achievement?

1 3 5
2 4 6

8 Complete the sentences with the information from the text in exercise 5. Write two to four words in each gap.

- 1 People often set off on solo journeys because they want they are.
- 2 Antonio de la Rosa on his expedition in order to draw the world's attention to man-made ocean pollution.
- 3 When he saw all the rubbish floating in the water, he felt .
- 4 He to show his followers what was going on.
- 5 Sometimes the bad weather stopped him than 10 miles a day.

9 Work in pairs. Answer the questions.

- 1 Would you like to follow updates from an expedition like Antonio de la Rosa's? Why? / Why not?
- 2 Do you think it's a good idea to travel alone? Why? / Why not?
- 3 Some people say that travellers like Antonio de la Rosa are irresponsible. Do you agree with them? Why? / Why not?
- 4 Have you heard about the Great Pacific Garbage Patch? What do you know about it?

Vocabulary development

10 Match the highlighted words or phrases from the article and exercise 6 with their definitions below.

- | | |
|--|-------------------|
| 1 dangerous situations | 5 was not injured |
| 2 sea journey | 6 was worth it |
| 3 not being able to find your way | 7 food and water |
| 4 new, exciting and possibly dangerous | 8 team |

11 Complete the text with the correct forms of the highlighted words or phrases from the article.

People have put messages into bottles since at least 310 BC, when the Greek philosopher Theophrastus sent one during one of his ¹ to test his theory that the Atlantic flows into the Mediterranean Sea. Apart from researching oceanic circulation, there are other reasons to send a message in a bottle. Some people ² and want to be found; others describe their rough ride, ³ and near-death experiences. Some want to say goodbye because they know they won't survive, like Chonosuke Matsuyama, an ⁴ Japanese sailor. In 1794, he and his ⁵ were shipwrecked on a South Pacific island. They had run out of their ⁶ and knew they were going to die. The captain carved a message into coconut wood and put it in a bottle. It was discovered 150 years later. Sending the message ⁷ in one sense – when it was found, it explained the mysterious disappearance of 44 seamen.

VOCABULARY CHALLENGE! Unit 3, page 110, exercises 3 and 4

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

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

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What do you think attracts people to sailing?
- 2 How do you understand the following quote: 'I can't change the direction of the wind, but I can adjust my sails to always reach my destination'?

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



- Experience Poland's communist past, from £24
- Enjoy a four-hour tour of Warsaw's communist monuments and bars
- Take a ride in a Nysa 522
- Listen to a private guide talking about life in those times
- Try some traditional Polish snacks

- 1 Why do you think such trips may be popular with foreign tourists?
- 2 Would you be interested in a trip like this? Why? / Why not?
- 2 **CD 1.22** Read the task below and listen to a student doing the task. Which point from the task does the student not mention? What could you say to mention that point?
- Pracujesz w centrum informacji turystycznej w Warszawie. Dzwoni obcokrajowiec zainteresowany jedną z wycieczek z Waszej oferty. Omów z nim:
- termin i cenę wycieczki,
 - planowane atrakcje,
 - rezerwację wycieczki,
 - zniżki dla uczniów.
- 3 **CD 1.22** Listen again. Which questions from the Phrase Bank have you heard in the dialogue? Translate them into Polish.

PHRASE BANK

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

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

- 5 Rewrite the questions as indirect questions using the phrases below. Remember about the correct word order.

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

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

- 6 **CD 1.23** Listen to the dialogue at a hotel. Correct the information in the booking form where necessary.

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

30
Winks
Hotel

- 7 **CD 1.24** Complete the sentences. Then listen and check.

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

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

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

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

Twoja rodzina planuje wakacje za granicą. Na stronie biura informacji turystycznej zainteresowała Was reklama wycieczki śladem lokalnych atrakcji. W rozmowie z pracownikiem biura omów:

- cenę wycieczki i zniżki dla młodzieży,
- planowane atrakcje,
- możliwość rezerwacji pokoi hotelowych,
- płatności za hotel i wycieczkę.



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

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

2 Read the task and the example article in exercise 3. Answer the questions.

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

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

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

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

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

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

To my mind, this type of holiday must be extremely rewarding. It is certainly time well spent, as you do something useful for other people and learn new skills. I am also convinced that such summer breaks are a fantastic opportunity for young people to find out more about the world and its problems, and meet people from different countries and cultures.

What could be better than practising your favourite sport and doing voluntary work at the same time? You also become more mature and make the world a better place! Don't you agree?

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

PHRASE BANK

Engaging the reader

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

Expressing opinions

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

5 Complete the sentences with phrases from the Phrase Bank.

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

6 Write two to three sentences to justify the opinions below.

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

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

! Watch out

Pamiętaj: aby zainteresować odbiorcę artykułem, nadaj mu ciekawy tytuł. Możesz też przytoczyć zaskakujące fakty lub dane, stosować pytania retoryczne i zwracać się bezpośrednio do odbiorcy, np. *Don't you think so? What could be better than a great holiday in Greece?*
Przytocz logiczne argumenty na uzasadnienie swojej opinii.

8 Read the instructions and do the writing task.

Coraz więcej młodych osób szuka wyjazdów wakacyjnych polegających na uprawianiu sportów ekstremalnych. Niektórzy uważają szukanie wrażeń za zbędne. Napisz **artykuł do gazety** (200–250 wyrazów) w odpowiedzi na zaproszenie do wyrażenia własnej opinii na ten temat. Opisz tego typu doświadczenia znanej Ci osoby oraz wyraż swoje zdanie.

- 1 Write two possible sentences to answer the questions or react to what has been said. Use the prompts in brackets.

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

- 2 Read the mini-dialogues. Choose the correct answer: a, b or c.

- X I wonder if there are any discounts for university students.
Y ☐
a Yes, a visit to Magdalen College.
b I'm afraid we can't offer any.
c Great, how much is the discount?
- X Could you tell me what the price includes?
Y ☐
a It's £120.
b Accommodation, meals and transfers.
c Breakfast is also included.
- X What's the hostel like?
Y ☐
a No, I don't. I prefer hotels.
b Hostels are quite cheap.
c Comfortable enough and inexpensive.
- X Who did you recommend this hostel to?
Y ☐
a A few of my friends.
b A friend of mine did.
c Nobody did. I found it on a website myself.
- X May I interest you in one of our excursions to Niagara Falls?
Y ☐
a Yes, please. What is the price of this trip?
b Yes, you may. It includes a hotel stay and a private flight.
c No, I'm not, thank you.

- 3 Complete the second sentence so that it means the same as the first using the word given. Write no more than five words. Do not change the word given.

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

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

Which holiday will you never forget ¹ ☐? Well, as for me, I'll always remember my last holiday in the Canadian Rocky Mountains when I had the chance to go heli-hiking. I ² ☐ never heard of this type of activity until my friend introduced me to it. When he told me it involved walking in the mountains and travelling by air, I ³ ☐ for it because I just love both!

The trip began with a 30-minute flight in a helicopter. We landed in the ⁴ ☐ of nowhere, somewhere high in the mountains. ⁵ ☐ arrival, we were met by our guide who took us on a five-hour hike around some truly unique places. ⁶ ☐ we were walking and admiring the beauty of the place, the guide was telling us about the flora and fauna of that region. The whole experience was just awesome and I wanted to ⁷ ☐ the most of it. It felt so good to be there that I didn't really want to take the helicopter back to our hotel. As ⁸ ☐ as I got back to my hotel, I booked another trip for the next day.



Critical thinking



Look at the picture. Work in pairs and answer the questions.

- Can you imagine spending a holiday in a place like this? What could tourists do there?
- What, in your opinion, is authentic tourism? To what extent is it possible for tourists to see the authentic life of local people?

Vocabulary MP3 19

accommodation	/əˈkɒməˈdeɪʃ(ə)n/	zakwaterowanie
activity holiday	/æktɪvətiˈhɒlɪdeɪ/	aktywny wypoczynek
all-inclusive holiday	/ˌɔːl ɪnˌkluːsɪvˈhɒlɪdeɪ/	wyjazd <i>all inclusive</i>
bed and breakfast	/ˌbed ənˈbrekfəst/	pensjonat
cabin	/ˈkæbɪn/	kajuta
camp	/kæmp/	biwakować
campsite	/ˈkæmpˌsaɪt/	pole namiotowe
caravan	/ˈkærəvæn/	przyczepa kempingowa
chalet	/ˈʃæleɪ/	domek w górach
check sth out	/ˌtʃekˌsʌmθɪŋ ˈaʊt/	wypróbować coś
city break	/ˈsɪti breɪk/	wypad turystyczny do dużego miasta
cruise	/kruːz/	rejs
cruise ship	/ˈkruːz ʃɪp/	statek wycieczkowy
fall over	/ˌfɔːl ɪnˈvɔː(r)/	przewracać się
five-star hotel	/ˌfaɪvˌstɑː(r) ˈhɒtəl/	hotel pięcigwiazdkowy
get seasick	/ˌget ˈsiːsɪk/	dość choroby morskiej
go camping	/ˌgəʊ ˈkæmpɪŋ/	pojechać na biwak
go down the slope	/ˌgəʊ ˈdaʊn ðə ˈsloʊp/	zjeżdżać ze stoku
go on a day trip	/ˌgəʊ ɒn ə ˈdeɪ ˌtrɪp/	pojechać na wycieczkę jednodniową
go on a tour	/ˌgəʊ ɒn ə ˈtʊə(r)/	pojechać na wycieczkę objazdową
go on an excursion	/ˌgəʊ ɒn ən ɪkˈskɜː(r)ʃ(ə)n/	pojechać na wycieczkę przewodnik
guide	/gaɪd/	okropny
horrid	/ˈhɒnd/	wczasy
package holiday	/ˌpækɪdʒ ˈhɒlɪdeɪ/	zorganizowane
pay extra	/ˌpeɪ ˈekstrə/	płacić dodatkowo
porthole	/ˈpɔː(r)t ˌhəʊl/	bulaj
rough	/rʌf/	wzbudzony
see lots of sights/galleries	/ˌsiː lɒts əv ˈsaɪtsˌˌɡælərɪz/	dużo zwiedzać / odwiedzić wiele galerii sztuki
sleeping bag	/ˈsliːpɪŋ bæɡ/	śpiwór
staycation	/ˌsteɪˈkeɪʃ(ə)n/	wakacje w domu
stop at many ports	/ˌstɒp ət ˌmeni ˈpɔː(r)t/	zawijać do wielu portów
sunbathe	/ˈsʌnˌbeɪð/	opalać się
tent	/tent/	namiot
weatherproof	/ˈweðə(r)ˌpruːf/	impregnowany
wildlife park	/ˌwaɪldlaɪf ˈpɑː(r)k/	rezerwat przyrody
winter holiday	/ˌwɪntə(r) ˈhɒlɪdeɪ/	ferie zimowe
youth hostel	/ˌjuːθ ˈhɒst(ə)l/	schronisko młodzieżowe

Grammar 1 MP3 20

go off	/ˌgəʊ ˈɒf/	włączyć się
oversleep	/ˌəʊvə(r)ˈsliːp/	zaspac
seaside town	/ˌsiːsaɪd ˈtaʊn/	nadmorskie miasteczko
souvenir shop	/ˌsuːvəˈniə(r) ʃɒp/	sklep z pamiątkami
splash	/splæʃ/	ochlapać

Listening and vocabulary MP3 21

break down	/ˌbreɪk ˈdaʊn/	popsuć się
bugbear	/ˈbʌɡˌbeə(r)/	szkopuł, problem
check in/out	/ˌtʃek ˈɪnˌˈaʊt/	zameldować się / wymeldować się
coach	/kəʊtʃ/	autokar
delayed	/dɪˈleɪd/	opóźniony
destination	/ˌdestɪˈneɪʃ(ə)n/	cel podróży
disastrous	/dɪˈzɑːstrəs/	katastrofalny
get on/off	/ˌget ˈɒnˌˈɒf/	wsiadać/wysiadać
long-term risks	/ˌlɒŋˌtɜː(r)m ˈrɪsk/	długotrwałe ryzyko
pick sb up	/ˌpɪk ˌsʌmbədi ˈʌp/	odbierać kogoś
queue up / stand in a line	/ˌkjuː ˈʌpˌˌstænd ɪn ə ˈlaɪn/	stać w kolejce
see sb off	/ˌsiː ˌsʌmbədi ˈɒf/	odprowadzać kogoś
set out/off	/ˌset ˈaʊtˌˈɒf/	wyruszyć
sympathetic	/ˌsɪmpəˈθetɪk/	pełen współczucia
take off	/ˌteɪk ˈɒf/	startować (o samolocie)
upcoming	/ˌʌpˌkʌmɪŋ/	nadchodzący
weekend outing	/ˌwiːkend ˈaʊtɪŋ/	wypad weekendowy
work sth out	/ˌwɜː(r)k ˌsʌmθɪŋ ˈaʊt/	rozwiązać coś (np. problem, zadanie)

Grammar 2 MP3 22

guidebook	/ˈgaɪdˌbʊk/	przewodnik
phrase book	/ˈfreɪz ˌbʊk/	rozmówki

Reading and vocabulary MP3 23

adjust	/əˈdʒʌst/	wyregulować
adventurous	/ədˈventʃ(ə)rəs/	śmiały
board the plane	/ˌbɔː(r)d ðə ˈpleɪn/	wsiadać do samolotu
boarding pass	/ˈbɔː(r)dɪŋ ˈpɑːs/	karta pokładowa
camper	/ˈkæmpə(r)/	samochód kempingowy
cancelled flight	/ˌkæns(ə)ld ˈflaɪt/	odwołany lot
canoe	/kəˈnuː/	kanadyjka; pływać kanadyjką
carve	/kɑː(r)v/	wyryć
charge	/tʃɑː(r)dʒ/	naładować
concern for sth	/kənˈsɜː(r)n fɔ(r) ˌsʌmθɪŋ/	troska o coś
cope	/kəʊp/	poradzić sobie
crew	/kruː/	załoga
cross the ocean	/ˌkros ðɪ ˈəʊʃ(ə)n/	pokonać ocean
cruise liner	/ˈkruːz ˌlaɪnə(r)/	statek wycieczkowy
current	/ˈkʌrənt/	prąd
debris	/ˈdeɪbriː/	śmieci
depart on time	/dɪˌpɑː(r)t ɒn ˈtaɪm/	odjechać/odlecieć o czasie
document	/ˈdɒkjʊmənt/	dokumentować
draw attention to sth	/ˌdɹɔː əˈtɛnʃ(ə)n tə ˌsʌmθɪŋ/	skierować uwagę na coś
drinking water	/ˌdrɪŋkɪŋ ˌwɔːtə(r)/	woda pitna
emergency situation	/ˌɪˌmɜː(r)dʒ(ə)nˌsɪtʃuːeɪʃ(ə)n/	sytuacja awaryjna
endurance	/ˌɪnˌdʒərəns/	wytrzymałość
fear	/fiə(r)/	obawiać się
feel carsick	/ˌfiːl ˈkɑː(r)sɪk/	mieć chorobę lokomocyjną
find the courage to do sth	/ˌfaɪnd ðə ˌkʌrɪdʒ tə ˈduː ˌsʌmθɪŋ/	odważyć się coś zrobić
fishing net	/ˈfɪʃɪŋ net/	sieć rybacka

fit	/fɪt/	wyposażać
float	/fləʊt/	unosić się na wodzie
flow	/fləʊ/	płynąć
fundraiser	/ˈfʌndˌreɪzə(r)/	akcja dobroczynna
get a flat tyre	/ˌget ə ˈflæt ˈtaɪə(r)/	złapać gumę
get lost	/ˌget ˈlɒst/	zgubić się
get stuck in a traffic jam	/ˌget ˌstʌk ɪn ə ˈtræfɪk dʒæm/	utknąć w korku
have a narrow escape	/ˌhæv ə ˌnæərəʊ ɪˈskeɪp/	o włos uniknąć nieszczęścia
holidaymaker	/ˈhɒlɪdeɪˌmeɪkə(r)/	wczasowicz
luxurious	/ˌlʌɡˌzjʊəriəs/	luksusowy
man-made pollution	/ˌmænˌmeɪd pəˈluːʃ(ə)n/	zanieczyszczenie środowiska spowodowane przez człowieka
marine life	/məˈrɪn laɪf/	flora i fauna morska
miss the train/ bus	/ˌmɪs ðə ˈtreɪnˌˌbʌs/	spóźnić się na pociąg/autobus
morbidly	/ˈmɔː(r)bɪdli/	makabrycznie
near-death experience	/ˌniə(r)ˌdeθ ɪkˈspɪəriəns/	doświadczenie bliskie śmierci
packaging	/ˈpækɪdʒɪŋ/	opakowania
paddle	/ˈpæd(ə)l/	wiosło; wiosłować
paddle boat	/ˈpæd(ə)l ˌbəʊt/	łódź wiosłowa
pay off	/ˌpeɪ ˈɒf/	opłacić się
prove yourself	/ˌpruːv jə(r)ˌself/	wykazać się
race	/reɪs/	ścigać się
raise awareness about sth	/ˌreɪz ə ˈweə(r)nəs əˌbəʊt ˌsʌmθɪŋ/	zwiększać świadomość czegoś
remains	/rɪˈmeɪnz/	pozostałości
rig the boat	/ˌrɪɡ ðə ˌbəʊt/	założyć olinowanie
risk your life	/ˌrɪsk jə(r) ˈlaɪf/	ryzykować życie
run out of sth	/ˌrʌn ˈaʊt əv ˌsʌmθɪŋ/	wyczerpać zapasy
sail solo	/ˌseɪl ˈsəʊləʊ/	czegoś żeglować w pojedynkę
sailing boat	/ˌseɪlɪŋ ˌbəʊt/	żaglówek
sailor	/ˈseɪlə(r)/	żeglarz
shipwreck	/ˈʃɪpˌrek/	żeton
struggles	/ˈstrʌɡ(ə)lz/	zmagania
supplies	/ˈsʌˈplaɪz/	zapasy
tie a knot	/ˌtaɪ ə ˈnɒt/	zawiazać węzeł
unhurt	/ˌʌnˈhɜː(r)t/	cały i zdrowy
voyage	/ˈvɔɪdʒ/	rejs
watertight compartment	/ˌwɔːtə(r)ˌtaɪt kəmˈpɑː(r)tˌmɛnt/	komora wodoszczelna

Speaking MP3 24

cover/include	/ˈkʌvə(r)ˌɪnˌkluːd/	obejmować
discount	/ˈdɪskaʊnt/	zniżka
experience	/ɪkˈspɪəriəns/	doświadczyć
take a ride	/ˌteɪk ə ˈraɪd/	pojechać na przejażdżkę
transfer from the airport	/ˌtrænsfɜː(r) frəm ðɪ ˈeə(r)pɔː(r)t/	przejazd z lotniska

Writing MP3 25

combine	/kəmˈbaɪn/	łączyć
hitchhiking	/ˈhɪtʃˌhaɪkɪŋ/	autostop
immigrant	/ˈɪmɪɡrənt/	imigrant
rewarding	/rɪˈwɔː(r)dɪŋ/	dający satysfakcję

English in Use MP3 26

book	/bʊk/	zarezerwować
enjoyable	/ɪnˈdʒɔɪəb(ə)l/	przyjemny
land	/lənd/	wylądować

Challenge! MP3 27

all set for sth	/ˌɔːl ˈset fɔ(r) ˌsʌmθɪŋ/	w pełni gotowy do czegoś
at sea	/ət ˈsiː/	na morzu
by air	/ˌbaɪ ˈeə(r)/	drogą lotniczą
by land	/ˌbaɪ ˈlænd/	drogą lądową
by mistake	/ˌbaɪ mɪˈsteɪk/	przez pomyłkę
count down the days	/ˌkaʊnt ˌdaʊn ðə ˈdeɪz/	odliczać dni
get away from it all	/ˌget əˈwei frəm ɪt ɔːl/	oderwać się od szarej rzeczywistości
have the time of your life	/ˌhæv ðə ˈtaɪm əv jə(r) ˈlaɪf/	bawić się jak nigdy w życiu
hit the road	/ˌhɪt ðə ˈrəʊd/	ruszyć w drogę
in danger	/ˌɪn ˈdeɪndʒə(r)/	w niebezpieczeństwie
in pain	/ˌɪn ˈpeɪn/	cierpiący z bólu
in the middle of nowhere	/ˌɪn ðə ˈmɪd(ə)l əv ˈnəʊweə(r)/	na odludziu
make the most of your time on arrival	/ˌmeɪk ðə ˌməʊst əv jə(r) ˈtaɪm/ ˌɒn əˈraɪv(ə)l/	w pełni wykorzystywać czas w chwili przybycia
on business	/ˌɒn ˈbɪznəs/	na interesach
on foot	/ˌɒn ˈfʊt/	pieszo
on the way	/ˌɒn ðə ˈwei/	po drodze
post-holiday depression	/ˌpɒstˌhɒlɪdeɪ dɪˈpreʃ(ə)n/	powakacyjna chandra
soak up the sun	/ˌsəʊk ʌp ðə ˈsʌn/	wygrzewać się na słońcu
under pressure	/ˌʌndə(r) ˈpreʃə(r)/	pod presją
unwind / let your hair down	/ˌʌnˈwaɪndˌˌlet jə(r) ˈheə(r) ˌdaʊn/	odprężyć się i wyluzować



Complete all the exercises from this section in your notebook.

VOCABULARY

- 1 Complete the sentences with the correct form of the words and phrases below.

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

- We want to this summer, so we must get a big and a couple of sleeping bags.
 - Our car journey was a real nightmare. First, we in a huge traffic jam, and then we got a .
 - During our winter holiday we stayed in a cheap . We every day and had lots of fun.
 - I enjoy going on where everything is organised for me, and I can just spend my time on the beach.
 - are just great. I love visiting capital cities the most because I can .
- 2 Choose the correct option. Sometimes both options are correct.
- We arrived **to** / **at** the airport and **checked in our luggage** / **checked our luggage in**.
 - The plane didn't take **up** / **off** on time because the engine had broken **down** / **off**.
 - I got **on** / **off** the wrong train, so I had to get **off** / **on** at the next station.
 - When I go on school trips, my parents always see me **off** / **out** and then come to **pick up me** / **pick me up**.
 - After we checked **in** / **out** at the hotel, we went **off** / **on** an excursion round the city.

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

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

GRAMMAR

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

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

- 5 Translate the Polish parts of the questions into English.

- (**Kto organizuje**) the excursion to the National Park this week?
- (**Kto zawoził cię**) to school when you were a child?
- (**Ilu osobom powiedziałś**) about the accident?
- (**Kto dostarczył**) the supplies for the voyage?
- (**Jaka będzie pogoda**) today? Do you know?
- (**Ilu turystów przyjeżdża**) to Disneyland every year?
- (**Ile muzeów odwiedziliście**) so far on your class trip?
- (**Czy były jakieś zniżki**) for students?
- (**Jak długo potrwa ekspedycja**) in your opinion?
- (**Co się dzieje**) when you push this button?

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

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

- 7 Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

ENGLISH IN USE

- 8 TRANSFORMACJE ZDAŃ (ZADANIE ZAMKNIĘTE)

W zadaniach 1–4 spośród podanych opcji (A–C) wybierz tę, która najlepiej oddaje sens wyróżnionego fragmentu zdania. Zakreśl jedną z liter: A, B albo C.

- I **couldn't find my way out of** that forest.
A lost myself in
B got lost in
C missed my way through
- Who **did you go on the cruise with** last summer?
A Who went on the cruise with you
B Who did he go on the cruise with
C Did you go with him on the cruise
- Will you **come to the station to say goodbye to me**?
A see me off
B check me out
C take me off
- When I was little, **we often went** on day trips with my grandpa.
A we had gone
B we were going a lot
C we used to go
- Who **taught you music** in primary school, Mrs Wells?
A was your music teacher
B were your music students
C did you teach music to



9 UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM WYRAZEM

Przeczytaj tekst. Uzupełnij każdą lukę (1–7) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

If you don't ¹ out early enough, you risk ruining your trip. Which is exactly what we did. We didn't depart ² time, and after that, it only got worse. First of all, as it was morning rush hour, we obviously got stuck in the biggest traffic ³ ever. So of course we ⁴ our train. We arrived at the station five minutes after it ⁵ left. We had to get on the next one, five hours later. Then, just as we were entering the city of our destination, the train almost crashed into another one. Luckily we escaped unhurt, but it was a ⁶ escape. So, when we finally checked ⁷ our hotel, we were too tired to care that they gave us a room without a view, despite the fact that we'd paid for one with a view of the sea.



LISTENING

10 CD 1.25 TEKST Z LUKAMI (TABELA)

Usłyszysz dwukrotnie wypowiedź rezydentki biura podróży. Na podstawie informacji zawartych w nagraniu uzupełnij w tabeli luki 1–6 tak, aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim.

EVENT	WHEN	IMPORTANT INFORMATION
Meetings with representatives	Margo: • Kona Resort at 10 a.m. • Kona by the Sea at 11 a.m.	Margo will be in the lobby
	Luke: • Ocean Tower at 10.30 • Lotus Garden at noon	Luke will be ¹
	Casey: • Island Retreat at 10 a.m. • Volcano Inn at ²	Casey will be on the patio
Trip to the Island of Kauai	Friday, sunrise	A well-known movie ³ there
Guided hike of the Hawaii volcanoes	⁴ day	Temperatures are ⁵ on the volcano than in the resorts
Pacific Nights Show	Sunday	Only ⁶ available

SPEAKING

11 ROZMOWA Z ODGRYWANIEM ROLI

Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń B.

Uczeń A

Podróżujesz z plecakiem po Wielkiej Brytanii. Właśnie przyjechałeś/przyjechałaś do Oksfordu i szukasz noclegu na trzy noce. Wstąpiłeś/Wstąpiłaś do niedrogiego hotelu najbliższego dworca autobusowego. W rozmowie z recepcjonistą/recepcjonistką porusz następujące kwestie:

dostępność wolnych pokoi i ich ceny

zniżki dla studentów

dostępność i cena śniadania

godzina zameldowania i wymeldowania

Uczeń B

Jesteś recepcjonistą/recepcjonistką w hotelu w Oksfordzie. Udzielasz informacji turystyce z Polski. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poinformuj ucznia A, że najtańszy wolny pokój jednoosobowy kosztuje 70 funtów za noc, a pokój dwuosobowy z widokiem na Stare Miasto – 90 funtów za noc,
- nie ma zniżek dla studentów,
- hotel oferuje śniadanie w cenie pokoju,
- gość musi wymeldować się do godziny 11.

WRITING

12 ARTYKUŁ

Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Internetowy portal turystyczny ogłosił konkurs pt. „Moja okolica, Twoje wakacje”. Napisz **artykuł**, w którym opiszysz walory turystyczne swojej okolicy i wyjaśnisz, dlaczego jest to dobre miejsce na wakacje dla młodych ludzi.

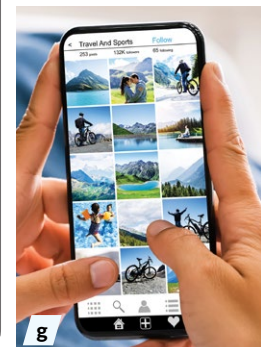
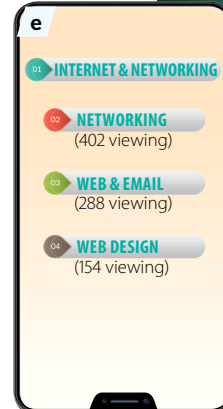
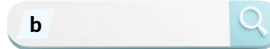
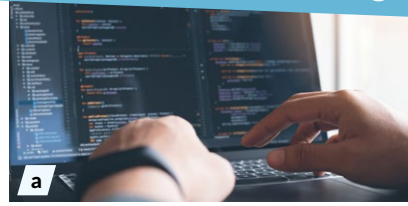
4

A NEW REALITY

VOCABULARY

technology • digital skills

- Are your digital skills: a) poor b) satisfactory c) good d) excellent? Give some examples of what you can and can't do on a computer.
- Read the digital skills checklist. Match some of the phrases in the checklist with pictures a–g.



DIGITAL SKILLS CHECK!

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

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

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

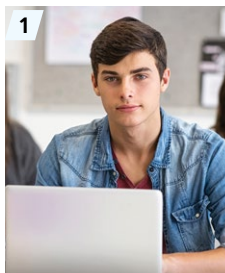
- Complete the sentences with the words from exercise 2.

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

- Find and correct a mistake in each question. Then ask and answer the questions in pairs.

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

- Look at the photographs. Work in pairs and answer the questions.



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

- CD 1.26** Listen to Sophie talking about her grandma's digital skills. Which of the activities in the questionnaire in exercise 2 can her grandma do? What doesn't she do?

- CD 1.26** Listen again and answer the questions.

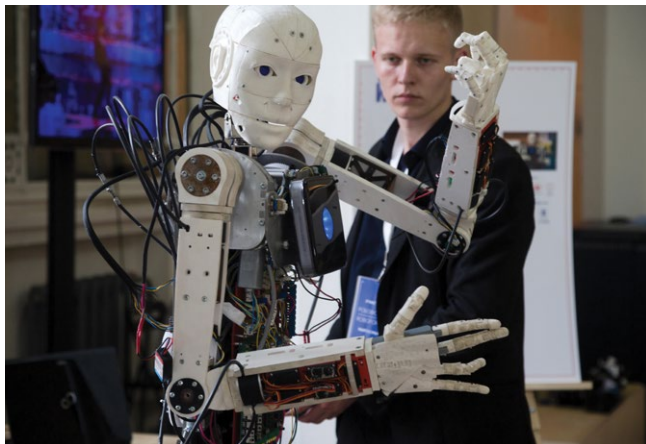
- Why does Sophie think young people are better at using technology than adults?
- Why does Sophie's grandma find coding hard to learn?
- What does Sophie think of her grandma's digital skills?

VOCABULARY CHALLENGE! Unit 4, page 110, exercises 1 and 2

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

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

- 1 Describe the photo. Are you interested in robots? Would you like to have your own android robot one day?



- 2 **CD 1.27 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Match the underlined phrases with the tenses below.

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

Harry Yeah. Dad's taking me tonight.

Lily Oh! That's brilliant! I can't go today, but I'm going to ask Hannah if she wants to go on Saturday morning.

Harry Well, I'll be sitting on a train to grandma's then, so we're definitely going today. Plus, it opens late on Saturday.

Lily You're right. I'll give Hannah a ring now and we'll make plans.

Harry Maybe you should also buy tickets earlier. It's going to be busy on Saturday – especially with an android at the door between 1 and 5 p.m. Everybody wants to see it!

Lily Wow! I hear in Tokyo there's an android in a store who welcomes all the shoppers. I'm sure there will be androids like this everywhere soon! See you later.

- | | |
|----------------------|---------------------|
| 1 present simple | 4 will |
| 2 present continuous | 5 future continuous |
| 3 going to | |

- 3 **ANALYSE** Answer the questions about future forms.

Which form do we use

- when we talk about fixed timetables and schedules?
- when we talk about future plans and intentions?
- when we talk about things we have already arranged for the future (fixed plans)?
- when we decide what to do at the moment of speaking?
- when we predict something because of what we can see or know?
- when we give our opinion about something in the future?
- when we talk about actions in progress at the given moment or period of time in the future?

- 4 **PRACTISE** Complete the sentences with the correct form of the verbs in brackets. Use *going to, will, the present continuous, the present simple or the future continuous*.

- A Katy and I (play) tennis at 10.15 on Tuesday.

B Oh, really? I (come) and watch.

A Great! The courts (not open) until 10.00, so don't come before then.

- A I (look) round the new shopping mall this afternoon. Do you want to come?

B That's a good idea. I (phone) dad and ask him to give me a lift.
- A (you / watch) the programme about inventions tonight? I heard it's good.

B No, it (be) on at 6 p.m. I (take) my piano exam then.
- A What time (your plane / take off)?

B Oh, we (not fly) to Spain, we (take) the ferry! The boat (leave) at 3.30. I (watch) the sunset from the sea tonight. Exciting, isn't it?

- 5 Choose the correct options.

- Dave is working hard. He'll definitely *pass* / *be passing* the exam.
- Oh, look! Those cars *will* / *are going to* crash!
- You *'ll do* / *are doing* really well in the exam. I know it!
- Oh dear, I don't feel very well. I *'ll* / *'m going to* be sick!
- The flight to Hong Kong takes twelve hours, but I won't be bored. I *'ll be watching* / *'m watching* films all this time.
- Sue looks really upset. I think she *'ll* / *'s going to* cry.
- Uncle Rob *is coming* / *comes* round in half an hour to fix dad's PC.

- 6 **WHAT'S RIGHT?** Choose the correct sentences.

- Will you help me with that?
- Shall you help me with that?
- Will I help you with that?
- Shall I help you with that?

- 7 Complete the sentences using the prompts below.

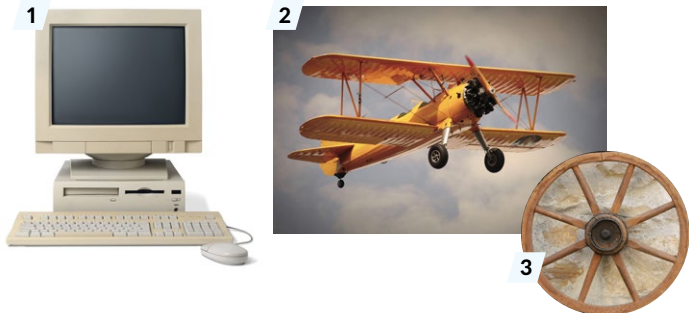
- I've just spoken to dad. We / leave / at 4.30 on the dot!
- Here's the DVD you wanted. You / love / it!
- You'd better go now. The shop / close / at 5.30.
- I've decided. I / be / a scientist.
- I'm sorry that you can't come to the party. I / think / you / all the time.
- Hurry up and come inside. It / rain / any moment.
- That looks difficult. I / help / you with it?
- This is a complicated plane model. You / work / it / at least / week.
- I / buy / some new boots soon. These have got holes in them!
- Paul / not / play / in the school football match on Saturday. They have chosen someone else.

- 8 **NOW YOU DO IT** Work in pairs. Tell your partner about the things below.

- The time of an interesting programme on TV.
- An arrangement you've made for the weekend.
- Some plans you have for your next holiday.
- Some predictions about what careers the students in your class will have.
- Something you've decided to do right now.
- Activities you will be in the middle of on Saturday evening.

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

- How many important inventions can you name in two minutes?
- What (or which of these) do you think is the most important invention? Why?



- CD 1.28** Listen to three recordings. Which inventions from exercise 2 do the speakers mention?

- CD 1.28** Listen again and choose the correct answers.

Text 1

- What is Professor Marshall going to talk about?
 - The life of Charles Babbage.
 - The development of the computer.
 - The benefits that the computer provides to modern society.

Text 2

- Which statement is true about the man?
 - He doesn't give a straight answer.
 - He's thought about the question a lot.
 - He reminds the students to consider life-saving discoveries too.
- Where are the speakers?
 - on the radio
 - on TV
 - in a school

Text 3

- What is the man doing?
 - Advertising a documentary.
 - Reviewing a documentary.
 - Presenting viewers' opinions about a documentary.
 - Agreeing with critics of a documentary.
- Which of the following is stated in the dialogue as a fact, not an opinion?
 - Life would be very difficult without the Internet.
 - The programme exaggerated the problem.
 - The documentary didn't go far enough in describing the problem.
 - Not all viewers agreed with the documentary.

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

- People often mistakes.
- Charles Babbage a lot of work on the first computer.
- Professor Marshall is here to a look at the complications of computer history.
- You are all lots of notes.
- Lots of people have research on this.
- We couldn't without phones.

- I can't a decision.
- It's not the same as a discovery.
- Last month we an experiment.
- Please the time to a comment about this week's programmes.

- Complete the questions with the correct form of *make, do or take*. Then ask and answer the questions in pairs.

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

- CD 1.29** Listen to a conversation. Answer the questions.

- What inventions are mentioned by the speakers?
- Would you like to have access to these inventions?
- Which of the inventions do you think would make your life easier? Which one would you like to have? Why?

- CD 1.29** Listen to the conversation again. Complete the sentences.

- Helen and Jim are talking about inventions that yet but should be.
- Helen sounds about the inventions she's read about.
- She would appreciate having a that could be used by all the devices in one room.
- She likes the idea of having one password for all her .
- Jim sounds sceptical about it as he is .
- Both would like to have a machine that reads your mind and then does things .

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- Describe the photo of Erica the android robot. How does it make you feel?
- What is an android? How do you think androids can make people's lives easier today and in the future?

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

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

THE oPHONE

What an amazing invention! This is a unique phone, and it has a very special app. When you install the app on the phone, you'll be able to send and receive different smells!

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



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

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

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

4 PRACTISE Choose the correct options.

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

5 Find and correct a mistake in each sentence.

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

6 Complete the sentences with the correct form of the verbs in brackets.

- 1 I'm not sure what the weather forecast is, but if it (be) sunny, we (go) to the beach.
- 2 I promise you, as soon as I (get) my exam results, I (let) you know!
- 3 I don't know how long the journey will be, but I (make) some sandwiches in case it (be) a long one.
- 4 (you / phone) me with the price before you (buy) the concert tickets, please?
- 5 I (not buy) a new laptop unless it (be) cheap.
- 6 Where (we / meet) before we (go) to the concert?
- 7 When you (get) home tonight, I (sleep), so please be quiet.
- 8 As soon as my brother (finish) his exams, we (go) on holiday.

7 Rewrite the sentences using the words given.

- 1 If the laptop is too expensive, I won't buy it. **UNLESS** I'll buy .
- 2 There's a possibility that the English test will include questions about the future tenses, so I must study them. **CASE** I must study .
- 3 First, I need to check out a couple of websites, and then write the essay. **BEFORE** I need to check out .
- 4 I want a hot shower the moment that I get home. **SOON** I'll have .
- 5 The library closes at 4.30 and I'll leave then. **UNTIL** I'll stay .
- 6 You must be eighteen to get a driving licence. **ARE** You won't get a driving licence .
- 7 First, finish working on the file. Then save the file to Google Drive. **WHEN** working on the file, save it to Google Drive.
- 8 Unless we advertise this gadget on social media, it definitely won't sell. **IF** this gadget on social media, it definitely won't sell.

GRAMMAR CHALLENGE! Unit 4, page 111, exercise 1

8 NOW YOU DO IT Complete the sentences so that they are true for you.

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



1 Work in pairs. Describe the photos and discuss what you think they may have in common.

2 Work in pairs and answer the questions.

- 1 Why do you think some children want to become astronauts? Why do so many give up on the idea as they grow up? Has it ever been your dream too?
- 2 What qualities and skills do you think an astronaut needs?
- 3 Do you believe that one day humans will be living on other planets or travelling to outer space on holiday?
- 4 Do you think it's a good idea for humans to colonise space? Why? / Why not?

3 Think of one word which you could use with all the words below to make compound nouns. Which of the compound nouns refer to: a) people, b) objects or places and c) activities?

suit travel shuttle tourist mission
station exploration

4 **CD 1.30** Read the blog entry below. In what way is it connected to the photographs in exercise 1? What did you learn about space exploration?

SCIENCE GALACTIC

a blog by AstroSophie

3 September 10:46

Hi everyone!

As you know, I've always been into astronomy and stargazing – an interest I developed as early as in my nursery school 😊 I realise I may be a bit of a freak, but since I was a kid, I've been dreaming of becoming an astronaut, making important discoveries, and above all, seeing planet Earth from the window of a spaceship. Apparently, I'm not alone, as 11% of youngsters in the UK wish to follow such a career. Anyway, the reason I'm writing this post is that in a few weeks' time, I'll be co-organising the World Space Week in my school, and I'd like to run a few ideas past you. Any comments welcome 😊

The idea behind World Space Week (held between 4–10 every October in over 95 countries) is to celebrate space science and technology and their contribution to making the world a better place. And that's exactly what I'd like to do – show young people that exploring the universe isn't a waste of money, time and resources. I'd love young people to realise how much it benefits humankind, and what a wonderful career that of an astronaut can be. That's why I'm planning to stream a live interview with one of NASA's first astronaut graduates of the Artemis programme, a space mission to land people on the Moon again, including the first woman and first person of colour. It is run in collaboration with commercial and international partners, and the group of graduates includes six women and seven men out of the original 18,000 who applied. They had to be trained in robotics and learn how to spacewalk, fly T-38 jets, and speak Russian (to communicate

with Russian astronauts aboard the ISS, International Space Station). I hope that one of them will agree to join us live, even if it's just for ten minutes. Then we're going to take a look at the most interesting inventions we couldn't do without that we've gained thanks to NASA research. There's going to be a multimedia presentation using VR technology showing how these inventions came into being. We only have about an hour for that, so which ones shall we focus on? The choice is huge: from solar panels, water filters and smoke detectors to artificial limbs, wireless headsets, invisible braces and scratch-resistant lenses, to name but a few. My favourite, though, is the camera phone, which NASA came up with in the 1990s to help astronauts take high quality photographs from space.

I also reckon that the event should include some game element, and I was thinking of organising a competition called 'Think like Elon Musk'. You know the guy, right? He's already made history. He's behind lots of futuristic projects, including SpaceX, which he established to offer space transport services. His ideas may be controversial at times, but he certainly thinks outside the box, and I thought that we could take his example and let our creative juices flow. Will this work?

That's all from me for now. I'd love to hear from you, guys. I know I can count on you, so I'm looking forward to your suggestions!



Like • Share

1 2



5 Read the text again and choose the correct answers.

- Which one of the following is true about AstroSophie?
 - She considers herself a little unusual.
 - Her greatest dream is to discover something new.
 - She'll be organising an event on her own.
 - Her passion started after she went to school.
- Which of the following is stated in the text as a fact, not an opinion?
 - World Space Week is a regular event.
 - Space exploration is very useful for humans.
 - The camera phone has been NASA's best invention so far.
 - Being an astronaut is a career worth following.
- NASA's Artemis programme
 - is a strictly American initiative.
 - attracted few applicants.
 - has a very specific purpose.
 - looked for experts in robotics.
- AstroSophie is sure that
 - other students will be interested in the Elon Musk competition.
 - she'll get some feedback after her post.
 - one of NASA's graduates will take part in the event.
 - there will be time to present most NASA's inventions.
- What is the author's main purpose in writing this text?
 - To invite the readers to the event.
 - To present her knowledge of astronautics.
 - To encourage readers to make comments.
 - To share some opinions about space exploration.

6 Read the text again and complete the email. Write between one and four words in each gap.

Hello Elliot,
How are you? How's your astronomy project going?
Just a quick email to tell you about a girl calling herself AstroSophie whose blog post I've just read. It may interest you because she's going ¹ World Space Week at her school. She's got some great ideas, but she ² that all of them will work out. Some are quite ambitious, I must say. She ³ a live talk with a future astronaut, someone who has just qualified for NASA's Artemis programme. She'll also ⁴ VR technology to show some of NASA's top inventions to prove to people that their research actually provides great ⁵ to modern society. The idea I like the most is the competition to promote ⁶ called 'Think like Elon Musk', your guru ☺ I suggest you read the blog yourself and get in touch with Sophie. She seems so passionate about space exploration that I'm sure you two will find common ground.
Take care!
Melissa

7 Work in pairs and answer the questions.

- What do you think of AstroSophie's ideas for World Space Week? Would you like to take part in such an event?
- Would you like to go on holiday in space one day? Why? / Why not? What would it be like?
- How broad would you say your knowledge of the Solar System and the universe is? Do you think young people need this knowledge? Why? / Why not?

Vocabulary development

8 Complete the phrases with the correct words from the blog entry. Then match them with their Polish translations.

- | | |
|---------------------|---------------------------------|
| 1 explore | a przysłużyć się ludzkości |
| 2 be into | b myśleć nieszablono |
| 3 land | c uwielbiać obserwowanie gwiazd |
| 4 think outside the | d badać wszechświat |
| 5 benefit | e zapisać się w historii |
| 6 make | f wysłać ludzi na Księżyc |

9 Translate the Polish parts of the text into English. Use the phrases from exercise 8.

When NASA ¹ (*wysła ludzi*) on Mars, it ² (*zapisze się w historii*). Personally, I wouldn't like to live on a different planet, but I think it's a good idea ³ (*aby badać wszechświat*). Space exploration ⁴ (*przysłuży się ludzkości*) and science, and who knows what discoveries will be made. All these brave missions are possible thanks to outstanding scientists and entrepreneurs who ⁵ (*myślą nieszablono*).

VOCABULARY CHALLENGE! Unit 4, pages 110 and 111, exercises 3 and 4

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

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

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

For:

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

Against:

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

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

social science astronomy physics neuroscience
computer science linguistics archaeology

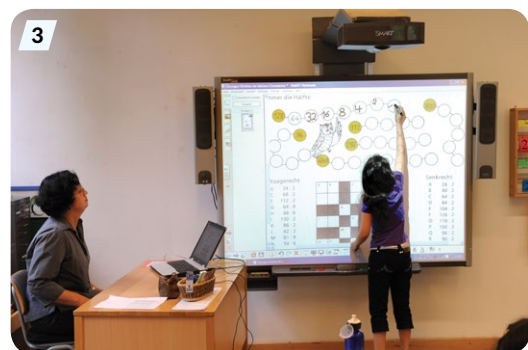
- Which areas of science deal with the topics below?
 - the nervous system
 - the structure of language
 - ancient societies
 - physical objects and natural forces
- What do the other sciences deal with?
- Which sciences do you find the most interesting? Why?

- 2 **CD 1.31** Listen to Adam doing the speaking task below and answer the questions.

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

Popatrz na zdjęcia 1–3. Twój wychowawca planuje zorganizować w szkole festiwal nauki. Masz do wyboru trzy poniższe propozycje zajęć naukowych.

- Wybierz te zajęcia, które będą, Twoim zdaniem, najciekawsze, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 3 **CD 1.31** Listen again and complete the Phrase Bank.

PHRASE BANK

Expressing preference; giving arguments

The best ¹ for me would be the science workshop in picture 3.

Lessons with an interactive whiteboard appeal to me ² / the least because ...

On top of this, I'd prefer ³ an interactive whiteboard because ...

I wouldn't ⁴ for / choose the option of doing experiments.

I'd ⁵ study by myself than in a group.

It is ⁶ more motivating for me / less interesting to me.

I ⁷ doing experiments quite boring/interesting/engaging.

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

! Watch out

prefer + -ing form / noun + to + -ing form / noun

I prefer watching science programmes to reading science books.

Mark prefers physics to maths.

would prefer + to + infinitive + rather than + infinitive

I'd prefer to go to a multimedia presentation rather than watch a science documentary.

would rather + infinitive + than + infinitive

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

- 5 Rewrite the sentences, starting with the phrases given.

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

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

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

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

1 Work in pairs and answer the questions.

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



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

handy addicted gimmicky inventions generation

Dear Editor,
I have recently read your article on the popularity of technological gadgets, and I feel I should make my voice heard. Like most youngsters I am interested in technology and what it offers to my ¹ .
I am of the opinion that technological gadgets are meant to help people in their everyday life. For instance, let us examine the smartwatch. It goes without saying that it is a very ²  easy-to-use and multifunctional appliance which can replace our smartphone. However, one must bear in mind that not all gadgets are as useful. Very often, manufacturers produce novel ³  objects and market them as 'indispensable', only to convince us of their value. Thus, it is essential that we buy only those devices which will truly make our lives easier rather than those currently in fashion.
As regards the future, I am utterly convinced that there will be more and more gadgets sold all over the world. People will always be keen to see what technology is capable of doing, and I am certain that our homes are sure to be full of new ⁴ . What is more, robots are likely to take over some of our household chores, which means that technology is bound to become part of our lives. What is vital, therefore, is that we remain sensible and do not get ⁵  to gadgets. I am in favour of technological progress; yet, I hold that humans should be able to live free of technology too, and, above all, think for themselves.
In conclusion, let me stress that we need to strike some balance between using and not using technology. What matters is that we use it when it genuinely facilitates our lives. I object to it when it adds nothing to our lives except for making us look fashionable!

4 Read the Phrase Bank and choose the correct options. Sometimes more than one answer is correct.

PHRASE BANK 1

Expressing opinions in a formal way

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

Expressing probability

Our homes are ⁵**sure** / **certain** to be full of new inventions.
Robots are likely to take over some of our household chores.
Technology is ⁶**bound** / **expect** to become part of our lives.

Expressing results

Therefore / Thus, ... | As a ⁷**result** / **consequence**, ...
It may ⁸**lead** / **result** to ...

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

PHRASE BANK 2

Expressing importance

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

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

What is important when you

- 1 buy a new smartphone?
- 2 buy products online?
- 3 share information about yourself online?

7 Translate the sentences into English. Use a different expression from the Phrase Banks each time.

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

8 Read the instructions and do the writing task.

Jedno z młodzieżowych czasopism zapytało czytelników o to, co sądzą na temat możliwości zastąpienia ludzi przez roboty w niektórych sferach życia. Napisz **list do redakcji** (200–250 wyrazów), w którym wyrazisz swoje zdanie na ten temat oraz przedstawisz swoje przemyślenia dotyczące konsekwencji tego zjawiska.

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

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

1 Choose the translation which is the closest to the original sentence.

- Pomyślałem, że moglibyśmy pójść na ten festiwal nauki.
 - I thought we could go to this science festival.
 - I thought of going to this science festival.
- Jeżeli nie uzbieram wystarczającej ilości pieniędzy, nie kupię sobie nowego aparatu cyfrowego.
 - If I collect enough money, I won't buy a new digital camera.
 - Unless I collect enough money, I won't get a new digital camera.
- Kiedy wrócisz do domu, prawdopodobnie będę spała.
 - When you come back home, I'll probably be sleeping.
 - When you come back home, I'll sleep.
- Może weźmiemy udział w tym konkursie naukowym?
 - Are we going to take part in this science competition?
 - Shall we take part in this science competition?
- Wpisz swoje hasło dostępu – i powinno działać.
 - Enter your password, and it should work.
 - When you enter your password, it will work.

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

- Take your phone (na wypadek, gdybyś miał) any problems finding the science centre.
 - unless you have
 - in case you have
 - as soon as you have
- (Wolałabym dostać) a smartwatch than a tablet for my birthday.
 - I'd love to get
 - I prefer getting
 - I'd rather get
- This time tomorrow (będę brała udział) in the National Chemistry Competition.
 - I'll be taking part
 - I take part
 - I'll take part
- (Nie mógłbym się obejść) without my phone.
 - I won't survive
 - I can't live
 - I couldn't do
- I won't be able to use the laptop until (ktoś go naprawi).
 - someone will fix it
 - someone fixes it
 - someone has to fix it
- (Czy dasz mi znać) as soon as you find out the results of your physics exam?
 - Will you let me know
 - Are you going to let me know
 - Do you intend to let me know

3 Read the text and choose the correct answers.

Have you ever thought of going on a digital detox? Well, I wouldn't be surprised if you hadn't. Most teens can't imagine going without their smartphones ¹ very long and won't take on such a challenge ² someone forces them to or they see for themselves that being switched off has benefits. A digital detox camp may help, say British experts, and they advise young people to ³ a look at the website *Time To Log Off*. It's part of an initiative to ⁴ young people to reconnect with the offline world.

One of the students who wants to try out the idea is Olivia, 16, who ⁵ soon be revising for her exams but knows she'll find it hard to get anything done ⁶ she makes changes to her lifestyle. She admits that she can't stay off her phone and that she keeps checking and flicking through stuff. She's made ⁷ her mind to go on a detox camp. She realises that the first 24 hours will be extremely hard. 'I'll tell you how it was as soon as I ⁸ back', she says getting on the train to the great unknown.



- | | | | |
|----------------|----------|--------------|-------------|
| 1 a to | b in | c for | d on |
| 2 a until | b if | c in case | d when |
| 3 a make | b keep | c take | d put |
| 4 a benefit | b let | c agree | d encourage |
| 5 a has | b is | c would | d will |
| 6 a if | b unless | c as soon as | d in case |
| 7 a up | b down | c on | d with |
| 8 a am getting | b get | c will get | d got |

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- What kind of a challenge could it be?
- Why do people take on social media challenges? Do you ever do it? Why? / Why not?

Vocabulary MP3 28

bookmark a website	/ˈbɒkmɑː(r)k ə ˈweɪbsaɪt/	dodać stronę internetową do zakładek
code/write code	/kəʊd/, ˈraɪt ˈkəʊd/	programować, kodować
create a website	/kriːeɪt ə ˈweb,saɪt/	stworzyć stronę internetową
digital skills	/ˌdɪdʒɪt(ə)l ˈskɪlz/	umiejętności cyfrowe
increased	/ɪnˈkriːst/	zwiększony
leave feedback on a shopping site	/liːv ˌfiːdbæk ɒn ə ˈʃɒpɪŋ ˈsaɪt/	zamieścić opinię na stronie sklepu internetowego
make a video call	/ˌmeɪk ə ˈvɪdiəʊ ˈkɔːl/	przeprowadzić wideorozmowę
navigate a website	/ˌnævɪgeɪt ə ˈweɪbsaɪt/	poruszać się po stronie internetowej
post on a forum	/ˌpəʊst ɒn ə ˈfɔːrəm/	napisać post na forum
share music/photos online	/ʃeə(r) ˌmjuːzɪk, ˌfəʊtəʊz ɒn ˈlaɪn/	udostępniać muzykę/zdjęcia w Internecie
store data on a device	/ˌstɔː(r) ˈdeɪtə ɒn ə diˈvaɪs/	przechowywać dane na urządzeniu
update antivirus software	/ʌpˈdeɪt ˌæntɪˈvaɪrəs ˈsɒft(ʔ)weə(r)/	aktualizować oprogramowanie antywirusowe
use a search engine	/juːz ə ˈsɜː(r)tʃ ˌendʒɪn/	korzystać z wyszukiwarki

Grammar 1 MP3 29

android robot	/ˌændrɔɪd ˈrəʊbɒt/	robot w kształcie ludzkiego ciała
give sb a ring	/ˌɡɪv ˌsʌmbədi ə ˈrɪŋ/	zadzwonić do kogoś

Listening and vocabulary MP3 30

armchair critic	/ˈɑː(r)mtʃeə(r) ˌkrɪtɪk/	domowy krytyk
calculations	/ˌkælkjəˈleɪʃ(ə)nz/	obliczenia
do a lot of work on sth	/ˌduː ə ˈlɒt əv ˈwɜː(r)k ɒn ˌsʌmθɪŋ/	włożyć w coś dużo pracy
do an experiment	/ˌduː ən ɪkˈspɛrɪmənt/	przeprowadzić eksperyment
do research into sth	/ˌduː rɪː ˈsɜː(r)tʃ ɪntə ˌsʌmθɪŋ/	przewodzić badania naukowe w jakiejś dziedzinie
do without sth	/ˌduː wɪðˈaʊt ˌsʌmθɪŋ/	obejść się bez czegoś
exaggerate the problem	/ɪɡˌzædʒəreɪt ə ˈprɒbləm/	wyolbrzymiać problem
invent	/ɪnˈvent/	wynaleźć
invention	/ɪnˈvenʃ(ə)n/	wynalazek
inventor	/ɪnˈventə(r)/	wynalazca
life-saving	/ˌlaɪfˌseɪvɪŋ/	ratujący życie
make a comment	/ˌmeɪk ə ˈkɒment/	skomentować coś
make a discovery	/ˌmeɪk ə dɪˈskʌv(ə)ri/	dokonać odkrycia
make mistakes	/ˌmeɪk mɪˈsteɪks/	popępniać błędy
make/take a decision	/ˌmeɪk, ˈteɪk ə dɪˈsɪz(ə)n/	podjąć decyzję
make/take notes	/ˌmeɪk, ˈteɪk ˈnəʊts/	robić notatki
secure password	/sɪˈkjʊə(r) ˈpɑːswɜː(r)d/	bezpieczne hasło

take a look at sth	/ˌteɪk ə ˈlʊk ət ˌsʌmθɪŋ/	rzucić okiem na coś
take the time	/ˌteɪk ðə ˈtaɪm/	znaleźć czas
turn up the volume	/ˌtɜː(r)n ʌp ðə ˈvɒljʊːm/	pogłaszać
wheel	/wiːl/	koło
wireless charger	/ˌwaɪə(r)ləs ˈtʃɑː(r)dʒə(r)/	ładowarka bezprzewodowa

Grammar 2 MP3 31

tag	/tæg/	otagować
unique	/juːˈniːk/	wyjątkowy

Reading and vocabulary MP3 32

aboard	/əˈbɔː(r)d/	na pokładzie
artificial limb	/ˌɑː(r)tɪˈfɪʃ(ə)l ˈlɪm/	proteza kończyny
astronaut	/ˈæstrəˈnɔːt/	astronauta
be into stargazing	/biː ɪntə ˈstɑː(r)ˌgeɪzɪŋ/	uwielbiać obserwowanie gwiazd
benefit humankind	/ˌbenɪfɪt ˌhjuːmənˈkaɪnd/	przysłużyć się ludzkości
colonise space	/ˌkɒlənaɪz ˈspeɪs/	kolonizować kosmos
come into being	/ˌkʌm ɪntə ˈbiːɪŋ/	powstać, zaistnieć
commercial partners	/ˌkɒmɜː(r)ʃ(ə)l ˈpɑː(r)tənə(r)z/	partnerzy handlowi
contribution to sth	/ˌkɒntrɪˈbjʊːʃ(ə)n tə ˌsʌmθɪŋ/	zasługi dla czegoś
develop an interest	/dɪˈveləp ən ˈɪntrəst/	zainteresować się
entrepreneur	/ˌɒntrəprəˈnɜː(r)/	przedsiębiorca
explore the universe	/ɪkˈsplɔː(r) ðə ˈjuːnɪvɜː(r)s/	badać wszechświat
fly a jet	/ˌflaɪ ə ˈdʒet/	pilotować odrzutowiec
freak	/friːk/	dziwak
gain	/geɪn/	zyskać
give up on an idea	/ˌɡɪv ʌp ɒn ən aɪˈdɪə/	porzucić pomysł
graduate	/ˈɡrædʒuət/	absolwent
in collaboration with sb	/ɪn kəˌlæbəˈreɪʃ(ə)n wɪð ˌsʌmbədi/	we współpracy z kimś
land people on the Moon	/ˌlænd ˈpiːp(ə)l ɒn ðə ˈmuːn/	wysłać ludzi na Księżyc
let one's creative juices flow	/ˌlet wʌnz kriːeɪtv ˌdʒuːˈsɪz ˈfləʊ/	poczuć przypływ kreatywności
make history	/ˌmeɪk ˈhɪst(ə)ri/	zapisać się w historii
provide benefits to sb	/prəˈvaɪd ˌbenɪfɪts tə ˌsʌmbədi/	przynosić komuś korzyści
resources	/ˈriːz(ə)sɪz/	zasoby, środki
robotics	/ˈrəʊbɒtɪks/	robotyka
run an idea past somebody	/ˌrʌn ən aɪˈdɪə ˈpɑːst ˌsʌmbədi/	zasięgnąć czyjejs opinii na temat pomysłu
scientific	/ˌsaɪəntɪfɪk/	naukowy
scratch-resistant lenses	/ˌskrætʃ ˌrɪzɪst(ə)nt ˈlenzɪz/	soczewki odporne na zarysowania
smoke detector	/ˌsməʊk dɪˈtektə(r)/	wykrywacz dymu
space mission	/ˈspeɪs ˌmɪʃ(ə)n/	misja kosmiczna
space shuttle	/ˈspeɪs ˌʃʌt(ə)l/	prom kosmiczny
space station	/ˈspeɪs ˌsteɪʃ(ə)n/	stacja kosmiczna
space tourist	/ˈspeɪs ˌtʊərɪst/	turysta w przestrzeni kosmicznej
space travel	/ˈspeɪs ˌtræv(ə)l/	podróż kosmiczna
spaceship	/ˈspeɪsʃɪp/	statek kosmiczny

spacesuit	/ˈspeɪsuːt/	skafander kosmiczny
spacewalk	/ˈspeɪswɔːk/	spacerować w kosmosie
stream	/striːm/	transmitować w Internecie
think outside the box	/ˌθɪŋk ʌʊtˌsaɪd ðə ˈbɒks/	myśleć nieszablonowo

Speaking MP3 33

appeal to sb	/əˈpiːl tə ˌsʌmbədi/	podobać się komuś
archaeology	/ˌɑː(r)kiˈblədʒi/	archeologia
area of science	/ˌeəriə əv ˈsaɪəns/	dziedzina nauki
astronomy	/əˈstrɒnəmi/	astronomia
computer science	/ˌkəmˌpjʊːtə(r) ˈsaɪəns/	informatyka
engaging	/ɪnˈɡeɪdʒɪŋ/	zajmujący
humanities	/ˈhjuːˈmænətɪz/	nauki humanistyczne
interactive whiteboard	/ˌɪntərˌæktɪv ˈwaɪtbɔː(r)d/	tablica interaktywna
linguistics	/lɪŋˈɡwɪstɪks/	językoznawstwo
multimedia	/ˌmʌltɪˈmiːdiə	prezentacja multimedialna
presentation	/ˌprez(ə)nˈteɪʃ(ə)n/	zjawisko naturalne
natural force	/ˌnætʃ(ə)rəl ˈfɔː(r)s/	układ nerwowy
nervous system	/ˈnɜː(r)vəs ˌsɪstəm/	nauka o mózgu i o układzie nerwowym
neuroscience	/ˈnjʊərəsəˈsaɪəns/	nauki społeczne
social science	/ˌsəʊʃ(ə)l ˈsaɪəns/	praca zespołowa
teamwork	/ˈtiːmwɜː(r)k/	warsztaty
workshop	/ˈwɜː(r)kʃɒp/	

Writing MP3 34

essential	/ɪˈsenʃ(ə)l/	niezbędny
facilitate	/ˌfæˈsɪlɪteɪt/	ułatwiać
genuinely	/ˌdʒenjuɪnli/	autentycznie
get addicted to sth	/ˌɡet əˈdɪktɪd tə ˌsʌmθɪŋ/	uzależnić się od czegoś
gimmicky	/ˈɡɪmɪki/	efekciarski
handy	/ˈhændi/	przydatny
indispensable	/ˌɪndɪˈspensəb(ə)l/	niezbędny
manufacturer	/ˌmænʃəˈfæktʃ(ə)r(ə)r/	producent
market sth	/ˈmɑːkɪt ˌsʌmθɪŋ/	promować coś
novel	/ˈnɒv(ə)l/	nowy, nowatorski
popularity	/ˌpɒpjəˈlærəti/	popularność
sensible	/ˈsensəb(ə)l/	rozsądny
strike balance	/ˌstraɪk ˈbæləns/	znaleźć złoty środek
technological progress	/ˌteknəˈlɒdʒɪk(ə)l ˈprɒɡres/	postęp techniczny
youngsters	/ˌjʌŋstə(r)z/	młodzi ludzie

English in Use MP3 35

digital detox	/ˌdɪdʒɪt(ə)l ˈdiːtɒks/	detoks cyfrowy
flick through sth	/ˌflɪk θruː ˌsʌmθɪŋ/	przeglądać coś
initiative	/ɪˈnɪʃətv/	inicjatywa
reconnect with sb	/ˌriːkəˈnekt wɪθ ˌsʌmbədi/	połączyć się z kimś ponownie
stay off sth	/ˌsteɪ ˈɒf ˌsʌmθɪŋ/	trzymać się z dala od czegoś
try sth out	/ˌtraɪ ˌsʌmθɪŋ ˈaʊt/	wypróbować coś

Challenge! MP3 36

avoid malicious software	/əˈvɔɪd məˈlɪʃəs ˈsɒft(ʔ)weə(r)/	uniknąć złośliwego oprogramowania
coexist	/ˌkəʊɪsɪˈzɪst/	współistnieć
cooperate	/ˌkəʊˈɒpəreɪt/	współpracować
disappear	/ˌdɪsəˈpiə(r)/	znikać
disapprove of sth	/ˌdɪsəˈpruːv əv ˌsʌmθɪŋ/	nie popierać czegoś
make threats	/ˌmeɪk ˈθreɪts/	odgryzać się
mislead	/mɪsˈliːd/	zmylić
misunderstand	/ˌmɪsʌndə(r)ˈstænd/	źle zrozumieć
overcrowded	/ˌəʊvə(r)ˈkraʊdɪd/	przeludniony
overspend	/ˌəʊvə(r)ˈspend/	przekraczać budżet
protect your personal data	/prəˈtekt jə(r) ˈpɜː(r)ʃ(ə)nəl ˈdeɪtə/	chronić swoje dane osobowe
report trolling	/rɪˈpɔː(r)t ˈtrɒlɪŋ/	zgłaszać obraźliwe wpisy zamieszczane w Internecie
retake	/ˌriːˈteɪk/	ponownie podejść do egzaminu
rethink	/ˌriːˈθɪŋk/	przemyśleć ponownie
underachieve	/ˌʌndəˈtʃiːv/	wypaść poniżej oczekiwań
underpaid	/ˌʌndə(r)ˈpeɪd/	za nisko wynagradzany
use parental controls	/juːz pəˈrent(ə)l kənˈtrəʊlz/	korzystać z zabezpieczeń rodzicielskich
use privacy settings	/juːz ˈprɪvəsi ˌsetɪŋz/	korzystać z ustawień prywatności
use secure websites	/juːz sɪˈkjʊə(r) ˈweɪbsaɪts/	korzystać z bezpiecznych stron internetowych
write hurtful things online	/ˌraɪt ˌhɜː(r)tʃ(ə)l ˈθɪŋz ɒn ˈlaɪn/	pisać krzywdzące komentarze w Internecie



Complete all the exercises from this section in your notebook.

VOCABULARY

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

software space shuttle websites feedback
search engine space data human race

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

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

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

GRAMMAR

- 3 Complete the sentences with the correct future forms of the verbs in brackets. Sometimes more than one answer is possible.

- Do you know what time the science festival (*start*) tomorrow?
- We (*go*) to an exhibition of the newest gadgets this afternoon.
- (*dad / wait*) for us on the platform when we get off the train?
- Look at those clouds. It (*rain*).
- 'The phone is ringing.' 'I (*answer*) it.'
- What subject (*you / study*) when you finish high school?
- Bob (*have*) his first Spanish lesson on Zoom tonight.
- We can't go to the club yet because it (*not open*) until 10 a.m.
- What (*you / do*) while you're staying at the detox camp?
- I'm sure you (*pass*) your chemistry exam.

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

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

- 5 Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

ENGLISH IN USE

6 SETY LEKSYKALNE (ZADANIE OTWARTE)

W zadaniach 1–4 zapisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- Would you please ... a look at my computer? It's acting strange.
 - We need to ... time to think about the consequences of spending so much money on technology.
 - I really don't understand how she could ... a decision like that without talking to me.
- Are you going to watch the ... shuttle take off for the Moon tonight?
 - You can hit the ... bar on the keyboard to pause the video.
 - When preparing the room for the exam, please leave a lot of ... between the desks.
- This is an important occasion for me, make sure you wear ... clothes.
 - Please remember that no ... devices are allowed in the exam room.
 - I'm not surprised he's working for NASA – he was always a ... boy.
- The ancient tools were placed ... display at the museum.
 - Remember to store your data in the cloud, not only ... your phone.
 - I have to hang up now. It's time for me to get ... the plane.

7 TŁUMACZENIE FRAGMENTÓW ZDAŃ (ZADANIE OTWARTE)

Przetłumacz na język angielski fragmenty zdań podane w nawiasach tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. **Uwaga:** w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- When (*zaktualizujesz oprogramowanie antywirusowe*), your computer will be ready.
- My kids are spending too much time on their computer, so (*zamierzam używać*) parental controls to limit it.
- Just think, next week at this time (*nie będziemy siedzieć*) at school but on the beach!
- I'll go back to working on my experiment (*jak tylko oni wyjdą*).
- The mall is overcrowded, so I think (*wrócę jutro*).
- We won't know if the theory is true (*chyba że zrobimy eksperymenty*) to confirm it.
- I managed to get tickets for the science festival! This time next week, (*będę się uczyć*) how to build a robot.
- (*Kiedy World Space Week się skończy*), I'll write a blog post about it.



READING

- 8 UZUPEŁNIANIE STRESZCZENIA W JĘZYKU ANGIELSKIM** Przeczytaj treść wpisu na blogu oraz komentarz czytelnika. Uzupełnij luki 1–5 w komentarzu zgodnie z treścią bloga tak, aby jak najbardziej precyzyjnie oddać jej sens. Luki należy uzupełnić w języku angielskim. W każdą lukę można wpisać maksymalnie dwa wyrazy.

OLD SCOUT'S NEW BLOG

OLD SCOUT CAMPING OUT

Today, I'd like to talk about camping out 21st-century style. Let's face it – this new reality is not so much camping in the wild as bringing your home to the wild. A quick Google search gets you hundreds of websites with gadgets that 'facilitate your camping experience'. Well, not sure it's a camping experience anymore. Portable fridges and stoves allow campers to bring along their wines and cheeses and cook regular homemade meals. Forget living on canned meat and beans for weeks as I used to do as a boy scout. Where's the fun in that? And it's not just about food. Mobile phones and tablets mean that you can watch your favourite shows or work in the middle of a forest. And these 'campers' aren't just restricted to campsites anymore. Solar panels don't cost a fortune, so they can generate electricity in the middle of nowhere. Amazing what technological inventions enable us to do, huh?

I just wonder, and of course I might be exaggerating the problem, if the whole 'exploring nature' experience doesn't get lost along the way. People have got so addicted to their devices and the entertainment they offer that they can't do without them. I bet many of them forget to listen to the birds and watch the sunset because their favourite songs and shows are on all the time. Worse than that, our survival skills are disappearing. We're so used to tents that don't collapse in the worst storms and cookers that provide hot water for instant soups that most of us can't cope in the wild on our own. I'm not saying we should throw all these inventions away but striking a balance would be nice. I mean, give me a few tree branches, some leaves, a blanket and a can of beans, and I'm one happy camper. Are you?

I must say I agree with you, Old Scout! It's true that our gadgets are making the camping experience much ¹ these days. Sure enough, camping with my parents feels a bit like being a home away from home. My mum cooks soups and makes mashed potatoes, like it's Sunday dinner or something. Also, it's true that ² aren't so expensive anymore. As most people can afford them, they can camp and make electricity ³ campsites.

You say that maybe you're making the problem sound worse than it is. You're not! My two younger brothers are so addicted to their ⁴ that they always bring them along when we go camping, so they can listen to music and watch Netflix. I'm worried that when they grow up, they won't be able ⁵ in the wild.

Although you're being rather critical of the new reality, I totally agree! Luckily, there are still people like me – I often get away from it all and experience nature as pure as possible ☺

SPEAKING

- 9 ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO** Pracujcie w parach. Popatrzcie na zdjęcia, wykonajcie zadanie i odpowiedzcie na pytania. Następnie zamieńcie się rolami.

Popatrz na zdjęcie 1., zdjęcie 2. i zdjęcie 3.

Przygotowujesz prezentację o wybranym kosmicznym wynalazku NASA, który okazał się przydatny również na Ziemi i poprawił jakość naszego życia. Masz do wyboru trzy wynalazki.

- Wybierz wynalazek, który, Twoim zdaniem, będzie bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1



2



3

- What disadvantages can new technologies have? What makes you think so?
- In which areas of life is it impossible to do without new technologies? Why?

WRITING

- 10 LIST DO REDAKCJI** Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

W magazynie internetowym poświęconym nauce przeczytałeś/przeczytałaś artykuł o kolonizacji Marsa. Napisz **list** do tego magazynu, w którym nie zgodzisz się z postawioną tam tezą na temat pierwszych wypraw na Marsa oraz przedstawiś swoje nadzieje dla Ziemi i ludzkości związane z odkrywaniem kosmosu.



Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Dobieranie (zdań do wypowiedzi)

- 1 CD 1.32** Usłyszysz dwukrotnie cztery wypowiedzi na temat wyglądu. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. **Uwaga:** jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This speaker thinks that		
A	the notion of body image starts at an early age.	☐
B	images of slim celebrities affect the confidence of young people.	☐
C	young people are influenced more by their friends than famous people.	☐
D	rules should be introduced to control unrealistic images of attractive people.	☐
E	representations of beauty are a reflection of changing opinions.	☐

Rozumienie ze słuchu Zdania z lukami

- 2 CD 1.33** Usłyszysz dwukrotnie wywiad ze zwyciężczynią zawodów. Na podstawie usłyszanych informacji uzupełnij luki w zdaniach 1–5. Luki należy uzupełnić w języku angielskim.

- The WorldSkills competition never in the same country.
- You must be between 17 and 22 years old to in the competition.
- In some countries people who win the competitions become .
- Hayley liked the competition because of its fantastic .
- The last competition by many spectators.

Rozumienie tekstów pisanych Wybór wielokrotny

- 3** Przeczytaj poniższe teksty (1–3). Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zakreśl jedną z liter: A, B, C albo D.

Tekst 1.

IS THIS REAL?

Are you passionate about technology and obsessed with new gadgets and games? Then we're offering you the chance of a lifetime to check out the very latest in Virtual Reality. A new science series on Channel 15 is looking for volunteers to test and report live on new virtual reality gadgets. The show is called 'Is this real?' and will be looking at people's reactions when they're wearing special VR headsets. Who knows? You may find yourself underwater with sharks or escaping from a prison. Apply soon!

- The author of the text
 - describes a new gadget that uses virtual reality.
 - gives information about a new game.
 - is looking for volunteers to swim underwater with sharks.
 - explains the idea of a TV programme.

Tekst 2.

You know what a bad reputation our local computer shop has for customer service, don't you? Well, you can guess how worried I was when my laptop started making a terrible noise and crashing every time I tried to download something. Trudy had said her brother was good at fixing computers, but he didn't manage to solve the problem, so in the end I took it back to the shop, and amazingly, they repaired it in a day. They worked very hard and showed me how to avoid the problem in future. I definitely needn't have worried.

- The writer of the text wants to
 - complain about a computer she bought.
 - recommend a friend who can repair computers.
 - praise a store for its efficiency.
 - apologise for damaging a store's reputation.

Tekst 3.

The Present

'Close your eyes', my brother said. Obediently I closed my eyes and waited. Every year, we went through the same ritual. He placed his present on the table (usually chocolates or a book), and I opened my eyes and pretended to be surprised, although I had always sneaked a look at whatever he'd bought me. My brother, predictably, always hid it in the same place. This year, however, I hadn't been able to find it. So this was going to be a REAL surprise. 'Open your eyes', said a voice. I was confused. It wasn't my brother. I opened my eyes and sitting on the table was a tiny robot. It was looking at me with shining eyes, and its mouth was curved in a smile. 'Happy birthday, Gemma!' it said in a thin metallic voice. I nearly fell off my chair.

- The writer was shocked because
 - she had almost fallen off her chair.
 - the tradition on her birthday had changed.
 - the present her brother had got her was unusual.
 - the robot had the same voice as her brother.





Znajomość środków językowych Słownictwo

- 4 Przeczytaj tekst. Uzupełnij każdą lukę (1–5), przekształcając wyrazy podane w ramce w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

speak comment have secure
 convenient depart represent

SILENT JOURNEY

Are you about to go on a plane? Maybe you're flying off on holiday or simply catching an internal flight to another part of the country. It sounds remarkable, but did you know you could possibly make the whole journey without ¹ a conversation with anyone?

In the past you would have had to check in with an airline ² at the airport and show your tickets. Now you print out a ticket at home and check in with a machine. Then it's passport control, no speaking required, just your passport and the same with the ³ checks. No questions, just bags get scanned, and you go through the check. Onto the plane, you read a magazine and then leave the plane on landing. More silent passport checking, and you're out of the airport. Order a taxi online at your ⁴ from your phone, key in your destination, pay the arranged fare on arrival, and there you are. Not a word ⁵ from door to door. Amazing!

Znajomość środków językowych
Sytuacje w języku polskim

- 5 Na podstawie poniższych opisów (1–5) napisz, co mógłbyś/mogłabyś w danej sytuacji powiedzieć. Odpowiedź powinna być sformułowana w języku angielskim i nie powinna przekraczać dwóch zdań.
- Grzecznie odmów koledze wspólnego wyjścia do kina. Podaj powód, dla którego nie możesz pójść.
 - Wy tłumacz przechodniowi, jak dojść do najbliższej stacji kolejowej z centrum miasta, w którym mieszkasz.
 - Pogratuluj koledze wygranej w zawodach sportowych. Powiedz, dlaczego jesteś z niego dumny.
 - Zaproś koleżankę do restauracji i uzasadnij wybór miejsca.
 - Przepraszaj nauczyciela za niewywiązanie się w terminie z zadania domowego. Wyjaśnij przyczynę opóźnienia.

Mówienie Rozmowa na podstawie ilustracji

- 6 Opisz zdjęcie i odpowiedz na pytania.



- What do you think the family is celebrating?
- Do you enjoy big family meals? Why? / Why not?
- Tell us about a recent family celebration you went to.

Wypowiedź pisemna Wpis na blogu

- 7 Przeczytaj polecenie i wypowiedz się na poniższy temat.

Niedawno uczestniczyłeś/uczestniczyłaś w rozmowie w sprawie pracy. Zredaguj **wpis na blogu** (100–150 wyrazów), w którym:

- wyjaśnisz, dlaczego ubiegałeś/ubiegałaś się o to stanowisko,
- zrelacjonujesz przebieg rozmowy,
- napiszesz, jakie wrażenie zrobiła na Tobie osoba rekrutująca pracowników,
- udzielisz czytelnikom bloga wskazówek dotyczących rozmów w sprawie pracy.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Hi everyone!

Guess what – I had a job interview the other day.

...

Wypowiedź pisemna Artykuł

- 8 Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Niedawno obejrzałeś/obejrzałaś debatę szkolną na temat planów zniesienia obowiązku wykonywania prac domowych. Napisz **artykuł**, który będzie zamieszczony na szkolnej stronie internetowej, opisujący przebieg debaty. Wyraż w nim swoją opinię na temat tej propozycji.

5

FOOD FOR THOUGHT!

VOCABULARY

food items • describing food

1 Work in pairs and answer the questions.

- 1 What is your favourite meal?
- 2 What is the healthiest thing you've eaten today?
- 3 What is the least healthy thing you've eaten today?
- 4 What can you cook well?

2 Look at the two shopping baskets below. What types of food are there in each basket? Which would you choose? Why?



3 Name the items in the baskets using the words below. There are some extra words.

apples beefburgers biscuits broccoli brown bread
butter cake carrots cheese chicken chips
crisps cucumbers eggs fizzy drink grapes
ice cream lemon mushrooms olive oil pasta
plums pork potatoes roll salmon sausages
strawberries strawberry jam sweets tomatoes
tuna walnuts yoghurt

4 Complete the table with the words from exercise 3. Which food items do not fit any category?

Meat	beef,
Fish/Seafood	prawns,
Fruit	oranges,
Vegetables	onion,
Dairy products	cream,
Sweets and snacks	pancakes,
Cereal products	cereal,

5 Work in pairs. Use the names of the food products in exercise 4 to write a description of a tasty, three-course meal for the people below.

- a vegetarian
- a couch potato
- a person who wants to lose some weight

6 Match the quantity expressions 1–6 with items a–f.

- | | |
|---------------|--------------|
| 1 a bar of | a chocolates |
| 2 a packet of | b bread |
| 3 a jar of | c honey |
| 4 a box of | d crisps |
| 5 a bottle of | e chocolate |
| 6 a slice of | f juice |

7 Cover the quantity expressions in exercise 6. Choose a word from the second column and ask your partner to give the correct expression from the first column.

8 Work in pairs. Describe the picture by answering the questions below.

- Who/What can you see?
- What is the person doing?
- How is she feeling?
- What is likely to happen next?



9 **CD 2.01** Listen to Val talking about a camping trip. Write down the food that she wants to take on the trip.

10 Work in pairs. What food would you take with you on a camping trip? Why?

VOCABULARY CHALLENGE! Unit 5, page 111, exercise 1

11 Work in pairs. Tell your partner about the best or the worst meal you have ever had. Use the prompts below to help you.

The best/worst food I've ever tried was ... • I've eaten ...
once/twice / several times. • I tried ... when I was in ... •
It was / They were ... delicious/disgusting. •
It/They tasted ...

1 Would you like to be a chef? Why? / Why not?

2 **LANGUAGE IN CONTEXT** Read the job blog and answer the questions below.

- What's Ellie's job? Where does she work?
- Who owns the restaurant?
- What dish has she recently learned to cook?



Ellie's blog

• stories • recipes

I'm Ellie and I'm a chef. I studied at college for two years, and now I work at a restaurant in the centre of Westford. I love it! The restaurant is quite small, but it's very good, and a lot of people come here to have dinner. The restaurant's called Lebrun's because it's owned by a French man, Marcel Lebrun. He's from Paris, in France. He's the best chef I've ever met, and I've learned a lot from him. Yesterday he taught me how to cook sausages in a special French sauce with rice. Amazing! French food is just brilliant!

3 **ANALYSE** Choose the correct option to complete the rules.

- Countable nouns are nouns which you **can** / **cannot** count. They **have** / **don't have** a singular and plural form.
- Uncountable nouns are nouns that you **can** / **cannot** count. They **have** / **don't have** a plural form.

4 Complete the table with the words below. Then add three more examples of your own to each column.

chef	restaurant	man	food	ham	bread	potato
		sausage	rice	milk		
Countable nouns			Uncountable nouns			

5 Read the rules about using *a/an*, *the* or [-] below. Match the underlined sentences in the blog in exercise 2 with the rules.

- We use the indefinite article **a/an**:
 - with singular, countable nouns when we mention something for the first time.
 - to say what job someone does or who someone is.
- We use the definite article **the**:
 - when something has been mentioned before.
 - when there is only one of something.
 - before a superlative adjective.
- We don't use articles:
 - with uncountable nouns when we talk about them generally.
 - with plural countable nouns when we talk about them generally.
 - with names of people, cities, roads and most countries.
 - with names of meals.

6 **PRACTISE** Complete the sentences with *a/an*, *the* or put [-].

- I had breakfast late today.
- That's first book I have ever read in English.
- We took taxi last night. Unfortunately, taxi went the wrong way!
- sun is very bright today. It's lovely for sunbathing.
- My sister is doctor, and she works very hard.
- We often have bread and cheese for a snack.
- Jack got best grades in the class.
- My young brother is afraid of dogs.
- Have you ever visited Madrid?
- There is excellent French restaurant not far from where I live.

7 Choose the correct option to complete the email.

Hi Jim,
I'm having ¹a / - party on Saturday to celebrate ²the / an end of term! It's at my house in ³the / - Grenville Road. Come at 8.30 and bring ⁴the / a friend if you like. There will be ⁵the / - snacks and music and lots of dancing and laughing I think! My brother's ⁶a / - DJ, so he'll probably play at ⁷a / the party too. It will be ⁸a / the first party of the holidays – so don't miss it! Send me ⁹the / an email if you can't make it.
Brad

GRAMMAR CHALLENGE! Unit 5, page 112, exercise 1

8 **NOW YOU DO IT** Find and correct a mistake in each sentence. Then ask and answer the questions in pairs.

- Do you like an English food? Why? / Why not?
- Do you have the breakfast every day? Why? / Why not?
- Which city do you think is most beautiful city in the world? Why?
- Do you want to go to the university when you finish school? Why? / Why not?

- 1 Match comments 1–5 with the phrases below. Work in pairs and give another example for each type of food.

junk food vegetarian food takeaway food
a well-balanced meal a ready meal

- 1 Sometimes mum and dad order a pizza, and we sit and eat it watching TV in the evening.
- 2 It's a pain to cook for my friend Greta because she won't eat meat. Usually I cook her tomato and cheese pasta.
- 3 At our school we're not allowed to bring in things like crisps and chocolate bars because they're not healthy.
- 4 I love Sunday dinners with my family. We usually have something like chicken with potatoes, peas and carrots.
- 5 If mum and dad are away, they leave us something from the supermarket that we can just put in the microwave for a few minutes.

- 2 Look at the food in the pictures. Would you like to eat it? Why? / Why not?

- 3 **CD 2.02** Listen to six people talking about the food in the pictures. Match the speakers with the food they talk about. What do you think a 'guilty pleasure' is?



- 4 **CD 2.02** Listen again and complete the sentences with the information from the recording.

- Chip butties are full of with tomato sauce.
- Lucy is a addict. She likes eating Death by Chocolate with.
- Cupcakes have become very recently.
- Ned eats his burgers with and sauce.
- Jasmin a lot of Parmesan cheese.
- Quentin has a, so he eats a lot of ice cream and desserts.

- 5 Write a short text about your guilty pleasures. Then walk around the classroom and collect information from other students. Use the information to summarise your classmates' preferences. Use the expressions below.

Most of us ...

Some of us ...

Only a small percentage of our classmates ...

Hardly anyone has mentioned ...

Half / One third / Two thirds of our classmates ...

- 6 **CD 2.03** Listen to an interview with a food expert and choose the correct answer.

In the interview Stacy

- gives advice about different diets.
- explains why her job is interesting.
- talks about the good points of guilty pleasures.
- recommends things to eat for a healthy life.

- 7 **CD 2.03** Listen again and complete the sentences with the information from the recording.

- We eat unhealthy foods despite.
- People often eat unhealthy snacks as a result.
- We eat chocolate because.
- Eating an unhealthy snack from time to time.
- Whether or not you follow your diet.
- Single people who are looking for a partner find it easier.

VOCABULARY CHALLENGE! Unit 5, page 111, exercises 2 and 3

- 8 **WHAT DO YOU THINK?** Work in pairs. Read and discuss the statements. Do you agree with them? Why? / Why not? Use the prompts below.

- Diets are a waste of time.
Yes: when you stop, you put on weight again
No: stay healthy • change eating habits
- When you're on a diet, you should always keep to it.
Yes: then it works
No: no problem if just sometimes you eat ...
- The best diet is simply to cut down on what you eat and exercise more.
Yes: to lose weight, you need to burn more calories than you take in each day
No: it may not work for some people • possible nutrient deficiency

- 1** What do you think a food and health diary is?
Do you think it's a good idea to keep such a diary?
Why? / Why not?

- 2 LANGUAGE IN CONTEXT** Read the page from Lizzie's food and health diary. She answers the same questions every day. Do you think she has a well-balanced diet?

Wednesday, 3rd October
1 How much sleep did you get last night? <i>I got <u>a lot of</u> sleep – eight hours, which is good for me!</i>
2 How much water did you drink? <i>I always forget that. I only had <u>a little</u> water this morning, but then I drank quite a lot of tea ... So that's OK, isn't it?</i>
3 How many portions of fruit or vegetables did you eat? <i>Well, I had <u>some fruit</u> – but I didn't have much. I had an apple this morning and a banana at break. And I had <u>some onions</u> and potatoes at dinner. I didn't have <u>any green vegetables</u> though.</i>
4 Did you have <u>any</u> snacks? <i>I didn't have <u>many</u> snacks – just <u>a few</u> crisps and a cupcake (Sophie brought some to school for her birthday).</i>
5 How much exercise did you get? <i>I didn't get <u>much</u> exercise, I'm afraid. I walked to school and back, and I walked round the park with Sophie, but that's all.</i>



- 3 ANALYSE** Study the underlined phrases in the diary and complete the rules with *some* or *any*.

We use *some* and *any* with uncountable nouns and plural countable nouns.

- a** We use ☐ in affirmative sentences.
b We use ☐ in negative sentences and questions.

- 4** Complete the table with *much*, *many*, *a lot of*, *a few* or *a little*. Check your answers with the text in exercise 2.

Countable nouns	Uncountable nouns
☐	☐

- 5** Complete the sentences with *much*, *many* or *a lot of*. Give reasons for your answers.

- At the party I ate ☐ cupcakes. They were lovely!
- I didn't get ☐ emails this morning. Only about three!
- There isn't ☐ time left before the lesson begins. Hurry up!
- Did you get ☐ questions correct in the test? I didn't.
- Have you got ☐ homework for tonight?

- 6 WHAT'S RIGHT?** Choose the correct sentences.

- There weren't some books on the table.
- There weren't any books on the table.
- There were a few books on the table.
- There were a little books on the table.

- 7 PRACTISE** Choose the correct option to complete the dialogues.

- A** Did you have a healthy lunch today?
B I went out with *some* / *any* friends. We had *some* / *any* chips, but I didn't have *some* / *any* tomato sauce on mine. That's healthy!
- A** Have you got *some* / *any* biscuits? I'm really hungry.
B Yes – but I haven't got *many* / *much* left. I'm saving those for later.
- A** How *many* / *much* money did you spend in town today?
B I didn't spend *many* / *much* money. I only bought *a few* / *a little* things. I wanted *some* / *any* black boots, but they didn't have *some* / *any*.
- A** How *much* / *many* people are coming to the party?
B Just *a few* / *a little*. I invited *a lot of* / *many* friends last time and it was too crowded.
- A** Have we got *some* / *any* milk? I don't like black coffee.
B There's *a little* / *a few* in the bottle, but I'm afraid I didn't buy *some* / *any* when I went shopping today. Dad can get *some* / *any* tomorrow.

- 8** Complete the questions with *How much* or *How many*.

- ☐ lessons have you had today?
- ☐ time is left before the end of the lesson?
- ☐ exercises have we done during this lesson?
- ☐ phone calls have you made today?
- ☐ money do you spend on your phone contract?
- ☐ snacks have you eaten today?
- ☐ cousins have you got?
- ☐ countries have you visited on holiday?

- 9 NOW YOU DO IT** Work in pairs. Ask and answer the questions in exercise 8. Use *a few*, *a little*, *a lot of*, *not many* / *not much* or *any* where possible in your answers.

- A** *How many lessons have you had today?*
B *I've only had a few – English, chemistry and maths.*

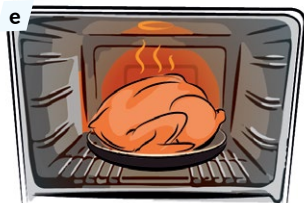
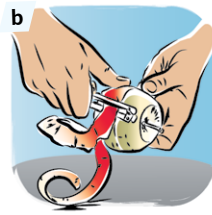
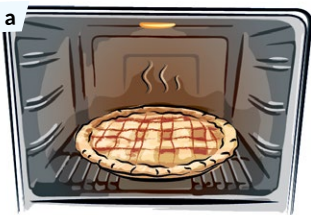
- 10** Read the questions in exercise 2 again. Write your own answers about yesterday. Then tell your partner about your day.

- 1 Work in pairs. What time of the day do you usually have these meals? What do you usually have to eat and drink?

supper lunch tea dinner breakfast

- 2 Read comments 1–7 about cooking. Match the phrases in bold with pictures a–g. Which people do you think enjoy cooking?

- 1 I can't cook at all. I can only **boil an egg**.
- 2 I'm keen on cooking. I can even **bake a cake**!
- 3 I never get anything right in the kitchen. I just **add too many spices to the food**.
- 4 Making a salad is easy. You just **chop up some vegetables**, add some oil and that's it!
- 5 I've just **roasted a chicken** for the first time. It smells delicious.
- 6 I once tried to **fry some meat**, but it was a disaster! Cooking isn't my thing.
- 7 I love eating apple pies, but I hate **peeling the apples**.



- 3 Cover the comments in exercise 2. Look at the pictures and say what each person is doing.

- 4 CD 2.04 Read the two texts and choose the correct answer.

The aim of both texts is to

- a show people that cooking is easy.
b encourage people to cook.
c make people change their diet.

Text 1

JOSHUA WEISSMAN isn't a typical young man. In my view, there aren't many guys his age who cook meals for their parents and love doing it. Now Joshua is a gifted food blogger, food photographer and **cookbook** author, but a few years ago he used to be overweight and bullied at college because of his looks. He had to do something about it, so he turned to healthy cooking. Joshua lost 100 pounds in the space of a year and a half and took to blogging about food. Losing weight was only part of his success. What thrilled him was that he won the respect of his schoolmates who now turned to him for advice on a healthy diet. What seemed impossible became possible!

Through his blog, Slim Palate, he shares photos and **recipes** designed to appeal to students and help them learn how to cook. The readers of Joshua's blog say that his meals are always a piece of cake to make but really mouth-watering at the same time. There are recipes for quick breakfasts, **snacks** and barbecue food, as well as more time-consuming main courses such as roast chicken and chips or grilled steak.

Joshua is also thinking of opening his own restaurant. Judging by his successful blog and a very popular Facebook fanpage, the restaurant will be a spectacular success too! At least, I believe so!



- 5 Read text 1 again and choose the correct answers.

- 1 We learn from the first paragraph that
a Joshua has been interested in cooking since childhood.
b Joshua was not a popular boy in class.
c Joshua advises his friends on how to lose weight.
d Joshua's parents made him cook for himself.
- 2 All the recipes on Joshua's blog
a are vegetarian.
b are for the main course.
c will interest a typical teenager.
d seem quick and easy.
- 3 Which information appears in the text first?
a Joshua's reasons for losing weight.
b Opinions about Joshua's meals.
c Recipes available on his webpage.
d Joshua's talent for blogging.

Text 2

COOKING ACADEMY 2: WORLD CUISINE

 Are you into cooking? Would you like to learn how to cook even better and score points for making delicious food? Do you dream of becoming a celebrity **chef** or at least cooking something amazing for your boyfriend or girlfriend? If so, why don't you play *Cooking Academy 2: World Cuisine*? According to www.bigfishgames.com, a website which offers online computer games, it's a very popular cooking game. The players usually give it 5 out of 5 stars. This entertaining interactive family game:

-  allows you to gain really good knowledge of cooking and preparing dishes from all over the world,
-  presents a lot of fascinating recipes for dishes such as Chinese rice, Mexican tortillas or Japanese sushi,
-  offers information about world **cuisines**, original **ingredients** and **spices**.

Play *Cooking Academy* and become brilliant at making different dishes. You will learn which foods go together to create fantastic meals and desserts. The players say it's just great – challenging and educational!

Throughout the game, you will try to get stars. Win all 5 stars for each recipe to get the gold trophy. Download it now!

- 6**  Read text 2 again. Complete the sentences below with the information from the text. Write up to three words in each gap.

- 1 The reviews that *Cooking Academy* gets .
- 2 By playing *Cooking Academy* you can learn how to cook meals which come .
- 3 Players will learn how to  to prepare scrumptious meals and desserts.
- 4 The game is considered to offer educational value and a good level of .

- 7** Read the two texts again. Are the statements below facts or opinions? Give reasons for your answers.

- 1 Few teenagers are interested in cooking.
- 2 Joshua's fanpage is very popular.
- 3 Joshua's recipes aren't difficult to follow.
- 4 A lot of people like this game.
- 5 It is a competitive game.

- 8**  Work in pairs and discuss the questions.

- 1 Are you interested in cooking and reading cookery blogs? Why? / Why not?
- 2 What can you cook?
- 3 What do you think of *Cooking Academy*? Would you like to play it?

Vocabulary development

- 9**  Complete the definitions with the highlighted words from the texts in exercise 4.

- 1 A  is someone who cooks in restaurants as their job.
- 2 A  is a book with instructions for preparing and cooking food.
- 3 A  is a small amount of food you eat between meals.
- 4 A  is a style of cooking food typical of a country or region.
- 5 A  is a substance made from plants which we add to food to make it taste better.
- 6 An  is one of the foods used to make a dish.
- 7 A  is a set of instructions for preparing food.

- 10**  Complete the dialogues with the correct words from exercise 9.

- 1 **A** Do you think that ¹ in big restaurants use ²?
B No, I don't think so. I think they have all the ³ in their heads.
- 2 **A** Do you eat ⁴ between meals?
B Yes. Chocolate bars or crisps, but I know they aren't good for you.
- 3 **A** I really love Indian ⁵.
B Really? Why?
A I just like all the ⁶ used in it. They make the dishes so tasty.
- 4 **A** What ⁷ do you need to make this salad?
B Oh, just some fresh tomatoes and mozzarella cheese.

- 11**  Complete the table with the adjectives below. Then work in pairs and think of ten different food products and types of meals. Use the adjectives below to describe them.

succulent nutritious heavenly mouth-watering
tough tasteless bland full of flavour yummy
flavourless scrumptious

Positive	Negative
	

VOCABULARY CHALLENGE! Unit 5, page 111, exercises 4 and 5

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Describe the picture. What do you think the women are cooking?
- 2 Do you think young people should learn how to cook? Why? / Why not?

- 1 What type of food and drink can you order in these places?

bar an Italian takeaway fast food restaurant
café school canteen

- 2 **CD 2.05** Read and listen to the dialogue. What does Olivia order?



Menu

Hot dishes	
Pancakes with spinach	£3.60
Pancakes with cheese	£4.10
Veggie burger	£3.80
Soup of the day	£2.50
Ham pizza	£2.80

Drinks	
Mineral water	80p
Juice	£1.20
Coffee/Tea	
regular:	£1.60
large:	£3.20
Fruit smoothie	£2.30

Desserts	
Chocolate cake	£1.70
Ice cream	£2.10

Cashier Hello, what can I do for you?
 Olivia We'd like **two pancakes**, please. One with **spinach** and the other one with **cheese**.
 Cashier Is that to eat in or take away?
 Olivia Eat in, please.
 Cashier How about something to drink? We have great **fruit cocktails**.
 Olivia Well, I'd rather have mineral water, please. And juice for my friend.
 Cashier Would you like the water still or sparkling? And what juice would you like?
 Olivia **Sparkling** water and apple juice, please. And two **coffees** to take away later on.
 Cashier Large or regular?
 Olivia **Regular** with **milk**, please.
 Cashier Anything else with that? Chocolate cake, ice cream?
 Olivia No, thank you. That's all.
 Cashier OK. That's **£12.90**, please.
 Olivia There you go. Cheers.

- 3 Read the dialogue in exercise 2 again. Who do you think usually says the sentences in the Phrase Bank: the customer or the cashier?

PHRASE BANK

- | | |
|--|---|
| 1 Still or sparkling? | 6 Large or regular? |
| 2 How about something to drink? | 7 Next, please. |
| 3 That's all, cheers. | 8 Oh, hi! We'd like two pancakes, please. |
| 4 Anything else? | 9 That's £11.50, please. |
| 5 I'd rather have mineral water, please. | 10 Two coffees to take away, please. |

- 4  Work in pairs. Practise reading the dialogue in exercise 2 changing the coloured words. Use the menu and your own ideas.

- 5  Complete the sentences with the correct words below.

green still white hot double large

- Can I have a  pepperoni pizza, please?
- I'd like a bottle of  water, please.
- Would you prefer mild or  sauce with your kebab?
- What tea would you like? Black or ?
- A single or  cheeseburger for you?
- What coffee would you like? Black or ?

- 6 **CD 2.06** Listen to a telephone conversation and answer the questions.

- What does the woman want to order?
- What extras would she like to have?
- How much does she pay?
- How long does she have to wait for her takeaway?

- 7 **CD 2.06**  Write sentences from the prompts. Then listen again and check.

- I / like / order / two / takeaway pizzas / please.
- Actually, we / have / special offer / large pizzas.
- What / pizzas / you / like?
- I / interest / you / extra toppings?
- How much / it / be?
- How long / we / have to wait?
- you / pay / cash / credit card?

- 8  Work in pairs. Role-play the dialogue using the phrases from this lesson. Then swap roles and do the task again.

Uczeń A

Pracujesz we włoskiej restauracji, która sprzedaje dania na wynos. Dzwoni klient, który chce zamówić dwa dania i napoje. Twoim zadaniem jest sprzedać jak najwięcej potraw.

- Zapytaj klienta, co zamawia do jedzenia i picia.
- Zaproponuj dodatki, np. sosy, gorące napoje, sałatki, pieczywo itd.
- Zapytaj o formę płatności i poproś o adres dostawy.

Uczeń B

Dzwonisz do włoskiej restauracji, aby zamówić dwa dania na wynos dla siebie i dla kolegi. Nie masz za dużo pieniędzy, więc nie jesteś zainteresowany/zainteresowana dodatkową ofertą proponowaną przez osobę, która Cię obsługuje.

- Zamów dania i napój.
- Zrezygnuj z dodatków.
- Zapytaj o możliwość płatności kartą i podaj swój adres.

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

- 1 Work in pairs and answer the questions about the different types of parties below.

a reunion a barbecue party a housewarming party
a birthday party a family get-together
a surprise party school-leaving ball

- Which of these parties have you been to?
- Which of these parties are the most fun for teens? Why?
- What is typical party food and music at teenage parties?

- 2 Read Laura's email. What kind of party is it? What does she suggest doing?

Hi Natalie and Ellen,
How are you? How is your new school?
I'm writing to invite you to a barbecue party at my place next Friday. I miss everybody from our old class, so I thought we could organise a get-together to meet up again. I guess that first we need to get in touch with everybody and make sure they can come. I suggest using Facebook. It's the quickest way. Why not ask everyone to bring something to put on the barbecue and something to drink? Maybe Jessica could bake a cake. She's very good at that, so we could ask her.
Let's not forget about cups and plates, and the music too. Who could do that? Maybe the boys could sort this out?
What do you think of my idea? I hope you can come and help ☺
Please get in touch and let me know.
Laura

- 3 Read the replies to the email in exercise 2. How do Natalie and Ellen reply to Laura's email?

Hi Laura,
Thanks for your invitation. Nice of you to throw a party like that. I can come and help you get ready for it. I'll bring some burgers for the barbecue and some orange juice. Is that OK? I'll talk to Peter and Mark to ask them about music too.
Take care and see you soon.
Natalie

Hello Laura,
Thanks for your email and for your invitation. What a fantastic idea! But I'm afraid I won't be able to make it. Sorry! Next Friday I'm going to my grandfather's 70th birthday. I hope you'll have lots of fun. Say hello to everyone from me.
Love,
Ellen

- 4 Read the emails in exercises 2 and 3 again and complete the Phrase Bank.

PHRASE BANK

Inviting

I'm writing to 1 you to a barbecue party at my place next Friday.

We're having a housewarming party on Sunday. Would you like to come?

Giving suggestions

I guess first we 2 get in touch with everyone.

I 3 using Facebook. | Maybe Jessica 4 bake a cake.

5 not ask everyone to bring something to eat?

Accepting and refusing invitations

Thank you for your 6 / for inviting me.

It's very 7 of you to throw a party like that.

I'm afraid I won't be able to 8 it. | I can't come.

- 5 Find phrases in the emails in exercises 2 and 3 which mean the same as the expressions below. Which phrases sound more informal?

- I am pleased you want to organise a party.
- I can help you prepare it.
- I cannot come.
- You will enjoy yourself.
- Perhaps the boys could solve this problem.
- Give my best wishes to everyone.

- 6 Express the ideas below in English.

- Zaproś kolegę/koleżankę na swoje urodziny. Podaj termin.
- Zaproponuj koledze/koleżance, w co ma się ubrać na szkolny bal.
- Podziękuj za zaproszenie i powiedz, co możesz przygotować na imprezę.
- Powiedz, że nie możesz przyjść na grilla i podaj powód.
- Doradź koledze, co mógłby ugotować dla swojej dziewczyny, którą zaprasza do domu na kolację.
- Zasugeruj zorganizowanie przyjęcia niespodzianki dla koleżanki z klasy. Zaproponuj miejsce i menu.

! Watch out

W listach skierowanych do przyjaciół i znajomych stosuj styl nieformalny. Używaj: krótszych zdań (czasami można opuścić podmiot), np. *Nice of you to ring me up*; form skróconych, np. *He isn't* zamiast *He is not*; potocznego słownictwa, np. *throw a party* zamiast *organise a party*; czasowników złożonych, np. *sort out the problem* zamiast *solve the problem*.

- 7 Read the instructions and do the writing task.

Koleżanka zaprasza Cię na imprezę mikołajkową, prosząc jednocześnie o pomoc przy jej organizacji. Napisz w odpowiedzi **e-mail** (100–150 słów), w którym:

- podziękujesz koleżance za zaproszenie i wyrazisz opinię o jej pomysły na imprezę,
- zadeklarujesz, co możesz przygotować na przyjęcie,
- zasugerujesz udział innych osób w organizacji imprezy,
- zaproponujesz zmianę godziny imprezy, podając przyczynę.

1 Work in pairs. What do the words in bold mean in each sentence?

- 1 a He won another **cup** in tennis.
b She'd like a **cup** of tea.
- 2 a Helen's on a **diet**.
b Mark has a healthy **diet**.
- 3 a **Tea** is my favourite meal.
b I drink a lot of **tea** every day.
- 4 a This **recipe** for spinach pancakes is very simple.
b Your bad behaviour is a **recipe** for disaster.

2 Choose the correct word to complete both sentences in each pair.

- 1 What does this restaurant serve?
Will you please wash up the after dinner tonight?
a meals b dishes c plates
- 2 Let's the drinks first.
I don't like it when you me to do things.
a order b make c serve
- 3 Teenagers aren't allowed into this because it serves alcohol.
I think I'll have a of chocolate every day.
a bit b piece c bar
- 4 What's for today?
 is a popular drink in many countries.
a coffee b tea c cocktail
- 5 The recipe says you must some fresh garlic in the salad.
People on weight when they eat junk food.
a add b put c cut

3 Complete the gaps to make logical mini-dialogues.

- 1 X
Y Black, please.
X Do you take sugar?
- 2 X Are you ready to order?
Y Yes. I'll take spaghetti carbonara and some water, please.
X Both can be served chilled or at room temperature.
- 3 X That's all. How much does it come to?
Y 50 pounds, please.
X By card, please.
- 4 X Do you mind if I open the window?
Y
X Thanks. It's so stuffy in here.
- 5 X What shall we do tonight then?
Y
X OK. I can reserve the tickets.
- 6 X to make this smoothie?
Y Oh, just some milk, fruit and rolled oats.

4 Read the sentences and decide which part of speech you need to complete each gap. Then complete the sentences with the correct words.

noun verb article adjective preposition

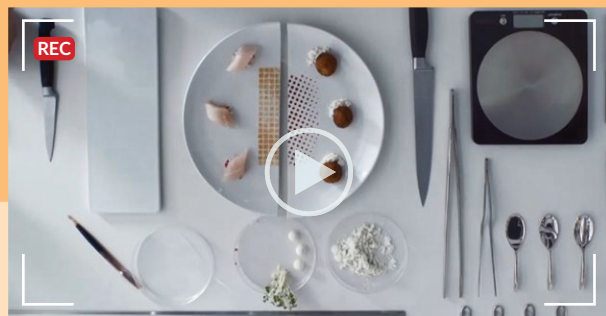
- 1 We have little sugar left, so you don't have to go to the shops to some.
- 2 I got a of honey from my grandfather. honey tastes wonderful.
- 3 We went to hospital to visit our friend. He's his leg.
- 4 Chocolate is so that I can't imagine my life it.

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



Crisps are very popular snacks. Most people like them but not ¹ know how they were invented. The history of crisps goes back to 1853 when George Crum, a Native American chef from New York, became angry with one of his customers. ² customer ordered a portion of French fries for his main meal but complained that the fries, he got were too ³ . Crum cut them into thinner slices, but still the man was dissatisfied. So, the chef finally made fries that were ⁴ thin to eat with a fork to annoy the difficult client. However, the man was happy to get such thin fries. They were tasty ⁵ crunchy! Soon, all the other customers wanted the same type of fries and that's how crisps became popular. George Crum did not make ⁶ money on his invention but another man did. His name was Herman Lay – the guy responsible ⁷ Lay's crisps. He was one of the first men who sold crisps in packets as we know them!

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Describe the picture. What impression does it make on you?
- 2 In your opinion, should top chefs use science or their intuition to create particular flavour sensations? Why?

Vocabulary MP3 37

baked beans	/ˈbeɪkt ˈbiːnz/	fasola w sosie pomidorowym
bar of chocolate	/ˈbɑːr əv ˈtʃɒklət/	tabliczka czekolady
beef	/biːf/	wołowina
beefburgers	/ˈbiːf bɜː(r)gə(r)z/	hamburgery
bottle of juice	/ˈbɒt(ə)l əv ˈdʒuːs/	butelka soku
box of chocolates	/ˈbɒks əv ˈtʃɒkləts/	pudełko czekoladek
broccoli	/ˈbrɒk(ə)li/	brokuły
brown bread	/ˈbraʊn ˈbred/	chleb razowy
carrots	/ˈkærəts/	marzech
cereal	/ˈsiəriəl/	płatki śniadaniowe
cereal products	/ˈsiəriəl ˈprɒdʌkts/	produkty zbożowe
couch potato	/ˈkaʊtʃ pə ˈteɪtəʊ/	kanapowiec, leniuch
cream	/kriːm/	śmietana
dairy products	/ˈdeəri ˈprɒdʌkts/	nabiał
fizzy drink	/ˈfizi ˈdrɪŋk/	napój gazowany
food for thought	/ˈfuːd fə ˈθɔːt/	temat do przemyśleń
food items	/ˈfuːd ˈaɪtəmz/	produkty spożywcze
grapes	/greɪps/	winogrona
jar of honey	/ˈdʒɑːr əv ˈhʌni/	słoik miodu
mushroom	/ˈmʌʃruːm/	grzyb, pieczarka
olive oil	/ˈɒlɪv ɔɪl/	oliwa z oliwek
onion	/ˈɒnjən/	cebula
packet of crisps	/ˈpækɪt əv ˈkrɪspz/	paczka chipsów
pancake	/ˈpænkɛɪk/	naleśnik, placek
pasta	/ˈpæstə/	makaron
plum	/plʌm/	śliwka
pork	/pɔː(r)k/	wieprzowina
prawns	/prɔːnz/	krewetki
roll	/rɒl/	bułka
salmon	/ˈsæmən/	łosoś
sausages	/ˈsɒsɪdʒɪz/	kiełbaski, parówki
seafood	/ˈsiːfuːd/	owoce morza
slice of bread	/ˈslaɪs əv ˈbred/	kromka chleba
sweets	/swiːts/	cukierki
taste	/teɪst/	smakować
tuna	/ˈtjuːnə/	tuńczyk
vegetables	/ˈvedʒtəb(ə)lɪz/	warzywa
vegetarian	/ˈvedʒə ˈteəriən/	wegetarianin
walnuts	/ˈwɔːlnʌts/	orzechy włoskie
yoghurt	/ˈjɒgə(r)t/	jogurt

Grammar 1 MP3 38

own	/əʊn/	posiadać
sauce	/sɔːs/	sos

Listening and vocabulary MP3 39

at your disposal	/ˈæt jə(r) dɪ ˈspəʊz(ə)l/	do dyspozycji
be on the lookout for sth	/bi ɒn ðə ˈləʊkaʊt fə(r) ˌsʌmθɪŋ/	poszukiwać czegoś
burn calories	/ˈbɜː(r)n ˈkæləɪrɪz/	spalać kalorie
chip butty	/ˈtʃɪp ˈbʌti/	kanapka z frytkami
chocolate addict	/ˈtʃɒklət ˈædɪkt/	osoba uzależniona od czekolady
cupcakes	/ˈkʌp ˈkeɪks/	babeczki udekorowane kremem
Death by Chocolate	/ˈdeθ baɪ ˈtʃɒklət/	ciasto mocno czekoladowe
deficiency	/ˈdiːfɪ(ə)nsi/	niedobór
devour	/ˈdiːvaʊə(r)/	pożerać coś

eating habits	/ˈiːtɪŋ ˈhæbɪts/	zwyczaje żywieniowe
follow a diet	/ˈfɒləʊ ə ˈdaɪət/	stosować dietę
guilty pleasure	/ˈɡɪlti ˈpleʒə(r)/	wstydliva przyjemność
have a sweet tooth	/ˈhæv ə ˈswiːt ˈtuːθ/	być łasuchem
junk food	/ˈdʒʌŋk fuːd/	śmieciowe jedzenie
lift the mood	/ˈlɪft ðə ˈmuːd/	poprawić nastrój
lose weight	/ˈluːz ˈweɪt/	schudnąć
nutrients	/ˈnjuːtriənts/	składniki odżywcze
onion rings	/ˈɒnjən rɪŋz/	krażki cebulowe
order a pizza	/ˈɔː(r)də ə ˈpiːtsə/	zamówić pizzę
overdo sth	/ˌəʊvə ˈduː ˌsʌmθɪŋ/	przesadzać z czymś
peas	/piːz/	zielony groszek
raspberry	/ˈræzb(ə)ri/	malina
ready meal	/ˈredi ˈmiːl/	gotowe danie
rich	/rɪtʃ/	sycący
stick to your diet regime	/ˈstɪk tə jə(r) ˈdaɪət reɪʒɪm/	przestrzegać reżimu dietetycznego
takeaway food	/ˈteɪkə ˈwei fuːd/	jedzenie na wynos
tough	/tʌf/	trudny
vegetarian food	/ˌvedʒə ˈteəriən ˈfuːd/	danie wegetariańskie
well-balanced meal	/ˌwel ˈbælənst ˈmiːl/	zbilansowany posiłek

Grammar 2 MP3 40

portion	/ˈpɔː(r)ʃ(ə)n/	porcja
save	/seɪv/	zachować

Reading and vocabulary MP3 41

add	/æd/	dodać
appeal to sb	/əˈpiːl tə ˌsʌmbədi/	wpływać na kogoś
bake a cake	/ˈbeɪk ə ˈkeɪk/	upiec ciasto
barbecue food	/ˈbɑː(r)bɪ ˈkjuː fuːd/	potrawy z grilla
bland	/ˈblænd/	mdły
boil an egg	/ˈbɔɪl ən ˈeg/	ugotować jajko
bully	/ˈbʊli/	prześladować
chef	/ʃef/	wykwalifikowany kucharz, szef kuchni
chop sth up	/ˈtʃɒp ˌsʌmθɪŋ ˈʌp/	posiekać coś
competitive	/ˌkəmˈpetətɪv/	oparty na rywalizacji
cookbook	/ˈkʊk bʊk/	książka kucharska
cooking blog	/ˈkʊk(ə)rɪ blɒɡ/	blog kulinarny
cuisine	/ˈkwiːziːn/	kuchnia (danego regionu)
educational value	/ˌedʒʊ ˈkeɪf(ə)nəl ˈvæljuː/	wartość edukacyjna
fry	/fraɪ/	smażyć
full of flavour	/ˈfʊl əv ˈfleɪvə(r)/	pełen smaku
grilled steak	/ˈɡrɪld ˈsteɪk/	grillowany stek
heavenly	/ˈhev(ə)nli/	niebiański
ingredient	/ɪnˈɡriːdiənt/	składnik
mouth-watering	/ˈmaʊθ ˈwɔːtə(r)ɪŋ/	apetyczny
nutritious	/ˈnjuːˈtrɪʃəs/	odżywczy
peel	/piːl/	obierać
recipe for sth	/ˈresəpi fə(r) ˌsʌmθɪŋ/	przepis na coś
roast a chicken	/ˈrəʊst ə ˈtʃɪkɪn/	upiec kurczaka
score points	/ˈskɔː(r) ˈpɔɪnts/	zdobywać punkty
snack	/snek/	przekąska
spices	/ˈspaɪsɪz/	przyprawy

succulent	/ˈsʌkjələnt/	soczysty, przepyszny
tasteless/flavourless	/ˈteɪstləs ˈfleɪvə(r)ləs/	bez smaku
scrumptious	/ˈskrʌmpjəs/	wysmienity, smakowity
tough	/tʌf/	twardy
tea	/tiː/	podwieczorek
thrill	/θrɪl/	pasjonować
time-consuming	/ˈtaɪm kənˌsjuːmɪŋ/	czasochłonny
yummy	/ˈjʌmi/	pyszny

Speaking MP3 42

eat in extras	/iːt ˈɪn/ ˈekstrəz/	zjeść na miejscu
garlic bread	/ˈɡɑː(r)lɪk bred/	ciasto z czosnkiem
hot	/hɒt/	gorący
Italian takeaway	/ɪˈtæljən ˈteɪkə ˈwei/	włoska restauracja
mild	/maɪld/	łagodny
olive	/ˈɒlɪv/	oliwka
pineapple	/ˈpaɪn ˌæp(ə)l/	ananas
school canteen	/ˈskuːl kænˈtiːn/	stołówka szkolna
single/double	/ˈsɪŋɡ(ə)l ˌdʌb(ə)l/	pojedynczy/podwójny
cheeseburger	/ˈtʃiːz bɜː(r)gə(r)/	cheeseburger
smoothie	/ˈsmuːði/	koktajl
sparkling/still	/ˈspɑː(r)k(ə)lɪŋ ˌstɪl/	woda mineralna
mineral water	/ˈmɪn(ə)rəl ˈwɔːtə(r)/	gazowana/niegazowana
spinach	/ˈspɪnɪdʒ/	szpinak
sweetcorn	/ˈswiːt ˈkɔː(r)n/	kukurydza
take away	/ˈteɪk ə ˈwei/	wziąć na wynos
topping	/ˈtɒpɪŋ/	dodatek do pizzy
veggie burger	/ˈvedʒɪ ˌbɜː(r)gə(r)/	burger wegetariański

Writing MP3 43

get-together	/ˈɡetə ˌɡeðə(r)/	spotkanie
housewarming party	/ˈhaʊs ˌwɔː(r)mɪŋ ˌpɑː(r)ti/	parapetówka
reunion	/ˈriːjuːniən/	spotkanie po latach
school-leaving ball	/ˈskuːl ˌliːvɪŋ bɔːl/	bal z okazji ukończenia szkoły
sort out/solve a problem	/ˈsɔː(r)t ˌaʊt ˌsɒlv ə ˈprɒbləm/	rozwiązać problem
surprise party	/səˈpraɪz ˌpɑː(r)ti/	przyjęcie niespodzianka
throw a party	/θrəʊ ə ˈpɑː(r)ti/	urządzić przyjęcie

English in Use MP3 44

annoy	/əˈnɔɪ/	drażnić
at room temperature	/ət ˈruːm ˌtemprətʃə(r)/	w temperaturze pokojowej
chilled	/tʃɪld/	schłodzony
cup	/kʌp/	puchar (nagroda)
dissatisfied	/dɪsˈsætɪsfaid/	niezadowolony
fork	/fɔː(r)k/	widelec
rolled oats	/ˈrɒld ˈəʊts/	płatki owsiane
serve	/sɜː(r)v/	podawać
slice	/slaɪs/	plaster
stuffy	/ˈstʌfi/	duszny
thick	/θɪk/	gruby
thin	/θɪn/	cienny

Challenge! MP3 45

barbecue	/ˈbɑː(r)bɪ ˈkjuː/	grill (przyjęcie)
can of coke	/ˈkæn əv ˈkəʊk/	puszka coli
can't resist sth	/ˈkænt rɪ ˈzɪst ˌsʌmθɪŋ/	nie móc się czegoś oprzeć
chips	/tʃɪps/	frytki
cook	/kʊk/	kucharz
cooker	/ˈkʊkə(r)/	kuchinka
crisps	/ˈkrɪspz/	chipsy
crunchy	/ˈkrʌntʃi/	chrupiący, chrupki
cut down on sth	/ˈkʌt ˈdaʊn ɒn ˌsʌmθɪŋ/	ograniczyć coś
delicious	/dɪˈlɪʃəs/	smaczny
dessert	/ˈdeɪzə(r)t/	deser
disgusting	/ˈdɪs ˈɡastɪŋ/	obrzydlawy
dish	/dɪʃ/	danie, potrawa
fattening	/ˈfæt(ə)nɪŋ/	tuczący
filling	/ˈfɪlɪŋ/	sycący
go on a diet	/ˈɡəʊ ɒn ə ˈdaɪət/	przejsć na dietę
grill	/ɡrɪl/	grill, opiekacz
juicy	/ˈdʒuːsi/	soczysty
keep to your diet	/ˈkiːp tə jə(r) ˈdaɪət/	przestrzegać diety
lose weight	/ˈluːz ˈweɪt/	schudnąć
main course	/ˈmeɪn ˈkɔː(r)s/	danie główne
put on weight	/ˈpʊt ɒn ˈweɪt/	przytyć
receipt	/ˈriːsiːt/	paragon
sour	/ˈsaʊə(r)/	kwaśny
tasteful	/ˈteɪstɪf(ə)l/	gustowny
tasty	/ˈteɪsti/	smaczny
tin of sardines	/ˈtɪn əv sɑː(r) ˈdiːnɪz/	puszka sardynek



Complete all the exercises from this section in your notebook.

VOCABULARY

1 Complete the table with the words below.

grapes plums carrots tomatoes salmon
cheese roll olive oil pork cake butter nuts
sausages onions lemons cream biscuits
strawberries honey juice

Fruit	Vegetables	Meat / Fish	Dairy	Other

2 Write the English equivalents of the words below.

- 1 kromka chleba
- 2 stoik miodu
- 3 tabliczka czekolady
- 4 paczka chipsów
- 5 puszka fasoli

3 Read the sentences and put the words in brackets in the right places.

- 1 Celebrity chefs sell their own full of easy. (*recipes, cookbooks*)
- 2 This is so tasty because of all the I've added to it. (*dish, spices*)
- 3 Why don't you the vegetables, and I'll them up. (*peel, chop*)
- 4 I don't like but sometimes I get a from my local Chinese restaurant. (*takeaway, ready meals*)
- 5 What are the most typical of Indian? (*cuisine, ingredients*)

GRAMMAR

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

- 1 All doctors agree that vegetables are good for your health, so please eat salad I've just made.
- 2 There is new Thai restaurant in city centre.
- 3 Most children like sweets. I think chocolate is most popular one.
- 4 We always have lunch in the garden when sun is out.
- 5 Ted works as waiter somewhere in London.
- 6 We took train to get to Italy. Unfortunately, train was late, so we missed a whole day there.

5 Choose the most appropriate option to complete the sentences.

- 1 There were *a lot of / many* people at the party, but we only knew *a few / any*.
- 2 How *much / many* bread do you need? I could get *some / a few* on the way back home.
- 3 Do you need *a lot of / many* ingredients to make this dish? Tell me what you need and how *many / much* it will cost.
- 4 There isn't *any / some* butter in the fridge. I need *some / any* to make a cake.
- 5 I have invited *a few / a little* people to my party. I think you will know *many / a lot of* them.
- 6 There's *a little / much* orange juice left. Would you like *some / any*?

6 Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

ENGLISH IN USE

7 WYBÓR WIELOKROTNY Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

I love to go out for a bite with my friends every now and then. One of our favourite places is this cool café in ¹ town centre. We order ² coffee and cake and sit there for hours just talking. They have ³ of honey all in different flavours on the tables, and you can take as much as you want – I love that. There are also some ⁴ you can add to your coffee, like cinnamon, nutmeg or cocoa. I usually take the carrot cake with my latte – it's delicious because the chef has a secret ⁵. They also serve lunch and dinner, and if you like seafood, like prawns or crabs, that's the place to go. My family often has ⁶ here when my mum doesn't feel like cooking. I think next summer I'll try to get a job there so that I can earn some extra money and be at my favourite place all the time ☺

- | | |
|--------------|--------------------------|
| 1 A – | 4 A spices |
| B a | B cereals |
| C an | C doughnuts |
| D the | D walnuts |
| 2 A any | 5 A receipt |
| B some | B instruction |
| C little | C recipe |
| D a few | D prescription |
| 3 A toppings | 6 A housewarming parties |
| B bars | B get-togethers |
| C slices | C reunions |
| D jars | D courses |

8 GRAMATYKALIZACJA Uzupełnij zdania 1–6. Wykorzystaj w odpowiedniej formie wyrazy podane w nawiasach. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy tak, aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów, wliczając w to wyrazy już podane.

- 1 I'm reading an article comparing conditions on (Mars / and / Moon).
- 2 I hope (there / be / not / walnuts) in this cake because I'm allergic to them.
- 3 If you (keep / diet), I promise you'll lose weight soon.
- 4 (you / know / vegetarian) recipes with tofu?
- 5 Tom (be / strict / his / diet), so I'm sure he won't have any ice cream.
- 6 I think you should (add / little / salt) to this soup.



LISTENING

- 9 CD 2.07 TEKST Z LUKAMI** Usłyszysz dwukrotnie wypowiedź studentki na jej vlogu. Na podstawie informacji zawartych w nagraniu uzupełnij luki 1–6 w e-mailu poniżej, tak aby jak najbardziej precyzyjnie oddać sens wysłuchanego tekstu. Luki należy uzupełnić w języku angielskim. **Uwaga:** w każdą lukę możesz wpisać maksymalnie trzy wyrazy.

Hi Emre,
Since you're going to Liverpool next month, I found this vlog for you to listen to so you know what's coming. This student went to England almost two ¹ and she's got many interesting observations. I especially liked the entry about food. For example, she says that a full English breakfast totally isn't her thing because in her home country baked beans and sausages are often served ². But she really likes ³, so the family offered her some pancakes, and now that's her favourite breakfast. She also tried a chip butty and she ⁴.
She also finds it odd that her host family orders so ⁵. However, she's happy about it because it allows her to taste lots of ethnic foods. For example, she tried spicy ⁶ for the first time, and she loved it! So if your hosts are the same, you'll get to taste many new things ☺ I'm sharing the link to the vlog below – check it out!
Take care!
B.

SPEAKING

- 10 ROZMOWA Z ODGRYWANIEM ROLI** Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę rozpoczyna uczeń A.

Uczeń A

Jesteś w Londynie i chcesz zjeść śniadanie w kawiarni. Rozmawiasz z kelnerem/kelnerką. W rozmowie z uczniem B porusz następujące kwestie:

możliwość zjedzenia tradycyjnego angielskiego śniadania

potrawy, których z różnych przyczyn nie możesz jeść

możliwość zamówienia jedzenia przez telefon

forma płatności

Uczeń B

Jesteś kelnerem/kelnerką w londyńskiej kawiarni. Obsługujesz klienta/klientkę, który przyszedł / która przyszła do kawiarni zjeść śniadanie. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/wybrane punkty:

- odpowiedz na pytania ucznia A dotyczące menu,
- poinformuj ucznia A, że kawiarnia realizuje zamówienia telefoniczne od godziny 18,
- poinformuj ucznia A, że dziś może zapłacić wyłącznie gotówką.

WRITING

- 11 E-MAIL** Przeczytaj polecenie i wypowiedz się na poniższy temat.

Koleżanka przysłała Ci e-mail z zaproszeniem na grilla z okazji zakończenia roku szkolnego. W odpowiedzi napisz **e-mail** (100–150 wyrazów), w którym:

- podziękujesz i przyjmiesz zaproszenie,
- zapytasz o szczegóły dotyczące godziny rozpoczęcia i zakończenia spotkania oraz zaproszonych gości,
- zasugerujesz menu uwzględniające wegetarian i osoby będące na diecie,
- zaproponujesz pomoc w przygotowaniu części potraw.

Napisz wypowiedź w języku angielskim. Podpisz się jako XYZ. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Hi Kate,
Thanks so much for the invitation.

...



6

CRIME SCENE

VOCABULARY

crimes and criminals



A



B



C

- 1 Yesterday the police arrested a man for the murder of a woman in Manor Park last week. He killed the woman while he was trying to steal her handbag. The police are ... [read more](#)
- 2 Last night kidnappers freed a businessman after his family had paid more than a million pounds. Mr Turner was ... [read more](#)
- 3 Store detectives say that shoplifting is increasing in shopping malls. More people are stealing from shops these days because ... [read more](#)
- 4 Local people in the Newlands area have reported a lot of vandalism in their streets this year. Vandals have burned cars and painted graffiti on walls. If you have any information ... [read more](#)
- 5 There has been another burglary from a home on the edge of Tynemouth. Burglars have broken into houses at night and stolen jewellery and art. The police are warning people ... [read more](#)
- 6 Drug dealing in the town is getting worse. Dealers are selling outside schools and at nightclubs. Parents must ... [read more](#)

TOP STORIES

- 5 Match the verbs (1–9) with suitable nouns (a–i). Then translate the expressions into Polish. Sometimes more than one answer is possible.

- | | |
|--------------|---------------------------|
| 1 steal | a a kidnapped businessman |
| 2 free | b a car |
| 3 report | c people against thieves |
| 4 break into | d graffiti |
| 5 warn | e vandalism |
| 6 arrest | f a house |
| 7 burn | g a handbag |
| 8 accuse | h a man for murder |
| 9 paint | i somebody of a crime |

- 1 Read the online news reports. Which stories 1–6 do pictures A–C go with?
- 2 **CD 2.08** Work in pairs. Guess the endings of the unfinished sentences in the stories. Then listen to the news reports and write down the final sentence of each story.
- 3 Complete the table with the correct words from the stories.

Crime	Verb	Person
1	murder/kill	murderer/killer
2	steal	thief
kidnapping	kidnap	3
4	shoplift	shoplifter
5	vandalise	6
7	burgle	8
9	deal drugs	drug dealer

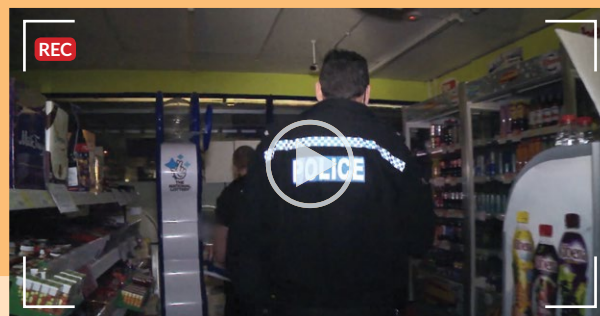
- 4 Complete the sentences with the correct form of the words from exercise 3.
 - 1 A gang of broke into the house of a rich businessman.
 - 2 The wanted a million pounds to give back the teenager.
 - 3 The police arrested Jake Longhurst for among school students.
 - 4 is a terrible crime. It's horrible to plan to kill someone.
 - 5 A lot of stores are losing money because of .
 - 6 Some teenagers several cars in this road last night.

- 6 **CD 2.09** Listen to three people talking about crimes and answer the questions.

- | | |
|---------------------------------------|------------------------------------|
| 1 What crimes are they talking about? | 3 Which person is speaking to ...? |
| 2 Which speaker was ...? | a a police officer |
| a a witness | b a store detective |
| b a victim | c a journalist |
| c a criminal | |

VOCABULARY CHALLENGE! Unit 6, page 112, exercises 1 and 2

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Describe the picture. What do you think happened?
- 2 In your opinion, do TV crime shows present the truth about police work? Why? / Why not?

1 Can you name someone famous who has been in the news recently for doing something wrong? What did he or she say about it?

2 LANGUAGE IN CONTEXT Read the news report and find examples of reported speech. Then complete the table with the correct verb forms.

POLITICIAN ARRESTED IN HIT-AND-RUN CASE

Yesterday evening, the police arrested Mark Watson, a prominent ruling party politician, for hitting a pedestrian and escaping from the accident scene. Later that evening, Mrs Delilah Fairbanks, Mark Watson's lawyer, told us that the police were interviewing her client then. She also said Mr Watson hadn't done anything illegal and wasn't responsible for the hit-and-run accident. Mrs Fairbanks mentioned that someone else had driven his car that day, while Mr Watson had been out of the country. The lawyer said she didn't know any more details and couldn't provide us with any more information. She added that Mr Watson would speak to the press himself later, after his police interview.



Direct speech	Reported speech
Present continuous → Past continuous	
'The police are interviewing my client now', said Mrs Fairbanks.	Mrs Fairbanks told us that the police ¹ her client then.
Present simple → Past simple	
'I don't know any more details', said the lawyer.	The lawyer said she ² any more details.
Present perfect → Past perfect	
'Mr Watson hasn't done anything illegal', said Mrs Fairbanks.	Mrs Fairbanks said Mr Watson ³ anything illegal.
Past Simple → Past perfect	
'Someone else drove his car that day', Mrs Fairbanks mentioned.	Mrs Fairbanks mentioned that someone else ⁴ his car that day.
will → would	
'Mr Watson will speak to the press himself later', she added.	She added that Mr Watson ⁵ to the press himself later.
can → could	
'I can't provide you with any more information', said the lawyer.	The lawyer said she ⁶ us with any more information.

3 ANALYSE Choose the correct option to complete the rules.

- We use **reported** / **direct** speech to repeat what someone said without using their exact words.
- In reported speech we **change** / **do not change** the tenses.
- In reported speech we **make** / **do not make** changes to pronouns and expressions of time and place.

4 PRACTISE Rewrite the sentences in reported speech, starting with **He said ...** or **She told me ...**

- 'Pete's already phoned the police.'
- 'Lenny was late for school again.'
- 'Some new students are visiting the school.'
- 'There are a lot of burglaries every week.'
- 'The programme was about crime.'
- 'Miss Baker didn't mark the homework.'
- 'It will rain later.'
- 'We can't use the computer.'

! Tip

- We say: 'He said that ...' (NOT ~~He said us that~~) and 'He told me that ...'
- In reported speech we often make changes to pronouns and time expressions:
here → **there** **I** → **he/she** **ago** → **before**
'I lived here ten years ago', he said. →
He said that he had lived there ten years before.

5 Rewrite the sentences in reported speech. Change the pronouns and time expressions using the phrases below. Start each sentence with **Ella said that ...**

the previous week the next day then that night
the following week the day before that day
that week

- 'I can't do it **now**.'
- 'We don't have a lesson here **today**.'
- 'Jacky will phone you **tomorrow**.'
- 'Tom can't come to the party **tonight**.'
- 'I saw Jerry **last week**.'
- 'Our class is having lessons in Room 10 **this week**.'
- 'Pam will get her results **next week**.'
- 'I went to the doctor's **yesterday**.'

GRAMMAR CHALLENGE! Unit 6, page 112, exercise 1

6 NOW YOU DO IT Work in pairs. Write a short text message to your partner. Try to use a present tense, a past tense, **will** and **can**. Exchange messages and then report what your partner said.

I'm tired. I went to bed too late. I'm going to leave school early. I can't concentrate. I'll phone you later.
Katy sent me a text message this morning. She said she was tired. She had gone to bed ...

- 1 Work in pairs and describe the picture. What do you think is happening? What type of crime is being committed?



- 2 Read the definition below. Then match the types of cybercrime 1–5 with definitions a–e. Have you or anyone you know ever come across any of these crimes?

cybercrime /'saɪbəkraɪm/ NOUN

any crime that someone commits using computers or the Internet.

- | | |
|------------------|----------------------|
| 1 identity theft | 4 online piracy |
| 2 hacking | 5 social engineering |
| 3 cyberbullying | |
- a saying horrible things about people online
 b the use of theories from social sciences to manipulate people so that they give away confidential information online
 c downloading films and music illegally online
 d stealing personal information about people online
 e getting through security systems to read private files online

- 3 **CD 2.10** Listen to four people talking about different types of cybercrime. Match each speaker with one of the cybercrimes from exercise 2. Which of the cybercrimes is not mentioned?

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

- 4 **CD 2.10** Listen again and answer the questions. There is one extra question.

Which speaker

- a concludes that being careful is enough to avoid becoming a victim?
 b gives only one reason for why people commit this cybercrime?
 c includes a personal opinion?
 d mentions a cybercrime committed by competitive people?
 e wants to warn others against this cybercrime?

- 5 **CD 2.11** Listen to a radio programme about cyberbullying. Are the statements true (T) or false (F)? Correct the false statements.

- The interviewer said that cyberbullying didn't often happen among school students.
- Dr Andrews told the interviewer that some victims of cyberbullying had committed suicide because they had been unable to defend themselves against their bullies' attacks.
- The interviewer said that cyberbullies could also be grown-up people.
- Dr Andrews said that cyberbullying was illegal everywhere.
- She also told the interviewer that, sadly, dangerous online challenges happened quite often.
- Dr Andrews said that online challenges were definitely a form of cyberbullying.

- 6 **CD 2.11** Listen to the interview again and answer the questions.

- Why does online environment encourage crime?
- Other than feeling hurt, how did some victims of cyberbullying react?
- Where does celebrity bullying usually take place?
- How effective are the police in fighting cyberbullies?
- Who gets hurt in online challenges?
- What does Dr Andrews mean by so-called 'fun'?

- 7 Read the questions and try to explain the meaning of the words and expressions in **bold**. Use a dictionary if possible. Then answer the questions.

- What does a **stalker** do? Do you know anyone who has **fallen victim to** stalking?
- If someone **called you names**, would you return the **abusive** comment? Why? / Why not?
- Have you had any classes on how to protect yourself or others from **harassment**?
- What would you do if you learnt that your friend **self-harmed** himself/herself?
- What **poses the greatest risk** to young people using the Internet?

VOCABULARY CHALLENGE! Unit 6, page 112, exercises 3, 4 and 5

- 8 **WHAT DO YOU THINK?** Work in pairs. Discuss the questions using the prompts below.

- Which of the cybercrimes do you consider the most serious? Why? Have you heard of any serious cybercrimes committed recently?
- Why do some people post hateful messages online? What motivates them to behave in this way?
 being anonymous • enjoying the opportunity to harm other people • not knowing how to express themselves in a polite way
- How can we protect ourselves from falling victim to cybercrime?
 report cybercrime and cybercriminals to the police • tell friends and family • don't read the abusive messages • send the cyberbullies messages back

- 1**  Work in pairs and describe the picture. What are the advantages and disadvantages of working as a bodyguard of a VIP?



- 2** **CD 2.12** **LANGUAGE IN CONTEXT** Read and listen to the dialogue. Why did the reporter interview the bodyguard?

- Archie** Did you see the interview with the bodyguard who used to protect a celebrity from stalkers? They wouldn't say who she was, I mean the celebrity, but I gathered that she was a famous singer.
- Tilly** Did they ask the bodyguard lots of interesting questions?
- Archie** Yes, of course they asked him what he considered the most difficult part of his job. They also wanted to know whether he had ever feared for his life. More interestingly for me, a lot of the questions were about his relationship with the celebrity. They wanted to know if the two of them were friends and if he could ask the celebrity for favours or a pay rise. The interviewer also wanted to find out how the bodyguard coped with all the stress. They didn't ask him what had made him want to become a bodyguard – which I'd like to know.
- Tilly** I guess that's a job for people who like dealing with dangerous situations, or rubbing shoulders with the rich and famous. It must be good money too!

- 3** **ANALYSE**  Read the dialogue in exercise 2 again and complete the reported questions.

Direct question	Reported question
Yes/No questions	
Have you ever feared for your life?	They asked him if ¹  .
Are you friends with the celebrity?	They also wanted to know whether ²  .
Wh- questions	
What do you consider the most difficult part of your job?	They asked him what ³  .
How do you cope with all the stress?	The interviewer wanted to find out ⁴  .

- 4**  Choose the correct words to complete the rules below.

- When we report **yes/no** / **wh-** questions, we use **if** or **whether**.
- We **need** / **don't need** question marks in reported questions.
- The word order in a reported question **is** / **isn't** the same as in an ordinary question.
- We **use** / **don't use** auxiliary verbs, e.g. **do** and **did** in reported questions.

- 5** **WHAT'S RIGHT?** Choose the correct sentences.

- He asked me did I want to go out.
- He asked me if I wanted to go out.
- They wanted to know how I was feeling.
- They wanted to know how was I feeling.

- 6** **PRACTISE**  Put the words in the correct order to make reported questions.

- me / was / the doctor / what / asked / the problem /
- to know / mum / when / home / wanted / come / I / would
- long / Harry / been / I / ill / how / had / me / asked
- Charlie and Eric / going / to know / policeman / where / were / wanted / the
- me / seen / asked / the film / I / if / had / Jan
- asked / where / Tom / lived / Jenny / he
- any / assistant / needed / me / help / asked / I / the / if
- man / the / know / was / wanted / where / the bank / to

- 7**  Here are some more questions the reporter asked the bodyguard. Rewrite them as reported questions. Start with **He wanted to know ...** or **He asked ...**

- 'When did you decide to become a bodyguard?'
- 'What is the hardest thing about protecting famous people?'
- 'Are you enjoying your work?'
- 'Can you give our viewers some advice about self-defence?'
- 'Is it important for bodyguards to get on with their clients?'
- 'Where did you do your bodyguard training?'
- 'Have you ever worked for politicians?'
- 'Will you tell us something about your private life?'

- 8**  Work in pairs. Take turns to ask and answer the questions below. Then report what your partner said to the class.

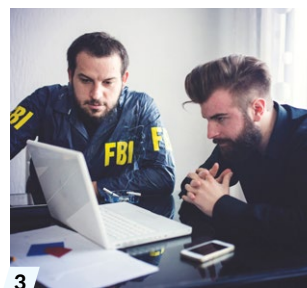
I asked Gosia if she would like to learn some self-defence techniques, and she told me that ...

- Would you like to learn some self-defence techniques?
- What are you afraid of the most in life?
- Have you ever been in a very dangerous situation?
- Are you a risk-taker?

- 9** **NOW YOU DO IT**  Work in pairs. Think about five questions that people asked you yesterday. Report the questions and the answers to the class.

The teacher asked me if I had finished my project, and I told him that I needed more time.

- 1 Look at the photographs. Work in pairs and discuss the challenges these people may face in their everyday working lives.
- 2 Work in pairs. Make a list of crimes which people your age often commit. What happens to teenagers who have committed crimes?
- 3 **CD 2.13** Read the text. Then choose the correct answer to the question below.
- How does the author feel about teenage courts?
- a She thinks they don't work well.
b She believes they allow young people to earn some money.
c She says they help young people not to commit crimes again.



- 4 Match the highlighted English words in the text with their Polish equivalents.

- | | |
|------------------|---------------------|
| 1 sędzić kogoś | 5 zeznania |
| 2 sąd | 6 winny |
| 3 przestępcy | 7 ława przysięgłych |
| 4 procesy sądowe | 8 sędzia |



Hi, my name is Max. I'm 17, and I'm a **judge** in a teen court in the USA. You may think it's impossible for a young person like me to **try** other teenagers in a court of law. ¹ Teen **courts**, also known as youth courts or peer courts, operate in most states. They deal with young, first-time **offenders** who have committed small, non-violent crimes such as painting graffiti or shoplifting. ² They can only work on the cases in which the teenagers have already said they are **guilty**.

How does it all work, then? ³ All the teenagers at my court are volunteers who are trained in the roles of judges, members of the jury or lawyers. We have **trials** by jury, we listen to eyewitnesses' **evidence**, give our verdict and sentence the offender. The punishments usually include either community service or an official apology to the victim.

⁴ You may be surprised but putting your ideas on paper makes you think a lot about your life!

You may wonder why I'm doing this. Well, first of all, I got involved because I believe that a teenage jury will understand another teenager better than any adult **jury**. Teenagers listen to teenagers after all, don't they? ⁵ We don't get paid for our work, but we're learning a lot about the legal system – and what's more important, we show our peers that there's more to life than crime!

[add comments](#)

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223

18



5 📖 📝 Read the text again and complete gaps 1–5 with sentences a–g. There are two extra sentences.

- a Well, it looks more or less the same as in a traditional court.
- b Another reason is the fact that it's a very responsible job, and everyone takes it very seriously.
- c Sometimes the offender has to write an essay to explain why their behaviour was wrong.
- d However, here in the USA, it's quite common.
- e What's more, the criminals never get any punishment.
- f These courts cannot decide if someone is guilty or not.
- g The crime can sometimes be very serious.

6 Put the questions in the order that the answers appear in the text.

- a What types of crimes do teenagers who appear in teen courts commit?
- b What are the advantages of working for a court of law?
- c What are the synonyms for 'teenage court'?
- d How are teenagers punished in teen courts?
- e What was the author's motivation to become a judge?
- f How are the teenage courts organised?

7 📖 📝 Complete the sentences with the information from the text. Write up to three words in each gap.

- 1 It is not in the USA to try other young people in court.
- 2 You teen courts in most states.
- 3 Teen courts do not deal with such as murder.
- 4 Writing an essay about your crime is supposed to make about your crime.
- 5 Teenage judges for their work. It's done on a voluntary basis.

8 🗨️ Work in pairs and answer the questions.

- 1 What do you think of the idea of teenage courts? Should teenagers try teenagers? Why? / Why not?
- 2 Would you like to work as a lawyer? Why? / Why not?

Vocabulary development

9 📖 Who usually does these things? Match the words below with phrases 1–11. Sometimes more than one answer is correct.

criminal	police officer	lawyer	judge	jury
witness	suspect	investigator	prosecutor	

- Who ...?
- 1 commits a crime
 - 2 arrests a suspect
 - 3 works on a legal case
 - 4 gives evidence in court
 - 5 sentences the criminals
 - 6 gets punished
 - 7 tries people in a court of law
 - 8 gives the verdict
 - 9 can be found guilty or innocent
 - 10 investigates a crime
 - 11 accuses the criminal of his/her crime in court

10 🗨️ Work in pairs and test each other.

- A I sentence the criminals. Who am I?
- B You're a judge.
- A That's correct.

11 📖 Complete the text with some of the verbs from exercise 9.



Silk was a very popular British legal drama series which is now available on DVD. The drama follows the daily lives of a group of lawyers who ¹ on different legal cases and deal with people who ² various crimes. The series is exciting because there are many courtroom scenes where you can see witnesses who ³ evidence in court and hear judges ⁴ their final verdicts. You never know if the person will be ⁵ guilty or innocent until the last moment, and if guilty, how they will ⁶ punished. Definitely worth watching!

VOCABULARY CHALLENGE! Unit 6, page 112, exercises 6 and 7

12 🗨️ Work in pairs. Imagine that you work for a teenage court of law. Read the cases and answer the questions below about each case.

- a A 16-year-old is caught shoplifting. He says he shoplifts because he's poor.
- b A group of young boys are caught selling drugs in front of their school. It is the first time they have done this.
- c A girl is caught doing graffiti on the walls of someone's house for the second time.
- d A girl is involved in a Facebook hate campaign against one of her schoolmates.

- 1 What crime does the person commit? How serious is it?
- 2 Who could give evidence in each case?
- 3 How should they be punished? What verdict would you give in each case?

1 Work in pairs and answer the questions.

- 1 Which media do you use to find out about the world?
- 2 What news stories interest young people the most?

2 **CD 2.14** Read and listen to the dialogue. Are the sentences true or false?

- 1 Terry Wilson was still at the house when the owner came back.
- 2 Terry Wilson didn't remember to log out of Facebook.
- 3 The explorer did not want to kill the spider.
- 4 Ken does not seem interested in Adele's story.

Ken Have you heard the story about a guy called Terry Wilson?

Adele No, I haven't. What's it about?

Ken It was on the news last night. It's a funny story about a burglar who got caught because of his Facebook profile. You won't believe it!

Adele Go on. Tell me what happened.

Ken Well, this guy broke into somebody's house and stole a tablet. But before he left, he logged in to Facebook on the house owner's computer. When the owner came back, the burglar had already left, but he had forgotten to log out! Can you believe it?

Adele What a silly man! Well, talking of recent stories, I've just read about a Polish explorer who said he'd always wanted to find the biggest tarantula in the world. And guess what? He found a huge one in Brazil and killed it to take it to a museum. People were really shocked that he had done something like that!

Ken How strange!



3 Read the dialogue in exercise 2 again and complete the Phrase Bank.

PHRASE BANK

Reporting a story

Have you **1**  the story about a man called Terry Wilson? Did you report that story about ...? / Did you read the article about ...?

You **2**  believe it!

Showing interest

3  on. Tell me what happened. / And what happened next?

4  a silly man!

How **5**  /terrible/scary!

4 Work in pairs. Use the ideas below to make a news story. Then take turns to present your story to your partner. Use the dialogue in exercise 2 to help you.

Student A

- A man / break / into a flat. He / want / to steal some money.
- After he / leave / the flat, he / fall down / in the street and / break / his leg.
- When the man / want / to pay for something in hospital, it / turn out / the stolen money was fake.
- The police / arrest / him.

Student B

- A girl / run away / from home / after she / argue / with her parents.
- She / go / to the shopping centre and / see / her boyfriend with another girl from their class.
- She / feel / upset because she / think / the boy / cheat on her.
- It / turn out / the girl's parents / send / them to look for their missing daughter.

5 **CD 2.15** Listen to a dialogue and answer the questions.

- 1 How many children in the world live off crime?
- 2 What was the headline of the story?
- 3 What did the girl in the story do? Why did she say she did it?
- 4 How do the speakers react to the story?

6 **CD 2.15** Listen again. Which of the phrases below do the speakers use to react to the news? Translate them into Polish.

- | | | |
|----------------------|-----------------------|------------------------------|
| • Isn't it horrible? | • You must be joking! | • I find it quite shocking. |
| • It can't be true. | • Just awful! | • I find it very surprising. |
| • Isn't it terrible? | • Incredible! | |
| • Unbelievable! | | |

7 Think of one recent story you have heard or read about. Make a list of words and phrases to use in the story.

8 Work in pairs. Role-play the dialogue using the phrases from this lesson. Then swap roles and do the task again.

Uczeń A

Usłyszałeś/Usłyszałaś w radiu ciekawą historię. Chcesz zrelacjonować ją koledze/koleżance.

- Powiedz, gdzie usłyszałeś/usłyszałaś tę historię.
- Opisz, co się stało.
- Powiedz, co myślisz na temat tej historii.

Uczeń B

Twój kolega / Twoja koleżanka opowiada Ci historię, którą usłyszał/usłyszała w radiu.

- Zapytaj o kilka szczegółów z tej historii.
- Odnies się z niedowierzaniem do jakiegoś faktu wybranego z tej historii.
- Powiedz, co myślisz o zachowaniu osób opisanych w tej historii.



- 1 Read the definition of a hate crime. Is this type of crime common in Poland?

A **hate crime** is a crime which happens because of intolerance towards a person or a group of people (for example, because of their gender, physical appearance, disability or sexual orientation).

- 2 Look at the poster used in a social campaign against hate crimes. Work in pairs and answer the questions.

- What hate crimes is this campaign against? Can you think of any other hate crimes?
- Do you think the poster is an effective way to fight hate crimes? Why? / Why not?

- 3 Read the forum entry. Match the questions with paragraphs A–D.

- Why not share your opinion?
- What could we do?
- How do I feel about the problem?
- What was the programme about?



Last night I watched a very interesting programme on TV about hate crimes.

A It was about a disabled 16-year-old boy who was a victim of bullying at his school. Some students made fun of him because of his disability. The boy was very upset.

B First of all, I must say I felt very sorry for the boy, but I also felt angry to hear that the boy's classmates didn't help him. Personally, I think that we should always help the victim fight against the bullies.

C Secondly, I believe that anyone who witnesses any such behaviour should tell the teachers or parents about it because adults know what to do in such a situation. In my opinion, schools should also organise classes to teach teenagers tolerance towards people who are simply different.

D What do you think about this issue? Why don't you post your comments below?

- 4 Read the forum entry in exercise 3 again and complete the Phrase Bank.

PHRASE BANK

Expressing opinions and feelings

First of all, I must say I felt sorry/upset/shocked to ¹ that ... | ², I think that ...
Secondly, I ³ that ... | In my ⁴ / In my view, ...
It seems to me that ... | It's always wrong to ...

Asking for opinion

What do you think about this ⁵?
Why ⁶ you post your comments below?
Tell me what you think about this problem.

- 5 Write sentences from the prompts.

- think / intolerance / serious issue in schools. Older students often / bully / younger students. / my opinion, / it / always wrong / hurt / other people's feelings.
- my view / we / do more / fight the problem of homelessness. / think / it be important / talk / about it and / help people who sleep in the streets.
- believe / we / have to help disabled people. They / need / our help and understanding the most. / be a good idea / take part in charity events / help / these people.

- 6 Complete the text with the words below. Then write two extra sentences to say what you suggest doing about the problem of racism.

problem discriminate practise victims view

I really care about the ¹ of racism because I live next door to a family of immigrants from Vietnam. The family are very friendly people, but they can't speak our language and they ² a different religion. Because of that they are ³ of discrimination. They get hate letters and people call them names.
In my ⁴, this is totally wrong. We can't ⁵ against anyone who is different.
I think we should ...

- 7 Read the instructions and do the writing task.

Na forum internetowym chciałbyś/chciałybyś podzielić się opinią na temat problemu społecznego, któremu, Twoim zdaniem, powinno się poświęcić więcej uwagi. Zredaguj wpis (100–150 słów), w którym:

- przedstawisz problem i wyjaśnisz, dlaczego jest on dla Ciebie ważny,
- opiszesz niedawne zdarzenie będące skutkiem opisywanego problemu,
- zaproponujesz, co Ty i Twoi koledzy moglibyście zrobić w tej sprawie,
- poprosisz innych uczestników forum o wyrażenie opinii na ten temat.

1 Choose the best response to statements 1–4.

- 1 Did you hear the story about the teenage police officers?
 - a The one on the news last night?
 - b How unbelievable!
- 2 It's always wrong to hurt other people.
 - a It can't be true!
 - b Exactly!
- 3 Why don't you share your opinion with us?
 - a Yes, I do.
 - b OK, I will.
- 4 Did the police arrest any suspects?
 - a I think so.
 - b I can't believe it.

2 Read the mini-dialogues. Choose the correct answer: a, b or c.

- 1 **X** I read this amazing story about a 6-year-old boy who produced fake money.
Y 
 - a I have no idea.
 - b Go on. Tell me about it.
 - c Let me know.
- 2 **X** Why was the man arrested?
Y 
X Oh! What kind?
 - a He was found guilty.
 - b He was shoplifting.
 - c He had committed a few crimes.
- 3 **X** What punishment did the woman get?
Y 
X Only that? It doesn't seem fair for such a crime.
 - a She didn't get punished at all.
 - b She had to do community service.
 - c She gave the final verdict.
- 4 **X** 
Y What exactly?
X The story I've just read.
 - a How incredible!
 - b What a strange man!
 - c You must be joking!
- 5 **X** 
Y In my opinion, they're very useful.
 - a What do you dislike the most about teenage courts?
 - b What do you think about teenage courts?
 - c What do you find surprising about teenage courts?

3 Read the sentences. Choose the correct translation of the Polish parts of the sentences in brackets.

- 1 The witness said he  (*właśnie wszedł*) into the shop when the crime took place.
 - a just walked
 - b had just walked
 - c was just walking
- 2 The police arrested the boy for  (*włamanie*).
 - a theft
 - b burglary
 - c shoplifting
- 3  (*Moim zdaniem*) the man isn't guilty. He wasn't anywhere near the crime scene.
 - a In my view,
 - b Personally,
 - c I must say that
- 4 The story is incredible.  (*Nie uwierzysz*) it!
 - a You won't believe
 - b You can't believe
 - c You don't believe
- 5 The criminal said he had stolen the car  (*wczoraj*).
 - a yesterday
 - b that day
 - c the day before

4 Read the text and choose the correct answers.

DRIVERLESS CAR ACCIDENTS – WHO'S AT FAULT?

The creation of self-driving vehicles leads us to an interesting legal question: who is responsible ¹  an accident involving a driverless car?

In a 2018 crash in Tempe, Arizona (USA), a woman was hit and killed by a fast-approaching Uber self-driving vehicle. The vehicle's automatic systems failed to identify the ²  as a collision danger in the way they should. Nevertheless, the police officer viewing the CCTV footage of the accident said at first that the pedestrian ³  into the road from out of the darkness and therefore the vehicle hadn't been able to avoid the collision. Later on investigators revealed that the safety driver had been distracted by watching an episode of a television show in the back seat at the time of the accident. After a long ⁴ , the driver was finally accused ⁵  negligence. The investigators interviewed the driver and asked him whether ⁶  guilty, but he said he was innocent. He currently awaits ⁷ . An Arizona prosecutor announced that Uber itself hadn't ⁸  a crime, even though days before the crash, an Uber employee had informed his superiors that the vehicles ⁹  unsafe. A BBC technology correspondent commented that as long as self-driving cars still needed a human safety driver behind the wheel, there would be confusion about who should get punished in case of a crash.

- | | | |
|------------------|---------------|-----------------|
| 1 a for | b after | c behind |
| 2 a investigator | b pedestrian | c politician |
| 3 a had stepped | b has stepped | c would step |
| 4 a identity | b harassment | c investigation |
| 5 a of | b about | c for |
| 6 a did he feel | b he felt | c does he feel |
| 7 a theft | b sentence | c trial |
| 8 a coped with | b committed | c investigated |
| 9 a were | b would be | c have been |

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 Describe the picture. What do you think is going on?
- 2 In your opinion, are self-driving cars an improvement or a threat to road safety?
- 3 Who should get punished for crashes involving driverless cars – the manufacturer or the safety driver? Consider the point of view of the manufacturer, the driver and the accident victim.

Vocabulary MP3 46

accuse sb of sth	/ə'kju:z ,sʌmbədi əv ,sʌmθɪŋ/	oskarżyć kogoś o coś
arrest sb for sth	/ə'rest ,sʌmbədi fə(r) ,sʌmθɪŋ/	aresztować kogoś za coś
break into sth	/breɪk ɪntə ,sʌmθɪŋ/	włamać się do czegoś
burglar	/'bɜ:(r)glə(r)/	włamywacz
burglary	/'bɜ:(r)gləri/	włamanie
burgle	/'bɜ:(r)g(ə)/	włamać się i okraść
crime scene	/'kraɪm ,si:n/	miejsce zbrodni
criminal	/'krɪmɪn(ə)/	przestępca
deal drugs	/'di:l 'drʌgz/	handlować narkotykami
drug dealer	/'drʌg ,di:lə(r)/	handlarz narkotyków
drug dealing	/'drʌg ,di:lɪŋ/	handel narkotykami
free	/fri:/	uwolnić
increase	/ɪn'kri:s/	zwiększać się
kidnap	/'kɪdnæp/	porwać
kidnapper	/'kɪdnæpə(r)/	porywacz
kidnapping	/'kɪdnæpɪŋ/	porwanie
kill	/kɪl/	zabić
killer/murderer	/'kɪlə(r) ,mɜ:(r)dərə(r)/	zabójca
lock	/lɒk/	zamknąć na klucz
murder	/'mɜ:(r)də(r)/	zabójstwo; zamordować
paint graffiti	/'peɪnt grə'fi:ti/	malować graffiti
police officer	/pə'li:s ,ɒfɪsə(r)/	policjant
police station	/pə'li:s ,steɪʃ(ə)n/	posterunek policji
report	/'ri:pɔ:(r)t/	zgłosić
shoplift	/'ʃɒplɪft/	kraść w sklepie
shoplifter	/'ʃɒplɪftə(r)/	złodziej sklepowy
shoplifting	/'ʃɒplɪftɪŋ/	kradzież sklepową
steal	/'sti:l/	ukraść
store detective	/'stɔ:(r) dɪ'tektɪv/	detektyw sklepowy
suffer	/'sʌfə(r)/	ucierpieć
theft	/θeft/	kradzież
thief (pl. thieves)	/θi:f ,θi:vz/	złodziej
unemployed	/'ʌnɪm'plɔɪd/	bezrobotny
vandal	/'vændəl/	wandal
vandalise	/'vændəlaɪz/	zdeławastować
vandalism	/'vændəlɪz(ə)m/	wandalizm
victim	/'vɪktɪm/	ofiara
warn sb against sth	/'wɔ:(r)n ,sʌmbədi ə'genst ,sʌmθɪŋ/	ostrzec kogoś przed czymś
witness	/'wɪtnəs/	świadek

Grammar 1 MP3 47

client	/'klaɪənt/	klient
hit a pedestrian	/'hɪt ə pə'destriən/	potrafić pieszego
hit-and-run accident	/'hɪt ən 'rʌn ,æksɪd(ə)nt/	wypadek samochodowy, którego sprawcą zbiegł
interview	/'ɪntə(r)vju:/	przesłuchiwać; przesłuchanie
lawyer	/'lɔ:(r)jə(r)/	prawnik
politician	/'pɒlə'tɪʃ(ə)n/	polityk

Listening and vocabulary MP3 48

abusive comment	/ə'bju:sɪv 'kɒment/	obelżywy komentarz
affect sb	/ə'fekt ,sʌmbədi/	oddziaływać na kogoś
anonymous	/ə'nɒnɪməs/	anonimowy
beware of sth	/bi'weə əv ,sʌmθɪŋ/	strzec się czegoś

bully	/'bʊli/	prześladowca
call sb names	/'kɔ:l ,sʌmbədi 'neɪmz/	obrzucać kogoś wyzwiskami
commit suicide	/kə'mɪt 'su:ɪsaɪd/	popętnić samobójstwo
cyberbullying	/'saɪbə ,bʊlɪŋ/	prześladowanie w sieci
cybercrime	/'saɪbə(r) ,kraɪm/	cyberprzestępczość
cyberstalking	/'saɪbə(r) ,stɔ:kɪŋ/	nękanie w sieci
defend yourself against sth	/dɪ'fend jə(r)self ə'genst ,sʌmθɪŋ/	bronić się przed czymś
demand	/dɪ'mɑ:nd/	żądać
end up in prison	/end ʌp ɪn 'prɪz(ə)n/	wyładować w więzieniu
fall victim to sth	/'fɔ:l 'vɪktɪm tə ,sʌmθɪŋ/	paść ofiarą czegoś
feel hurt	/'fi:l 'hɜ:(r)t/	poczuć się zranionym
frighten	/'fraɪt(ə)n/	przerazić
grave consequences	/'greɪv 'kɒnsɪkwənsɪz/	poważne konsekwencje
hacking	/'hækɪŋ/	włamywanie się do systemów komputerowych
harassment	/'hærəsmənt/	nękanie, prześladowanie
harm	/'hɑ:(r)m/	krzywdzić
hateful	/'heitf(ə)/	nienawistny
identity theft	/'aɪ'dentɪti θeft/	kradzież tożsamości
monitor	/'mɒnɪtə(r)/	monitorować
naïve	/'naɪ'v/	naiwny
online piracy	/'ɒnlaɪn 'paɪrəsi/	piractwo internetowe
outsmart	/'aʊt'smɑ:(r)t/	przechytryżyć
pose a risk to sb	/'pəʊz ə 'rɪsk tə ,sʌmbədi/	stanowić zagrożenie dla kogoś
self-harm	/'self 'hɑ:(r)m/	samookaleczyć się
social engineering	/'səʊʃ(ə)l ,endʒɪ'nɪərɪŋ/	socjotechnika, inżynieria społeczna
stalker	/'stɔ:kə(r)/	stalker, prześladowca
subject sb to sth	/'səb'dʒekt ,sʌmbədi tə ,sʌmθɪŋ/	poddać kogoś czemuś, narażać kogoś na coś
threaten	/'θret(ə)n/	grozić

Grammar 2 MP3 49

bodyguard	/'bɒdi ,gɑ:(r)d/	ochroniarz
fear for your life	/'fiə(r) fə(r) jə(r) 'laɪf/	obawiać się o swoje życie
rub shoulders with sb	/'rʌb 'ʃəʊldə(r)z wɪθ ,sʌmbədi/	przebywać w czymś towarzystwie
self-defence	/'selfdɪ'fens/	samoobrona

Reading and vocabulary MP3 50

appear in court	/ə'piə ɪn 'kɔ:(r)t/	stawić się w sądzie
community service	/'kɒmju:nəti ,sɜ:(r)vis/	prace społeczne
court (of law)	/'kɔ:(r)t (əv 'lɔ:)/	sąd
courtroom	/'kɔ:(r)t ,ru:m/	sala sądowa
deal with sth	/'di:l wɪθ ,sʌmθɪŋ/	zajmować się czymś
evidence	/'eɪvɪdəns/	zeznania
eyewitness	/'aɪ ,wɪtnəs/	naoczny świadek
find sb guilty/innocent	/'faɪnd ,sʌmbədi 'ɡɪlti ,ɪnəs(ə)nt/	uznać kogoś za winnego/niewinnego
get punished	/'get 'pʌnɪʃt/	zostać ukaranym

give evidence	/'ɡɪv 'eɪvɪdəns/	zeznawać
give the verdict	/'ɡɪv ðə 'vɜ:(r)dɪkt/	wydać wyrok
guilty	/'ɡɪlti/	winny
hate campaign	/'heit kæm'peɪn/	kampania nienawiści
innocent	/'ɪnəs(ə)nt/	niewinny
investigate a crime	/'ɪn ,vestɪgeɪt ə 'kraɪm/	przewodzić śledztwo w sprawie przestępstwa
investigator	/'ɪn ,vestɪ ,ɡeɪtə(r)/	oficer śledczy
judge	/'dʒʌdʒ/	sędzia
jury	/'dʒʊəri/	ława przysięgłych
legal case	/'li:g(ə)l 'keɪs/	sprawa sądowa
legal system	/'li:g(ə)l ,sɪstəm/	system prawny
member of the jury	/'membə əv ðə 'dʒʊəri/	przysięgły
non-violent crime	/'nɒn ,vaɪələnt 'kraɪm/	przestępstwo bez użycia przemocy
offender	/'ɒfendə(r)/	przestępca
peers	/'pɪə(r)z/	równieśnicy
prosecutor	/'prɒsɪkjʊ:tə(r)/	prokurator
sentence	/'sentəns/	wyrok
sentence sb to sth	/'sentəns ,sʌmbədi tə ,sʌmθɪŋ/	skazać kogoś na coś
suspect	/'sʌspekt/	podejrzany
trial	/'traɪəl/	proces sądowy
try sb	/'traɪ ,sʌmbədi/	sądzić kogoś

Speaking MP3 51

cheat on sb	/'tʃi:t ɒn ,sʌmbədi/	zdradzać kogoś
fake	/'feɪk/	podrobiony
get caught	/'get 'kɔ:t/	zostać ujętym
missing	/'mɪsɪŋ/	zaginiony
scary	/'skeəri/	prerażający

Writing MP3 52

discriminate against sb	/'dɪskrɪmɪneɪt ə'genst ,sʌmbədi/	dyskryminować kogoś
discrimination	/'dɪskrɪmɪ'neɪʃ(ə)n/	dyskryminacja
gender	/'dʒendə(r)/	pleć
hate crime	/'heit kraɪm/	przestępstwo z powodu nienawiści
homelessness	/'həʊmləsnes/	do jakiejś grupy społecznej
make fun of sb	/'meɪk 'fʌn əv ,sʌmbədi/	bezdomność
practise a religion	/'præktɪs ə 'rɪ'lɪdʒ(ə)n/	wyśmiewać się z kogoś
racism	/'reɪ ,sɪz(ə)m/	wyznawać religię
sexual orientation	/'seksʃʊəl ,ɔ:riən teɪʃ(ə)n/	rasizm
tolerance/intolerance towards sb	/'tɒlərəns ,ɪn'tɒlərəns tə ,wɔ:(r)dz ,sʌmbədi/	orientacja seksualna
understanding	/'ʌndə(r)'stændɪŋ/	tolerancja/nietolerancja
witness sth	/'wɪtnəs ,sʌmθɪŋ/	wobec kogoś
		rozumienie
		być świadkiem czegoś

English in Use MP3 53

CCTV footage	/'si: si: ti: 'vi: ,fʊtɪdʒ/	nagranie z monitoringu
collision	/'kɒlɪʒ(ə)n/	kolizja
confusion	/'kɒn'fju:ʒ(ə)n/	zamęt
distracted	/'dɪ'stræktɪd/	rozkojarzony
driverless/self-driving car	/'draɪvələs ,self ,draɪvɪŋ 'kɑ:(r)/	samochód autonomiczny
fair	/'feə(r)/	sprawiedliwy
road safety	/'rəʊd ,seɪfti/	bezpieczeństwo na drodze

Challenge! MP3 54

apologise	/ə'pɒlədʒaɪz/	przepraszać
apology	/ə'pɒlədʒi/	przeprosiny
arrest	/ə'rest/	aresztować; aresztowanie
behaviour	/'bi:heɪvjə(r)/	zachowanie
break the law	/'breɪk ðə 'lɔ:/	łamać prawo
commit a crime	/kə'mɪt ə 'kraɪm/	popętnić przestępstwo
illegal	/'ɪli:g(ə)l/	nielegalny
impatient	/'ɪm'peɪʃ(ə)nt/	niecierpliwy

impolite	/'ɪmpə'laɪt/	nieuprzejmy
incorrect	/'ɪnkə'rekt/	nieprawidłowy
inexperienced	/'ɪnɪk'spiəriəns/	niedoświadczony
insecure	/'ɪnsɪ'kjʊə(r)/	niepewny
investigation	/'ɪn ,vestɪ ,ɡeɪʃ(ə)n/	śledztwo
invisible	/'ɪn'vɪzəb(ə)l/	niewidzialny
look for a suspect	/'lʊk fə ə 'sʌspekt/	szukać podejrzanego
pay a fine	/'peɪ ə 'faɪn/	zapłacić mandat
punishment	/'pʌnɪʃmənt/	kara

rob	/rɒb/	obrabować
robbery	/'rɒbəri/	napad rabunkowy
suspect	/'sʌspekt/	podejrzany
unbelievable	/'ʌnbɪ'li:vəb(ə)l/	niewiarygodny
unexpected	/'ʌnɪk'spektɪd/	niespodziewany
unkind	/'ʌn'kaɪnd/	nieemiły
unlucky	/'ʌn'lʌki/	pechowy
unsigned	/'ʌn'saɪnd/	niepodpisany
unusual	/'ʌn'ju:ʒʊəl/	niecodzienny



Complete all the exercises from this section in your notebook.

VOCABULARY

- 1 Match the verbs 1–8 with words and phrases a–h. Give the names of the people who usually do these things.

1 commit	a a suspect
2 give	b to three years in prison
3 get	c flats
4 work	d on a legal case
5 arrest	e punished
6 sentence somebody	f witnesses
7 break into	g a crime
8 look for	h evidence in court

- 2 Complete the sentences with the missing words.

- During a **t** , a crime is examined and the suitable punishment is given for it.
- I hated primary school because the other kids would always call me **n** .
- J** is a group of people who decide if the suspect is guilty or innocent. Their decision is called a **v** .
- Sometimes, **b** don't even realise how much damage their **a** comments can do.
- Teen courts in the USA only deal with young, first-time **o** .

GRAMMAR

- 3 Rewrite the sentences in reported speech.

- 'My client has never done anything against the law in his life', the lawyer said.
- 'My sister watched a good crime movie last night', Julia said.
- 'A police officer is coming to our school tomorrow to talk about crime', our teachers said.
- 'I never lie', the suspect said.
- 'It will be difficult to catch the criminal here', the police officer said.
- 'Where were you when I called?' asked Andy.
- 'Did you see Mike yesterday?' mum asked.
- 'Are you going to Paris next weekend?' asked Theo.

- 4 Choose the correct option.

- He **said** / **told** me he wanted to order a pizza.
- They **said** / **told** to me they were never going to visit that awful place again.
- Kate **told** / **said** us about the test next week.
- Mark **said** / **told** he needed to have something to drink.

- 5 Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

ENGLISH IN USE

- 6 **SŁOWOTWÓRSTWO** Przeczytaj tekst. Uzupełnij każdą lukę (1–6), przekształcając wyrazy w nawiasach w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

There are few people who don't enjoy watching a crime movie from time to time. So, TV channels give the 1 (**view**) a great choice of crime films and various programmes about police 2 (**investigate**) to enjoy. They are also full of 3 (**excite**) crime series that draw millions of people to their TV screens every day. But what about people who prefer a good book to a crime movie? Well, don't worry as the Internet offers a lot of 4 (**solve**). There are plenty of websites where you can read detective stories for free. One of these websites is *Detective, Crime, and Murder Mystery Books Reading Room*. The website has a large number of crime stories. Some of them are more traditional detective stories, while others have more 5 (**usual**) plots. They are available in the full-length version, so make sure you have a free evening before you visit the page. Be prepared for some 6 (**expect**) changes to the plot in most of the stories there. Investigate the crimes as you read along!

- 7 **TRANSFORMACJE ZDAŃ** Uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów zdań. Wymagana jest pełna poprawność gramatyczna i ortograficzna. W każdą lukę możesz wpisać maksymalnie sześć wyrazów.

- 'There's a lot of bullying going on at my school at this time.' The girls said going on at their school at that time.
- 'We will not tolerate any form of discrimination', said the new mayor. After last year's election, the new mayor said any form of discrimination.
- 'Do you protect yourself against hacking?' the campaign manager asked the candidate. Before the campaign, the manager asked the candidate against hacking.
- 'Why haven't you told anyone about this?' he asked. After the meeting, he asked why about that.
- 'You can go to jail for this!' she said. She told to jail for that.
- This prosecutor doesn't have much experience. He is prosecutor.

READING

- 8 **ODPOWIEDZI NA PYTANIA** Przeczytaj tekst na stronie 77. Odpowiedz na pytania 1–6. Na pytania należy odpowiedzieć w języku angielskim.

- Why did Vincenzo get involved in crime as a child?
- How did Vincenzo make it possible for poor kids to go to the cinema?
- How did Vincenzo become a master climber?
- How did robbery victims get their things back?
- What job was Pipino afraid of taking on? Why?
- What is mysterious about Pipino's greatest theft?



Twenty-first century Robin Hood

In legends, everyone loves Robin Hood (except the Sheriff of Nottingham). But is it possible in the real world to have a criminal who is so strict about their moral code that they're respected by everyone, including the police? Vincenzo Pipino proves that it is.

Growing up in Venice after World War II, Vincenzo and his siblings used to spend their days in the streets with no one to watch over them or feed them. That taught the boy to steal food from rich people's plates when they were dining in open-air cafés and run like the wind to escape with it. Soon, the small but talented thief wanted to help more people. Aware of the social injustice around him, he was on the lookout for the rich who could afford to lose a bit and the poor who would benefit from it. He also made it possible for the poor kids to go to the cinema by stealing tickets and reselling them at low prices. The busy boy was returning home later and later, so to avoid his mother (and the ghosts she was trying to scare him with) he started climbing in through the window – a useful skill for a robber.

Pipino broke the law on a daily basis, yet the police investigators weren't really trying to catch him. In fact, making the world a better place for many people made him widely respected and even liked for his good manners. He never destroyed anything, sold the stolen goods to raise money for the poor, and if those who fell victim to his robberies were very much attached to their possessions, he was happy to sell them back to them.

Naturally, many people wanted to hire such a talented burglar. He didn't refuse the rich, but when he was approached by the mafia, he got scared. He was aware that getting involved with a violent organisation posed a risk to one's life, so he offered them a deal: they'd leave him alone in return for a theft of something impossible to steal. And so Pipino broke into the Doge's Palace and stole a painting that was the symbol of Venice. However, at this point, the people of Venice said he'd gone too far. The police made him a deal – return the painting or go to jail for a long time. No one knows how he managed that, but a few days later the painting was at the hands of the police. The Gentleman Thief honoured the wishes of the people of his city.



Doge's Palace, Venice

SPEAKING

9 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń B.

Uczeń A

Byłeś/Byłaś świadkiem napadu na sklep i składasz zeznania na komisariacie policji. W rozmowie z policjantem/policjantką porusz następujące kwestie:

opis sprawcy/
sprawców

sposób i kierunek
ucieczki sprawcy/
sprawców

Twoje zachowanie
w trakcie napadu
i po nim

przebieg napadu

Uczeń B

Jesteś policjantem/policjantką i przyjmujesz zeznania ucznia A, który był świadkiem napadu na sklep. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/ wybrane punkty:

- zapytaj ucznia A, czy jest gotowy do złożenia zeznań,
- poinformuj ucznia A, że policja już jest na tropie sprawcy/sprawców,
- zapytaj ucznia A, czy pamięta jeszcze jakieś szczegóły.

WRITING

10 WPIS NA BLOGU Przeczytaj polecenie i wypowiedz się na poniższy temat.

W mediach toczy się debata na temat ludzi, którzy kradną z powodu biedy. Zredaguj **wpis** na swoim blogu (100–150 wyrazów), w którym:

- opiszysz przykład takiej kradzieży,
- przedstawisz swoją opinię na temat kary, jaką ta osoba otrzymała,
- zaproponujesz sposób zapobiegania takim sytuacjom,
- poprosisz swoich czytelników o wyrażenie opinii na ten temat.

Napisz wypowiedź w języku angielskim. Rozwiń wypowiedź w każdym z czterech podpunktów, tak aby osoba nieznająca polecenia w języku polskim uzyskała wszystkie wskazane w nim informacje. Pamiętaj, że długość wypowiedzi powinna wynosić od 100 do 150 wyrazów (nie licząc słów w podanych już zdaniach zaczynających wypowiedź). Oceniane są: umiejętność pełnego przekazania informacji, spójność i logika wypowiedzi, zakres środków językowych oraz poprawność środków językowych.

Hi everyone, controversial topic today!

...

7

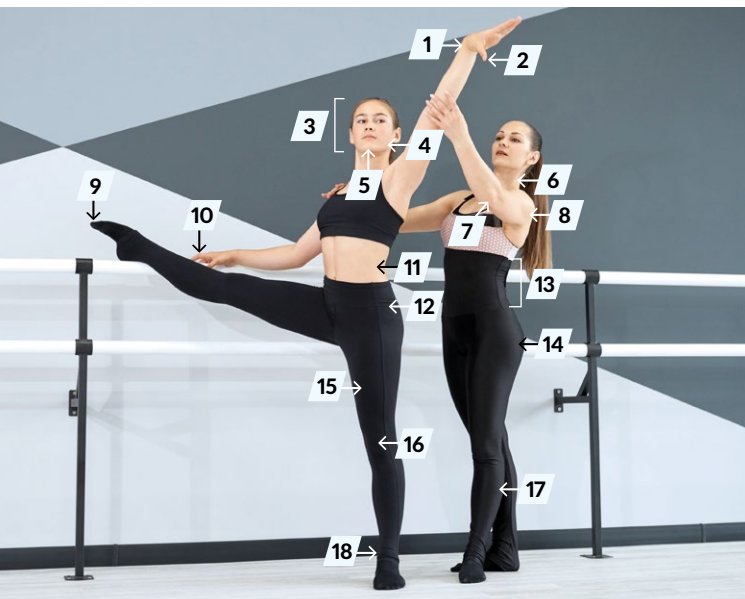
BODY AND MIND

VOCABULARY

parts of the body • illnesses • symptoms and treatment

- 1 Match 1-18 with the body parts below. Which words have a silent letter in them? Are there any other body parts you can name in English?

waist knee neck thigh jaw hip toe elbow
thumb knuckle shoulder chin bottom calf spine
skull ankle wrist



- 2 Complete the sentences with the names of the organs below.

lungs kidneys brain skin heart liver

- The removes toxins from our blood.
 - We need to breathe air.
 - The is our biggest organ and covers our whole body.
 - The pumps blood round our bodies.
 - We have two and they filter our blood.
 - We use our to think with!
- 3 Divide the health problems into a) serious, requiring a visit to a GP or hospital, and b) not so serious, that can be self-treated. Then tell your partner about a time when you had one of these problems.

HEALTH PROBLEMS

- break a bone
- catch a bad cold or flu
- cut part of your body badly
- sprain your ankle
- dislocate your shoulder or knee
- have a nasty rash
- have a nosebleed
- bruise part of your body badly
- burn your hand a little
- have a minor infection

- 4 Read the posts and replies on a health website. Match them with some of the health problems in exercise 3.

- A** I've got lots of red spots and they itch terribly!

B Don't scratch! Put some cream on them.
- A** It's bleeding a lot and it hurts!

B Put a plaster on it and take some painkillers.
- A** I'm coughing and sneezing, and I've got a sore throat.

B Suck some sweets and take cough medicine.
- A** It's swollen and I can't walk.

B Put an ice pack on it and rest it.

- 5 Choose the correct option to complete the sentences.

- I **caught** / **cut** my foot and now it **pains** / **hurts** when I walk.
- If you **burn** / **break** your hand, don't cover it up.
- Some people are allergic to certain things and get a nasty **bruise** / **rash** on their skin.
- You must clean a cut carefully or you'll get **a bruise** / **an infection**.
- A day after I'd sprained my wrist, it was very **big** / **swollen**.
- The cut was **burning** / **bleeding**, so someone gave me **some cream** / **a plaster**.

- 6 Label the pictures below with the words and expressions from exercises 3-5. There are two extra pictures. What do you call these medical problems in English?



- 7 Work in pairs. Mime four different symptoms or medical problems to your partner and ask him or her to guess them.

- 8 **CD 2.16** Listen to the extract from a radio programme about health and answer the questions.

- What causes colds and flu?
- What advice does the doctor give?

VOCABULARY CHALLENGE! Unit 7, page 113, exercises 1 and 2

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

- Do you think online health advice is useful when you are ill? Why? / Why not?
- Have you ever helped someone in a medical emergency? What happened?

second conditional • It's (high/about) time • I'd rather / I wish / If only (present and future wishes)

1 How could technology help you keep fit and improve your well-being?

2 **CD 2.17 LANGUAGE IN CONTEXT** Read and listen to the dialogue. Answer the questions.

- 1 What have the girls just listened to?
- 2 What innovations do they mention?

Freya That podcast about technology helping people get into shape was really interesting. It's time we used technology to enhance our well-being, isn't it? Like the mattress in your bed which can tell you what's keeping you awake at night ...

Kelly Really? If I had a mattress like that, I'd have the feeling that I was sleeping on some kind of an electronic device rather than my own bed! I wish people could think for themselves rather than trust technology ...

Freya OK, maybe – but things are changing. How about a fridge that would suggest what nutritious meals you could make based on what's left in it?

Kelly Well, I'd rather my mum thought of what's good for us to eat than our fridge! I'm afraid I don't get it. If only people understood that machines should not replace our brains!

Freya I wish you were a little less conservative sometimes.



3 ANALYSE Find examples of the following in the dialogue.

1 Second conditional

If + past simple + **would** + verb
would + verb + **if** + past simple

2 I wish / If only + subject + past simple

3 It's (high/about) time + subject + past simple

4 I'd rather + subject + past simple

4 Choose the correct option to complete the rules.

- 1 We use the **second conditional** to refer to a **hypothetical / real** situation in the present or the future.
- 2 We use **If I were you** to **give advice / express a regret**.
- 3 We use **I wish + past simple** to express **wishes / hopes** about the present.
- 4 We use **It's time + past simple** to say that action **needs / needed** to be taken **now / in the past**.
- 5 We use **I'd rather + past simple** to express **a preference / a regret**.

5 PRACTISE Complete the sentences with the correct forms of the verbs in brackets. Use the second conditional.

- 1 If I (be) you, I (eat) less fast food and more fruit, grains and vegetables.
- 2 We (not use) so much technology if we (be) prepared to think more on our own.
- 3 (be / the presentation) better if we (include) more statistics on young people keeping fit?
- 4 If supermarkets (not use) so much packaging, there (not be) so much to throw away or recycle.
- 5 If my dad (exercise) more, he (not feel) so apathetic.
- 6 If I (study) harder, my grades (improve).
- 7 If countries (work) together, they (find) solutions to these problems.
- 8 My dad (change) jobs if he (not like) his work.

6 Complete the sentences with the correct form of the verbs in brackets.

- 1 I wish our teacher (not give) us so much homework on Fridays.
- 2 It's time different countries (work) together to prevent obesity.
- 3 I'd rather the doctors (not go) on strike this week.
- 4 I wish I (know) more about the causes of depression.
- 5 Would you rather I (not phone) you after 10.30?
- 6 Is it time we (go) home?

7 Translate the sentences into English.

- 1 Gdybyś odrabiała pracę domową wieczorem, nie musiałabyś jej odrabiać rano w autobusie szkolnym.
- 2 Szkoda, że kiedy udajemy się na wakacje, zawsze wybieramy samolot.
- 3 Czy twoi rodzice chcieliby, żebyś się więcej uczył?
- 4 Najwyższy czas, żeby młodzi ludzie zaczęli dbać o swoje zdrowie.
- 5 Czy żałujesz, że nie mieszkasz nad morzem?
- 6 Mój tata żałuje, że musi codziennie dojeżdżać do pracy.
- 7 Na twoim miejscu po prostu wziąłbym aspirynę.

8 Rewrite the second sentence so that it has the same meaning as the first one. Use the beginnings given.

- 1 I'd prefer it if you didn't eat so many sweets.
I'd rather .
- 2 Parents would like their children to use less technology.
Parents wish .
- 3 More money would make me feel happier.
If only .
- 4 You don't do any sports, so you are out of shape.
If you .
- 5 Would you like me to cook tonight?
Would you rather .
- 6 Young people must realise the dangers of taking drugs.
It's high time .

GRAMMAR CHALLENGE! Unit 7, page 113, exercise 1

1 Work in pairs and describe the picture on the right. If you could invent a new wonder drug to deal with a medical problem, what would it be?

2 **CD 2.18** Work in pairs and do the quiz. Then listen to an interview and check your answers.



4 Complete the sentences with the adjectives below. Can you think of other adjectives with the same endings?

profitable	medical	cosmetic	ineffective
	resistant	countless	

- 1 People in the world are worried about viruses.
- 2 Antibiotics have saved lives.
- 3 These antibiotics are unfortunately becoming .
- 4 Bacteria have become to many antibiotics.
- 5 There would be no more surgery.
- 6 It's been more to develop other drugs.

5 Complete the questions with the correct adjectives from exercise 4. Then ask and answer the questions in pairs.

- 1 What do you think has been the most important breakthrough?
- 2 What sort of businesses do you think are most today?
- 3 What cold and flu treatments do you think are .
- 4 Would you ever have surgery? Why? / Why not?
- 5 What diseases do you know that are to treatment?

6 **CD 2.19** Listen to a boy and girl discussing an attack on a research centre. Answer the questions.

- 1 What does the girl know about the attack?
- 2 What happened, when and why?
- 3 What is the girl's opinion and why?
- 4 What is the boy's opinion and why?

7 **CD 2.19** Listen again and complete the sentences with the information from the recording.

- 1 The girl heard on the news that someone in Hadley the night before.
- 2 The activists who did it are against .
- 3 It's still uncertain if .
- 4 The girl believes it was wrong to release the animals as they might .
- 5 The boy believes animal testing is new medicines.
- 6 The speakers with each other on this issue.

VOCABULARY CHALLENGE! Unit 7, page 113, exercise 3

8 **NOW YOU DO IT** Work in pairs. Discuss the question using the prompts below.

Do you think using animals in medical research is right or wrong? Why?

Right: need new drugs • too dangerous to test on humans
Wrong: animals have rights • cause suffering



1 **When were antibiotics discovered?**

- a in the 1890s b in the 1920s c in the 1940s

2 **Who discovered antibiotics?**

- a Edward Jenner b Francis Crick
c Alexander Fleming

3 **What nationality was he?**

- a English b Irish c Scottish

4 **How many types of antibiotics are there?**

- a less than 100 b 100–1,000 c over 1,000

5 **The last antibiotic was discovered about ... years ago.**

- a 30 b 20 c 10

3 **CD 2.18** Listen to the interview again and choose the correct answers.

- 1 What is the problem with antibiotics today?
 - a Doctors choose the wrong antibiotics.
 - b Bacteria are changing to defeat antibiotics.
 - c People are unwilling to take antibiotics.
 - d Some antibiotics cause infections.
- 2 According to Anna, what is the main reason why we don't have any new antibiotics?
 - a Drug companies don't have enough money.
 - b Drug companies prefer to invest in other drugs.
 - c Drug companies don't have the ability to find them.
 - d Drug companies have no technologies to produce new ones.
- 3 How would you describe Anna's attitude at the end of the interview?
 - a She's optimistic. c She's very sceptical.
 - b She's concerned. d She's undecided.
- 4 Which information comes first in the interview?
 - a Doctors used to prescribe too many antibiotics.
 - b Doctors will no longer be able to help their patients.
 - c Doctors no longer prescribe so many antibiotics.
 - d Antibiotics have prevented many people from dying.
- 5 Which of these statements from the last part of the interview is a fact, not an opinion?
 - a The future does not have to be pessimistic.
 - b A new type of antibiotic has undergone tests.
 - c Companies will have to earn to invest in antibiotics.
 - d Cooperation will be the key in the future.

- 1 Work in pairs. Look at the pictures. Which of these two ways of getting fit would you prefer? Why?



- 2 **CD 2.20 LANGUAGE IN CONTEXT** Read and listen to the dialogue and answer the questions.

1 What does Chloe think about her kickboxing classes?

2 Why did she join this class?

Jenna Are you going to the kickboxing class today?

Chloe I don't know. I don't like it very much, you know? It's too strenuous. If I'd realised that, I wouldn't have signed up for it.

Jenna What do you mean? Why?

Chloe There's too much jumping and running and stuff. If only I'd read the information on their website.

Jenna Oh, I'm so sorry I got you into this. I assumed you knew it wasn't just about kicking and punching but also about building your strength and so on. I wish you'd told me you hated things like that ...

Chloe I would have told you if I'd known what the course involved! Yeah, well, now it's too late, isn't it? I've already paid for the course. I wouldn't have made the payment if you'd told me the truth. If only someone had talked me into yoga classes. I would be sitting quietly in a lotus pose right now ...

Jenna Oh, come on, it's not so bad. You only paid for one month. Plus, yoga isn't so easy either.

Chloe I know. I actually tried it once and fell flat on my face the first day. I wish there was a way to be fit without exercising, you know?

- 3 **ANALYSE** Find examples of the following in the dialogue.

1 Third conditional

If + past perfect + *would* + *have* + past participle

2 I wish / If only + past perfect

- 4 Choose the correct option to complete the rules.

- We use the **third conditional** to refer to a hypothetical situation in the **present** / **past**. The **If** clause **is** / **isn't** always at the beginning of the sentence.
- We use **I wish** or **If only** + **past perfect** to express **wishes** / **regrets** about the past.

- 5 **PRACTISE** Complete the sentences with correct forms of the verbs in brackets so that they express past regrets.

- If he (take) antibiotics earlier, he (get) well sooner.
- Do you wish you (agree) to the surgery?
- If your son (not play) with a knife, he (not cut) himself so badly.
- If only you (clean) the wound with alcohol, not water from the lake.
- If she (not be) under so much stress, she (not have) a mental breakdown.
- If only I (check) the weather forecast before setting out on this trip.

- 6 Rewrite the second sentence so that it has the same meaning as the first one. Use the beginnings given.

- It was a bad idea not to read the package leaflet before taking the medicine.
I wish .
- He didn't listen to the doctor, so he didn't make a quick recovery.
If he .
- You were so distracted that you didn't hear my warning.
If you .
- It was a bad idea to tell her my secret.
If only .
- You should have consulted me before taking these painkillers.
I wish .
- I only read this book because you recommended it.
I wouldn't .

- 7 Translate the sentences into English. Sometimes more than one answer is possible.

- Liam żałuje, że jechał tak szybko na swoim motocyklu.
- Szkoda, że nie kupiłam biletu lotniczego wcześniej, bo ceny ostatnio wzrosły.
- Gdyby Carla nie miała w podstawówce niesłyszającej koleżanki, to nie nauczyłaby się języka migowego.
- Gdybym nie był wtedy taki zszokowany, zareagowałbym szybciej.
- Przyszedłbym wcześniej, gdybym wiedział, że mnie potrzebowaliście.

- 8 Complete the sentences so that they are true for you. Use the third conditional and express past regrets.

- I wish I last year.
- If I had gone to a different school, I .
- I wish my parents hadn't .
- If only my friend .
- If I hadn't posted .

Quiz

1  Work in pairs and do the quiz. Check the answers on page 128. What other facts do you know about the human brain?

2 Read the headlines of some articles below. Which article would you be interested in reading? Why?

A **DOES THE BRAIN REALLY SLOW DOWN AFTER YOU TURN 24?**

B **HOW DIFFERENT IS THE TEENAGE BRAIN FROM THE ADULT ONE?**

C **WHY IS THE MODERN WORLD BAD FOR YOUR BRAIN?**

D **HOW TO MAKE YOUR BRAIN FITTER**

E **DID PEOPLE REALLY PERFORM SUCCESSFUL BRAIN SURGERIES IN THE STONE AGE?**

1 The human brain can survive only two minutes without oxygen.

T / F

2 The human brain is made up of about 75% water.

T / F

3 Humans use only 10% of their brain.

T / F

4 The human brain is the fattest organ in the body.

T / F

5 When you exercise, your body releases chemicals such as dopamine and endorphins in your brain that make you feel happy.

T / F

6 Physical activity has little or no effect on one's short-term and long-term memory.

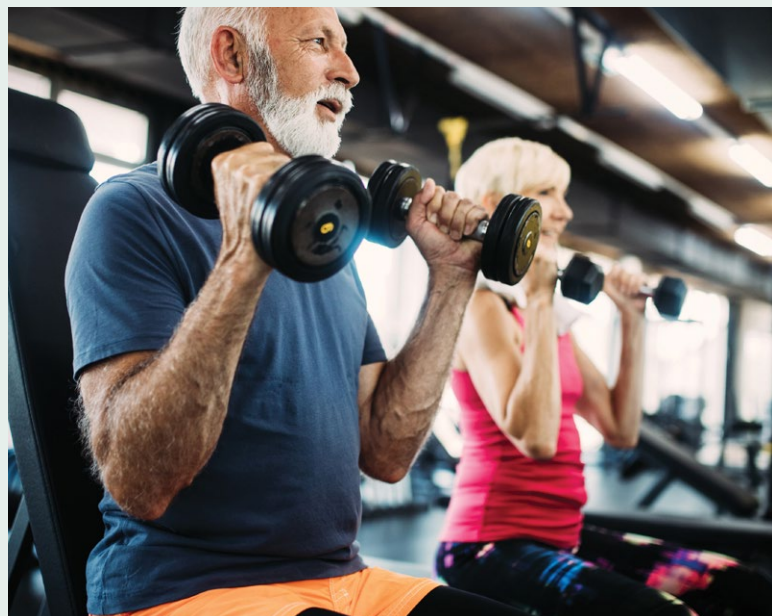
T / F

3 **CD 2.21** Read the article below ignoring the gaps. Which of the headlines from exercise 2 would you give it?

How much do you know about the human brain? What makes it fit and happy? How exactly can you look after it not to **age mentally** too quickly? ¹  Would you exercise more if you knew you were going to live in good health until you're 100 years old? Wendy Suzuki, a neuroscientist at New York University, has tried to answer these and other similar questions in her book *Healthy Brain, Happy Life*. The researcher is a global guru on neuroplasticity and has conducted a number of studies into the connection between our overall health and brain health. ²  Even a single workout, a jog or a **vigorous** walk is said to **produce beneficial effects** on our brain and cognition. Perhaps it's time young people took exercising more seriously if they want to enjoy their lives longer when they grow up. And it's not just about being **out of shape** or overweight! It's when we exercise that our brain releases three main neurotransmitters: serotonin, dopamine and norepinephrine. ³  These three musketeers, as Suzuki calls them, make you experience the so-called 'feel-good' sensation after you have exercised. However, what's even more important is that exercise has a protective effect on the brain because it **strengthens** the two parts of the brain, the hippocampus and the prefrontal cortex, which age the fastest. It's worth knowing that these two parts of the brain are in charge of our memory, behaviour and daily functioning, so the longer they work properly, the better!

Experts agree that even **mild exercise** makes it more likely for people to stay healthy longer. It can delay age-related neurological conditions, like brain fog or **memory loss**, and even prevent serious medical issues, such as poor blood circulation, stress, anxiety or depression. They add that it's enough to move about for about 30 minutes a day because it's not the quantity itself that matters. ⁴  It could take the form of regular workouts before lessons or brain breaks during classes.

Wendy Suzuki believes that your brain is a muscle and that if you don't take care of it, it's going to shrink. ⁵  How about you?



4 Read the text again. Complete gaps 1–5 with sentences A–F. There is one sentence that you do not need to use.

- A** Among other things, they are responsible for our mental **well-being**, improved memory and focus.
B However hard it may seem, you'd better not neglect your workout at weekends, either.
C The results clearly show that there are countless benefits of physical exercise that cannot be overestimated.
D What's crucial is that you are consistent, and it becomes part of your routine.
E I'd rather my brain didn't get worse, so I might consider working out more often.
F If our brain slows down at the age of 24, then what do you do to keep it active until we are 84?

5 Complete the summary of the text in exercise 3. Write no more than three words in each gap.

The article is about the connection between exercise and the health condition of our brain. The author mentions the role of the three neurotransmitters ¹ feel good and protect our brain. We learn that even ² can help keep our brain healthy. It is important, though, that we ³ rather than how much time we spend doing it. What's more, thanks to physical activity, our memory ⁴ and we can focus on things longer. Exercise ⁵ such conditions as stress or anxiety, so it also affects our mental well-being. The article ends by saying that the brain is a muscle which shrinks unless you ⁶ it.



6 Read the text again and write down four questions for your partner to answer. Begin your questions as below. Then work in pairs and answer each other's questions as fully as possible.

- 1 Can you explain ...?
- 2 How do you understand ...?
- 3 What did you learn about ...?
- 4 Which information in the text tells us that ...?

7 Work in pairs and answer the questions.

- 1 How important is exercise in your family? How do the older generations look after their health? Is regular exercise part of your routine? Why? / Why not?
- 2 Would you like to study neuroscience, the science of the brain? Why? / Why not?
- 3 Should lessons at school start with a short workout and have brain breaks in the middle? Why? / Why not?

Vocabulary development

8 Match the highlighted words in the text and in exercise 4 with their Polish equivalents.

- | | |
|-------------------------|-------------------------|
| 1 dobrostan | 5 wzmacniać |
| 2 utrata pamięci | 6 energiczny |
| 3 starzeć się mentalnie | 7 mieć korzystne efekty |
| 4 bez kondycji | 8 lekkie ćwiczenia |

9 Complete the sentences with the correct forms of the words and phrases from exercise 8.

- 1 You don't have to go for intensive training. Some will be enough.
- 2 A short but walk every day is what all of us need.
- 3 Winter swimming on our health.
- 4 Exercise our body and our brain.
- 5 If you don't want to , you need to do some exercise.
- 6 When my mother noticed she was getting , she took up jogging and yoga.
- 7 may be caused by a number of factors, old age being one of them.
- 8 Our mental depends on how we cope with stress.

VOCABULARY CHALLENGE! Unit 7, page 113, exercises 4 and 5

10 Work in pairs. Write a leaflet to put on your school noticeboard in which you describe the beneficial effects that exercise has on our brain and cognition. Present your leaflet to the class and vote on the most compelling one.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 What do you think makes people try wild winter swimming?
- 2 Would this be a good slogan to attract young people to physical activity: 'Take care of your body. It's the only place you have to live'? Why? / Why not?

1 Work in pairs. Answer the questions.

- How often do you catch a cold or flu?
- What would you do if you fell ill right before an important occasion?

2 **CD 2.22** Listen to a dialogue between a boy and a GP. Answer the questions.

- What symptoms does the boy describe?
- What medical advice does he get from the GP?

3 **CD 2.22** Read the speaking task below and listen again. Which point in the task hasn't been sufficiently developed?

Podczas wakacji w Anglii zachorowałeś/zachorowałaś. Dzwonisz do lekarza pierwszego kontaktu, poleconego przez kolegę Anglika, z prośbą o pomoc. W rozmowie z lekarzem omów poniższe kwestie:

- możliwość uzyskania bezpłatnej porady lekarskiej,
- wpływ choroby na Twoje plany,
- dolegliwości i czas ich trwania,
- sposób leczenia doraźnego.

4 Work in pairs. What could you say to expand on the point which has not been developed in the task?5 Choose the correct words.

PHRASE BANK

At the GP practice

What seems ¹to be / be the problem?

Have you got a high temperature? | Does anything hurt?

When did you notice the symptoms?

I've been feeling ²unwell / badly for/since ...

It sounds like you may have ...

Asking for advice

What would you ³advise / suggest me to do?

Do I need to take some medicine?

What do you think I should ⁴do / to do?

Giving advice

You ⁵ought to / ought stay in bed.

You ⁶would / had better follow the doctor's orders.

If I ⁷were / was you, I would ...

My advice to you is to ⁸take / taking some painkillers.

6 Work in pairs and do the speaking task in exercise 3. First, brainstorm the problem and medical advice. Use the language from the Phrase Bank to help you.7 **CD 2.23** Listen to two dialogues and answer the questions.

- Who are the speakers?
- Where are they?
- What are the speakers discussing?

8 **CD 2.24** Complete the sentences with appropriate words. Then listen and check.

- I'd like  for my sore throat, please.
- I recommend this one. It's very .
- How often do I  it?



- Could you  that, please?
- I didn't  it.
- Just  cold drinks, and if it gets worse, see a doctor.
- What's the .
- Nothing too .
- You'll  it worse.
- You've got to  it sorted now.

9 Read the situations below. Role-play the dialogues. Use the phrases from the lesson.

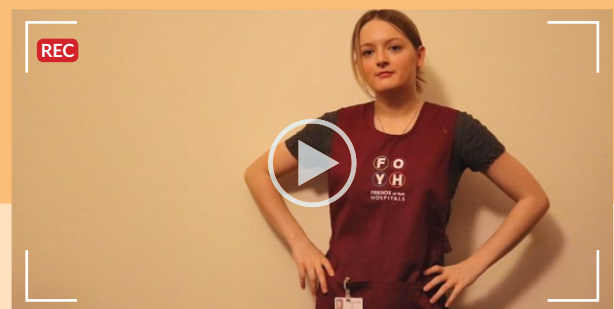
- Your friend has fallen down and injured himself during a football match. The cut is bleeding a lot, but he refuses to leave the pitch. Give him some advice.
- Your GP explains how you should take a medicine. You did not understand everything she said.
- You are at a chemist's. Describe your symptoms and ask for advice.
- You were planning to go to a party tonight, but you have a nasty rash on your face. Call your friend for some advice.
- You are abroad. Your foot is swollen. You ring a surgery to make an appointment.
- Your classmate looks really ill, but she does not want to leave the lesson. Explain to her why she should.

10 Work in pairs. Read the instructions and do the speaking task. Then swap roles and do the task again.

Na obozie sportowym w Szkocji, grając w koszykówkę, doznałeś/doznałaś kontuzji. W rozmowie z lekarzem/lekarzką omów następujące kwestie:

- Twoje dolegliwości,
- sposób leczenia,
- zażywanie środków przeciwbólowych,
- termin wizyty kontrolnej.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- What can you say about the girl in the photograph?
- What does volunteer work teach young people? Justify your answer.

a letter of complaint



- 1 Look at the poster for a first aid course. Would you be interested in taking part in such a course? Why? / Why not?
- 2 Read the letter of complaint below. Why was the author dissatisfied with the course shown in exercise 1?

Dear Sir/Madam,

I am writing to express my dissatisfaction with the first aid course I attended in Brighton in July this year. I also wish to offer some advice on how you could run your courses in the future to avoid the participants' disappointment.

Firstly, **although** the course was advertised as free of charge, the participants were asked to pay for some workshops, for example, the one on less common medical emergencies. I complained about this to one of the course instructors. **However**, to my surprise, I was told that the class would not interest someone my age anyway.

Secondly, the training did not cover all the skills advertised by your organisation because some classes were cancelled, such as those in sports injuries. What made matters worse, most of the classes were only theoretical. As a result, we failed to learn some useful aspects of first aid. Unfortunately, **despite** our complaints the situation did not change.

Therefore, I would like to make some recommendations. Firstly, I believe that all additional classes should be free, as advertised. Another useful suggestion is to ensure that the whole training course focuses on the practical aspects of first aid rather than theory, which is very important especially when you teach teenagers. Finally, I strongly recommend that your staff learn to be more helpful and supportive to young people.

I hope that you will take steps to resolve these problems, so that the next group of participants will not feel so disappointed.

I look forward to hearing from you soon.

- 3 Read the letter again. Are the sentences true or false?

- 1 The letter includes opening and closing phrases.
- 2 The author sounds impolite because of his dissatisfaction.
- 3 The author uses different linking words, e.g. *although*, *however*.
- 4 There are some examples of sentences in the passive voice.
- 5 There are some examples of short forms such as *I'm*, *isn't*, etc.

- 4 Complete the phrases with the correct forms of the words in brackets. Then find phrases a–e in the letter which match each heading in the Phrase Bank.

PHRASE BANK

Complaining

I was extremely ¹ (disappoint) with ... | ^a

I was ² (shock) / surprised to find out that ... | ^b

The course did not meet our ³ (expect). | ^c

Making requests

I feel that you should offer me at least an ⁴ (apologise).
I expect to receive a full refund. | ^d

Giving suggestions and recommendations

Therefore, I would like to make some ⁵ (recommend).
Firstly, it would be a good idea to ...
I ⁶ (strong) recommend that your staff learn to be more helpful. | ^e

- 5 Rewrite the sentences so that they sound polite and formal. Use the ideas from the Phrase Bank.
 - 1 I was really fed up with my stay at your hospital.
 - 2 The bed I had to lie in was just awful!
 - 3 Give me my money back!
 - 4 You must tell your workers to be nicer to patients.
 - 5 I told the manager what I thought, but he just ignored me. How shocking!
 - 6 I want to tell you that the hospital rooms were really dirty.
 - 7 You must say that you are sorry.
- 6 Complete the patterns with the highlighted linking words from the letter.
 - 1 / **Though** / **Even though** + subject + verb
 - 2 / **In spite of** + noun phrase or **-ing** form
 - 3 full sentence + + full sentence
- 7 Join the sentences using the linking words in brackets.
 - 1 I had full medical insurance. I had to pay extra for some treatments. (**despite**)
 - 2 My complaints were totally ignored. I complained to the organiser. (**even though**)
 - 3 I asked to speak to the doctor. She never came to talk to me. (**though**)
 - 4 The nurses did not show enough care or attention. It was a private hospital. (**however**)
 - 5 I had sprained my ankle and was in pain. I was not given any painkillers. (**although**)

- 8 Read the instructions and do the writing task.

Podczas pobytu za granicą miałeś/miałaś wypadek. Byłeś/Byłaś kilka dni w szpitalu. Jesteś niezadowolony/niezadowolona z jakości opieki medycznej. Napisz **list z zażaleniem** (200–250 wyrazów) do dyrekcji szpitala, w którym opisziesz, w jaki sposób zostałeś potraktowany / zostałeś potraktowana i zaproponujesz rozwiązania, które poprawią obsługę zagranicznych pacjentów w tym szpitalu w przyszłości.

- 1 Translate the Polish parts of the sentences into English using one of the words in each pair below.

recipe/prescription ill/sick hurt/ache
examine/check plaster/a plaster illness/disease

- The doctor (zbadał mnie) and said I had flu. She gave me a (receptę) for some medicines.
- I (zraniłam) my toe really badly when I fell off my bike. It had to be put (w gips).
- My grandfather is suffering from a heart (chorobę). He is seriously (chory).

- 2 Choose the answer that has the same meaning as the Polish parts of the sentences in brackets.

- (Powinnaś) see a doctor. You're coughing really badly.
 - It's necessary
 - How about
 - You ought to
- The doctor asked me how long I (mam) the nasty rash.
 - have
 - had had
 - have had
- My GP (nie chce, żebym brał) painkillers for the stomachache.
 - would rather I didn't take any
 - would rather I took some
 - wishes I hadn't taken any
- I played the whole match (pomimo kontuzji).
 - as a result of the injury
 - in spite of the injury
 - due to the injury
- I have eaten too much. (Jest mi niedobrze.)
 - I'm seriously ill.
 - I've been unwell.
 - I feel sick.
- I have problems with my teeth. If only I (dbała) them when I was younger.
 - had looked after
 - took care of
 - cared for
- I (skręciłam) my ankle, and I couldn't go on holiday.
 - sprained
 - dislocated
 - bruised

- 3 Complete the second sentence so that it means the same as the first. Use no more than four words.

- It's a pity I know so little about brain health.
 more about brain health.
- 'Have you got any allergies?' asked the doctor.
' anything?' asked the doctor.
- Despite having a nosebleed, Jerry continued to play in the match.
Even though Jerry's , he continued to play in the match.
- Brandon didn't follow his diet, so he put on some weight.
 his diet, he wouldn't have put on any weight.
- I regret I didn't get anything for my sore throat from the chemist's when I went out to the shops.
If only for my sore throat from the chemist's when I went out to the shops.
- Bacteria often resist antibiotics.
Bacteria are often .

- This treatment is too expensive. I won't be able to afford it.
 cheaper, I would be able to afford it.
- We must leave to make it for the appointment on time.
It's time if we want to make it for the appointment on time.

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

In our physics class, the teacher told us to prepare a presentation about a well-known contemporary scientist. I went ¹ Stephen Hawking, a very famous British physicist ² fascinating books and public appearances made him an academic celebrity. He continued to work in ³ of the fact that he was severely disabled by motor neuron disease. He had been diagnosed with this condition at the age of 21, and doctors said that he ⁴ not survive more than two or three years. The disease made him lose the use of his arms and voice and eventually paralysed him completely. By many he was ⁵ to be a genius who never gave ⁶ looking for explanations of how the universe works. I'm really looking forward to giving my presentation. It's time my classmates ⁷ out more about this extraordinary man.



STEPHEN HAWKING

- 5 What would you say in each of these situations?

- Jesteś lekarzem. Zapytaj pacjenta, co mu dolega.
- Zapytaj lekarza, jak często trzeba brać syrop na kaszel i co jeszcze możesz zrobić, aby pozbyć się bólu gardła.
- Powiedz choremu koledze, że na jego miejscu umówiłbyś/umówiłabyś wizytę u lekarza.
- Doradź koleżance, co ma zrobić, aby lepiej się odżywiać.
- Powiedz lekarzowi, że źle się czujesz od trzech dni.

- 6 **WHAT DO YOU THINK?** Work in pairs and answer the questions.

- What famous disabled people do you know? What are they known for? Who do you admire the most? Why?
- What problems do disabled people usually face in their daily lives? What can be done to help them?

Vocabulary MP3 55

allergic to sth	/əˈlɜː(r)dʒɪk tə ˌsʌmθɪŋ/	uczulony na coś
ankle	/ˈæŋk(ə)l/	kostka
bacterial infection	/bækˌtɪəriəl ɪnˈfekʃ(ə)n/	infekcja bakteryjna
black eye	/ˈblæk ˈaɪ/	podbite oko
bleed	/bliːd/	krwawić
blood	/blʌd/	rew
bottom	/ˈbɒt(ə)m/	pupa, pośladki
brain	/breɪn/	mózg
break a bone	/ˌbreɪk ə ˈbəʊn/	złamać kość
breathe	/briːð/	oddychać
bruise	/bruːz/	siniak
bruise sth badly	/ˌbruːz ˌsʌmθɪŋ ˈbædli/	mocno coś posiniaczyć
bump	/bʌmp/	guz na czole
burn your hand	/ˌbɜː(r)n jə(r) ˈhænd/	oparzyć się w rękę
calf	/kɔːf/	tydka
catch a cold/flu	/ˌkætʃ ə ˈkəʊld, ˈfluː/	złapać przeziębienie/ grypę
chin	/tʃɪn/	podbródek
cough	/kɒf/	kaszelec; kaszel
cough medicine	/kɒf ˌmed(ə)s(ə)n/	lek przeciwkaszlowy
cut sth badly	/ˌkʌt ˌsʌmθɪŋ ˈbædli/	poważnie coś sobie rozciąć
dislocate your shoulder/knee	/ˌdɪsləkeɪt jə(r) ˈʃəʊldə(r), ˈniː/	zwichnąć bark/kolano
elbow	/ˈelbəʊ/	łokieć
filter	/ˈfɪltə(r)/	filtrować
have a sore throat	/ˌhæv ə ˈsɔː(r) ˈθrəʊt/	cierpieć na ból gardła
headache	/ˈhedeɪk/	ból głowy
heart	/hɔː(r)t/	serce
hip	/hɪp/	biodro
hurt	/hɜː(r)t/	boleć
ice pack	/ˈaɪs pæk/	okład z lodem
illness	/ˈɪlnəs/	choroba
itch	/ɪtʃ/	swędzieć
jaw	/dʒɔː/	szczeka
kidney	/ˈkɪdni/	nerka
knee	/niː/	kolano
knuckle	/ˈnʌk(ə)l/	knyki
liver	/ˈlɪvə(r)/	wątroba
lung	/lʌŋ/	płuco
medical	/ˌmedɪk(ə)l/	nagły przypadek
emergency	/ɪˈmɜː(r)dʒ(ə)nsi/	medyczny
minor infection	/ˌmaɪnər ɪnˈfekʃ(ə)n/	lekka infekcja
nasty rash	/ˌnɔːsti ˈræʃ/	paskudna wysypka
neck	/nek/	szyja
nosebleed	/ˈnəʊz bliːd/	krwotok z nosa
organ	/ˈɔː(r)ɡən/	narząd
painkiller	/ˈpeɪnˌkɪlə(r)/	lek przeciwbólowy
pharmacy	/ˈfɑː(r)məsi/	apteka
pills	/pɪlz/	tabletki
pump	/pʌmp/	pompować
put a plaster on a cut	/ˌpʊt ə ˈplɑːstər ɒn ə kʌt/	przykleić plaster na skaleczenie
put cream on sth	/ˌpʊt ˈkriːm ɒn ˌsʌmθɪŋ/	posmarować coś maścią
rest	/rest/	nie nadwężać
scratch	/ˈskrætʃ/	drapać
shoulder	/ˈʃəʊldə(r)/	ramię
skin	/skɪn/	skóra
skull	/skʌl/	czaszka
sneeze	/sniːz/	kichać

spine	/spain/	kręgosłup
spots	/spots/	krostki
sprain your ankle	/ˌspreɪn jər ˈæŋk(ə)l/	skręcić kostkę
suck	/sʌk/	ssać
swallow	/ˈswələʊ/	połykać
sweet	/swiːt/	cukierek
swollen	/ˈswɒlən/	opuchnięty
symptom	/ˈsɪmptəm/	objaw
thigh	/θaɪ/	udo
thumb	/θʌm/	kciuk
tissue	/ˈtɪʃuː/	chusteczka higieniczna
toe	/təʊ/	palec u nogi
toxin	/ˈtɒksɪn/	toksyna
treatment	/ˈtriːtmənt/	leczenie, terapia
waist	/weɪst/	talia
wrist	/rɪst/	nadgarstek

Grammar 1 MP3 56

apathetic	/ˌæpəˈθetɪk/	apatyczny
enhance	/ɪnˈhɑːns/	wzmocnić
get into shape	/ˌget ɪntə ˈʃeɪp/	nabrać formy
mattress	/ˈmætrəs/	materac
nutritious	/ˈnjuːˈtrɪʃəs/	odżywczy
obesity	/əˈbiːsəti/	otyłość
overweight	/ˌəʊvə(r)ˈweɪt/	z nadwagą

Listening and vocabulary MP3 57

animal testing	/ˈænim(ə)l ˈtestɪŋ/	testowanie na zwierzętach
antibiotics	/ˌæntɪˈbaɪˈɒtɪks/	antybiotyki
bacteria	/bækˈtɪəriə/	bakterie
cause	/kɔːz/	powodować
cosmetic surgery	/ˌkɒzmetɪk ˈsɜː(r)dʒəri/	chirurgia estetyczna
countless	/ˈkaʊntləs/	niezliczone
cure	/kjʊə(r)/	wyleczyć
defeat	/dɪˈfiːt/	pokonać
develop a drug	/dɪˌveləp ə ˈdrʌɡ/	wynaleźć lek
drug company	/ˈdrʌɡ ˌkʌmp(ə)ni/	firma farmaceutyczna
ineffective	/ˌɪnɪˈfektɪv/	nieskuteczny
medical testing	/ˌmedɪk(ə)l ˈtestɪŋ/	badania medyczne
medical world	/ˌmedɪk(ə)l ˈwɜː(r)ld/	świat medyczny
penicillin	/ˌpenəˈsɪlɪn/	penicylina
prescribe	/ˈpriːskraɪb/	przepisywać
profitable	/ˈprɒfɪtəb(ə)l/	dochodowy
resistant to sth	/rɪˈzɪst(ə)nt tə ˌsʌmθɪŋ/	odporny na coś
sceptical	/ˈskeptɪk(ə)l/	sceptyczny
test sth on humans/animals	/ˌtest ˌsʌmθɪŋ ɒn ˈhjuːmənz, ˈænim(ə)lz/	testować coś na ludziach/zwierzętach
undecided	/ˌʌndɪˈsaɪdɪd/	niezdecydowany
undergo tests	/ˌʌndə(r)ˌɡəʊ ˈtests/	przechodzić badania
wonder drug	/ˈwʌndə(r) drʌɡ/	cudowny lek

Grammar 2 MP3 58

consult sb	/kənˈsʌlt ˌsʌmbədi/	skonsultować się z kimś
mental	/ˈment(ə)l/	załamanie
breakdown	/ˈbreɪk daʊn/	nervowe
package leaflet	/ˈpækɪdʒ ˌliːflət/	ulotka dla pacjenta
punch	/pʌntʃ/	zadać cios pięścią
strength	/streŋθ/	siła fizyczna
strenuous	/ˈstrenjuəs/	forsony
wound	/wuːnd/	rana

Reading and vocabulary MP3 59

age mentally	/ˌeɪdʒ ˈmentali/	starzeć się mentalnie
age-related	/ˌeɪdʒrɪˌleɪtɪd/	związany z wiekiem
anxiety	/æŋˈzaɪəti/	niepokój, lęk
blood circulation	/ˌblʌd ˌsɜː(r)kjʊˌleɪʃ(ə)n/	krążenie krwi
brain fog	/ˈbreɪn ˈfɒɡ/	mgła mózgowa
brain surgery	/ˈbreɪn ˌsɜː(r)dʒəri/	operacja mózgu
cognition	/kɒɡˈnɪʃ(ə)n/	poznanie
condition	/kənˈdɪʃ(ə)n/	schorzenie
conduct a study	/kənˌdʌkt ə ˈstʌdi/	przeprowadzić badanie
engage in sth	/ɪnˈɡeɪdʒ ɪn ˌsʌmθɪŋ/	angażować się w coś
medical issue	/ˌmedɪk(ə)l ˈɪʃuː/	problem medyczny
memory loss	/ˈmem(ə)ri ˈlɒs/	utrata pamięci
mild exercise	/ˌmaɪld ˈeksə(r)saɪz/	lekkie ćwiczenia
neglect	/nɪˈɡlekt/	zaniedbać
out of shape	/ˌaʊt ɒv ˈʃeɪp/	bez kondycji
overall	/ˌəʊvə(r)ˈɔːl/	całkowity, ogólny
overestimate	/ˌəʊvəˈestɪmeɪt/	przeocenić
physical activity	/ˌfɪzɪk(ə)l ækˈtɪvəti/	aktywność fizyczna
produce beneficial effects on sth	/prəˈdjuːs ˌbenɪˈfɪʃ(ə)l ɪˈfektz ɒn ˌsʌmθɪŋ/	mieć korzystny wpływ na coś
release chemicals	/rɪˈliːs ˈkemɪk(ə)lz/	uwalniać substancje chemiczne
sensation	/ˌsenˈseɪʃ(ə)n/	doznanie
short-term/long-term memory	/ˌʃɔː(r)t ˌtɜː(r)m ˌlɒŋ ˌtɜː(r)m ˈmem(ə)ri/	pamięć krótko-/długotrwała
shrink	/ʃrɪŋk/	kurczyć się
strengthen	/ˈstreŋθ(ə)n/	wzmocniać
vigorous	/ˈvɪɡ(ə)rəs/	energiczny
well-being	/ˌwel ˈbiːɪŋ/	dobrostan

Speaking MP3 60

chemist/pharmacist	/ˈkemɪst, ˈfɑː(r)məsɪst/	aptekarz
chemist's	/ˈkemɪsts/	apteka
feel unwell	/ˌfiːl ʌnˈwel/	czuć się chorym
GP (General Practitioner)	/ˌdʒɪː ˈpiː (ˌdʒen(ə)rəl prækˈtɪʃ(ə)nə(r))/	lekarz pierwszego kontaktu
injure yourself	/ˈɪndʒə(r) jə(r) self/	zranić się
surgery	/ˈsɜː(r)dʒəri/	gabinet lekarski

Writing MP3 61

complain	/kəmˈpleɪn/	złożyć skargę
complaint	/kəmˈpleɪnt/	zażalenie
dissatisfaction	/dɪsˌsætɪs ˈfæktʃ(ə)n/	niezadowolenie
ensure	/ɪnˈʃʊː(r)/	zagwarantować
first aid	/ˌfɜː(r)st ˈeɪd/	pierwsza pomoc
medical	/ˌmedɪk(ə)l/	ubezpieczenie medyczne
insurance	/ɪnˈʃʊərəns/	kontuzja sportowa
sports injury	/ˈspɔː(r)ts ɪndʒəri/	podjąć kroki
take steps	/ˌteɪk ˈsteɪps/	

English in Use MP3 62

ache	/eɪk/	boleć; ból
diagnose	/ˈdaɪəɡnəʊz/	zdiagnozować
examine	/ɪɡˈzæmɪn/	zbadać
paralyse	/ˈpærəlaɪz/	sparaliżować
plaster	/ˈplɑːstə(r)/	gips
prescription	/prɪˈskrɪpʃ(ə)n/	recepta
suffer from sth	/ˈsʌfə(r) frəm ˌsʌmθɪŋ/	być chorym na coś

Challenge! MP3 63

be dead set against sth	/bi ˈded ˈset ə ɡenst ˌsʌmθɪŋ/	być całkowicie przeciwnym czemuś
be neck and neck	/bi ˈnek ən ˈnek/	iść ręką w rękę
be up to your ears in sth	/bi ˌʌp tə jər ˈɪə(r)z ɪn ˌsʌmθɪŋ/	tkwić w czymś po uszy
carry viruses	/ˌkæri ˈvaɪrəsɪz/	przenosić wirusy
get your teeth into sth	/get jə(r) ˈtiːθ ɪntə ˌsʌmθɪŋ/	wziąć się za robienie czegoś
have a heart-to-heart	/ˌhæv ə ˈhɑː(r)t tə ˈhɑː(r)t/	odbyć szczerą rozmowę
have sth on the brain	/ˌhæv ˌsʌmθɪŋ ɒn ðə ˈbreɪn/	stale o czymś myśleć
have your head in the clouds	/ˌhæv jə(r) ˈhed ɪn ðə ˈklaʊdz/	chodzić z głową w chmurach
ins and outs	/ɪnz ənd ˈaʊts/	szczegóły
lose your head	/luːz jə(r) ˈhed/	tracić głowę
make a statement	/ˌmeɪk ə ˈsteɪtmənt/	złożyć oświadczenie
make up your mind	/ˌmeɪk ˌʌp jə(r) ˈmaɪnd/	zdecydować się
pick sb's brains	/pɪk ˌsʌmbədɪz ˈbreɪnz/	podpytywać kogoś
pull sb's leg	/pʊl ˌsʌmbədɪz ˈleg/	nabierać kogoś
release sb from sth	/rɪˈliːs ˌsʌmbədi frəm ˌsʌmθɪŋ/	wypuścić kogoś z czegoś
speak your mind	/spiːk jə(r) ˈmaɪnd/	wyrażać swoje zdanie
turn your nose up at sth	/ˌtɜː(r)n jə(r) ˈnəʊz ʌp ət ˌsʌmθɪŋ/	krećć na coś nosem



Complete all the exercises from this section in your notebook.

VOCABULARY

1 Complete the table with the body parts below.

skull elbow thigh jaw hip finger knuckle
throat knee thumb toe waist shoulder
chin calf wrist ankle spine

The head and neck	The leg and foot	The arm and hand	The torso

2 Complete the sentences with the missing words.

- If you want to get less **d** in class and **b** your memory, eat more magnesium-rich foods.
- If the rash starts **i**, put this cream on it. Never **s** the spots!
- Any surgery, from organ transplants to plastic or **c** surgery, is only made possible thanks to **a**s, for example penicillin.
- If you **s** your ankle, you must **r** it rather than continue to walk.
- To keep your **l** in good shape, avoid alcohol.
- For a headache, just take some **p**s, but see a doctor if your head continues to **a**e.
- Don't smoke if you want to have healthy **l**s.
- Use an ice **p**k if you injure your knee or **b**e it badly.

3 Complete the sentences with the correct words formed from words in brackets.

- John **(locate)** his shoulder, and it took him ages to make a full **(recover)**.
- Aerobic exercise **(strong)** your heart and produces **(benefit)** effects on your brain and cognition.
- Sheila suffered from memory **(lose)** and could not recognise her sister.
- Some people believe that eating garlic makes you **(resist)** to **(infect)**.
- There are **(count)** **(medicine)** cases which doctors cannot explain.

GRAMMAR

4 Rewrite the sentences, starting with the phrases in bold.

- People really must do something about advertisements promoting unhealthy food.
It's high time.
- I'd like you to exercise regularly.
I'd rather.
- I think we should ban energy drinks, but I'm not the president, so I can't do that.
If.
- My dream is that people will stop writing nasty comments on internet forums.
I wish.
- Do you think I should not get involved in this protest?
Would you rather?
- Don't you dream of supermarkets selling only organic food?
Don't you wish?

5 Join the sentences. Use the third conditional.

- My ankle hurt. I didn't take a painkiller.
- Doctors prescribed too many antibiotics. Bacteria became resistant to them.
- I used a lot of energy last month. I received a very high electricity bill.
- I sprained my ankle. I went to school by car.
- Guards didn't protect the research centre well enough. Activists broke in.
- You got out of shape. You hadn't exercised regularly.

6 Write sentences expressing past regrets using *I wish* or *If only*.

- I went winter swimming. Now I have a bad cold.
- I didn't follow my GP's orders. I only made it worse.
- My doctor told me to stay in bed. I've got a date.
- We had a takeaway for dinner. Now we have a stomach ache.
- Nobody visited me in hospital.
- I didn't know how to help the disabled lady I saw in the street.

7 Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

ENGLISH IN USE

8 TRANSFORMACJE ZDAŃ (ZADANIE OTWARTE)

Uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów zdań. Wymagana jest pełna poprawność gramatyczna i ortograficzna. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- You need a plaster cast because the bone is broken. **NOT**
You wouldn't need a plaster cast **(broken)**.
- Unfortunately, we can't afford this treatment. **WISH**
I **(this treatment)**.
- My doctor is completely opposed to using this wonder drug. **DEAD**
My doctor **(using this wonder drug)**.
- Put on your jacket, I don't want you to catch a cold! **RATHER**
Put on your jacket, I **(catch a cold!)**.
- He sprained his ankle, so he didn't finish the race. **WOULD**
If he hadn't sprained his ankle, **(the race)**.
- You need to stay in bed. **HAD**
You **(in bed)**.

9 TŁUMACZENIE FRAGMENTÓW ZDAŃ (ZADANIE OTWARTE)

Przetłumacz fragmenty zdań podane w nawiasach na język angielski tak, aby otrzymać zdania logiczne i gramatycznie poprawne. W każdą lukę możesz wpisać maksymalnie sześć wyrazów. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań.

- What **(radziłby mi Pan zrobić)** about this rash, doctor?
- The level of service in the spa **(nie spełniła naszych oczekiwań)**.
- (Na twoim miejscu)**, I'd get medical advice.
- The patient **(jest skrajnie rozczarowany radą)** he got.
- House pets **(często roznoszą choroby)** that don't harm them but are harmful to people.
- (Najwyższy czas, żebyś się zdecydował)** what you want to do about this problem.



LISTENING

10 CD 2.25 WYBÓR WIELOKROTNY Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania.

W zadaniach 1–3 zakreśl jedną z liter: A, B albo C.

Tekst 1.

- 1 At the beginning of the conversation, the woman
 - A discourages her friend from using natural remedies.
 - B advises her friend how to deal with her health problems.
 - C expresses dissatisfaction with her doctor's initial choice of treatment.
- 2 Which of the following describes the woman's attitude at the end of the conversation?
 - A She's disappointed that the treatment took so long.
 - B She's surprised at the outcome of the treatment.
 - C She's afraid she might get sick again.

Tekst 2.

- 3 The speaker is
 - A a personal trainer talking to a client.
 - B a doctor talking to a patient.
 - C a guest on a radio phone-in show.

W zadaniach 4–6 zakreśl jedną z liter: A, B, C albo D.

Tekst 3.

- 4 Which of the following is stated in the podcast as a fact, not an opinion?
 - A There's nothing wrong with patients looking their doctors up on the Internet.
 - B Most people compare doctors' diagnoses with information on the Internet.
 - C The more information you have about your illness, the better.
 - D Many doctors on the Internet aren't really doctors.
- 5 He tells the anecdote about the man with indigestion in order to
 - A use his experience to show how harmful some sources can be.
 - B lighten up the mood of his talk on a serious subject.
 - C encourage people to go to the doctor more often.
 - D show that a doctor's work isn't always sad and serious.
- 6 What is the speaker's attitude to social media doctors?
 - A He criticises them for drawing people away from regular doctors.
 - B He's surprised there are so few of them.
 - C He's amazed that people trust them so much.
 - D He's proud to be one of them.

SPEAKING

11 ROZMOWA Z ODGRYWANIEM ROLI Pracujcie w parach i wykonajcie zadanie. Następnie zamieńcie się rolami. Rozmowę zaczyna uczeń A.

Uczeń A

Jesteś ze znajomymi w Irlandii, pod namiotem. Jeden z Twoich znajomych ma problemy zdrowotne. Jako osoba najlepiej mówiąca po angielsku, Ty rozmawiasz przez telefon z lekarzem. W rozmowie porusz następujące kwestie:

dolegliwości i czas ich trwania

ewentualna konieczność osobistej wizyty u lekarza

możliwość udzielenia doraźnej pomocy znajomemu

posiadane leki

Uczeń B

Jesteś lekarzem/lekarzką i rozmawiasz z uczniem A na temat problemów zdrowotnych jednego z uczestników biwaku, na którym przebywa w Irlandii. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej wszystkie/ wybrane punkty:

- zapytaj ucznia A o dolegliwości chorego oraz czas ich trwania,
- zapytaj ucznia A, jakie leki uczestnicy biwaku posiadają w swojej apteczce turystycznej,
- poinstruuuj ucznia A, jakiej pomocy doraźnej może udzielić choremu,
- wymień objawy, które będą wymagały, aby chory bezwzględnie zgłosił się do lekarza.

WRITING

12 LIST FORMALNY Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

W trakcie pobytu na obozie językowym za granicą miałeś/ miałaś problemy zdrowotne i masz poczucie, że opiekunowie nie zajęli się Tobą, jak należy. Napisz **list z zażaleniem** do organizatora obozu, w którym opiszesz zaistniałą sytuację i zasugerujesz, jak usprawnić opiekę zdrowotną na tego typu obozach.



QUIZ

- 1 Name something you usually pay for:
• in cash • by card • online
- 2 How many different currencies can you name in 30 seconds?
- 3 Which of these did you use to pay for something yesterday?
• coin • note • bank card
- 4 What do you usually do with **loose change**?
- 5 How much **pocket money** should children and then teenagers get?
- 6 How many **cashpoints** are there in this area?
- 7 Which (if any) **loyalty cards** do you have?

- 1 How important is having a lot of money to you? Why?
- 2  Work in pairs. Read the quotations and discuss whether you agree or disagree with them.
 - Lack of money is the root of all evil.
 - Some people are so poor, all they have is money.
 - Money equals freedom.
 - Too many people spend money they earned to buy things they don't want to impress people that they don't like.
- 3  Work in pairs and discuss questions 1–7 in the quiz.
- 4  **CD 2.26**  Listen to five people answering different questions from the quiz. Which questions are they answering? How do you know?
 Speaker 1:  Speaker 3:  Speaker 5: 
 Speaker 2:  Speaker 4: 
- 5  Choose the correct verbs and complete the leaflet **MONEY WISE!**
- 6  Complete the sentences with the correct form of verbs from the leaflet in exercise 5.
 - 1 Many people  out bank loans to buy a car or a flat.
 - 2 The safest way to  an online payment is by using a secure system.
 - 3 If you  your card in a cashpoint and it doesn't come out again, you need to contact your bank.
 - 4 Today most cashpoints don't  people for using them to withdraw money.
 - 5 If a bank card is lost or stolen, you must  it.
 - 6 People need to  their bank balances regularly to detect fraud.
- 7 Work in pairs. Use your dictionary if necessary and decide which of the words below can be both nouns and verbs. Translate those which can be both into Polish.

borrow lend afford pay deposit charge cost
transfer withdraw bank

VOCABULARY CHALLENGE! Unit 8, page 114, exercises 1 and 2

MONEY WISE!

We can help you in lots of ways. Here are some of them.

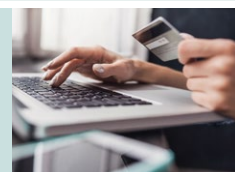


CASHPOINT

Simple to use – just ¹**insert** / **put** your card and ²**click** / **key in** your PIN number. Our cashpoints don't ³**charge** / **cost** you for the service.

ONLINE BANKING

Very useful if you want to ⁴**check** / **look** your balance or ⁵**pass** / **transfer** money between accounts.



CONTACTLESS PAYMENTS

Use this for ⁶**making** / **taking** small transactions. Quick and easy.

BANKS

You may wish to visit our local branch to ⁷**spend** / **pay in** cheques or ⁸**withdraw** / **take** or ⁹**leave** / **deposit** cash. You can also discuss ¹⁰**taking** / **making** out a loan with us. We ¹¹**advise** / **offer** financial advice if you book an appointment with one of our advisers.



TELEPHONE BANKING

Some people still like the phone banking service for ¹²**doing** / **making** payments or checking bank balances. Just give us a call and we can help. It's also useful for ¹³**telling** / **reporting** lost or stolen cards.

Critical thinking



Look at the picture. Work in pairs and answer the questions.

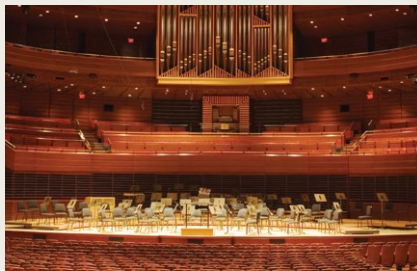
- 1 Why do you think are there two types of currency in the cash register drawer?
- 2 Do you think it would be a good idea for your town/city to have its own local currency? Why? / Why not?

- 1 What price rises have you noticed in recent months? Do you think they are fair? Why? / Why not?

- 2 **LANGUAGE IN CONTEXT** Read the article. What is the experimental system of charging described in the article?



Consumers today often complain that **they are being overcharged** for goods and services. So – how about this new trend? Some new ways of pricing **have recently been tried** in different restaurants. At one restaurant customers **were not given** prices on the menu, but they were later asked to pay what they thought was the right price for what they **had been served**. Interestingly, the money paid was nearly the same as the prices had been on the menu! The same experiment **will soon be carried out** for an orchestral performance. Tickets for the performance **can be pre-booked**, but they'll be free, and the audience will be asked to pay what they think the performance was worth at the end. What's your opinion? Can a system where **prices are determined** by the customer really work?



- 3 **ANALYSE** Copy and complete the table with the highlighted passive forms from the text in exercise 2.

Passive: **be + past participle + by**

Present simple	Prices are determined by the customer.		
Present perfect	1	Past perfect	4
Present continuous	2	Future simple	5
Past simple	3	Modal verb	6

- 4 Complete the rules about using the passive with the words below. You may use some words more than once. There is one extra word.

person action informal formal

We use the passive:

- 1 when we focus more on an than the who does it.
The loan was finally agreed by the bank manager.

- 2 when we do not know the doing the .
My car was stolen last month.
3 when we don't want to mention the .
It has been decided that two people will lose their jobs.
4 when we want to be polite or .
Your email will be answered shortly.

- 5 **PRACTISE** Look at these examples and then make the negative sentences and questions.

- 1 Prices are determined by the customer.
Prices aren't determined by the customer.
Are prices determined by the customer?
2 The school building is being renovated this month.
3 This project has recently been finished.
4 In the oral exam, you will be asked three questions.
5 The rules of the game were explained to us before the class.
6 The passengers had been informed about the train delay.

- 6 What word is missing in these sentences?

- 1 A new bank been opened in the city centre.
2 The finance minister is interviewed on TV at the moment.
3 Gas prices raised yesterday and they might go up again next year.
4 We hope that salaries will increased in the next few months.
5 Had the email opened before you read it?
6 Unfortunately, those cars produced in our country anymore.
7 My dad was overcharged the electric company last month.

- 7 Rewrite the active sentences in the passive.

- 1 They contacted me about my bank account.
2 They are starting a new money advice website soon.
3 They hadn't informed us about the bank closure in advance.
4 They won't publish a new timetable before next Monday.
5 You should hand in all homework before 4.30 on Friday.
6 They are considering a new tax at the moment.
7 They have chosen the winner of the competition.
8 The economist, J. Mansfield, wrote the article.

- 8 Write questions from the prompts. Then ask and answer the questions in pairs.

- 1 When / your laptop / last / update?
2 In which country / the next Olympic Games / hold?
3 How much / the average person in your country / pay?
4 Who / vote / Best Actor at last year's Oscars?
5 Where / the best meals / serve / in this area?
6 What / should / do / to improve your schoolday?

GRAMMAR CHALLENGE! Unit 8, page 114, exercise 1

- 9 **NOW YOU DO IT** Work in pairs. Write four more questions using different tenses of verbs in the passive. Swap your questions with another pair to ask and answer.

- 1 Did you use to collect things when you were a child? Do you still collect things now? What and why?
- 2 **CD 2.27** Listen to a boy talking about collecting things. Which item in the pictures does he NOT mention? Why does he mention the other items?



- 3 **CD 2.27** Listen again. Match sentences a–e with parts 1–4 of the boy's talk. There is one extra sentence.
- a He gives advice on what to collect these days.
 - b He describes the reasons why people initially enjoy collecting.
 - c He outlines how he built up his collection.
 - d He warns of the dangers of collecting too many things.
 - e He explains how he realised the potential value of collecting.
- 4 Which of these places to buy things does the boy mention? What sort of things can you buy in these places? Do you ever shop there?

online auctions car boot sales second-hand stores
charity shops pound shops market stalls

- 5 Complete the sentences with the correct form of the verbs below.

pay make trade badger invest

- 1 I my parents into buying me all the *Harry Potter* books and films last year.
- 2 Revising for exams is hard work, but it off in the end!
- 3 Some people their money in art. A painting's value can go up by 50% in just a few years.
- 4 There's no easy way to a lot of money.
- 5 I'd like to some of my football cards online. That way I can add to my collection.

- 6 **CD 2.28** Listen to an interview with an art critic and choose the correct answers.

- 1 Which sentence is true about the painting?
 - a It is likely to be exhibited in public.
 - b It is worth more than was paid for it.
 - c It is a highly unusual example of the artist's work.
 - d The price exceeded expectations.
- 2 Mark is
 - a depressed by the modern obsession with money.
 - b concerned that not enough people appreciate art.
 - c pleased by collectors' interest in important paintings.
 - d irritated by the interviewer's opinion.
- 3 The auctioneer
 - a gets paid monthly.
 - b gets two types of payment.
 - c works for free.
 - d always receives the same amount of money.
- 4 The interviewer
 - a never agrees with Mark.
 - b has the same opinions as Mark.
 - c sees Mark's point of view in the end.
 - d rarely questions Mark's ideas.

- 7 **CD 2.28** Listen to the recording again and complete the email below. Write no more than two words in each gap.

Hi Gaby,

How are you? I've just heard an interview with an art critic about a famous Picasso painting. Would you believe that it was eventually sold at auction for over 1 pounds? The critic said that Picasso himself would 2 that his paintings ended up in private hands where only 3 could see them. The critic sounded 4 that these days people look at art as something to make money from rather than something to be enjoyed and appreciated. I also found out that the auctioneers receive a fee based on 5 money the artworks sell for. At the end of the interview, they discussed whether or not governments should 6 the auctions. It would be brilliant if they could buy all of the paintings to display them in public galleries, but it's impossible, isn't it? Anyway, here's the link to the interview. Let me know what you think.

Take care,
Paula

VOCABULARY CHALLENGE! Unit 8, page 114, exercise 3

- 8 **WHAT DO YOU THINK?** Work in pairs and discuss the questions.

- 1 What things could people collect today as an investment?
- 2 If you had the money, would you pay over 100 million pounds for a painting? Why? / Why not?
- 3 What do you think is the best way to make money these days? Why?

1 Work in pairs and answer the questions.

- 1 Would you prefer to have a big, expensive wedding or a small, cheaper one? Why?
- 2 What kind of things need to be done when someone is planning a wedding?

2 **CD 2.29 LANGUAGE IN CONTEXT** Read and listen to the dialogue. How many things from your list are mentioned?

Tim Hi! How are the preparations for the wedding going?

Rosie Not too bad, thanks! We decided on the guest list weeks ago, and we've already had the invitations printed.

Tim Some people have their weddings planned completely by a wedding planner. Is that what you're doing?

Rosie No! We're organising it all, but we're not doing everything ourselves. It's quicker and easier to use professionals, although it's more expensive! We're having the cake made by the baker's on the high street, and we're also getting our rings engraved by the jeweller. The party's at the Star Hotel, so we're getting the room decorated and the buffet prepared by them. My dress is ready! I had it made by a special bridal shop. It's beautiful! And on the day I'm going to have my hair styled by Darren's sister. I'm not having my make-up done by a professional – I'm doing that myself.

Tim I can't wait!

3 **ANALYSE** Copy and complete the table with the underlined examples in the dialogue in exercise 2.

subject + have (correct tense) + object + past participle			
Present simple	Some people have their weddings completely planned by a wedding planner.		
Present perfect	1 	going to	3 
Present continuous	2 	Past simple	4 



4 Choose the correct options to complete the rules.

- 1 We use **have something done** to say that
 - a we do something ourselves.
 - b we arrange for something to be done for us by other people.
- 2 We do not need to say who does the action (it is understood from the context). If we want to say who does the action we use
 - a by.
 - b through.

5 **WHAT'S RIGHT?** Choose the correct sentence.

- 1 I had the dentist checking my teeth yesterday.
- 2 I had my teeth check yesterday.
- 3 I had my teeth checked yesterday.

6 **PRACTISE** Complete the second sentence so that it has the same meaning as the first one. Use **have something done**.

- 1 The shop has just delivered food to my house for me. I .
- 2 The hairdresser is cutting Bob's hair right now. Bob .
- 3 My dad's accountant looks after his money for him. My dad .
- 4 The mechanic checks Dave's motorbike regularly. Dave .
- 5 The plumber mended our shower last week. We .
- 6 Katy sometimes writes Carol's essays for her. Carol .

7 Write sentences from the prompts using the correct form of **have something done**.

- 1 we / a new computer system / install / at school last week.
- 2 I / my bedroom / redecorate / soon.
- 3 I / a new bank card / issue / last month.
- 4 Jack / his car / not repair / at that garage. / He always goes to Harry's Motor Repairs.
- 5 Can / you / these clothes / clean / before tomorrow?
- 6 We / the new TV / deliver / yet.
- 7 your neighbours / their mail / redirect / to their new house yet?
- 8 Where / you / usually / your hair / style?

8 **NOW YOU DO IT** Write questions using the correct form of **have something done**. Then ask and answer the questions in pairs.

Where and when did you last ...?

- 1 your eyes / test
- 2 your hair / cut
- 3 your photo / take
- 4 some photos / print
- 5 something electronic / repair

1 Work in pairs. Which of the statements below are true for you?

- 1 I walk everywhere as much as possible rather than use a bus, bike or car.
- 2 I usually find the time to meet my friends and do the things I love.
- 3 In restaurants I never order meals which I can't possibly finish.
- 4 I sometimes exchange things such as DVDs, books or clothes with my friends rather than buy new ones.
- 5 I don't spend too much time on social networking sites or watching TV series.
- 6 I often give away things I don't need to charity.

2 Work in pairs and discuss the questions.

- 1 How would you define consumerism? Is it a major problem in Poland? Why? / Why not?
- 2 In what way are the actions in exercise 1 anti-consumerist?

3 **CD 2.30** Read the two texts (1–2) and answer the questions.

- 1 Where might you read these texts?
- 2 Which text is more formal? Find examples of formal and informal language in the texts.

4 Read the texts 1 and 2 and answer the questions.

In which text does the author ...?

- 1 mention how someone felt about their lives
- 2 explain what a particular sum of money was used for
- 3 admit that people may be driven by selfishness
- 4 state what led to a change in someone's life
- 5 mention what consumerism globally leads to
- 6 say how someone may take advantage of their competencies

5 Read the texts again and choose the correct answers.**Text 1**

Some people are born minimalists; I wasn't. I had to learn the hard way. I considered myself a happy girl. I was brought up in communist Poland. We lived a simple life in those difficult times. The shops were empty, but we managed fine. Whenever the shelves filled up with any goods, my parents bought stuff in case it might become useful. That's how my **materialistic** attitude to life began.

Then came my graduation: distinction in economics ... and great hopes of becoming independent, which for me meant 'able to **afford** many things.' So, when I eventually landed a high-income job, I set out to make my dreams come true. I went on **shopping sprees**, and took out loans to buy a flat and a car. 'Wow!' I thought to myself. Here I was, a simple girl, at least in my own eyes, now a rich and successful manager.

I worked like crazy for years, day and night, to **keep up** my lifestyle and **accumulate** even more material **possessions**. But living beyond my means had its price. Soon, my credit card debt was getting terribly out of control. I was feeling disappointed with my life and the fact that, as an economist, I could **manage** neither my money nor my time. It seemed that I just spent whatever I earned. 'I have everything, but I have nothing. I'm so poor,' I thought to myself.

And then one day, while browsing the web, I came across an article about **minimalists** – people who have decided to simplify their lives, **get rid of** their big houses, flat screens and uneconomical cars, and give away any unnecessary possessions. There were also thousands of posts sent by people like me, people in need of a big life change. So, I took a week off work, and I started to clear my flat of all the items I didn't use at all. Soon there were over twenty boxes, ready to go to charity. I already felt better. I was busy de-cluttering my living space, and I had no time to go online or watch anything on TV. That also felt good. I also got in touch with my long-lost friends and volunteered to help at a local charity. In one week I did more good than ever before. I knew I was on the way to becoming a free woman again.



- 1 In the first paragraph the author of the text
 - a admits that her family found it hard to survive.
 - b complains about her childhood.
 - c stresses that she turned into a minimalist without a problem.
 - d explains how she developed the need to buy things.
- 2 After the woman graduated from university, she
 - a found a job straightaway.
 - b felt she would not be successful in the future.
 - c dreamed of a wealthy lifestyle.
 - d borrowed money from her parents to buy an apartment.
- 3 Which of these statements is false about the woman according to paragraphs 3 and 4?
 - a She spent a lot of time at work.
 - b She disliked being offline.
 - c She decided to give away things she did not need.
 - d She controlled her expenses carefully.
- 4 Which of the following is mentioned in the text as a fact, not an opinion?
 - a The woman was a successful manager.
 - b The woman had no money.
 - c The woman passed her final university exams very well.
 - d The woman had a good childhood.

The Compact is a social and environmental movement against consumerism which was initiated in 2006 in San Francisco by a group of friends. The main goal of the group is to fight the negative environmental and social effects of our so-called consumer culture. Members of The Compact argue that a consumer lifestyle has a very negative **impact** on the environment. The more we buy, the more we produce, which leads to more electricity being wasted as well as more pollution. They also oppose globalisation and support local **businesses** by buying locally produced food. The group advocates reducing the waste people create by buying too many goods.

So, the Compactors promise not to buy anything new for a year, apart from items such as underwear, basic food products, medicines and toilet paper, and to shop only at second-hand shops. The members may exchange or share goods with one another, and the information about what they need or wish to **donate** is posted on Freecycle.org. They are also encouraged to run training sessions to share their talents and skills with the others, so that no one has to pay for any services such as, for example, house repairs. There are currently thousands of members, and about 100 new ones join the organisation every day. While the group is very popular, it has also faced some criticism from the media and environmentalists after making some negative comments about people who are not willing to change their lifestyle.

One of the members has admitted that what motivates a lot of people to join the group is the wish to improve the quality of their own lives rather than to save the world. Whatever reasons its members may have for taking part in the campaign, the results of their behaviour are definitely pro-environmental.

Vocabulary development

8 Read the sentences below. Match the highlighted words in the two texts with the definitions in brackets.

- 1 People with a **concerned with money** attitude often **get more and more** a lot of material goods.
- 2 In consumer culture, material **things you own** are a symbol of your social status. People would rather keep things than **give away** them to charity.
- 3 If you want to lead a simpler life, **throw away** unnecessary things.
- 4 People often get into debt to **continue** their lifestyle and keep buying things they cannot **have enough money for**.
- 5 Whenever I feel sad, I go on a **short period of time when you spend a lot of money**. I think I need to learn to **use in a sensible way** my money and my emotions better.
- 6 People who do not support local **firms** should realise that their attitude may have a negative **effect** on the region they live in.

9 Translate the Polish parts of the text into English. Use the words and phrases from exercise 8.

My friend Joe recently decided to simplify his life and ¹ **pozbyc się wielu niepotrzebnych rzeczy**. He said that for years he had tried ² **utrzymać poziom życia, na który nie mógł sobie pozwolić**. He admitted that he often ³ **wpadał w szal zakupów** just to make himself feel better. His house was full of stuff ⁴ **które nagromadził** but which he didn't use. This ⁵ **złe wpływało na** his everyday life, so one day he decided ⁶ **oddać część swojego dobytku** to charity. He also learned ⁷ **zarządzać lepiej własnymi pieniędzmi**. As a result, he has become a happier man.

VOCABULARY CHALLENGE! Unit 8, page 114, exercise 4

10 Work in pairs. Choose one of the paragraphs from Text 2 and translate it into Polish. Compare your translation with your partner's. Which one sounds better in Polish? Why?

Critical thinking



Look at the picture. Work in pairs and answer the questions.

- 1 The photo was taken in a USA town where mobile phones, the Internet, TV and radio are banned. Would you like to spend a month in this town? If not, why? If so, how would you spend this time?
- 2 In your opinion, does the Internet have a positive or negative impact on local businesses? Why?

- 5 Which of these statements is true about The Compact, according to the text?
 - a The members of the group are not allowed to buy used items.
 - b The group is praised by everyone for their philosophy of life.
 - c The group's only aim is to protect the environment.
 - d The group members organise a variety of workshops.
- 6 From **both** texts we learn that
 - a consumerism affects the environment badly.
 - b more and more people are getting tired of their consumer lifestyles.
 - c shopping makes people unhappy.
 - d a consumer lifestyle mostly appeals to young people.
- 6 Answer the questions about the texts in exercise 4. For each answer, write no more than two sentences.
 - 1 Why do you think the author of the first text felt so proud after the graduation?
 - 2 What does the author of Text 1 mean when she says: 'I have everything, but I have nothing.'?
 - 3 What could the motto for The Compact group be?
 - 4 What kind of a person would probably like to join The Compact group?
- 7 Work in pairs and answer the questions.
 - 1 Which of The Compact's ideas do you find useful? Why?
 - 2 Do you think that changing your lifestyle can help protect the environment? Why? / Why not?

1 Work in pairs and answer the questions.

- Are you good with money? Why? / Why not?
- What is the difference between 'a need' and 'a want'?
Think about the things you bought last month. Were they needs or wants?

2 Read the speaking task. What does each image show? What type of images are they?

Przygotowujesz szkolną kampanię mającą na celu zachęcenie młodzieży do oszczędzania. Masz do wyboru dwa plakaty promujące tę kampanię.

- Wybierz ten plakat, który będzie, Twoim zdaniem, ciekawszy, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



3 **CD 2.31** Listen to Iza doing the speaking task from exercise 2. Which poster does she choose? What arguments does she give? Does she complete the task?

4 Complete the phrases with the words below.

clear the message to suggests probably

- The slogan communicates that ...
- The slogan that ...
- This text is an advertising slogan and I think it means that ...
- The slogan is not to me, but I think it may refer to the idea that ...
- According the text, ...

5 Work in pairs. Explain what the slogans and sayings mean and where they may come from. Use the phrases from exercise 4.

- MONEY TALKS.**
- MORE JOBS! A BETTER LIFE! HAPPIER CITIZENS!**
- SAVE FOR A RAINY DAY.**
- A bank account like no other!

6 **CD 2.32** Read and listen to two students answering the questions below. Which student uses a wider range of grammar and vocabulary? Give reasons for your opinion.

- Should students learn about money management at school?



I think students should learn about money management in secondary schools. Of course, it is very important for young people to know something about this. Young people must know how to save money. It is important that they learn about the family budget too. They will know what their parents can and can't buy.

- It is said that money does not bring happiness. Do you agree with this statement?



It is often said that money does not bring happiness. I support this point of view but only to some extent. Naturally, money can't guarantee you health or good relationships with other people. On the other hand, I tend to agree with people who believe that money is important to be fully happy in life. Surely, it helps you live a comfortable life. You don't have to worry about paying the bills, buying food or buying many other necessary things. No doubt the life of rich people is simply easier.

7 Work in pairs and improve the weaker answer from exercise 6 using the words and phrases below.

have a knowledge of a subject so that afford
for example necessary personally speaking

8 Choose the correct words in the Phrase Bank.

PHRASE BANK

Introducing other people's opinions

¹**Like** / **As** other young people I also believe ...

It is often ²**said** / **told** that ...

I ³**support** / **approve** this point of view because ...

I tend to agree with people who ⁴**believe** / **express** that ...

Expressing your attitude

Naturally, ... | Surely, ... | Of course, ... | No doubt ...

9 Read the questions. Use the prompts to answer the first question. Then use your own ideas to answer the second one.

- Should teenagers have debit cards?
I / tend / agree / people / say that teenagers should have debit cards because / easy / pay / things; easy to cancel the card / if / get lost
- Do you agree with people who say teenagers don't know how to manage their own pocket money?
Why? / Why not?

10 Work in pairs. Go to page 115. Take turns to do the speaking task and answer the two questions.



1 Having a university diploma usually guarantees you a high income.



2 Why go to university? It's a waste of time. Find a job instead!

1 Work in pairs. Which of the statements above corresponds with your point of view? Justify your opinions.

2 Read the writing task and the example essay below. Which side of the argument do you support?

3 Complete the essay with the phrases below.

it cannot be denied A further common criticism
On the whole Others maintain that
Another advantage could be that
Some people claim that while it is true to say

Coraz więcej młodych ludzi łączy studia z pracą zawodową. Napisz **rozprawkę**, w której przedstawisz wady i zalety takiego rozwiązania.

More and more students are deciding to work while studying. ¹ such a solution will help young people in their future careers. ² it is impossible to focus properly on one's studies while working professionally.

On the one hand, ³ that having a job can benefit a young person in many ways. To begin with, being employed allows students to become financially independent. In addition, they gain work experience, which will give them an advantage on the competitive job market in the future. ⁴ they learn to respect the value of money simply because it is their own hard-earned cash.

On the other hand, doing even a part-time job may distract the student from learning. Firstly, students who work and study at the same time often perform poorly in exams and are less able to concentrate during lectures. They are often unable to catch up and frequently drop out of college altogether. ⁵ is the fact that students who only have classes at the weekends or in the evening learn less than full-time students.

On balance, ⁶ that having a job gives young people more financial freedom and helps gain professional experience, it may also affect their academic performance negatively. ⁷, my belief is that such an option is only good for people with a lot of self-discipline and motivation.

4 Work in pairs and answer the questions about the essay.

- Does the introduction include the author's personal opinion?
- Has the author addressed both sides of the argument in the introduction?
- Is the number of arguments for and against the same?
- Does the conclusion include the author's personal opinion?

5 Put the phrases which you used to complete the essay in exercise 3 under the correct heading in the Phrase Bank.

PHRASE BANK

Saying what other people think

Many people point out that ... | It is believed that ...
It is said that ... | ¹ | ²

Introducing advantages and disadvantages

One of the pluses of such a solution is that ... |
A real drawback is the fact that ... |
³ | ⁴ | ⁵ | ⁶

Making a general statement

As a rule, ... | In general, ... | In most cases ... | ⁷

6 Read the topics below. Choose one and write a short paragraph either for or against the idea. Use the arguments below and the expressions from the Phrase Bank to help you. Add your own ideas too.

For & against:

1 studying abroad

learn the language • meet people from different backgrounds • feel lonely

2 doing two courses at the same time

two degrees mean more chances to find employment • hard to study two subjects at once

7 Read the writing task and the sentences below. Which of the sentences could be used: a) in the introduction of the essay, b) in the conclusion, and c) which are irrelevant to the task?

Coraz więcej osób, wybierając kierunek studiów, uwzględnia bardziej sytuację rynkową niż własne zainteresowania. Napisz **rozprawkę**, w której przedstawisz wady i zalety takiego sposobu myślenia.

- On balance, I believe that young people should study what they are interested in as otherwise they may not enjoy their studies at all.
- More and more young people want to work rather than study because they believe that gaining some experience will help them in the future.
- All things considered, it is a sensible idea to choose a subject which interests you, but which will also guarantee you a job in the future.
- These days it seems common for young people to choose the subject of their study based on the job prospects it offers rather than their passions.
- My brother had the time to study and develop his passions while he was at university.

8 Do the writing task in exercise 7.

1 Read the sentences and the wrong options given. Suggest the correct answer.

- Our bank does not people for withdrawing money from cashpoints. It's free.
a cost b c pay
- Saving money always pays . You won't be broke.
a b up c through
- Please wait while the transaction is made. It'll only take a minute.
a been b be c
- We are having new lights in our house.
a install b c installing
- I have just the payment online.
a b done c given

2 Read the text and choose the correct answers.

According to a recent survey, the idea of owning a flat or a house no longer appeals to young people. The survey has shown that eight out of ten people aged 18 to 34 ¹ rent accommodation than buy a house or a flat. Interestingly, this is not because of difficulties in ² out a bank loan. The reasons are more to do with the costs and convenience. The poll confirms that renting ³ more economical, convenient and even trendy. The most popular reason why young people decide to rent is the monthly cost, which is far ⁴ than paying off a mortgage. A lot of young people also point ⁵ another advantage connected with renting: when something breaks in a rented flat, it is simply the landlord's responsibility to ⁶ it fixed. Finally, by renting a flat you can afford ⁷ in a smarter neighbourhood, where buying your own flat would cost a fortune.

- | | | | |
|----------------------|------------------|-----------|-------------|
| 1 a had better | b would rather | | |
| c prefer | d wish | | |
| 2 a taking | b getting | | |
| c putting | d giving | | |
| 3 a to be considered | b is considered | | |
| c considers | d is considering | | |
| 4 a least | b little | c less | d a little |
| 5 a on | b for | c down | d out |
| 6 a have | b make | c do | d keep |
| 7 a living | b live | c to live | d on living |

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

- A plumber has just fixed our taps. We fixed.
- They are building a lot of new houses in my neighbourhood. A lot of new houses in my neighbourhood.
- 'I won't pay any more for the rent', said Fiona. Fiona said for the rent.
- They hadn't informed us about the extra costs before we signed the contract. We about the extra costs before we signed the contract.

- I'm sure Tom wasn't at home that evening. He was at school.
Tom can't at home that evening. He was at school.
- They say that renting a flat is a better idea than buying one.
It that renting a flat is a better idea than buying one.

4 Complete the gaps in the dialogues with a suitable word or phrase. Use between one and four words.

- X** What do you do for a living?
Y as a lawyer.
X Oh! Good to know!
- X** Do you agree that money actually brings happiness?
Y Yes, I do. it solves a lot of problems.
X Yes! Exactly.
- X** of cheap loans for students?
Y Yes, I am. I fully support the idea.
X Me too. I hope the government will do something about that.
- X** Would you like to borrow some money?
Y I would rather if possible. I'll wait for my salary and then pay off the loan.
X OK. But do let me know if you have a problem.

5 Complete the text with appropriate words. Put one word in each gap.

The reason why people insure different things is to have a sense of financial security in ¹ something bad or unexpected happens. No matter how much money you may save every month, it won't be ² to cover the expensive medical costs or a damaged house or car. That's ³ homeowners get home insurance, drivers buy car insurance and adults purchase health and life insurance policies. Strangely enough, some people ⁴ very unusual things insured, and such policies usually cost a lot. An example is weather or wedding insurance policies, which people take out in ⁵ to get their money back if the weather spoils their special occasion. Other, even stranger types of insurance policies which ⁶ been sold include those for people wishing to insure themselves against ⁷ kidnapped by aliens or haunted by ghosts. Insurance companies are happy to issue them, and the people who buy them feel safer. A win-win situation?

6 Work in pairs and role-play the dialogue.

Student A

You are going to work in Liverpool. You need to rent an inexpensive flat. You have found an advert for a small flat to let. Ring the landlord/landlady to ask about the details (location, rent, furniture, bills, wi-fi access, deposit, etc.).

Student B

You own a small flat in Liverpool which you would like to rent out. A Polish student rings you and wants to know more about the flat. Give him/her all the necessary information. Negotiate a higher rent for the flat.

Vocabulary MP3 64

bank	/bæŋk/	deponować w banku; bank
bank card	/ˈbæŋk kɑː(r)d/	karta płatnicza
branch	/brɑːntʃ/	oddział, placówka
cashpoint	/ˈkæʃ.pɔɪnt/	bankomat
charge	/tʃɑː(r)dʒ/	obciążyć opłatą; opłata
check your balance	/ˌtʃek jə(r) ˈbæləns/	sprawdzić stan konta
coin	/kɔɪn/	moneta
contactless payment	/ˌkɒntæktləs ˈpeɪmənt/	płatność zbliżeniowa
cost	/kɒst/	kosztować; koszt
currency	/ˈkʌrənsi/	waluta
deposit	/dɪˈpɒzɪt/	wpłata, zadatek, kaucja
deposit cash	/dɪ.pɒzɪt ˈkæʃ/	wpłacić gotówkę na konto
detect	/dɪˈtekt/	wykryć
equal	/ˈiːkwəl/	równać się
fraud	/frɔːd/	oszustwo
insert your card	/ɪn.sɜː(r)t jə(r) ˈkɑː(r)d/	włożyć kartę
key in your PIN number	/kiː ɪn jə(r) ˈpɪn ˌnʌmbə(r)/	wprowadzać PIN
loose change	/ˈluːs ˈtʃeɪndʒ/	drobne, bilon
loyalty card	/ˈlɔɪəli kɑː(r)d/	karta lojalnościowa
make a payment/ transaction	/ˈmeɪk ə ˈpeɪmənt, trænˈzækʃ(ə)n/	dokonać płatności/ transakcji
note	/nəʊt/	banknot
offer financial advice	/ˌɒfə(r) ˈfaɪ.nænʃ(ə)l ədˈvaɪs/	prorowadzić doradztwo finansowe
online banking	/ˌɒnlaɪn ˈbæŋkɪŋ/	bankowość internetowa
pay	/peɪ/	placić;
pay in a cheque	/peɪ ɪn ə ˈtʃek/	wynagrodzenie
pay in cash / by card / online	/peɪ ɪn ˈkæʃ, baɪ ˈkɑː(r)d, ɒnˈlaɪn/	zrealizować czek
piece	/piːs/	placić gotówką / kartą / przez Internet
piggy bank	/ˈpɪɡi bæŋk/	moneta
pocket money	/ˈpɒkɪt ˌmʌni/	skarbonka
report a lost/ stolen card	/rɪ.pɔː(r)t ə ˈlɒst, ˈstəʊlən ˈkɑː(r)d/	kieszonkowe
sterling	/ˈstɜː(r)lɪŋ/	zgłosić zgubienie/ kraść kartę
take out a loan	/ˌteɪk aʊt ə ˈləʊn/	funt szterling
telephone banking	/ˈteli.fəʊn ˈbæŋkɪŋ/	zaciągnąć kredyt
transfer	/ˈtrænsfɜː(r)/	bankowość telefoniczna
transfer	/ˈtrænsˈfɜː(r)/	przelew
withdraw cash	/wɪð.droː ˈkæʃ/	przelewać
		wypłacić gotówkę z konta

Grammar 1 MP3 65

determine prices	/dɪ.tɜː(r)mɪn ˈpraɪsɪz/	ustalać ceny
tax	/tæks/	podatek

Listening and vocabulary MP3 66

appalled	/əˈpɔːld/	zbulwersowany
auctioneer	/ˌɔːkʃəˈniə(r)/	licytator
badger sb into doing sth	/ˌbædʒə(r) ɪnˈtə ˈduːɪŋ ˌsʌmθɪŋ/	namówić kogoś na zrobienie czegoś
car boot sale	/ˌkɑː(r) ˈbuːt seɪl/	pchli targ
charity shop	/ˈtʃærəti ʃɒp/	sklep instytucji charytatywnej

exceed expectations fee /ɪk.sɪd ˈekspekˈteɪʃ(ə)nz/ /fiː/

invest /ɪnˈvest/ investment /ɪnˈves(t)mənt/ make money /ˌmeɪk ˈmʌni/ market stall /ˈmɑː(r)kɪt ˌstɔːl/ monetary value /ˌmʌnɪ(ə)rɪ ˈvæljuː/ online auction /ˌɒnlaɪn ˈɔːkʃ(ə)n/

pay off /ˌpeɪ ˈɒf/ pound shop /ˈpaʊnd ʃɒp/

second-hand store /ˌsekənd hænd ˈstɔː(r)/ trade /treɪd/

Grammar 2 MP3 67

issue a bank card /ɪʃuː ə ˈbæŋk kɑː(r)d/ redirect /ˌrɪːdɪˈrekt/

Reading and vocabulary MP3 68

accumulate /əˈkjuːmjəleɪt/ advocate /ˈædvəkeɪt/

afford sth /əˈfɔːd(r) ˌsʌmθɪŋ/

attitude clear /ˈætɪ.tjuːd/ /kliə(r)/

consumer lifestyle /kən.sjuː.mə(r) ˈlaɪf.staɪl/ consumerism /kən.sjuː.mə.rɪz(ə)m/ control your expenses /kən.trəʊl jər ɪkˈspensɪz/ de-clutter /dɪˈklʌtə(r)/ distinction /dɪˈstɪŋkʃ(ə)n/ donate /dəʊˈneɪt/ economist /ɪˈkɒnəmɪst/ environmentalist /ɪn.vaiə(r)ˈment(ə)lɪst/ face criticism /ˌfeɪs ˈkrɪtɪsɪz(ə)m/

fill up /fɪl ˈʌp/ get into debt /ˌget ɪntə ˈdet/ get out of control /ˌget aʊt əv kənˈtrəʊl/ get rid of sth /ˌget ˈrɪd əv ˌsʌmθɪŋ/

give sth away /ˌɡɪv ˌsʌmθɪŋ əˈweɪ/ globalisation /ˌɡləʊbəlaɪˈzeɪʃ(ə)n/ go on a shopping spree /ˌɡəʊ ɒn ə ˈʃɒpɪŋ spriː/

have a negative impact on sth /hæv ə ˌnegatɪv ˈɪmpækt ɒn ˌsʌmθɪŋ/

high-income job /haɪ.ɪŋkʌm ˈdʒɒb/

initiate /ɪˈnɪʃɪeɪt/ keep up your lifestyle /kiːp ˌʌp jə(r) ˈlaɪf.staɪl/

land a job /ˌlənd ə ˈdʒɒb/ live beyond your means /ˌlɪv bɪˈjɒnd jə(r) ˈmiːnz/

local businesses /ˌləʊkəl ˈbɪznəsɪz/ manage your money/time /ˌmænɪdʒ jə(r) ˈmʌni, ˈtaɪm/

materialistic /məˈtɪəriəˈlɪstɪk/ minimalist /ˌmɪnɪməlɪst/

przejsć czyjeś oczekiwania /ˌprɛʃɛs tʃɪzɛs ˈɔːkɪkɪwəniə/ opłata, honorarium /ˌɒplata, ˈɒnərəriəm/ inwestować /ɪnˈvestəv/ inwestycja /ɪnˈvestɪtʃə/ zarabiać pieniądze /zəˈraɪbiə ˈpiːniədʒe/ stragan na bazarze /ˈstrɑːɡən nɑː ˈbɑːzɑː/ wartość pieniężna /vɑːrtuːt ˈpiːniədʒə/ aukcja /ˈɔːkʃə/ internetowa /ɪntəˈnetəvə/ optacać się /ˌɒplata ˈsɪ/ sklep z towarami /ˌsklep z ˈtəʊwəri/ w cenie 1 funta /w ˈtʃeni 1 ˈfʌntə/ sklep z artykułami /ˌsklep z ˈɑːrtɪkʊl(ə)mi/ używanymi /ɪˈzɪjwəni/ wymienić /wɪˈmenɪ/

wystawić kartę płatniczą /ˌwɪstəvɪʃ ˈkɑː(r)d ˈplʌtnɪtʃə/ przekierować /ˌprɛkɪəˈrəv/

gromadzić /ˌɡrɒməˈdɪz/ publicznie /ˌpʌblɪˈtʃni/ wspierać /ˌwɪspɪə/ pozwolić sobie na coś /ˌpəʊlɪdʒ ˈsəʊbi ˈnɑː ˈsɒs/ nastawienie /ˌnəstəˈvɪni/ oczyszczać, opróżniać /ˌɔːkɪzɪtʃə, ˌɒprəʊˈniːə/ konsumpcyjny styl życia /kənˌsʌmpʃ(ə)n ˈstɑɪl ˈdʒɪvə/ konsumpcjonizm /kənˌsʌmpʃ(ə)nɪz(ə)m/ kontrolować wydatki /kənˌtrəʊl əv ˈwaɪdɪtʃi/ uporządkować /ˌɒpəˈrɔːdkaʊ/ wyróżnienie /ˌwaɪəˈrɪni/ ofiarować datkę /ˌɒfɪəˈrəv ˈdʌtʃkə/ ekonomista /ˌiːkəˈnɒmɪstə/ ekolog /ˌiːkəˈlɒɡ/ spotkać się z krytyką /ˌspɒtkɑː ˈsiː z ˈkrɪtɪkə/ wypełnić się /ˌwɪpɪlɪʃ ˈsiː/ popaść w dług /ˌpɒpɑː ˈwɪ ˈdʌŋɡ/ wymknąć się spod kontroli /ˌwɪmknɑː ˈsiː spɒd kənˈtrəʊli/ pozbywać się czegoś /ˌpɒzbɪəv ˈsiː tʃeɪɡz/ rozdać coś /ˌrɒzˈdɑː ˈsɒs/ globalizacja /ˌɡləʊbəlaɪˈzeɪʃ(ə)n/ wpaść w szal zakupów /ˌwɒpɑː ˈwɪ ʃɑːl zəkʌp/

mieć na coś negatywny wpływ /ˌmiːt ˈnɑː ˈsɒs ˌnegatɪv ˈwɪpɪl ˈwɪpɪl/ wysoko płatna praca /ˌhaɪkə ˈplʌtnə ˈpraːtʃə/ zainicjować /ˌzaɪnɪˈʃɪəv/ utrzymać poziom życia /ˌutrɪˈmɑː ˈpɒzɪm ˈdʒɪvə/ znaleźć pracę /ˌznaɪˈtʃ ˈpraːtʃə/ żyć ponad stan /ˌdʒɪv ˈpɒnəd stæn/ lokalne firmy /ˌləʊkəl ˈfɪrmɪ/ zarządzać /zəˈrɑːdʒ ˈdʒɪvə/ pieniędzmi/ czasem /ˌpiːniˈɛdʒɪz ˈdʒɪvə ˈtʃaːsm/ materialistyczny /məˈtɪəriəˈlɪstɪk/ minimalista /ˌmɪnɪməlɪstə/

oppose /əˈpəʊz/ material /məˈtɪəriəl/ possessions /pəˈzesh(ə)nz/ share talents/skills /ˌʃeə(r) ˈtælənts, ˈskɪlz/ simplify /ˈsɪmplɪfaɪ/ social status /ˌsəʊʃ(ə)l ˈsteɪtəs/ stuff /stʌf/ uneconomical /ˌʌniːkəˈnɒmɪk(ə)l/ wealthy /ˈwelθi/

sprzeciwiać się /ˌspriːtʃɪəv ˈsiː/ dobra materialne /ˌdɒbrə ˈmæˈtɪəriəl/

dzielić się /ˌdɪʒɪˈleɪ ˈsiː/ umiejętnościami /ˌumɪˈnɪtʃ(ə)nɪz(ə)mi/ uprościć /ˌʊprəʊˈsɪtʃ/ status społeczny /ˌsteɪtəs ˈsəʊʃ(ə)l/ rzeczy /ˈtʃeɪz/ nieopłacalny /ˌniːˈɒplətsəl/ bogaty /ˈbɒɡ(ə)ti/

Speaking MP3 69

be good with money /biː ˈɡʊd wɪð ˈmʌni/ cancel a card /ˌkænsəl ə ˈkɑː(r)d/

debit card /ˈdeɪbɪt kɑː(r)d/ family budget /ˌfæm(ə)li ˈbʌdʒɪt/ guarantee /ˌɡærənˈtiː/ money management /ˈmʌni ˌmænɪdʒmənt/

dobrze gospodarować /ˌdɒbrə ɡɒsˈpɒdərəv/ pieniędzmi /ˌpiːniˈɛdʒɪz/ zastrzec kartę /zəˈstrɛtʃ ˈkɑː(r)d/ płatniczą /ˈplʌtnɪtʃə/ karta debetowa /ˌkɑː(r)dəˈbetəvə/ rodzinny budżet /ˌrɒdɪnɪ ˈbʌdʒɪt/ zagwarantować /zəˈɡærənˈtəv/ zarządzanie /zəˈrɑːdʒ ˈmænɪdʒ/ pieniędzmi /ˌpiːniˈɛdʒɪz/

Writing MP3 70

academic /ˌækəˈdemɪk/ performance /ˌpɜː(r)fɔː(r)məns/ competitive job market /ˌkəmˌpetɪtɪv ˈdʒɒb ˌmɑː(r)kɪt/ drop out of college /ˌdrɒp aʊt əv ˈkɒlɪdʒ/ gain experience /ˌɡeɪn ɪkˈspɪəriəns/ hard-earned /ˌhɑː(r)dˈɜː(r)nd/ job prospects /ˌdʒɒb ˌprɒspekts/ perform poorly /pɜː(r)fɔː(r)m ˈpɔːli/ self-discipline /ˌself ˈdɪsəplɪn/

wyniki w nauce /ˌwɪnɪki ˈwɪ ˈnɑːʊs/ konkurencyjny /ˌkɒnkʊˈrɛnsɪj/ rynek pracy /ˌrɪnek ˈpraːtʃə/ rzucić studia /ˌrʒɪtʃ ˈstjuːdɪə/ zdobywać /ˌzɒbɪˈvɛv ˈdɒʃwɪədʒəni/ doświadczenie /ˌdɒʃwɪədʒəni/ ciężko zarobiony /ˌtʃiːkə ˈzəˈrɒbɪni/ perspektywy /ˌpɜːspekˈtɪv/ zawodowe /zəˈvɒdəv/ mieć słabe wyniki /ˌmiːt ˈsləbe ˈwɪnɪki/ samodyscyplina /ˌsəməˈdɪsɪplɪnə/

English in Use MP3 71

car/home/health/life insurance /kɑːr, ˈhəʊm ˈhelθ, ˈlaɪf ɪnˈʃʊərəns/ cost a fortune /ˌkɒst ə ˈfɔː(r)tʃən/ cover the cost of sth /ˌkʌvə(r) ðə ˈkɒst əv ˌsʌmθɪŋ/ financial security /ˌfaɪ.nænʃ(ə)l sɪˈkjʊərəti/ homeowner /ˈhəʊm.əʊnə(r)/ insurance company /ɪnˈʃʊərəns ˌkʌmpəni/ insurance policy /ɪnˈʃʊərəns ˌpɒləsi/ insure yourself against sth /ɪnˈʃʊə(r) jə(r) ˌself əˈɡenst ˌsʌmθɪŋ/ landlord/landlady /ˈlænd(ɪ)ˌlɔː(r)d, ˈlænd(ɪ)ˌleɪdi/ negotiate /ˌniːɡəʊˈʃeɪt/ pay off a mortgage /ˌpeɪ ˌɒf ə ˈmɔː(r)ɡɪdʒ/ poll /pɒl/ purchase /ˈpɜː(r)tʃəs/ rent /rent/ win-win situation /ˌwɪn ˈwɪn sɪtʃʊ.əʃ(ə)n/

ubezpieczenie /ˌubɪˈtʃeɪtʃəni/ samochodu /ˌsəməˈkɒdʊ ˈhəʊm/ domu /ˌdɒm/ zdrowotne /ˌzdrəʊˈtəʊnə/ na życie /ˌnɑː ˈdʒɪvə/ kosztować /ˌkɒstəvəv/ majątek /ˌmaɪˈtɛk/ pokryć koszt /ˌpɒkɪˈtʃ ˈkɒst/ czegoś /ˌtʃeɪɡz/ bezpieczeństwo /ˌbiːˈsɪf(ə)nəs/ finansowe /ˌfaɪ.nænˈsɪə/ właściciel /ˌvɹəˈtʃɪəl/ nieruchomości /ˌniːəˈrʊtʃməʊnsi/ firma /ˈfɪrmə/ ubezpieczeniowa /ˌubɪˈtʃeɪtʃəniəvə/ polisa /ˌpɒləsə/ ubezpieczeniowa /ˌubɪˈtʃeɪtʃəniəvə/ ubezpieczyć się na wypadek /ˌubɪˈtʃeɪtʃ ˈsiː ˌnɑː ˌwaɪˈpeɪd ˌtʃeɪɡz/ właściciel /ˌvɹəˈtʃɪəl/ właścicielka /ˌvɹəˈtʃɪəlˌkeɪlə/ nieruchomości /ˌniːəˈrʊtʃməʊnsi/ na wynajem /ˌnɑː ˌwɪˈnæɪm/ negocjować /ˌniːɡəʊˈdʒɪeɪt/ spłacić kredyt /ˌspɹəˈtʃɪt ˈkredɪt/ hipoteczny /ˌhɪˈpɒtɪtʃ(ə)n/ sondaż /ˌsɒndʒ/ kupić /ˌkʌp/ wynajmować /ˌwɪˈnæɪm/ czynsz /ˈtʃɪnz/ obopólna korzyść /ˌɒbəʊˈpɒlnə ˈkɔːrɪʃ(ə)ts/

Challenge! MP3 72

borrow sth from sb /ˌbɒrəʊ ˌsʌmθɪŋ frəm ˌsʌmbədi/ broke /brəʊk/ change /tʃeɪndʒ/ comfortable /ˌkʌmfɪtəb(ə)l/ convenient /kənˈviːniənt/ economic /iːkəˈnɒmɪk/ economical /iːkəˈnɒmɪk(ə)l/ exchange /ˌɪksˈtʃeɪndʒ/ expenses /ɪkˈspensəs/ go into the red /ˌɡəʊ ɪnˌtə ðə ˈred/

pożyczyć coś od kogoś /ˌpɒzɪtʃɪt ˈsɒs ɒd kəʊs/ sptukany /ˌsptʊkəni/ reszta; rozmiścić /ˌreszta ˈrɒzˈmɪtʃɪt/ wygodny /ˌwɒɡəˈdɪni/ dogodny /ˌdɒɡəˈdɪni/ gospodarczy /ˌɡɒspəˈdɜːtʃɪ/ oszczędny /ˌɒsˈtʃeɪdɪni/ wymienić (waluty) /wɪˈmenɪʃ ˈvæljuː/ wydatki /ˌwaɪˈdɪtʃi/ mieć debet /ˌmiːt ˈdebet/ go over the budget /ˌɡəʊ ˌəʊvə ðə ˈbʌdʒɪt/ income /ˈɪŋkʌm/ lend sth to sb /ˌlend ˌsʌmθɪŋ tə ˌsʌmbədi/ occasion /əˈkeɪʃ(ə)n/ pick up a bargain /ˌpɪk ʌp ə ˈbɑː(r)ɡɪn/ priceless /ˈpraɪsɪləs/ rest /rest/ save for a rainy day /ˌseɪv fɔː ə ˈreɪni ˈdeɪ/

przekroczyć budżet /ˌprɛkˈrɔːtʃɪt ˈbʌdʒɪt/ dochód /ˌdɒkəd/ pożyczyć coś komuś /ˌpɒzɪtʃɪt ˈsɒs kəʊs/ specjalna okazja /ˌspeʃɪəlˈnə ˈɔːkɑːʒə/ upolować okazję /ˌʊpəˈləvəv ˈɔːkɑːʒə/ bezcenny /ˌbiːˈtʃeni/ pozostała część /ˌpɒzəˈtʃə ˈtʃeɪts/ odkładać na czarną godzinę /ˌɒdkləʊˈdɑː ˈnɑː ˈtʃɜːnə ˈɡɒdɪn/

sentimental value /ˌsentɪˈment(ə)l ˈvæljuː/ split the bill /ˌsplɪt ðə ˈbɪl/ sponge off /ˌspɒndʒ ˈɒf/ valuable /ˌvæljuəb(ə)l/ value /ˈvæljuː/ worth /wɜː(r)θ/ worthless /ˈwɜː(r)θləs/ worthy /ˈwɜː(r)ði/

wartość /ˌvɑːrtuːt/ sentymentalna /ˌsentɪˈment(ə)lnə/ podzielić rachunek /ˌpɒdɪˈtʃɪl ˈrʌtʃʊˈnek/ naciagać /ˌnæɪˈɡɑːtʃ/ wartościowy /ˌvɑːrtuːtɪˈvə/ cenić; wartość /ˌtʃeniːt ˈvɑːrtuːt/ wart; wartość /ˌvɑːrt ˈvɑːrtuːt/ bezwartościowy /ˌbiːˈvɑːrtuːtɪˈvə/ szlachetny /ˌslætʃ(ə)tnə/



Complete all the exercises from this section in your notebook.

VOCABULARY

- 1 Match the words from boxes A and B to make compound nouns. There are two extra words in box B.

A loose pocket loyalty shopping car boot
material materialistic local

B sale cards possessions coin change note
businesses attitude money spree

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

make deposit donate report manage afford
lend accumulate check withdraw charge

- This card will only allow you to small transactions.
- You can and money at cashpoints.
- You must a stolen card or you risk someone else using it.
- You can print out a receipt after every cashpoint transaction to your balance.
- If you have some unwanted books or toys, you can them to a charity shop.
- Unfortunately, I'm not very good at my money. I often spend more than I should.
- Some people tend to a lot of unnecessary things which they never use.
- I've always wondered how they could a brand new sports car.
- The bank clerk told me they would a small fee every time I withdraw money from a cashpoint.
- Despite the fact that they never pay it back, my parents keep money to my brothers.

- 3 Choose the correct preposition.

- Did the bank charge you **for** / **with** this service?
- First, key **in** / **into** your PIN number.
- I've just got rid **out** / **of** many things I don't use.
- After my father lost his job, we weren't able to keep **up** / **down** our lifestyle.
- Don't take **out** / **up** a loan if you can't pay it back.
- Investing money wisely always pays **up** / **off**.
- Teenagers often badger their parents **to** / **into** buying different things.

GRAMMAR

- 4 Use the prompts to write sentences in the passive voice.

- I / just contact / about my new bank account.
- All customers / send / their new credit cards tomorrow.
- My sister / not inform / about the new online banking system until she rang the bank.
- A new branch of this bank / just set up / in the centre.
- Our customers / regularly offer / big discounts.
- The payment / must / make / within three days.
- The da Vinci painting recently / sell / at an auction for a record-breaking amount of money.

- 5 Rewrite the sentences using *have something done*.

- They are setting up my savings account just now.
- The builders have just put in our new kitchen.
- The hairdresser is going to cut my hair tomorrow.
- The dentist checks my teeth every six months.
- A thief stole my mother's credit card yesterday.
- The mechanic will repair our car sometime this week.
- The IT specialist has just fixed my computer.

- 6 Work in pairs and test each other.

Student A: go to page 122.

Student B: go to page 129.

ENGLISH IN USE

- 7 SETY LEKSYKALNE (ZADANIE OTWARTE)

W zadaniach 1–3 zapisz obok numeru zadania wyraz, którym poprawnie uzupełnisz wszystkie trzy zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych wyrazów.

- Jeremy left early and left me a ... saying he'd be home late.
 - Currently, the ... with the highest value in the US is \$100, the one with Benjamin Franklin on it.
 - Please take ... of the high insurance costs in this area.
- He's been buying things he couldn't afford, and now he's ... to his ears in debt.
 - This charity shop is the best place to pick ... a bargain.
 - If you keep ... this expensive lifestyle, you'll end up broke.
- He went from being very poor to living in luxury – what a ...!
 - Do you have any loose ...? We need a coin for the shopping cart.
 - That's €95.99. €4.01 is your ... Thanks.

- 8 UZUPEŁNIANIE LUK W TEKŚCIE JEDNYM

WYRAZEM Przeczytaj tekst. Uzupełnij każdą lukę (1–7) jednym wyrazem tak, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów.

I used to be a shopaholic. As any teenager, I enjoyed my weekly trips to the mall with my girlfriends. But as I became financially independent and my finances were ¹ controlled by my parents anymore, something shifted. I started going on shopping ² more and more often, buying hundreds of things. I didn't care how much they were ³ me for the goods, even if the prices were ridiculous. If I couldn't go to the mall, I bought things online and ⁴ them delivered on the following day because I simply couldn't wait to get my hands on them. Obviously, I was living beyond my ⁵ , spending more money than I was earning. Until the day I couldn't pay my rent. I asked my parents for help, and their conditions were tough: I had to go back and live with them and ⁶ all my money into their account immediately after I got it. I felt like a little girl again, but it paid ⁷ . After a few months, I learned to live without shopping.



READING

- 9 UZUPEŁNIANIE STRESZCZENIA** Przeczytaj tekst. Uzupełnij luki 1–6 w streszczeniu poniżej zgodnie z treścią tekstu tak, aby jak najbardziej precyzyjnie oddać jego sens. W każdą lukę możesz wpisać maksymalnie trzy wyrazy.

I'd arrived in France a few weeks earlier for a one-year contract, settled into the flat that had been rented for me by the company and generally made myself at home. I already knew where the supermarkets were and got my gym membership. The next thing on my agenda was the local market. Exploring local markets, whether it's in Spain, Thailand, Egypt or the USA, is my absolute favourite way of getting the real feel of the area. I never pass on an opportunity to taste the local specialities freshly prepared and served at the market stalls. Granted, there had been a time or two when it turned out to be inedible or caused some stomach aches afterwards, but I've also discovered some of my favourite dishes and spices this way. Unlike the Saturday trip to the supermarket, this is not a chore of pushing a cart full of familiar packages and being freezing cold because the AC is turned up too high. With local markets, you never know what you'll end up coming home with, and you get some exercise and fresh air in the process.

My landlord pointed me in the right direction, warning me that it's cash only, and I was on my way. I found the place without any problems and dove right in. It was crowded, but I loved the chatter and laughter. The market was conveniently divided into sections, with cheeses, meats, fish, fresh produce, etc. Lovely! I could tell that both my bags and my tummy would be filled soon.

However, it wasn't so easy. It turned out that although I was doing fine with my colleagues and my landlord, but here ... my French turned out a total disaster! With no price tags on many of the goods and a huge variety of cheeses that meant nothing to me, I tried to ask for details and ... found I couldn't understand a thing. I ended up pointing to things and just handing over my money. Not the first time in my life of course, but when you do that in Asia, it's kind of part of the fun. Here, I was supposed to be fluent in their tongue! I guess the local farmers proved me wrong 😊 But the food is amazing and I'm going back next Saturday for sure!

The narrator had already been in France for ¹ when he decided to visit his local market. He loves visiting food markets, and he always ² when he visits one. He seems to dislike weekly visits ³, though, and he implies that unlike them, his purchases at local markets are often unplanned. Before setting off to the market, the narrator was informed by his landlord that he wouldn't be able to ⁴ there. When he found the market, he was certain that he would buy lots of groceries as well as ⁵. Unfortunately, the narrator had problems with ⁶, but he still bought a lot of things.

SPEAKING

- 10 ROZMOWA NA PODSTAWIE MATERIAŁU STYMULUJĄCEGO** Pracujcie w parach. Popatrzcie na zdjęcia, wykonajcie zadanie i odpowiedzcie na pytania. Następnie zamieńcie się rolami.

Popatrz na zdjęcie 1., zdjęcie 2. i zdjęcie 3.

Zaczynasz studia w Anglii i musisz kupić wiele rzeczy dla siebie i do domu. Twój współlokator / Twoja współlokatorka proponuje Ci kilka miejsc, do których można się wybrać.

- Wybierz to, które odpowiada Ci najbardziej, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- These days, a lot of young people prefer to live at home with their parents until they're in their late twenties. What do you think the reasons for this are?
- Is it a good idea for young people to take out loans in order to study or buy your own home?

WRITING

- 11 ROZPRAWKA** Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Coraz więcej zakupów, od produktów spożywczych przez ubrania po samochody, robimy online. Napisz **rozprawkę**, w której przedstawisz dobre i złe strony tego zjawiska.



Complete all the exercises from this section in your notebook.

Rozumienie ze słuchu Wybór wielokrotny

1 CD 2.33 Usłyszysz dwukrotnie trzy nagrania. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią poszczególnych nagrań. Zapisz numery pytań w zeszyte i obok nich dopisz litery: A, B, C albo D.

Tekst 1.

- 1** What is the speaker concerned about?
- A** doctors who give wrong diagnoses of medical conditions
 - B** patients depending on advice that may not be appropriate
 - C** people who ignore dangerous symptoms
 - D** stress people feel when they learn they are sick

Tekst 2.

- 2** Which of the following statements is a fact not an opinion?
- A** The crime series is likely to win a prize.
 - B** The crime series is popular with viewers.
 - C** The crime series is addictive.
 - D** The crime series is well-made.

Tekst 3.

- 3** Which piece of information was mentioned first by the speaker?
- A** students' need to find support
 - B** the consequences of not coping with change
 - C** the feelings associated with living away from home
 - D** types of students' concerns

Rozumienie tekstów pisanych Dobieranie (zdań do luk)

2 Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w każdą lukę (1-4) literę, którą oznaczono brakujące zdanie (A-E), tak aby otrzymać spójny i logiczny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

My time in London

I've been working in London for three years now, and I would like to say that I've enjoyed every minute of it! ¹ However, what I can say is that it has been a very interesting experience, definitely a real learning curve in so many ways, and these days I feel that my life is very good, and I'm appreciating what this wonderful city has to offer people from all corners of the world.

Living in England had always been a dream for me. ² So, when my parents offered to finance an English course in England, I jumped at the chance. I found myself in a seaside town called Bournemouth, but while it was very picturesque and tranquil it wasn't London. During that year I pushed myself to study hard, took and passed several difficult exams in English and went on as many trips to London as I could! Then, when the year was over I stayed with an English friend in London and looked for a job.

After a fairly long search I found work as a barista in a coffee shop. ³ Most of them are really kind and once they hear my still rather strong French accent they ask me about France and why I'm in England. ⁴ Not everyone here likes seeing foreigners taking jobs that English people could do. At first it used to upset me, and I would get into arguments, trying to point out that there are a lot of people from the UK working in Paris! But I soon learned that it isn't worth getting upset about it as the majority of people don't have an issue with it. My parents would like to have me back in France, but I'm happy to stay for the foreseeable future – hassle or no hassle!



- A** As a teenager I loved the English language, English books and English films, and London was my most favourite city in the whole world.
- B** Unexpectedly though, I've had to put up with a fair amount of abuse too.
- C** Unfortunately that's not quite true.
- D** This made me want to carry on working and living here even more.
- E** The job isn't that difficult; I love the atmosphere and every day I get to meet different people!





Znajomość środków językowych

Wybór wielokrotny (tekst)

- 3 Przeczytaj zdania. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zakreśl jedną z liter: A, B, C albo D.

Most of us have bought things on ¹ . Often they are things that have caught our eye while shopping and are frequently purchases that we later come to regret making. However, one of the biggest impulse buys in history was in 1915 when Sir Cecil Chubb ² by his wife to go to an auction to buy chairs. He returned home, having bought Stonehenge, today one of the world's most well-known monuments! Cecil had no intention of buying Stonehenge, but when it came ³ in the auction, he decided to buy it as a gift for his wife, who reportedly was not that happy with the purchase of a circle of old stones. Cecil paid £6,000 for the monument (the equivalent of £392,000 today), and now it is valued at about 51 million pounds – not a bad investment. However, Sir Cecil believed that it should belong not to individuals but to the whole country ⁴ it could be enjoyed by everyone, and in 1918 he gave it to the nation.

- | | |
|---------------|------------------|
| 1 A purpose | B impulse |
| C request | D decision |
| 2 A had asked | B was asking |
| C asked | D was asked |
| 3 A across | B down |
| C up | D through |
| 4 A so that | B as a result |
| C because of | D the reason for |

Znajomość środków językowych

Transformacje zdań (zadanie otwarte)

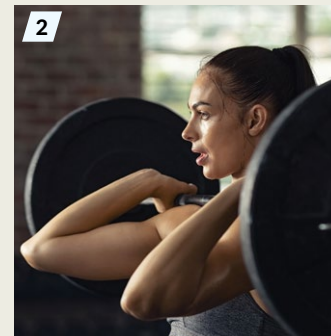
- 4 Wykorzystując podane wyrazy, uzupełnij zdania tak, aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów i formy podanych wyrazów. Wymagana jest pełna poprawność gramatyczna i ortograficzna. W każdą lukę możesz wpisać maksymalnie pięć wyrazów.
- How many bags would you like to check in? MUCH
 do you have to check in?
 - I can't concentrate on my homework because of Mike's loud music. WISH
 I loud music! I could concentrate better then.
 - I think the dentist will pull my tooth out today. It'll hurt. HAVE
 out today. It'll hurt.
 - My parents gave me this money for my birthday last week. BY
 my parents for my birthday last week.
 - I'm sure Suzy hasn't done her homework because her school bag is still in the car. HAVE
 Suzy her homework because her school bag is still in the car.

Mówienie Rozmowa na podstawie materiału stymulującego

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

Popatrz na zdjęcia 1–2. Wraz z kolegami i koleżankami bierzcie udział w kampanii, mającej na celu zachęcenie młodzieży do zdrowego stylu życia. Wyraź swoje zdanie na temat wykorzystania na plakacie dwóch poniższych zdjęć.

- Wybierz to, które będzie, Twoim zdaniem, najbardziej odpowiednie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.



- Many people today become addicted to excessive training. What can the consequences of this be?
- Some people say that children get too little exercise these days because they're always on their computers. Do you agree? Why? / Why not?

Wypowiedź pisemna E-mail prywatny

- 6 Przeczytaj polecenie i wypowiedz się na poniższy temat.

Niedawno z powodu choroby nie mogłeś / nie mogłaś uczestniczyć przez tydzień w kursie komputerowym. Napisz do koleżanki z Anglii, z którą uczęszczasz na kurs, e-mail (100–150 wyrazów), w którym:

- wyjaśnisz powód swojej nieobecności,
- opiszesz swoją wizytę u lekarza,
- napiszesz, jak się obecnie czujesz i jakie masz plany na przyszły tydzień,
- zapytasz o tematykę opuszczonych zajęć i poprosisz o przesłanie materiałów.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Hi!

You're probably wondering why I missed the computer classes last week.

...

Wypowiedź pisemna – poziom rozszerzony Rozprawka

- 7 Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Samochody autonomiczne, które coraz częściej pojawiają się na naszych drogach, budzą liczne kontrowersje. Przedstaw w formie rozprawki wady i zalety użytkowania tego typu pojazdów.



1



2



3



4



5



6

- 1 Work in pairs. Match the phrases with the photos. Two expressions match one picture. Then answer the questions below.

shake hands hug embrace each other
bow rub noses or foreheads kiss on the cheeks
pat on the back

- Which countries or cultures might these types of greetings come from?
- What does each greeting involve?

- 2 Work in pairs and do the quiz. Are the sentences true or false? Check your answers on page 128.

Quiz

- You greet an Asian person with a kiss on the cheek.
- Most Latinos, even strangers, embrace each other when greeting.
- In Muslim countries you are not supposed to hug a person of the opposite sex.
- People from southern European countries greet friends by kissing on both cheeks.
- It's good manners not to look someone in the eye in Asia.
- A firm handshake is a sign of respect in most Western countries.
- In Muslim cultures it is polite to shake hands with the left hand when greeting someone.
- In India a traditional greeting involves placing your hands together in a prayer-like fashion and bowing.

- 3 **CD 2.34** Listen to an interview with a specialist on multicultural etiquette. Which countries do the speakers mention?

- 4 **CD 2.34** Listen again and answer the questions.

- How does Jennifer define multicultural etiquette?
- Why does she believe young people must learn about it?
- How do people greet each other in southern European countries and in Latin America?
- What problem did the boy experience in New Zealand?
- How did the interviewer feel when he was greeted in Poland?
- Why is it a good idea to have some basic knowledge of multicultural etiquette?

- 5 Complete the sentences with the words below.

experience blunder uncomfortable manners behave
embarrassment offensive

- It's good to know how to in the presence of someone from a different culture.
- My father had made a when he hugged a Japanese businessman. Men never hug each other in Japan.
- In some countries kissing each other in public may be seen as .
- Looking someone in the eye may make them feel .
- People often culture shock when they travel abroad.
- We should have some basic knowledge of multicultural etiquette to avoid and uncomfortable situations.
- It's bad to interrupt someone.

- 6 Work in pairs and answer the questions.

- Do you think that multicultural studies should be a compulsory school subject? Why? / Why not?
- Have you ever experienced culture shock? If not, what example of culture shock can you give?

- 7 Work in pairs. Stand opposite each other and practise the forms of greetings mentioned in this lesson. How did it feel?

- 8 **PROJECT TASK** Turn to page 122 and do the project task.

1 Work in pairs and answer the questions.

- 1 What world religions do you know?
- 2 Is it important to know the differences between religions? Why? / Why not?

2 Match the following words with their Polish equivalents.

- | | |
|--------------|-----------------|
| 1 pray | a obchodzić |
| 2 observe | b pielgrzymka |
| 3 pilgrimage | c święty/święta |
| 4 holy | d wiara |
| 5 faith | e modlić się |

3 Work in pairs. Do the quiz about world religions. Check your answers on page 128.

WORLD RELIGION QUIZ

1 What is the world's largest religion?

- | | | |
|----------------|------------|------------|
| a Christianity | c Judaism | e Buddhism |
| b Islam | d Hinduism | |

2 Christians have the Bible. What holy book is read by Muslims?

- | | | |
|-------------|-------------|-------------|
| a The Torah | b The Quran | c The Vedas |
|-------------|-------------|-------------|

3 People of which religions go on a pilgrimage to the following places?

- | |
|---------------------------------|
| a Santiago de Compostela |
| b The Wailing Wall in Jerusalem |
| c Mecca |

4 In which religions do people observe the following holidays?

- | | | |
|-----------|--------|----------|
| a Ramadan | b Lent | c Diwali |
|-----------|--------|----------|

4 Read the texts and answer the questions below.

- 1 What do you think is the most important aspect of each of the religions mentioned?
- 2 Use your own words to describe what each person (A-C) appreciates most about their faith.



A Hello, my name is Naomi and I'm a Buddhist. In my faith we don't **worship** any gods. Our most important belief that we have is that, after death, each person can be born again in a different body. These rebirths are a punishment for selfishness and greed. However, if you follow practices such as **fasting** or meditation, you can achieve the state of Nirvana – when you become free from all the unwanted desires. I suppose this is really the thing I love the most about my faith – it helps me improve my self-discipline and teaches me not to be greedy.



B Hi, I'm Remi and I'm a British Muslim. My faith is called Islam. We believe that there is only one god, Allah. We learn about Allah through the words of his greatest **prophet** – Muhammad. As a Muslim, I must follow five religious duties: say I believe in Allah and Muhammad, pray in Arabic five times a day, help poor people, fast from sunrise to sunset for one month a year, and go on a pilgrimage to the **shrine** in Mecca. For me, the greatest thing about Islam is that it makes me help others, remember Allah and make time to pray.



C My name is Thomas and I'm a Roman Catholic. In my religion we follow the words of the Bible and the teachings of Jesus Christ. It's important for us to follow the Ten Commandments and to regularly attend **church services** in order to receive Communion. Communion means you allow Jesus to enter your heart. We also **confess** to the priest before taking Communion in order to make sure that our soul is free from **sin**. What I value about my faith are the Ten Commandments – they help me lead a decent life.

5 Match the words in bold from the text in exercise 4 to their explanations.

- 1 show respect and love for a god
- 2 a person who has been sent by God to teach people their religious beliefs
- 3 an action against religious rules
- 4 tell a priest about the wrong things you have done
- 5 a religious ceremony
- 6 to stop yourself from doing something for religious purposes
- 7 a place people visit to pray at

6 Complete the sentences with the English equivalents of the Polish words in brackets.

- 1 I took part in a  (*nabożeństwo*) led by a very inspiring spiritual leader from the USA.
- 2 In Japan people also  (*czczą*) their gods. They build Shinto  (*świątynie*) where they keep sacred objects connected to their faith.
- 3 According to Muslims, Muhammad was a  (*prorokiem*) who was sent to Earth to tell people how not to live in  (*grzech*).
- 4 Catholics are supposed to  (*pościć*) on certain days.

7 Work in groups of three. Prepare a PowerPoint presentation on a less known religious holiday of your choice. Include the points below:

- where and when it is celebrated;
- which religion it comes from;
- why and how it is celebrated;
- what you like about this ceremony.

- 1 Check the meaning of the words and phrases below in a dictionary. Then look at the pictures in exercise 2 and say which of these words and phrases can be used to describe them.

a traffic jam rush hour / peak time traffic road rage
air/noise pollution traffic lights an accident a motorway
a crash not concentrated on the road a speed bump
a bus lane a car-free day a bike lane congestion
be distracted by a mobile phone

- 2 Work in pairs. Look at the pictures below and discuss what problems they show. What are the causes and results of these problems?



- 3 CD 2.35 Listen to an interview with Paul, a young London motorist. Put the points below in order as they are mentioned in the recording.

- the cost of wasted petrol
- risks cyclists take
- the cost of driving into the centre of London
- drivers' feelings
- time spent by drivers in traffic jams
- the speed of cars moving in peak time traffic



- 4 CD 2.35 Listen again. Complete the sentences below with the correct word or phrase.

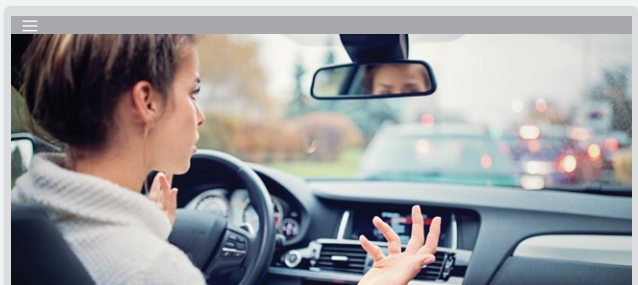
- London is one of the most capital cities in the world.
- Paul finds his journeys to work .
- There is a lot of road rage and in London.
- is not in the Congestion Charge Zone.
- Paul decided to drive to work in order on public transport.
- Cyclists in London are often involved in .

- 5 Work in pairs and discuss the questions.

- How bad is the traffic in the area where you live? What's the worst thing about it? Are there any solutions proposed to cope with the problem?
- Is road rage and aggressive driving common in Poland? Can you give any examples?
- Is cycling to school/work popular where you live? How are cyclists treated by drivers? Is it safe to cycle?
- What could be done to reduce the amount of traffic in Polish cities?

- 6 Complete the post below with the correct words from the box. There are three extra words.

anger crashed driving got overtake take furious
antisocial arrived omit



I don't remember the last time I got so ¹ driving to work! I was doing 80 kph, which was the speed allowed, and there behind me was this guy who kept flashing his beam lights at me, ² far too close to me to force me to let him through. Let me add that he was also on his mobile phone and was drinking coffee at the same time. Eventually I let him ³ me, and he just raced past me like a Formula One driver. Then, as I wanted to ⁴ the right turning, a cyclist appeared out of nowhere, and I almost ⁵ into him. When I ⁶ at work in the end, there was nowhere to park because my disabled car park place had been taken. My question is: why in the 21st century do people who live in a civilized country behave like this? What can be done to stop such ⁷ behaviour? Why don't cyclists think? Do they want to meet their death on the road? And finally how should behaviour like this be punished? What do you think? Do you or people you know experience similar problems? Looking forward to reading your comments!

Like • Share

4 12

- 7 Write an answer (100–150 words) to the post in exercise 6.

- 1 Read the information about consumer rights. Work in pairs. Summarise the information in Polish.

AS CONSUMERS, WE HAVE THE FOLLOWING RIGHTS:

- 1 **The right to satisfy basic needs:** consumers should have access to basic goods and services such as food, clothing, education and health care.
- 2 **The right to safety:** consumers have the right to be protected against goods and services which are dangerous to their health and life.
- 3 **The right to be informed:** consumers have the right to know all the facts before they buy goods and should not be misled by businesses.
- 4 **The right to choose:** consumers have the right to choose from a variety of goods and services of good quality and fair price.
- 5 **The right to compensation:** consumers have the right to receive a refund for goods/services if their quality is not satisfactory.

- 2 Read the words and expressions below. Check their meaning in a dictionary if necessary. Explain how they are connected to the topic of consumer rights.

refund faulty take something back receipt court
purchase deliver return

- 3 Read the quiz questions below. In the text, find expressions with the words from exercise 2. Which two words can be used both as nouns and as verbs?

HOW WELL DO YOU KNOW YOUR CONSUMER RIGHTS?

- 1 You have bought a nice pair of boots. When you try them on at home, it turns out that one of the zips is broken. Have you got the right to get a refund if goods you have purchased turn out to be faulty? **YES NO**
- 2 You have bought new cushions for your sofa. The following morning you decide you don't want them after all. Have you got the right to claim a refund because you have changed your mind about a product after you made a purchase? **YES NO**
- 3 The purple jumper you bought yesterday may have been 70% off, but after trying it on at home you realise you still look awful in purple, no matter how cheap the jumper. When you take it back to the shop, the assistant says that there are no returns for items bought at the sales. Does the shop have the right to say that? **YES NO**
- 4 Your friend is angry because the shop assistant refused to take back a pair of jeans he had bought the day before. When you ask him if he produced the receipt, it turns out that he had lost it on the way back from the shop. Did the assistant have the right to demand the receipt? **YES NO**
- 5 Your friend has taken part in an expensive English course. The course turned out to be absolutely hopeless. Now your friend is thinking about taking the organisers to court in order to get her money back. Can she do that? **YES NO**

- 4 Work in pairs and answer the quiz questions in exercise 3. Check the answers on page 128.

- 5 **CD 2.36** Listen to a consumer rights adviser and take notes about the points below. Then compare your notes with your partner and use them to summarise the text in English.

- getting a full refund
- no-quibble rule
- home deliveries
- a 14-day cooling off period
- GDPR (General Data Protection Regulation)

- 6 **CD 2.36** Listen again and complete the expressions with the correct verbs. Explain what these expressions mean in English.

- 1 for a full refund
- 2 a no-quibble refund
- 3 a deal with a bank
- 4 GDPR
- 5 compensation

- 7 Work in pairs and answer the questions.

- 1 How aware are you of consumer rights? Who should teach young people about them? Parents? Schools? Media?
- 2 Have you ever bought a faulty product? What was it? Did you take it back? Why? / Why not? What happened if you did?

- 8 Read the instructions and do the writing task.

Wypowiedz się na poniższy temat. Wypowiedź powinna zawierać od 200 do 250 wyrazów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Kupiłeś/Kupiłaś nową parę butów. Po powrocie do domu okazało się, że buty nieznacznie różnią się od siebie kolorem. Sklep odmówił przyjęcia reklamacji, więc uważasz, że Twoje prawa konsumenta zostały naruszone. Napisz **list** do organizacji broniącej praw konsumenta z prośbą o pomoc. W swoim liście przedstaw problem, poproś o interwencję w Twojej sprawie i wyraż swoje zdanie na temat łamania praw konsumenta.



CHALLENGE

UNIT 1 VOCABULARY CHALLENGE

1 Choose the correct option to complete the sentences.

- 1 My sister **colours** / **paints** her nails bright red.
- 2 My boyfriend **changed** / **died** his hair blond last week. I like the colour.
- 3 My hair is too curly. I must **straighten** / **flatten** it for the party.
- 4 I prefer **putting** / **wearing** contact lenses to glasses.
- 5 My brother says he's going to **make** / **grow** a moustache, but I think he looks better clean-shaven.
- 6 Every morning before work, my mum **paints** / **puts on** her make-up. She never leaves the house without it!
- 7 My dad has a beard, but once he **cut** / **shaved** it off and he looked very strange!
- 8 I'd like to have my lip **pierced** / **cut**, but my mum doesn't want me to.

2 Do you do any of the activities in the sentences in exercise 1? Would you like to? Do you know anybody who does?

3 Choose the correct option to complete the sentences.

- 1 It's all down to **common** / **normal** sense, surely?
- 2 I still think it **delivers** / **sends** out the wrong message.
- 3 But I think people can **tell** / **say** the difference.
- 4 They have such a lot of influence **at** / **on** us.

4 Choose the correct adverbs. Sometimes both options may be correct.

- 1 I was **very** / **absolutely** devastated when I saw the working conditions in the sweatshop.
- 2 The models on the catwalk were **very** / **extremely** beautiful.
- 3 Your shirt looks **a little** / **really** dirty. Please go and change it.
- 4 The café looked **extremely** / **absolutely** filthy, so we didn't stay there.
- 5 I was **fairly** / **very** happy with my new dress.
- 6 The women were wearing **really** / **extremely** gorgeous outfits.
- 7 The meal we had was **really** / **absolutely** tasty.
- 8 The girls working in the factory were **a bit** / **absolutely** terrified of their boss.

5 Write three sentences that are true for you. Use the adjectives and adverbs from exercise 4.

I find this article absolutely fascinating.

UNIT 1 GRAMMAR CHALLENGE

Some stative verbs can have dynamic meanings and be used in the continuous form, e.g.:

- 1 *I think it's brilliant.* (This is my **opinion**. – stative meaning)
- 2 *I'm thinking about buying a new phone.* (I'm **considering, trying to decide**. – dynamic meaning)

1 Complete the pairs of sentences with the correct forms of the verb.

- 1 a I (have) 15 pairs of shoes!
b I (have) a party tonight.
- 2 a I (see) the doctor soon about this terrible cold.
b I (see) what you mean.
- 3 a That meal (smell) really good.
b I (smell) the milk to check if it's OK to use!
- 4 a I (think) that's a beautiful dress.
b I (think) about going to the concert on Friday.

2 Some verbs can be followed by both -ing form and the infinitive but the meaning changes. Read the examples below and translate them into your own language.

- 1 I can't **remember telling** Sara about the party. I'll phone her now. (past memory)
I'll **remember to avoid** that website in the future! (not forget)
- 2 I often **forget to lock** the front door and my dad goes mad! (not remember what you have to do)
Julia says she'll never **forget travelling** to the USA for the first time. (past memory)
- 3 We **stopped to buy** some food and then went straight home. (reason for stopping)
You should **stop wearing** your hair in a ponytail. It looks better loose. (stop an activity)

3 Complete the sentences with the correct form of the verbs in brackets.

- 1 a I stopped (wear) this T-shirt a year ago.
b I stopped (answer) my phone, and I missed my bus!
- 2 a Do you remember (go) to school for the first time?
b I must remember (check) my homework before I give it in.
- 3 a I forgot (take) an umbrella, and I got very wet.
b I'll never forget (meet) Natasha at the party. She looked gorgeous!

UNIT 2 VOCABULARY CHALLENGE

1 Complete the sentences with the adjectives below.

manual tedious challenging skilled
rewarding lucrative repetitive

- This job pays a high salary. It is very .
- You need to have special training to do this job. It's work.
- I can see the good results of my work. It's quite .
- I have to think very hard in my job. It's very .
- I spend a long time doing the same things again and again. It's work. Some people think it's boring, but I don't mind it.
- I have to do a lot of boring things before I can start working on more interesting projects. That can be .
- I work mostly with my hands in this job. It's work.

2 Work in pairs. Talk about your ideal job and a job you would hate doing. Use the adjectives from exercise 1.

3 Complete the sentences with the correct words below.

- work / job / career / profession**
 - Hannah has got a new .
 - Are you looking for in the summer?
 - Ben has had a long in politics.
 - I'd love to work in the legal .
- staff / colleagues**
 - Employer:** My are all excellent and work very hard as a team.
 - Employee:** I get on very well with my . We often socialise in the evenings.
- pay / salary / wages**
 - I get my every month.
 - I get my at the end of the week.
 - I'm going to ask for a rise. I think I should earn more!
- fired / resigned / laid off**
 - Tim was because he had stolen some secret documents.
 - Jack was because there wasn't any more work for him to do.
 - David because he didn't like the new boss.

4 Match the suffixes below with the correct heading.

Noun suffixes

Adjective suffixes

-or/-er -tion -ful -less -ship -ed -ive -ment
-ing -al -able

5 Copy and complete the table with the correct words. Write as many forms of each word as you can. Use the suffixes from exercise 4.

verb	nouns		adjectives	
	abstract	person	positive	negative
educate	education	educator	educated, educational	uneducated
employ				
succeed				
communicate				
help				
create				
lead				
satisfy				
imagine				

6 Complete the sentences with the correct words from the table in exercise 5.

- Everyone wants to be in their private and professional lives. Nobody wants to fail.
- I didn't know what to do in that situation. I felt really .
- isn't my strong point. I find it hard to come up with original ideas.
- Good skills are essential for a manager who runs a company.
- In Poland a lot of young people are , so they decide to emigrate to find work somewhere else.
- His skills are not the best in the world! It's sometimes really hard to understand what he means.
- It's sad that so many young people cannot find any these days. Even when they do, they get really badly paid jobs.

UNIT 2 GRAMMAR CHALLENGE

1 Complete both sentences using the verb in brackets. Use the present perfect simple in one of the sentences, and the present perfect continuous in the other.

- My sister money to buy a new phone for six months. She 2,000 zlotys so far. (**save**)
- How many buildings you ? How long you buildings? (**design**)
- I Agatha Christie's books over and over again all my life. I *The Clocks* three times. (**read**)
- I'm all red and sweaty because I . I 10 miles today! (**run**)
- Darryl to pass his driving test four times so far. He to pass it for three months. (**try**)
- I already two self-portraits. I another one but it's not finished yet. (**paint**)
- Dad for the last three hours. He anything yet, though. (**cook**)
- How many times you to Poland? How many months you round the world yet? (**travel**)

UNIT 3 VOCABULARY CHALLENGE

1 Match the phrases in bold (1–6) with meanings a–f. Then translate them into your own language.

- 1 The hotel was **in the middle of nowhere**.
 - 2 It's a good idea to **get away from it all** for a while.
 - 3 I **had the time of my life** on holiday in Greece!
 - 4 We started out at 6.30 because we wanted to **hit the road** before all the traffic.
 - 5 It's important to **unwind and let your hair down** when you're on holiday.
 - 6 I am sitting at the airport with packed suitcases – **all set for** the trip to Asia. It's going to be a long eight-week journey.
- a go somewhere different from where you live in order to have a holiday
b start driving
c ready for something
d in a very isolated place
e had a really enjoyable experience
f relax and enjoy yourself

2 Choose the correct answer.

- 1 You're **under** / **below** pressure all the time.
- 2 You count **through** / **down** the days to your holiday.
- 3 I enjoy **soaking** / **absorbing** up the sun on the beach.
- 4 These days many people suffer from **post-** / **after-** holiday depression.
- 5 You need to **make** / **take** the most of your time.

3 Complete the sentences with the prepositions below. There is one extra preposition.

at under in on by

- 1 The explorer crossed the whole country foot and met a lot of fascinating people the way.
- 2 When I was sea, I often felt danger, but I actually liked that feeling.
- 3 I would like to explore the world land or air.
- 4 When I went to Thailand business, I was met by my hosts arrival at the airport.
- 5 I was terrible pain after I'd been bitten by a spider. I just sat on it mistake.

4 Work in pairs. Write newspaper headlines about travelling using the prepositional phrases from exercise 3.

Polish couple in serious danger in Sri Lanka

UNIT 3 GRAMMAR CHALLENGE

When we use a verb + preposition in a sentence, we put the preposition at the end of the question. *I was talking to John. Who were you talking to?*

1 Write questions for the answers below. Ask about the underlined words.

- 1 I was looking for my dictionary.
What were you looking for?
- 2 I gave my guidebook to Ron.
- 3 Mandy is interested in travel books.
- 4 The teacher is thinking about her holiday.
- 5 We decided on a package holiday.
- 6 This watch belongs to Mary.
- 7 I went to Africa with my brother.

UNIT 4 VOCABULARY CHALLENGE

1 Match the problems with the solutions.

- 1 Sometimes people experience problems because of viruses.
 - 2 People worry about paying for things online.
 - 3 Criminals try to get our personal information.
 - 4 Children sometimes accidentally visit websites for adults.
 - 5 People make threats and write hurtful things online.
 - 6 People sometimes write things on social media sites they don't want everyone to read.
- a We should use parental controls.
b We should protect our personal data.
c We should avoid malicious software.
d We should report trolling to the police.
e We should learn to use privacy settings.
f We should use secure websites.

2 Rate the problems in exercise 1 from the most serious to the least serious. Give reasons to support your answers.

3 Copy and complete the table with the correct prefixes. Then use the prefixes below to complete the examples in the table.

co- re- dis- over- under- mis-

Prefix	Meaning	Examples
1 over-	too much	<u>overspend</u> crowded
2	too little	paid achieve
3	wrongly	understand lead
4	again	take think
5	not, opposite to	appear approve
6	together (with)	operate exist

4 Complete the sentences 1–8 with the correct verbs and prefixes from exercise 3.

- 1 A lot of people of the idea of space exploration and say it's a waste of money.
- 2 If you fail an exam, you always have the chance to it.
- 3 Some people the reasons behind space exploration.
- 4 I often wonder if humans could with creatures from other planets. I think living together wouldn't be easy.
- 5 People want to colonise other planets because the Earth is getting . There are just too many people on our planet.
- 6 Nations should closely in planning space missions. Teamwork is really important in this field.
- 7 The controversy over space exploration will never . People will always argue about it.
- 8 Scientists often feel they are for their hard work and they give up their scientific careers.

UNIT 4 GRAMMAR CHALLENGE

We can also use the present perfect in future time clauses to stress that it will be possible to do something only when the first action is finished.

- 1 *When Simone has saved enough money, she'll buy a car.*
- 2 *I'll post the card for you when you've written it.*
- 3 *Let's go for a walk after we've had dinner.*

1 Complete the sentences with the correct form of the verbs in brackets.

- 1 I'll give this essay to the teacher when I (check) it.
- 2 After he (graduate), my brother wants to become a doctor.
- 3 As soon as you (unpack), we can go for a swim.
- 4 The computer will run well once you (find) the virus.
- 5 When I (learn) how to code, I'll be able to write programs.
- 6 You'll feel better when you (have) something to eat.

UNIT 5 VOCABULARY CHALLENGE

1 Complete the sentences with the adjectives below.

delicious filling disgusting fattening juicy
crunchy sour

- 1 Do you like the taste of fruit like lemons or grapefruit?
- 2 I shouldn't eat apple pie because it's , and I'm on a diet.
- 3 This chocolate bar is very . I think there's biscuit inside it.
- 4 I love the chips, but they're very . I can't eat any more.
- 5 My birthday meal was . I loved everything on the plate.
- 6 I don't know what's in this soup, but it's . I can't eat it.
- 7 This orange is really dry. It isn't at all.

2 Match the phrases in bold with meanings a–f.

- 1 You **put on weight** quickly if you eat lots of chocolate every time you're upset.
 - 2 Often people **don't keep to their diets** and eat unhealthy things when they shouldn't.
 - 3 When you're trying to **lose weight**, you have to **cut down on** unhealthy food.
 - 4 I **can't resist** going in and buying a cake if I see one in a shop window.
 - 5 When you decide to **go on a diet**, you must stop eating biscuits and cakes.
- a get thinner d eat less of something
b it's impossible to e get fatter
stop myself f eat things they're not
c start eating less allowed to

3 Complete the sentences with the correct verbs from exercise 2.

- 1 My brother is planning to on a diet because he thinks he needs to weight, but I think he's fine.
- 2 I can't to a diet as I can only down on sugary things for a while. Then I see something nice and fattening – like a doughnut – and I can't it!
- 3 Every time I go on holiday I weight because I eat lots of ice cream and delicious local food!

4 Choose the correct word to complete the sentences. Then explain what the other word means.

- 1 In cookbooks you find **receipts** / **recipes**.
- 2 I just need to get a **can** / **tin** of Coke for myself and a **tin** / **can** of sardines for my mum.
- 3 A **barbecue** / **grill** is a popular type of party where food is cooked and eaten outside.
- 4 We may order chicken and chips for our main **dish** / **course**.
- 5 Celebrity **chefs** / **cookers** often have their own TV cookery programmes.
- 6 People often have ice cream for **desert** / **dessert**.
- 7 We usually eat **crisps** / **chips** served hot.
- 8 This cake is really delicious. I've never eaten anything so **tasty** / **tasteful**.

5 Complete the text with the correct words from exercise 4.

Stanisław Serafin is a teenager whose culinary skills made him famous at the age of 15! He is brilliant at cooking, and he dreams of becoming a top ¹ when he grows up. He experiments with different cuisines from all over the world. In his cookbooks you can find original ² for specialities like fish served on sand. He makes both simple and more time-consuming ³ , but people say that whatever he cooks is really ⁴ . He could probably turn a ⁵ of fish into a delicious meal! Good luck to him!

UNIT 5 GRAMMAR CHALLENGE

We leave out *the* in some phrases with words like *bed*, *hospital*, *university*, *church* when we want to say that someone is using them for their main purpose.

He's **in bed**. (He's sleeping.); but:

There's a spider **in the bed**. (Bed is a piece of furniture.)

1 Complete each pair of sentences with *the* or put [-] for no article.

- 1 a I had to go to hospital when I broke my leg.
b I went to hospital to visit my friend who was ill.
- 2 a My mum went to school in a small village.
b My mum went to school to talk to my sister's teacher.
- 3 a Helena is in church. She's arranging the flowers for a wedding this afternoon.
b Helena's in church now, but the service will finish soon.
- 4 a They're building a new library at university.
b Pippa's studying law at university.

UNIT 6 VOCABULARY CHALLENGE

1 Match 1–6 with a–f to make collocations.

- | | |
|---------------------|---------------------|
| 1 commit | a to prison |
| 2 sentence somebody | b the law |
| 3 pay | c community service |
| 4 break | d a suspect |
| 5 look for | e a fine |
| 6 do | f a crime |

2 Complete the sentences with the correct phrases from exercise 1.

- 1 My dad has never – apart from parking in the wrong place!
- 2 If someone a serious , they'll get punished.
- 3 My sister Jane had to for speeding. It was £100.
- 4 Sometimes criminals have to . This may be cleaning up the parks or doing some building work.
- 5 The police are . It's a man with red hair.
- 6 The judge the killer twenty years in prison.

3 Copy the table and complete it with the adjectives below.

kind believable possible signed legal happy visible secure			
un-	il-	im-	in-
unkind			

4 Add the adjectives to the table in exercise 3.

polite lucky patient expected correct experienced usual			
--	--	--	--

5 Complete the sentences with the negative adjectives from exercises 3 and 4.

- 1 Jim was in the race. He was winning but then fell just before the finish.
- 2 Most of my answers were , and I failed the test.
- 3 It's to drive a car without a licence.
- 4 You are very . Just wait for one minute!
- 5 That was a very thing to say about Lucy. I think her hair looks lovely.
- 6 Young people sometimes feel very when they leave home for the first time.

6 Copy the table. Make nouns from the verbs below. Use the suffixes *-y*, *-ment*, *-tion*, *-our*, *-al*. In some cases the nouns have the same form as the verbs.

Verb	Noun	Verb	Noun
1 apologise		5 behave	
2 punish		6 sentence	
3 arrest		7 rob	
4 investigate		8 try	

7 Complete the sentences with the correct words from exercise 6.

- 1 The young offender didn't get any for the bank he organised.
- 2 When the finished, the thief got a long prison .
- 3 The police had the crime for a long time before they made the .
- 4 You need to make an for your bad .

UNIT 6 GRAMMAR CHALLENGE

We can use some verbs such as *order*, *refuse*, *advise*, *promise*, *instruct*, *offer*, etc. with the *to* infinitive to report orders, requests or promises. We use the verbs *ask* and *tell* to report requests and commands.

- 'You should take some painkillers.' → The doctor advised me to take some painkillers.
- 'Don't park here.' → The police officer ordered / told us not to park there.

1 Rewrite the sentences in reported speech, starting with an appropriate verb.

- 1 'Mandy, I can help you with your essay if you like', said Jack.
Jack .
- 2 'Laura, you shouldn't eat so much chocolate', said Tara.
Tara .
- 3 'I won't eat this meal!' said Grant.
Grant .
- 4 'Wait here, Katy', said the teacher.
The teacher .
- 5 'I won't be late', said Mark.
Mark .
- 6 'Karin, start with exercise 3', said the teacher.
The teacher .

UNIT 7 VOCABULARY CHALLENGE

1 Match sentences 1–6 with follow-up sentences a–f.

- 1 My brother is very fussy and doesn't like a lot of different types of food.
 - 2 I'm sorry I haven't got enough time to go out this evening.
 - 3 The new school project looks very challenging.
 - 4 Paul smiled when he said I was lazy!
 - 5 Danny nearly won the race.
 - 6 Tom got into trouble with the police last month.
- a I can't wait to **get my teeth into it**.
 - b Afterwards, his dad had a real **heart-to-heart** with him to find out why.
 - c He was only **pulling my leg**.
 - d He and Mike were **neck and neck** until the last moment.
 - e I'm **up to my ears** in work.
 - f He always **turns his nose up** when I cook beefburgers.

2 Write sentences which are true for you or your family using the body idioms from exercise 1.

3 Rewrite the sentences using the correct form of the words and phrases below.

make a statement dead set ins and outs
carry release from

- 1 I'm afraid I don't know any of the **details**.
- 2 I'm **completely** against this sort of action.
- 3 They **let** all the animals **out of** their cages.
- 4 These animals might be **infected with** nasty viruses.
- 5 Attacking a research centre is not the best way of **bringing the issue to public attention**.

4 Complete each pair of sentences with either *mind*, *brain* or *head*.

- 1 a I prefer people to **speak their** [] even if what they say is hurtful.
b I find it hard to **make up my** [], especially when important decisions have to be made.
- 2 c I don't get on with people who **have their** [] in the clouds. I prefer realists to idealists.
d I never **lose my** [], not even in really difficult situations. I just try not to panic.
- 3 e I often **pick my parents'** [] when I don't know what to do. They always advise me well.
f I've **got** that song **on the** [] today. I can't get it out of my head.

5 Work in pairs and try to guess what the phrases in bold in exercise 4 mean. Then match them with the definitions below. Which sentences are true for you?

- 1 be always thinking about something
- 2 say what you think openly
- 3 make a decision
- 4 become unable to behave calmly
- 5 think about something in a way which is not practical or sensible
- 6 ask someone more experienced for information or advice

UNIT 7 GRAMMAR CHALLENGE

We can use *would* after *I wish* / *If only* to express irritation or dissatisfaction with something.
I wish my parents would buy me a car. (but they've refused)
I wish you would stop interrupting me. (but you do it all the time)

1 Complete the second sentence so that it has the same meaning as the first one. Use the past simple or *would*, depending on the meaning.

- 1 It's a pity that I haven't got enough money to buy the jacket.
I wish I [].
- 2 I'm not happy that my boyfriend is always late for our dates.
I wish [].
- 3 It's very cold here in winter, and I don't like it.
I wish [].
- 4 Unfortunately, my parents have refused to let me learn to drive.
If only my parents [].
- 5 It's a shame Tricia doesn't speak Italian.
I wish Tricia [].

UNIT 8 VOCABULARY CHALLENGE

1 Match the phrases in bold with meanings a–g.

- 1 Oh no! I've **gone into the red** for the third time this year!
- 2 Let's **split the bill** – it's very expensive.
- 3 I **picked up** some great bargains in the sales.
- 4 Mike should get a part-time job. Then he would stop **sponging off** his parents.
- 5 My parents had a new bathroom installed. They **went a bit over budget**, so dad can't afford a new car until the spring.
- 6 My gran always used to say that we should **save for a rainy day**.
- 7 Sorry, I can't go out tonight – I'm completely **broke**.
 - a spend more than you've planned
 - b spend more than there is in your account
 - c keep some money in case of difficult times
 - d ask for money and other things from someone
 - e share between two or more people
 - f buy something (especially cheaply or by chance)
 - g have no money at all

2 Choose four of the phrases in exercise 1 and use them to make sentences that are true for you.

I went for a meal with my friend, and we split the bill.

3 Choose the correct option to complete the sentences.

- 1 This comic is **worth / value** £25.
- 2 The company doesn't **worth / value** its staff very highly.
- 3 The book is torn, so it's **worthless / priceless**.
- 4 Some paintings increase in **worth / value** the longer you keep them.
- 5 Julie donates a lot of money to charity – a very **worthy / valuable** thing to do.
- 6 It isn't **worth / value** putting that small amount of money in the bank.
- 7 I would never sell this because it's got sentimental **worth / value**.

4 Choose the correct option to complete the sentences.

- 1 Banks **lend / borrow** money to people.
I **borrowed / lent** some money from my friend.
- 2 My car is very **economic / economical**. It doesn't use a lot of petrol.
People spend less when the **economical / economic** situation is uncertain.
- 3 These trousers were a real **occasion / bargain**.
On Jo's birthday, her friends organised a surprise party to celebrate the **bargain / occasion**.
- 4 This part of town is **convenient / comfortable** for shops.
My parents bought a sofa. It's very **comfortable / convenient**.
- 5 Keep the **rest / change**, please.
What shall I do with the **rest / change** of the money? Invest it?
- 6 His high **income / expenses** allowed him to live a very good life.
The company I work for pays back my **expenses / income**.
- 7 Can you **exchange / change** a £20 note into two tens, please?
Where can I **change / exchange** my dollars for pounds?

UNIT 8 GRAMMAR CHALLENGE

- 1 Some verbs have two objects, e.g.: *give, buy, lend, show, tell*.
Someone gave me this book. They showed us a photograph.
- 2 There are two ways we can make passive sentences when we use these verbs.
 - a *I was given this book.*
 - b *This book was given to me.*

1 Rewrite the active sentences in the passive in two ways. Start with the words given.

- 1 Someone sent me an email yesterday.
 - a I .
 - b An email .
- 2 They will give us some information about our holiday flights.
 - a We .
 - b Some information .
- 3 They are offering loyal customers a reduction.
 - a Loyal customers .
 - b A reduction .
- 4 They didn't give a lot of people the right change in that shop yesterday.
 - a A lot of people .
 - b The right change .
- 5 They give everyone a password when they go on the site.
 - a Everyone .
 - b A password .
- 6 Someone lent this DVD to me last year.
 - a I .
 - b This DVD .
- 7 Somebody has told the head teacher the truth about the incident.
 - a The head teacher .
 - b The truth about the incident .

Unit 1 page 4, exercise 6

Work in pairs. Take turns to describe the people in the picture for your partner to guess.

She's fairly tall / a bit tubby. Her hair is quite longish. / She's wearing her hair in a ponytail, etc.



Unit 3 page 28, exercise 6

Work in pairs. Complete the sentences so that they are true for you. Compare your answers with a partner.

- 1 I had the time of my life when ...
- 2 The best way to let your hair down is ...
- 3 The best place to get away from it all for a while is ... because ...
- 4 To be all set for the summer holiday, you need to ...
- 5 I would love/hate to live in the middle of nowhere because ...

Unit 4 page 46, exercise 7

Work in pairs. Take turns to do the speaking task. Then answer the two questions below.

Popatrz na zdjęcia 1–2. Przygotowujesz prezentację na temat różnych aspektów pracy w zawodzie naukowca. W prezentacji wykorzystasz jedno z dwóch przedstawionych zdjęć.

- Wybierz to zdjęcie, które najlepiej, Twoim zdaniem, ukazuje pasję, z jaką naukowcy wykonują swój zawód, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.



- 1 Would you like to work as a scientist? Why? / Why not?
- 2 Which area of science will develop the most in the future? Why do you think so?

Unit 5 page 60, exercise 9

Work in pairs. Describe one photo each and answer the three questions.



Student A

- 1 How do you think the people feel?
- 2 Why do people decide to go out for a meal?
- 3 Tell me about your favourite food.

Student B

- 1 What do you think are the advantages and disadvantages of eating in places like this?
- 2 Would you like to work in a restaurant? Why? / Why not?
- 3 Tell me about the last time you cooked something. What was it? Who did you cook for? Did you enjoy doing it?

Unit 8 page 96, exercise 10

Work in pairs. Take turns to do the speaking task and answer the two questions.

Przygotowujesz prezentację na temat negatywnych aspektów robienia zakupów w dużych centrach handlowych. W prezentacji wykorzystasz jedno z dwóch przedstawionych zdjęć.

- Wybierz zdjęcie, które najlepiej, Twoim zdaniem, ukazuje ten problem, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jedno ze zdjęć.



- 1 What is more important to you when you buy products: the price or quality?
- 2 Some people say that shopping is a good way to relax. Do you agree? Why? / Why not?

🕒 2 minuty

Rozmowa wstępna

1 Work in pairs and answer the questions.

- 1 Describe your best friend.
- 2 Are you interested in fashion? Why? / Why not?
- 3 What sort of job would you like to have in the future? Why?
- 4 Would you ever like to work in another country? Why? / Why not?

🕒 4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli**2** Work in pairs and do the task. Then swap roles and do the task again.**Uczeń A**

Twój kolega z Anglii chce podczas wakacji podjąć pracę w Polsce, aby doskonalić swoją znajomość języka polskiego. W rozmowie z uczniem B omów poniższe cztery kwestie:

rodzaj pracy

godziny pracy

zarobki

poszukiwanie pracy w Polsce

(Rozmowę rozpoczyna uczeń B.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Anglii. Szukasz pracy wakacyjnej w Polsce, aby poćwiczyć język. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, porusz **wszystkie/wybrane** kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- nie odpowiada Ci rodzaj pracy, który zaproponował uczeń A,
- chcesz pracować tylko przed południem.

🕒 3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji**3** Take turns to describe the picture and answer the three questions.

- 1 Do you think the people in the photo are enjoying their jobs? Why? / Why not?
- 2 Do you try to follow the latest fashion trends in clothes, shoes and accessories? Why? / Why not?
- 3 Tell me about the last time you had to return an item you bought online.

🕒 5 minut **Zadanie 3.**

Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the speaking task and answer the two questions.

Popatrz na zdjęcia 1-3. Pracujesz nad prezentacją dotyczącą wykonywania niebezpiecznych zawodów. W prezentacji wykorzystasz jedno z trzech przedstawionych zdjęć.

- Wybierz zdjęcie, które najlepiej, Twoim zdaniem, obrazuje to zagadnienie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe zdjęcia.



- 1 Do you think people who do dangerous jobs should earn more money than other workers? Why? / Why not?
- 2 What do you think is a good age to choose a future job or career? Why?

🕒 2 minuty

Rozmowa wstępna

1 Work in pairs and answer the questions.

- 1 Where would you most like to go on holiday? Why?
- 2 Would you like to learn to drive? Why? / Why not?
- 3 Do you use any social networking sites regularly? Why? / Why not?
- 4 Which gadget would you most hate to lose? Why?

🕒 4 minuty **Zadanie 1.**

Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A

Wraz z kolegą/koleżanką ze Szkocji planujecie wspólny wyjazd na wakacje. W rozmowie z uczniem B omów poniższe cztery kwestie:

forma spędzenia wakacji

kierunki wyjazdu

dogodny termin

koszty

(Rozmowę rozpoczyna uczeń A.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A ze Szkocji. Rozmawiacie o wspólnym wyjeździe na wakacje. Rozmowę rozpoczyna uczeń A. W zależności od tego, jak rozmowa się potoczy, porusz **wszystkie/wybrane** punkty:

- poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- nie odpowiada Ci kierunek wyjazdu, który zaproponował uczeń A,
- nie chcesz wydać zbyt wiele pieniędzy na wakacje.

🕒 3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



- 1 Why do you think the boys are arguing?
- 2 Do you spend a lot of time on your computer? Why? / Why not?
- 3 Tell us about a situation where you learned about something online.

🕒 5 minut **Zadanie 3.**

Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the speaking task and answer the two questions.

Popatrz na zdjęcia 1-3. Pisziesz artykuł o problemach związanych z poruszaniem się po mieście. W artykule wykorzystasz jedno z trzech przedstawionych zdjęć.

- Wybierz zdjęcie, które najlepiej, Twoim zdaniem, obrazuje to zagadnienie, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe zdjęcia.



- 1 Should public transport be cheaper for students than for other people? Why? / Why not?
- 2 Many people believe that mass tourism has a negative effect on the environment. Do you agree? Why? / Why not?

🕒 2 minuty

Rozmowa wstępna

1 Work in pairs and answer the questions.

- 1 What's your favourite food from another country?
- 2 Do you ever watch celebrity cookery programmes on TV? Why? / Why not?
- 3 What important charity events take place in Poland?
- 4 Would you like to work as a police officer? Why? / Why not?

🕒 4 minuty **Zadanie 1.** Rozmowa z odgrywaniem roli**2 Work in pairs and do the task. Then swap roles and do the task again.****Uczeń A**

Wraz z kolegą/koleżanką z Anglii zamierzacie iść wieczorem do restauracji. W rozmowie z uczniem B porusz poniższe cztery kwestie:

rodzaj restauracji

ceny

dojazd na miejsce

lista osób, które chcecie zaprosić

(Rozmowę rozpoczyna uczeń A.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Anglii. Rozmawiacie na temat wspólnego wyjścia do restauracji. Rozmowę rozpoczyna uczeń A. W zależności od tego, jak rozmowa się potoczy, spróbuj włączyć do niej **wszystkie/wybrane** punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii,
- nie zgódź się z którymś stwierdzeniem ucznia A,
- nie odpowiada Ci restauracja, którą zaproponował uczeń A,
- chcesz zapłacić za kolację.

🕒 3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji**3 Take turns to describe the picture and answer the three questions.**

- 1 What do you think the people are talking about? Why?
- 2 Where do you like to eat out with your friends? Why?
- 3 Tell me about your last visit to a restaurant.

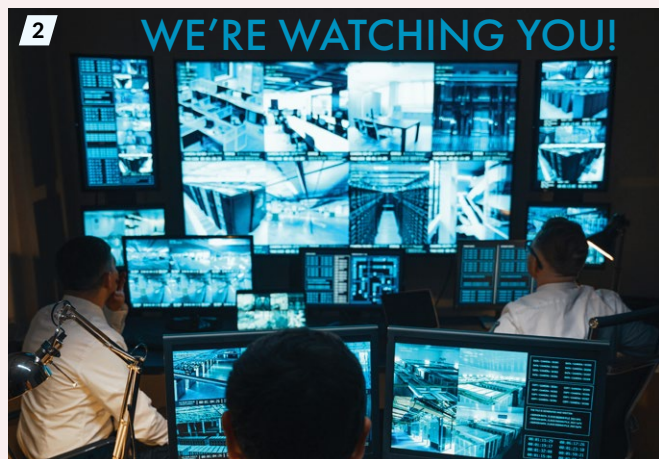
🕒 5 minut **Zadanie 3.**

Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the task and answer the two questions.

Popatrz na plakaty 1–2. Wraz z kolegami i koleżankami pracujecie nad prezentacją na temat zapobiegania przestępczości. Wyraż swoje zdanie na temat wykorzystania w tej prezentacji poniższych plakatów.

- Wybierz ten plakat, który, Twoim zdaniem, będzie bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz drugą propozycję.



- 1 Do harsh punishments stop people from committing crimes? Why? / Why not?
- 2 Some young people today join criminal gangs. Why do you think this is?

🕒 2 minuty

Rozmowa wstępna

1 Work in pairs and answer the questions.

- 1 What activities do you do that are good for your health?
- 2 Do you enjoy watching programmes and reading about health issues? Why? / Why not?
- 3 Which charity do you most admire? Why?
- 4 Are there any school rules you think are too strict? Why?

🕒 4 minuty **Zadanie 1.**

Rozmowa z odgrywaniem roli

2 Work in pairs and do the task. Then swap roles and do the task again.

Uczeń A

Wraz z kolegą/koleżanką z Irlandii postanowiliście zaoszczędzić pieniądze na wspólny wyjazd wakacyjny. W rozmowie z uczniem B omów poniższe cztery kwestie:

metody oszczędzania

wydatki

możliwość zarobienia dodatkowych pieniędzy

pomoc materialna rodziców

(Rozmowę rozpoczyna uczeń B.)

Uczeń B

Jesteś kolegą/koleżanką ucznia A z Irlandii. Rozmawiacie na temat oszczędzania na wspólny wyjazd. Rozpoczynasz rozmowę. W zależności od tego, jak rozmowa się potoczy, porusz **wszystkie/wybrane** kwestie:

- poproś ucznia A o dokładniejsze objaśnienie jednej z kwestii,
- uprzejmie nie zgódź się z uczniem A, tak aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie,
- nie odpowiada Ci metoda oszczędzania zaproponowana przez ucznia A,
- nie masz czasu, aby podjąć pracę dorywczą.

🕒 3 minuty **Zadanie 2.** Rozmowa na podstawie ilustracji

3 Take turns to describe the picture and answer the three questions.



- 1 Do you think the people have been waiting long? Why? / Why not?
- 2 Do you prefer to get health information online or from a doctor? Why?
- 3 Tell us about a situation where you or someone you know had to wait for a long time.

🕒 5 minut **Zadanie 3.**

Rozmowa na podstawie materiału stymulującego

4 Work in pairs. Take turns to do the speaking task and answer the two questions.

Wraz z kolegami i koleżankami z klasy organizujecie kampanię zachęcającą uczniów do oszczędzania żywności. Wyraż swoje zdanie na temat wykorzystania w kampanii poniższych plakatów.

- Wybierz ten plakat, który będzie, Twoim zdaniem, bardziej odpowiedni, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz jeden z plakatów.



- 1 Do you think it is a good idea to learn about managing money at school? Why? / Why not?
- 2 Is it important for you to be successful financially? Why? / Why not?

Unit 1

Describing a photo Opisywanie ilustracji

I believe that the picture was taken during a music concert.

Wydaje mi się, że zdjęcie zostało zrobione podczas koncertu.

In the foreground/background I can see a lot of music fans.

Na pierwszym planie / W tle widzę wielu fanów.

Judging from her reaction, she's pleased to meet her fans.

Wnioskując z jej reakcji, jest zadowolona ze spotkania z fanami.

It looks like the celebrity is on the stage. Zdaje się, że gwiazda jest na scenie.

The star is wearing a knee-length pink dress. Gwiazda ma na sobie różową sukienkę do kolan.

The fans are absolutely ecstatic! Fani są wprost zachwyceni!

I find the image very appealing. Uważam, że to zdjęcie jest bardzo interesujące.

The woman in the picture looks like a friendly person. Kobieta na zdjęciu wygląda na sympatyczną osobę.

The people look as if they are having a good time. Wydaje się, że osoby na zdjęciu dobrze się bawią.

The boy looks stressed out. Chłopak wygląda na zestresowanego.

Unit 2

Talking about your strengths and weaknesses**Opisywanie swoich mocnych i słabych stron**

For a start, I'm good with children/animals/numbers. Zaczę od tego, że potrafię opiekować się dziećmi/zwierzętami / dobrze liczyć.

I enjoy working in a team / talking to people. Lubię pracować w zespole / rozmawiać z ludźmi.

Organising events such as sports competitions has always been one of my strong points. Organizowanie takich imprez jak zawody sportowe zawsze było moją mocną stroną.

Sometimes I may be a little overambitious. Czasami bywam zbyt ambitny/ambitna.

Talking about your experience**Opisywanie doświadczenia zawodowego**

I have had a lot of experience in working with children / dealing with customers. Mam duże doświadczenie w pracy z dziećmi / obsługą klienta.

I have been responsible for designing an extra activities programme / looking after a pet. Byłem odpowiedzialny / Byłam odpowiedzialna za opracowanie programu zajęć dodatkowych / za opiekę nad zwierzęciem domowym.

Discussing working conditions**Rozmowa na temat warunków pracy**

I am calling to ask a couple of questions about the job you have offered me. Dzwonię, aby zapytać o kilka kwestii związanych ze stanowiskiem, które mi Państwo zaproponowali.

Does it involve working at the weekends? Czy ono wymaga pracy w weekend?

What time do I start at the weekends? O której zaczynam pracę w weekend?

Will I be paid weekly or monthly? Czy wynagrodzenie wypłacane jest na koniec tygodnia czy miesiąca?

When do you want me to start? Kiedy musiałbym/musiabym rozpocząć pracę?

Shall I bring any documents with me? Czy mam przynieść jakieś dokumenty?

Unit 3

At a tourist information office W biurze informacji turystycznej

Could you recommend a good hotel to me, please?

Czy mógłby Pan / mogłaby Pani polecić mi dobry hotel?

Could you tell me how much it is exactly and what the price includes? Czy mógłby Pan / mogłaby Pani powiedzieć mi, jaki jest dokładny koszt i co wchodzi w cenę?

Can I have your name and surname / email address, please?

Proszę o podanie imienia i nazwiska / adresu e-mail.

I'd like some information about one of the trips you offer.

Chciałbym/Chciałabym uzyskać informacje na temat jednej z wycieczek, które Państwo oferują.

I wonder if there are any discounts for university students.

Zastanawiam się, czy są jakieś zniżki dla studentów.

May I interest you in one of our trips to Wilanów Palace?

Czy byłby Pan zainteresowany / byłaby Pani zainteresowana jedną z naszych wycieczek do pałacu w Wilanowie?

Making a reservation Rezerwacja hotelu

I'd like to book a room at your hotel. Chciałbym/Chciałabym zarezerwować pokój w Państwa hotelu.

Could you give me the date of your arrival and your departure, please? Proszę podać datę przyjazdu i wyjazdu.

A single or a double room? Pokój jedno- czy dwuosobowy?

I'm afraid there are no free single rooms for those dates.

Niestety, nie mamy wolnych pokoi jednoosobowych w tym terminie.

You'll have to pay £20 extra, but you'll get a larger bathroom.

Będzie Pan musiał / Pani musiała dopłacić 20 funtów, ale w tym pokoju jest większa łazienka.

How do I pay? Jak mogę zapłacić?

Unit 4

Expressing preference; giving arguments**Wyrażanie preferencji; podawanie argumentów**

The best choice for me would be the workshop in picture 3. Najchętniej wybrałbym/wybrałabym zajęcia przedstawione na zdjęciu nr 3.

Lessons with interactive whiteboards appeal to me the most / the least because ... Lekcje z wykorzystaniem tablicy interaktywnej podobają mi się najbardziej/najmniej, ponieważ...

On top of this, I'd prefer to use an interactive whiteboard because ... Ponadto wolalbym/wolałabym używać tablicy interaktywnej, ponieważ...

I wouldn't go for / choose the option of doing experiments.

Nie zdecydowałbym się / zdecydowałabym się na przeprowadzanie eksperymentów.

I'd rather study by myself than in a group. Raczej wolę uczyć się sam, niż w grupie.

It is far more motivating / far less interesting for me. Jest to dla mnie znacznie bardziej motywujące / znacznie mniej interesujące.

I find doing experiments quite boring/interesting/engaging.

Przeprowadzanie eksperymentów wydaje mi się nudne / interesujące/absorbujące.

Unit 5

Ordering food Zamawianie jedzenia

Hello, what can I do for you? Dzień dobry, w czym mogę pomóc?
 We'd like two pancakes, please. Prosimy dwa naleśniki.
 Is that to eat in or eat out? Na miejscu czy na wynos?
 How about something to drink? Czy podać coś do picia?
 Still or sparkling? Gazowana czy niegazowana?
 I'd rather have mineral water, please. Wolałbym/Wolałabym wodę mineralną.
 Anything else? Czy coś jeszcze?
 That's all, cheers. To wszystko, dziękuję.
 Two coffees to take out, please. Poproszę dwie kawy na wynos.
 Large or regular? Duże czy średnie?
 Next, please! Następny, proszę!
 That's £11.50, please. Poproszę £11.50.

Ordering food by phone

Zamawianie jedzenia przez telefon

I'd like to order two takeaway pizzas, please. Chciałbym/Chciałabym zamówić dwie pizze na wynos.
 We have a special offer on large pizzas. Duża pizza jest w promocji.
 What pizzas would you like? Jaką pizzę chce Pan/Pani zamówić?
 Can I interest you in any extra toppings? Czy chciałby Pan/Pani jakieś dodatki?
 How much will it be? Ile to będzie kosztować?
 How long do we have to wait? Jak długo musimy czekać?
 Will you pay by cash or credit card? Płaci Pan/Pani gotówką czy kartą?

Unit 6

Reporting a story Relacjonowanie historii

Have you heard the story about ...? Czy słyszałeś/słyszałaś historię o...?
 Did you see that report about ...? Czy oglądałeś/oglądałaś ten reportaż o...?
 Did you read the article about ...? Czy czytałeś/czytałaś ten artykuł o...?
 You won't believe it! Nie uwierzysz!

Showing interest Okazywanie zainteresowania

Go on. Tell me what happened. Mów dalej. Co się stało?
 And what happened next? Co było potem?
 What a silly man! Co za niemądry człowiek!
 How strange/terrible/scary! To dziwne/straszne/przerażające!
 Isn't it horrible/terrible? Czy to nie okropne?
 I find it quite shocking. To jest szokujące!
 It can't be true. To nie może być prawda.
 Unbelievable/Incredible! To niewiarygodne/niesamowite!
 Just awful! To okropne!
 I find it very surprising. Jestem zaskoczony/zaskoczona.

Unit 7

At the doctor's U lekarza

What seems to be the problem? Co Panu/Pani/Ci dolega?
 Have you got a high temperature? Czy masz gorączkę?
 Does anything hurt? Czy coś cię boli?
 When did you notice the symptoms? Kiedy zauważyłeś/zauważyłaś objawy?
 I've been feeling unwell since ... Czuję się źle od...
 It sounds like you may have ... Wydaje mi się, że możesz mieć...

Asking for advice Prośenie o radę

What would you advise me to do? Co by mi Pan/Pani zalecił/zaleciła?
 Do I need to take some medicine? Czy mam przyjmować jakieś leki?
 What do you think I should do? Co Pana/Pani zdaniem powinienem/powinnam zrobić?

Giving advice Udzielanie rady

You ought to stay in bed. Powinieneś/Powinnaś leżeć w łóżku.
 You had better ... Lepiej, żebyś...
 If I were you, I would ... Na Twoim miejscu...
 My advice to you is to take some painkillers. Radzę, żebyś brał/brała tabletki przeciwbólowe.
 What's the matter? Co ci jest?
 Nothing too serious. Nic poważnego.
 You'll make it worse. Tylko pogorszysz swój stan.
 You've got to get it sorted now. Musisz się tym zająć od razu.

At a chemist's W aptece

I'd like something for my sore throat. Szukam czegoś od bólu gardła.
 I recommend this one. It's very effective. Polecam go. Jest bardzo skuteczny.
 How often do I take it? Jak często muszę to przyjmować?
 Could you repeat that, please? Czy mógłby Pan / mogłaby Pani powtórzyć?
 I didn't catch it. Nie zrozumiałem/zrozumiałam.
 Just avoid cold drinks, and if it gets worse, see a doctor. Proszę unikać zimnych napojów, a jeśli poczuje się Pan/Pani gorzej, proszę iść do lekarza.

Unit 8

Introducing other people's opinions

Przedstawianie opinii innych osób

Like other young people I also believe ... Podobnie jak inni młodzi ludzie, również uważam, że...
 It is often said that ... Często mówi się, że...
 I support this point of view because ... Podzielam ten punkt widzenia, ponieważ...
 I tend to agree with people who believe that ... Raczej zgadzam się z ludźmi, którzy uważają, że...

Expressing your attitude

Zaznaczanie swojego stanowiska

Naturally, ... Naturalnie...
 Surely, ... Z pewnością...
 Of course, ... Oczywiście...
 No doubt, ... Niewątpliwie...

Review 1 page 14, exercise 6

Make sure you understand the words below. Draw these things line by line for your partner to guess the word.

a piercing shoulder-length wavy hair spots
a suit and tie braces on teeth

Review 2 page 26, exercise 6

Complete the questions with the correct form of the verbs below. Then use the questions to interview Student B.

follow do involve make look for

- 1 Do you like decisions? Why? / Why not?
- 2 Which subjects do you well in at school?
- 3 Where can people jobs?
- 4 What career would you like to .
- 5 What should your ideal job .

Review 3 page 38, exercise 7

Make sure you can answer the questions below. Then test your partner.

- 1 What does a **guide** do?
- 2 Where can you find a **porthole**?
- 3 What are **lorries** used for?
- 4 Where do you **check in**?
- 5 What type of holidays would an **adventurous person** like?

Review 4 page 50, exercise 5

Check the answers to the questions below. Then test your partner.

- 1 What noun goes with the verb **navigate**?
- 2 What noun can go with the verb **charge up**?
- 3 What verb goes with the noun **research**?
- 4 What verbs can go with the noun **file**?
- 5 What verb can go with the noun **an online account**?

Review 5 page 64, exercise 6

Read the questions and make sure you can answer them. Then test your partner.

- 1 Give the names of two green vegetables.
- 2 What kind of food can be hot or mild?
- 3 Give an example of takeaway food.
- 4 What's another word for **dessert**?
- 5 Where can you find 'a canteen'?

Review 6 page 76, exercise 5

Find two sentences which are incorrect and correct them. Then test your partner.

- 1 Community service means that you have to pay some money for breaking the law.
- 2 The news reporter said that the police were working on the case.
- 3 Alex said he hasn't committed this crime.
- 4 The man was innocent and could leave prison.
- 5 I understood the problem after the teacher had explained it to me.

Review 7 page 88, exercise 7

Translate the following sentences into English. Use the wordlist on page 87 to help you. Then ask your partner to translate the English sentences back into Polish.

- 1 Przeziębilem się.
- 2 Alan kaszle i kicha.
- 3 Lekarz zbadał mnie i dał mi receptę.
- 4 Czy masz gorączkę?
- 5 Mój dziadek jest poważnie chory.

Review 8 page 100, exercise 6

Translate the following expressions into English. Then test your partner. Ask him/her to make a sentence with each phrase.

- 1 handlować, wymienić coś na coś
- 2 dobra materialne
- 3 płacić gotówką
- 4 przesyłać, przelewać pieniądze
- 5 szlachetny, godny

Culture 1 page 104, exercise 8

PROJECT TASK Work in groups of four. Prepare a short guide (a poster) about some rules of behaviour in a country of your choice. Follow the plan below.

- Choose a country that you would all like to visit. Make a list of points you would like to include, e.g. greetings, gift giving, body language, table manners, topics of conversation, taboo topics, etc.
- Decide who in your group is going to be responsible for different roles (collecting information, picture research, designing the poster).
- Agree on a timeline.
- Put your work together and rehearse the presentation before the class.
- In class, display your guides on the classroom walls and vote for the most interesting one.

Email

Niedawno dostałeś/dostałaś pracę na czas wakacji. Napisz **e-mail** (100–150 wyrazów) do kolegi z Anglii, w którym:

- wyjaśnisz, jaką pracę wykonujesz, oraz opisziesz miejsce i godziny pracy,
- poinformujesz, jak znalazłeś/znalazłaś pracę,
- przedstawisz swoją opinię na temat zalet i wad tej pracy,
- opisziesz, jak zamierzasz wydać zarobione pieniądze.

Rozwiń swoją wypowiedź w każdym z czterech podpunktów.

Podziel list na logiczne akapity – poświęć jeden akapit na przekazanie 1–2 informacji z polecenia.

Pamiętaj, aby przekazać wszystkie informacje wymienione w zadaniu i rozwinąć je, omawiając każdy element polecenia bardziej szczegółowo.

Hi Tim,

I hope you're well. I've got a job for the summer and I started last week.

It's a great job! I'm a waiter in a restaurant on the beach and I work five lunchtimes and two evenings a week. I serve really expensive food!

- I found the advertisement for the job while I was reading the local newspaper. They advertise lots of jobs for teenagers. I phoned the restaurant and went for a short interview and now I'm a waiter!

- I really enjoy the work. I like meeting all the customers and I get on well with the people who work there too. They're kind and helpful. It isn't much fun working late twice a week, but I earn more money then.

I hope to save enough money to come to England to see you in the next holidays! We can go camping!

Write soon,

XYZ

Stosuj różnorodne struktury gramatyczne (np. różne czasy) i bogate słownictwo. Unikaj powtarzania pospolitych wyrazów, takich jak **good, nice**.

W liście prywatnym możesz stosować formy skrócone (**I'm, They're**) i potoczne słownictwo, np. czasowniki frazowe (**get on**).

Artykuł

Niedawno wzięłeś/wzięłaś udział w akcji protestacyjnej przeciwko planom budowy nowej drogi przecinającej park miejski. Napisz **artykuł do gazetki szkolnej**, w którym opisziesz przebieg protestu i przedstawisz swoje zdanie o budowie drogi.

Wypowiedź powinna zawierać 200–250 wyrazów.

Zauważ, że polecenie do zadania zawiera dwa elementy tematu, które należy rozwinąć (tu opis przebiegu protestu i opinia autora na temat budowy nowej drogi). Każdy z elementów możesz ująć w osobnym akapicie.

Pamiętaj, aby nadać artykułowi tytuł, który przykuje uwagę czytelnika.

People Need Parks!

The central park in our town is very beautiful and is used by many people every day. The proposed new road will destroy the park. The plans show that it will pass through the eastern part of the park, which will mean cutting down a large number of the trees and taking away huge areas of grass. Can you imagine living in a town without green areas?

I took part in the protest about the building of the road on Saturday. People gathered by the lake and a local politician gave a speech about the effects of this plan and discussed alternatives. Then we all walked through the park with banners to let everyone know what will happen.

I believe very strongly that there are other places where the new road could be built, without harming such a lovely and popular part of our town. Parks like this are the heart of our towns. They are where city-dwellers can go in order to escape the stress and the noise of roads and traffic. People need to live in towns to get jobs and not everyone can afford trips to the countryside to get some peace and quiet.

To conclude, I would like to encourage everyone to show the authorities how much the park means to us. If you agree with me and want to stop the road, sign the online petition. We can persuade the authorities to choose another option for the road. People need parks!

Pamiętaj, że wstęp powinien być nie tylko zgodny z tematem, ale również na tyle interesujący, aby zachęcić czytelnika do przeczytania artykułu. Opisz istotne fakty. Możesz też zwracać się bezpośrednio do odbiorcy, stosując pytania retoryczne.

Stosuj odpowiedni styl: słownictwo i zwroty, które przekonają czytelnika do zdania autora.

Zakończenie powinno być zgodne z tematem i treścią całej wypowiedzi.

List oficjalny

Wraz z grupą przyjaciół spędzaliście wakacje we Włoszech. Mieszkaliście w hotelu, którego standard bardzo Was rozczarował. Napisz **list z zażaleniem** do organizatora wyjazdu, w którym podasz przyczyny Waszego niezadowolenia i przedstawisz propozycje, w jaki sposób uniknąć podobnych sytuacji w przyszłości.

Wypowiedź powinna zawierać 200–250 wyrazów.

Stosuj oficjalne zwroty rozpoczynające i kończące list. Jeśli znasz nazwisko adresata, rozpocznij zwrotem *Dear Mrs Jones*, a w zakończeniu użyj *Yours sincerely*. Jeśli piszesz do osoby, której nazwiska nie znasz, rozpocznij list zwrotem *Dear Sir/Madam*, a w zakończeniu napisz *Yours faithfully*.

Zapamiętaj kilka wyrażień typowych dla listu z zażaleniem i stosuj je w wypracowaniu (np. *I am writing to complain, extremely disappointed, dissatisfied with*).

We wstępie określ cel listu.

Pamiętaj, aby uzasadnić wnoszoną skargę odpowiednimi argumentami: opisz problem, jakie napotkałeś/napotkałaś, i podaj przykłady usterek.

Stosuj styl oficjalny: zdania złożone, więcej zdań w stronie biernej niż w prywatnych listach, różne spójniki. Unikaj form skróconych i potocznych wyrazów.

Dear Sir/Madam,

I am writing to complain about a recent holiday I spent at the Hotel Bella in Italy which your company, Italy Tours, organised. Travel arrangements were smooth and we experienced no delays on the way to or from our destination. However, we were extremely disappointed with the hotel.

Firstly, on arrival we were shown into a room which looked out over the car park and not the beach as we had been promised. The hotel owner, who was quite surly, finally agreed to give us a room with a sea view, but the lights did not work and the bathroom was both filthy and smelly. We were also dissatisfied with the food. The meals were tasteless and on the second day several guests at the hotel developed food poisoning. There were flies around the tables all the time, so this came as no real surprise. As a result, we were forced to eat out at other restaurants.

I strongly recommend that you inspect this hotel at your earliest convenience to ensure that future guests do not have to suffer the same problems as we did. There ought to be a basic standard of cleanliness throughout the hotel and the staff should be encouraged to be polite and helpful to their guests. Better restaurant service would also be welcomed.

Since the holiday was quite expensive, we expected good service, tasty food and comfortable accommodation in the hotel. We did not receive any of these, therefore I would appreciate a partial refund. I am enclosing a copy of the bill for my stay.

I look forward to hearing from you.

Yours faithfully,

Blake Hadley

Podziel list na wstęp, rozwinięcie i zakończenie oraz zachowaj właściwe proporcje między nimi. W akapitach odnieś się do obu elementów tematu. Pamiętaj, aby formułować wypowiedź w sposób uprzejmy, nawet gdy wyrażasz swoje niezadowolenie z usług lub produktów.

Rozprawka za i przeciw

Rosnąca liczba ludności sprawia, że obecnie buduje się w miastach coraz więcej wielopiętrowych bloków mieszkalnych. Napisz **rozprawkę**, w której przedstawisz zalety i wady mieszkania w takim budynku.

Wypowiedź powinna zawierać 200–250 wyrazów.

Pamiętaj o właściwej strukturze rozprawki za i przeciw. We wstępie sformułuj tezę, adekwatną do tematu. Teza powinna zawierać stwierdzenie, że autor omówi w pracy argumenty przemawiające za jakąś kwestią i występujące przeciw niej.

Rozpocznij każdy akapit zdaniem, które streszcza jego główną myśl (**topic sentence**). W kolejnych zdaniach przedstaw argumenty ilustrujące postawioną w zdaniu wprowadzającym tezę.

Many high-rise blocks of flats are being built to accommodate people these days. While this is definitely an affordable type of accommodation, it cannot be denied that living in a block of flats has a number of disadvantages.

On the one hand, building high-rise flats has many benefits because the building itself takes up less land than a row of individual houses. This means that a lot of families can be accommodated in a relatively small area. The cost of living in a flat in a high-rise should therefore be lower than that of a detached or terraced house.

On the other hand, living in places like these can affect the way people live. The living spaces are often small and cramped and there is little privacy.

In addition to this, there is the difficulty of sometimes needing to climb many flights of stairs when the lifts are not working. This can be a problem for older residents or young mothers with small children and babies.

To conclude, I would say that although building blocks of flats is an economical way of providing affordable housing for many families, living in them can severely affect people's standard of living. In my opinion, when planning blocks of flats in cities, the designers should take into consideration the needs of the people who will be living in them and provide good lift services.

Akapit 1: akapit przedstawiający argumenty na 'tak'

Akapit 2: akapit przedstawiający argumenty na 'nie'

W zakończeniu podsumuj główne wątki wypowiedzi. Możesz też przedstawić swój własny punkt widzenia.

Stosuj różnorodne wyrażenia łączące poszczególne akapity rozprawki, jak również poszczególne myśli w obrębie akapitów. Używaj urozmaiconego słownictwa i różnych struktur gramatycznych.

Writing checklist

Wypowiedź pisemna krok po kroku: poziom rozszerzony

- ✓ Przeczytaj uważnie temat, który wybrałeś/wybrałaś. Zwróć uwagę na formę, w jakiej wypracowanie ma być napisane. Podkreśl dwa elementy tematu, które należy rozwinąć.
- ✓ Upewnij się, że rozumiesz zagadnienie opisane w poleceniu. Pamiętaj, że praca, która odbiega od tematu, nie podlega ocenie!
- ✓ Zapisz na kartce wszystkie pomysły związane z tym tematem i przydatne zwroty. Następnie przejrzyj swoje notatki i zdecyduj, które pomysły wykorzystasz w pracy. Wybierz te aspekty tematu, które potrafisz rozwinąć.
- ✓ Napisz szkic pracy: wstęp, dwa–trzy akapity rozwinięcia i zakończenie. Pamiętaj, aby nie podawać jedynie listy argumentów bez ich rozwijania. Zachowaj odpowiednie proporcje między częściami pracy: w każdej części napisz dwa–trzy zdania.
- ✓ Udoskonal pierwszą wersję pracy. Przeczytaj pracę, skupiając się na logice i zgodności treści z poleceniem. Przeredaguj pracę, jeśli zawiera ona niejasności. Sprawdź, czy każdy akapit omawia jeden główny temat.
- ✓ Sprawdź poprawność językową (literówki, proste błędy gramatyczne, powtarzające się w kolejnych zdaniach wyrazy) oraz interpunkcyjną.
- ✓ Sprawdź, czy długość pracy wynosi od 200 do 250 wyrazów.

Unit 1 AN EMAIL ABOUT A PERSON

E-mail z opisem osoby

Describing people Opisywanie osób

His/Her incredibly blue eyes make him/her look very handsome / pretty. Jego/Jej wyraziście niebieskie oczy sprawiają, że wygląda bardzo atrakcyjnie.

He/She has fantastic taste in clothes. On/Ona ma fantastyczny gust, jeśli chodzi o ubiór.

He/She has a casual style. On/Ona ma swobodny, sportowy styl.

He/She comes across as somebody unusual / interesting. On/Ona wydaje się osobą niezwykłą/interesującą.

He/She has a real talent for putting together great outfits. On/Ona ma prawdziwy talent do odpowiedniego dobierania elementów ubioru.

Asking for permission and giving permission

Prośenie o pozwolenie i udzielanie pozwolenia

Could I possibly borrow your new dress? Czy mógłbym/mogłabym pożyczyć twoją nową sukienkę?

Is it all right if I borrow your dress? Czy mogę pożyczyć twoją sukienkę?

Can I ...? May I ...? Czy mógłbym/mogłabym...?

Sure, no problem. Jasne, nie ma sprawy.

Of course, I can lend you ... Oczywiście, mogę ci pożyczyć...

Unit 2 A JOB APPLICATION Podanie o pracę

Starting and ending a letter of application

Rozpoczynanie i kończenie listu motywacyjnego

I am writing in response to the job advertisement I found on your website. Piszę w odpowiedzi na ogłoszenie o pracę, które znalazłem/znalazłam na Państwa stronie internetowej.

I would like to apply for the position of shop assistant in your store. Chciałbym/Chciałabym ubiegać się o stanowisko sprzedawcy w Państwa sklepie.

I enclose my CV and copies of my language certificates. Załączam swój życiorys i kopie certyfikatów językowych.

Describing your personality, skills and experience

Opisywanie swojej osobowości, umiejętności i doświadczenia

I believe I would be a suitable candidate for the position. Wierzę, że jestem odpowiednim kandydatem / odpowiednią kandydatką na to stanowisko.

I also hold certificates in English and German at B2 level. Posiadam również certyfikaty z języka angielskiego i niemieckiego na poziomie B2.

I consider myself to be well-organised. Uważam, że jestem osobą dobrze zorganizowaną.

Ordering your points Wymienianie w kolejności

Firstly, ... First of all, ... Secondly, ... Finally, ... Lastly, ...

Po pierwsze, ... Przede wszystkim, ... Po drugie, ...

Podsumowując, ... Na koniec, ...

What is more, ... Moreover, ... In addition, ... Co więcej, ... Ponadto, ... Na dodatek, ...

Unit 3 AN ARTICLE Artykuł

Engaging the reader Wzbudzanie zainteresowania czytelnika

What comes to your mind first when you think of ...? Co przychodzi Ci do głowy kiedy myślisz o...?

Can you imagine ...? Czy wyobrażasz sobie...?

Have you ever thought of ...? Czy kiedykolwiek myślałeś/ myślałaś o...?

What could be better than ...? Cóż może być lepsze od...?

Don't you agree that ... Czy zgadzacie się Państwo z opinią, że...?

Expressing opinions Wyrażanie opinii

To my mind, Moim zdaniem...

Personally speaking, ... Uważam, że...

I am convinced that ... Jestem przekonany/przekonana, że...

It is my opinion that ... Sądzę, że...

Unit 4 A LETTER TO THE EDITOR List do redakcji

Expressing opinions in a formal way Wyrażanie opinii w sposób oficjalny

I feel I should make my voice heard. Czuję się w obowiązku wyrazić swoją opinię.

I am of the opinion that ... Uważam, że...

It goes without saying that ... Nie ma wątpliwości co do tego, że...

One must bear in mind that ... Należy pamiętać/wziąć pod uwagę, że...

I am utterly convinced ... Jestem głęboko przekonany/przekonana...

I am in favour of ... Jestem zwolennikiem/zwolenniczką...

I object to when ... Jestem przeciwny/przeciwna...

I hold that ... Uważam, że...

Expressing probability Wyrażanie prawdopodobieństwa

Our homes are certain to be full of inventions. Nasze domy z pewnością będą pełne wynalazków.

Robots are likely to take over our homes. Roboty najprawdopodobniej przejmą kontrolę nad naszymi domami.

Technology is bound to become part of our lives. Technologia z pewnością stanie się częścią naszego życia.

Expressing results Wyrażanie konsekwencji

Therefore, ... / Thus, ... W związku z tym...

As a result ... W rezultacie...

It may lead to ... To może prowadzić do...

Expressing importance Podkreślanie wagi danej kwestii

It is essential/necessary that ... Koniecznym jest to, aby...

What is crucial/vital is ... Ważnym jest, aby...

Let me emphasise/stress ... Chciałbym/Chciałabym podkreślić, że...

What matters/counts is that ... Istotne jest to, że...

It is of paramount importance to realise / worth remembering that ... Kwestią kluczową jest to, aby pamiętać, że...

Unit 5 AN EMAIL WITH AN INVITATION

E-mail z zaproszeniem

Giving suggestions Wysuwanie sugestii

I guess first we need to get in touch with everyone. Myślę, że najpierw musimy się ze wszystkimi skontaktować.

I suggest using Facebook. Proponuję skorzystać z Facebooka.

Maybe Jessica could bake a cake? Być może Jessica mogłaby upiec ciasto?

Why not ask everyone to bring something to eat? A może poprosimy wszystkich, żeby przynieśli coś do jedzenia?

Inviting Zapraszanie

I'm writing to invite you to a barbecue party at my place next Friday. Chciałbym/Chciałabym zaprosić cię na grilla u mnie w przyszły piątek.

We're having a housewarming party on Sunday. Organizujemy parapetówkę w niedzielę.

Would you like to come? Czy chciałbyś/chciałabyś przyjść?

Accepting and refusing invitations

Przyjmowanie i odrzucanie zaproszeń

Thank you for your invitation / for inviting me. Dziękuję za zaproszenie.

It's very nice of you to throw a party like that. To miło, że organizujesz taką imprezę.

I'm afraid I won't be able to make it. Obawiam się, że nie będę mógł/mogła przyjść.

I can't come. Nie mogę przyjść.

Unit 6 A FORUM ENTRY Wpis na forum**Expressing opinions and feelings**

Wyrażanie opinii i uczuć

First of all, I must say I felt sorry/upset/shocked to hear that ...

Po pierwsze, muszę powiedzieć, że było mi przykro / byłem zaniepokojony / zszokowany, kiedy usłyszałem, że...

Personally, I think that ... Uważam, że...

Secondly, I believe that ... Po drugie, myślę, że...

In my opinion / In my view, ... W mojej opinii / Moim zdaniem...

It seems to me that ... Wydaje mi się, że...

It's always wrong to ... Nigdy nie powinno się...

Asking for opinion Pytanie o czyjąś opinię

What do you think about this issue? Co o tym myślisz?

Why don't you post your comments below? A może zamieścisz poniżej swój komentarz?

Tell me what you think about this problem. Powiedz mi, co sądzisz o tym problemie.

Unit 7 A LETTER OF COMPLAINT List z zażaleniem**Complaining** Składanie reklamacji

I was extremely disappointed with ... Byłem/Byłam głęboko rozczarowany/rozczarowana...

I was shocked / surprised to find out that ... Byłem/Byłam zszokowany/zszokowana / zaskoczony/zaskoczona, kiedy dowiedziałem się / dowiedziałam się, że...

The course did not meet our expectations. Kurs nie sprostał naszym oczekiwaniom.

Making requests Wyrażanie prośby

I feel that you should offer me at least an apology. Uważam, że należą mi się co najmniej przeprosiny.

I expect to receive a full refund. Liczę na pełny zwrot kosztów.

Giving suggestions and recommendations

Przedstawianie sugestii i zaleceń

Therefore, I would like to make some recommendations.

Dlatego chciałbym/chciałabym dać kilka zaleceń.

Firstly, it would be a good idea to ... Po pierwsze, dobrym rozwiązaniem byłoby...

I strongly recommend that your staff learn to be more helpful. Zdecydowanie zalecam poprawę jakości obsługi.

Unit 8 A FOR AND AGAINST ESSAY

Rozprawka za i przeciw

Saying what other people think

Przedstawianie opinii innych osób

Many people point out that ... Wiele ludzi podkreśla, że...

It is believed that ... Uważa się, że...

It is said that ... Mówi się, że...

Some people claim ... Niektórzy twierdzą, że...

Others maintain that ... Inni utrzymują, że...

It cannot be denied ... Nie da się zaprzeczyć, że...

While it is true to say ... Prawdą jest, że...

Introducing advantages and disadvantages

Opisywanie zalet i wad

One of the pluses of such a solution is that ... Jedną z zalet tego rozwiązania jest to, że...

A real drawback is the fact that ... Poważną wadą jest to, że...

Another advantage could be that ... Kolejną zaletą może być to, że...

A further common criticism ... Kolejny częsty zarzut to...

Making a general statement

Wyrażanie ogólnych stwierdzeń

As a rule, ... Z reguły...

In general, ... Na ogół...

In most cases ... W większości przypadków...

On the whole ... Ogólnie rzecz biorąc, ...

Quizzes – answer key

Unit 7, page 82, exercise 1

1 F 2 T 3 F 4 T 5 T 6 F

CULTURE 1, page 104, exercise 2

1 F 2 T 3 T 4 T 5 T 6 T 7 F 8 T

CULTURE 2, page 105, exercise 3

1 a

2 b

3 a Christianity b Judaism c Islam

4 a Islam b Christianity c Hinduism

CULTURE 4, page 107, exercise 4

1 Yes 2 No 3 No 4 Yes 5 Yes

Review 1 page 14, exercise 6

Make sure you understand the words below. Draw these things line by line for your partner to guess the word.

a scar a ponytail a scarf a moustache a striped shirt

Review 2 page 26, exercise 6

Complete the questions with the correct form of the verbs below. Then use the questions to interview Student A.

find out do work deal with involve

- 1 Do you enjoy in a team? Why? / Why not?
- 2 Would you like to have a job where you customers? Why? / Why not?
- 3 Which jobs the most responsibility?
- 4 Where could you more about career opportunities in your region?
- 5 What would you like to for a living?

Review 3 page 38, exercise 7

Make sure you can answer the questions below. Then test your partner.

- 1 What do you do during a **staycation**?
- 2 Where could you find a **chalet**?
- 3 What is the difference between a **camper** and a **caravan**?
- 4 What can you do on the **slopes**?
- 5 How might people feel when sailing on a **rough sea**?

Review 4 page 50, exercise 5

Check the answers to the questions below. Then test your partner.

- 1 What verb goes with the noun **code**?
- 2 What verb goes with the phrase **a video call**?
- 3 What nouns can go with the verb **click on**?
- 4 What nouns can go with the verb **enter**?
- 5 What verb goes with the phrase **a comment on a forum**?

Review 5 page 64, exercise 6

Read the questions and make sure you can answer them. Then test your partner.

- 1 Give examples of two red fruits.
- 2 Why do people organise a reunion?
- 3 What can you eat in a café?
- 4 Give two adjectives which you can use to describe the size of a pizza.
- 5 What does the word **fizzy** describe?

Review 6 page 76, exercise 5

Find three sentences which are incorrect and correct them. Then test your partner.

- 1 My friend said he can't tell me the truth about the crime.
- 2 The man got a very long prison sentence.
- 3 The lawyer said that the man is in prison now.
- 4 The job of a judge is to try people.
- 5 I was tired because I didn't sleep well the night before.

Review 7 page 88, exercise 7

Translate the following sentences into English. Use the wordlist on page 89 to help you. Then ask your partner to translate the English sentences back into Polish.

- 1 Oparzyłam rękę.
- 2 Helen ma spuchnięte kolano.
- 3 Polecam ten syrop. Jest bardzo skuteczny.
- 4 Czy masz plaster? Skaleczyłem się w palec.
- 5 Czy coś cię boli?

Review 8 page 100, exercise 6

Translate the following expressions into English. Then test your partner. Ask him/her to make a sentence with each phrase.

- 1 zarabiać pieniądze
- 2 wpłacić czek
- 3 oferować porady finansowe
- 4 płacić kartą kredytową
- 5 pożyczać pieniądze od kogoś

GRAMMAR 1 present simple and present continuous

Czasu **present simple** używamy:

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

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

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

Uwaga!

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

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

GRAMMAR CHALLENGE! Student's Book, page 108, UNIT 1

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

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

GRAMMAR 2 verb + -ing form / infinitive

Bezokolicznika (*infinitive*) ze słowem **to** używamy:

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

Czasownika z końcówką **-ing** (*gerund*) używamy:

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

GRAMMAR CHALLENGE! Student's Book, page 108, UNIT 1

Po niektórych czasownikach możemy użyć zarówno **bezokolicznika**, jak i **czasownika z końcówką -ing**.

W zależności od użytej formy zmienia się jego znaczenie, np.:

- I **remember calling** him last night.*
(Pamiętam, jak do niego dzwoniłem/dzwoniłam wczorajszej nocy.)
*I **always remember to call** my grandma for her birthday.*
(Zawsze pamiętam, żeby zadzwonić do babci w dniu jej urodzin).
- I **stopped eating** hamburgers.*
(Przestałem/Przestałam jeść hamburgery.)
*I **stopped to eat** a hamburger.*
(Zatrzymałem/Zatrzymałam się, żeby zjeść hamburgera.)
- I **forgot talking** to her.*
(Zapomniałem/Zapomniałam, że z nią rozmawiałem/rozmawiałam.)
*I **forgot to talk** to her.*
(Zapomniałem/Zapomniałam z nią porozmawiać.)

GRAMMAR 1 present perfect and present perfect continuous

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

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

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

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

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

Zdania twierdzące i przeczące

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

Pytania i krótkie odpowiedzi

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

Uwaga!

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

I've lived / 've been living in Warsaw for ten years.
I've attended / 've been attending this school since September.

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

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

GRAMMAR CHALLENGE!

Student's Book, page 109,
UNIT 2

Jeśli czynność, o której mówimy, jeszcze się nie zakończyła lub zakończyła się niedawno i chcemy opowiedzieć o samej czynności i/lub jej skutkach dla jej wykonawcy, używamy czasu **present perfect continuous**. Na język polski zdania takie najczęściej tłumaczymy za pomocą czasu teraźniejszego lub przeszłego (w zależności od tego, czy czynność się już zakończyła) oraz czasowników niedokonanych.

Kiedy chcemy położyć nacisk na efekt wykonanej czynności lub powiedzieć, ile razy ona wystąpiła, używamy czasu **present perfect simple**. Zdania takie najczęściej tłumaczymy na język polski za pomocą czasu przeszłego.

I've been baking cakes all day. I have baked three cakes – here they are. (Cały dzień **piekę/piekłem/piekłam** ciasta. **Upiekłem/Upiekłam** trzy ciasta – oto one.)

We're all sweaty because we've been playing basketball. We've already played three times this week. (Jesteśmy cali spoceni, bo **gramy/graliśmy** w koszykówkę. W tym tygodniu **graliśmy** już trzy razy.)

GRAMMAR 2 past modals of deduction

Konstrukcja **must have + past participle** służy do wyrażenia przypuszczenia graniczącego z pewnością, że jakaś czynność lub zdarzenie miały miejsce w przeszłości:

Paul must have known about our arrival. He was waiting for us at the airport.

Konstrukcję **can't have + past participle** stosujemy do wyrażenia przypuszczenia, że jakaś czynność lub zdarzenie nie wydarzyły się w przeszłości: *She can't have left without us – she didn't have the money for the ticket.*

Konstrukcji **could / may / might have + past participle** używamy do wyrażenia prawdopodobieństwa wykonania czynności w przeszłości:

Why aren't they here yet? They might have got lost.

He could have been at school today, but I didn't talk to him.

Uwaga!

Konstrukcja **had to + infinitive** wyraża konieczność lub przymus wykonania czynności w przeszłości:

They had to stop because they were running out of petrol.

GRAMMAR 1 narrative tenses

Czasu **past simple** używamy do opisania:

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

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

- serii następujących po sobie wydarzeń w przeszłości:

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

Czasu **past continuous** używamy do opisania:

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

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

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

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

Czasu **past perfect** używamy do opisania przeszłych wydarzeń i czynności, które odbyły się przed danym momentem w przeszłości:

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

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

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

Uwaga!

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

*As she **walked** down the corridor, everybody **looked** at her.*

*Jess **was doing** the laundry **while** I **was sleeping**.*

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

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

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

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

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

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

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

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

GRAMMAR 2 question forms; object and subject questions

Szyk wyrazów w zdaniach pytających jest następujący:

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

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

Uwaga!

W pytaniach o podmiot nie używamy czasowników posiłkowych, a kolejność słów jest taka sama jak w zdaniu twierdzącym:

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

~~What did happen?~~ What happened?

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

(**Who** jest podmiotem w zdaniu.)

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

(**Who** jest dopełnieniem w zdaniu.)

GRAMMAR CHALLENGE!

Student's Book, page 110, UNIT 3

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

GRAMMAR 1 future forms: *will*, *be going to*, *present simple*, *present continuous*, *future continuous*

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

- **Be going to** używamy, gdy mówimy o tym, co zamierzamy zrobić:

I'm going to buy a new car soon.

- Czasu **present continuous** używamy, jeżeli czynności zaplanowane zostały przez nas na niedaleką przyszłość, a ich szczegóły są już ustalone:

We're taking the train to Cracow.

- **Will** stosujemy, gdy w chwili mówienia podejmujemy decyzję o tym, co zaraz zrobimy:

OK, I'll go to the shops.

Don't worry about the washing-up, I'll do it in a moment.

Gdy mówimy o czynnościach i sytuacjach, które odbywają się zgodnie z ustalonym niezmiennym harmonogramem, stosujemy czas **present simple**:

Hurry up! The train leaves in a few minutes.

Czasu **future continuous** używamy, aby opisać zdarzenie lub czynność, która będzie trwała w określonym momencie w przyszłości:

This time tomorrow, I'll be sailing along the coast.

Określenia czasu używane z **future continuous** to:

this time tomorrow, this time next week, next Sunday at eight, at that time.

Future continuous

Zdania twierdzące i przeczące

I/You/We/They He/She/It	will/won't	be sleeping	at 8 o'clock tomorrow.
		be reading	
		be watching TV	

Pytania i krótkie odpowiedzi

Will	I/you/we/ they he/she/it	be sleeping	at 8 o'clock tomorrow?	Yes, I will. No, she won't.
		be reading		
		be watching TV		

Why/ Where	will	I/you/we/ they he/she/it	be sleeping	at 8 o'clock tomorrow?
			be reading	
			be watching TV	

Gdy coś przewidujemy, stosujemy:

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

Uwaga!

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

GRAMMAR 2 future time clauses

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

Uwaga!

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

Sheila will phone us as soon as her guests leave.

(NOT: *her guests will leave*)

GRAMMAR CHALLENGE! Student's Book, page 111, UNIT 4

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

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

GRAMMAR 1 articles: *a/an, the, zero article*

Rzeczowniki policzalne to nazwy przedmiotów i osób, które można policzyć. Mogą one występować w liczbie pojedynczej lub mnogiej:

a chair – chairs, an apple – apples, a person – people.

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

A / an

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

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

Przedimka nieokreślonego *an* używamy przed wyrazami zaczynającymi się od samogłoski: *an orange, an apple.*

The

Przedimka określonego *the* używamy:

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

Przedimek zerowy

Przedimków nie stosujemy przed:

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

GRAMMAR CHALLENGE!

Student's Book, page 112,
UNIT 5

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

- *He was sick and had to go to hospital.*
(Był chory i musiał pójść do szpitala. – żeby się leczyć)
- *He went to **the** hospital to visit his grandpa.*
(Poszedł do szpitala (budynku), aby odwiedzić dziadka.)

GRAMMAR 2 *some, any, much, many; a few, a little; a lot of*

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

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

*There is **some** milk in the fridge.*
*There are **some** oranges on the table.*
*There isn't **any** bread. There aren't **any** biscuits.*
*Is there **any** coffee? Are there **any** apples?*

Z rzeczownikami policzalnymi używamy następujących określeń ilości:

- *many* (dużo, wiele), *a lot of* (wiele), *a few* (kilka):
*I don't eat **many** sweets.*
*We need **a lot of** potatoes to make enough chips for all of us.*
*Can you buy **a few** onions, please?*

Z rzeczownikami niepoliczalnymi używamy następujących określeń ilości:

- *much* (dużo), *a lot of* (dużo), *a little* (trochę):
*Do you drink **much** water?*
*I need **a lot of** sugar to make the cake.*
*Now add **a little** salt.*

Uwaga!

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

*Julia has **a lot of** friends at school.*
*How **many** English books do you have?*
*Pete doesn't drink **much** milk.*

GRAMMAR 1 reported statements

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

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

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

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

Zmiana niektórych określeń czasu i miejsca

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

tell / say

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

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

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

Zmiana czasu zgodnie z regułą następstwa czasów

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

GRAMMAR CHALLENGE!

Student's Book, page 112,
UNIT 6

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

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

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

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

GRAMMAR 2 reported questions

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

'Where are you?' she asked.

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

Pamiętaj:

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

GRAMMAR 1 second conditional; *It's (high/about) time; I'd rather / I wish / If only* (present and future wishes)

Drugiego okresu warunkowego (*second conditional* = *if* + *past simple* + *would* + *verb*) używamy, aby opisać mało prawdopodobne sytuacje w teraźniejszości lub przyszłości i ich ewentualne skutki:

If people were more careful, there would be fewer accidents.

Wyrażeń: *If only ... / I wish ... / I'd rather ...* + *subject* + *past simple* używamy, by wyrazić żal, że coś nie dzieje się tak, jak byśmy sobie tego życzyli. Wyrażany żal/niezadowolenie, krytyka dotyczą sytuacji w teraźniejszości lub przyszłości:

If only I wasn't sick. = *I'm sick and I'm not happy about it.*

I wish I spoke French. = *I don't speak French, but I'd like to.*

I'd rather you didn't call me so late. = *You call me late and I don't like it.*

If only I had more time. = *I don't have much time, but I'd like to have more.*

Wyrażenia *it's (high) time ...* (= czas / najwyższy czas) + *subject* + *past simple* używamy, aby wyrazić, że ktoś powinien wykonać niezwłocznie jakąś czynność:

It's high time you applied for that job. = *You should apply asap.*

GRAMMAR CHALLENGE! Student's Book, page 113, UNIT 7

Konstrukcji *I wish* + *would* + *verb* używamy, aby wyrazić niezadowolenie, irytację lub złość z powodu określonej sytuacji.

Uwaga! Tej konstrukcji możemy używać tylko wówczas, jeżeli podmioty obu zdań są inne, np.:

I wish they would stop criticising me for my clothes. = *They often criticise me for my clothes and I would like them to stop.*

GRAMMAR 2 third conditional; *I wish / If only* (past regrets)

Trzeciego okresu warunkowego (*third conditional* = *if* + *past perfect*, *would/could/might have* + *past participle*) używamy, aby opisać sytuacje, które mogły się wydarzyć w przeszłości, gdyby jakiś warunek został spełniony:

If I had invited friends round last night, I wouldn't have felt so lonely (but I didn't invite them and so I felt lonely).

Zdania warunkowe nie muszą zaczynać się od *if*. Jeżeli warunek podajemy w drugiej części zdania, nie stawiamy przecinka:

If she had told me about the protest march, I would have gone.

I would have gone on the protest march if she had told me about it.

Za pomocą wyrażeń *I wish ... / If only ...* + *subject* + *past perfect* możemy wyrazić ubolewanie dotyczące zdarzeń z przeszłości:

I wish my daughter had followed my advice.

If only I hadn't forgotten your birthday.

GRAMMAR 1 the passive

Strony biernej (*the passive*) w języku angielskim używamy:

- aby podkreślić, że ważna jest czynność, a nie jej wykonawca:
*The money **was paid** on time.*
- gdy nie potrafimy określić, kto jest wykonawcą danej czynności lub nie chcemy powiedzieć, kto jest jej wykonawcą:
*My camera **has been stolen**.*
*Three people **were fired** last month.*
- w bardziej oficjalnych wypowiedziach:
*You **aren't allowed** to take photographs inside the museum.*
*Smoking **is forbidden** in all parts of the building.*

Gdy chcemy powiedzieć, kto wykonał czynność, używamy słowa **by**:

*The villa **was bought by** a rich businessman.*

Stronę bierną tworzymy za pomocą właściwej formy czasownika **be** w różnych czasach i formy **past participle**.

Tense	Active	Passive voice
present simple	<i>They make cars here.</i>	<i>Cars are made here.</i>
present continuous	<i>They are recording a song.</i>	<i>A song is being recorded.</i>
present perfect	<i>Somebody has broken the vase.</i>	<i>The vase has been broken.</i>
past simple	<i>They sold the painting last week.</i>	<i>The painting was sold last week.</i>
past perfect	<i>Nobody had driven the car before.</i>	<i>The car hadn't been driven before.</i>
future simple	<i>We will send the parcel.</i>	<i>The parcel will be sent.</i>
modal verbs	<i>I must make the payment.</i> <i>I can't withdraw the money.</i>	<i>The payment must be made.</i> <i>The money can't be withdrawn.</i>

GRAMMAR CHALLENGE! Student's Book, page 114, UNIT 8

W przypadku czasowników, które są określane przez dwa dopełnienia (np. **give**, **buy**, **lend**, **show**), każde z nich może stać się podmiotem zdania w stronie biernej:

*She **gave me a book**.*

*I **was given** a book. / **A book** **was given** to me.*

GRAMMAR 2 have something done

Konstrukcji **have something done** używamy, aby powiedzieć, że jakąś czynność zleciliśmy innej osobie, np.:

*I **am having my car repaired** at the moment.*

*We **had an alarm system installed** last year.*

Aby określić, kto wykonał jakąś pracę, używamy słowa **by**:

*We **are having the roof fixed by** uncle Joe.*

Zdania z **have something done** tworzymy, używając czasownika **have** (w różnych czasach) oraz formy **past participle**.

present simple	<i>Maria has her nails done every two weeks.</i>
present continuous	<i>They are having their house painted.</i>
present perfect	<i>Have you had your hair cut?</i>
past simple	<i>Last year, we had a swimming pool built in the backyard.</i>
be going to	<i>I'm going to have the windows cleaned next week.</i>

LEXICAL PATTERNS

ADJECTIVES WITH PREPOSITIONS / PRZYMIOTNIKI Z PRZYIMKAMI		
addicted to	uzależniony od (czegoś)	The teenager is addicted to drugs.
allergic to	uczulony na (coś)	Joe is allergic to peanuts.
amazed at	zdumiony (czymś)	We were amazed at the beautiful beaches.
angry with	zły na (kogoś)	Tom was angry with his sister.
attractive to	atrakcyjny dla (kogoś)	The region is very attractive to tourists.
aware of	świadomy (czegoś)	Please be aware of the road closure.
based on	oparty na (czymś)	The film is based on a true story.
biased towards	stronniczy, przychylnie nastawiony do (kogoś)	The article is biased towards the Labour Party.
concerned with/about	zatraskany o kogoś/coś, zainteresowany (czymś)	Biologists are concerned with/about endangered species.
connected to	połączony z (czymś)	My tablet is connected to the Internet via a Wi-Fi.
curious about	ciekawý (czegoś)	Ian was curious about the presents.
dangerous to	niebezpieczny dla (kogoś/czegoś)	Greenhouse gases are dangerous to the environment.
determined by	zależny od (czegoś), zdeterminowany przez (coś)	Is intelligence determined only by our genes?
disappointed with/by/in	rozczarowany (czymś)	John was disappointed with/by/in his test results.
dissatisfied with	niezadowolony z (czegoś/kogoś)	Many teenagers are dissatisfied with their appearance.
engaged to	zaręczony z (kimś)	Sue got engaged to Michael.
equipped with	wyposażony w (coś)	The car was equipped with the newest gadgets.
essential for	niezbędny do (czegoś)	Experience is essential for this job.
excellent at	doskonały, świetny (z czegoś, w jakiejś dziedzinie)	I'm excellent at English but terrible at maths.
excited about	podekscytowany (czymś)	Are you excited about the trip?
fed up with	mieć (czegoś) dosyć	Many people are fed up with politicians.
full of	pełen (czegoś)	There's a basket full of fresh cherries.
furious about	wściekły (z jakiegoś powodu)	Dan was furious about the false accusations.
good with/at	dobry w (czymś)	Phil is good with computers / good at basketball.
interested in	zainteresowany (czymś)	I'm interested in modern literature.
limited to	ograniczony do (czegoś)	The speed is limited to 50 kph within the city limits.
married to	poślubiony (komuś)	I got married to my wife 20 years ago.
prejudiced against	uprzedzony do (czegoś/kogoś)	These two nations are prejudiced against each other.
related to	powiązany, spokrewniony z (kimś)	Fiona's related to the president.
resistant to	odporny na (coś)	The new bacteria are resistant to antibiotics.
responsible for	odpowiedzialny za (kogoś/coś)	Who is responsible for designing the project?
sorry for	skruszony (z jakiegoś powodu)	The boys were sorry for breaking the window.
suitable for	odpowiedni (na coś/dla kogoś)	Shorts are not suitable for a job interview.
willing to	chętny, skłonny do (czegoś)	Eric is always willing to help.
wrapped up in	pochłonięty (czymś)	I was too wrapped up in the conversation to notice the time.
NOUNS WITH PREPOSITIONS / RZECZOWNIKI Z PRZYIMKAMI		
a step forward in	krok naprzód w (jakiejś sprawie)	It's time to take a step forward in your career.
action against	działania przeciwko (komuś/czemuś)	The school has taken action against bullying.
advice on	rada, wskazówka dotycząca (czegoś)	Who could give me advice on the best hostels in New York?
approach to	podejście do (czegoś)	Some doctors take a holistic approach to health.
argument for/against	argument za (czymś) / przeciw (czemuś)	Give some arguments for and against banning cars from city centres.
attitude to	nastawienie do (czegoś)	Bob has a relaxed attitude to work.
ban on	zakaz (czegoś)	International ban on ivory sales will help save elephants.
candidate for	kandydat na (jakieś stanowisko, do czegoś)	Hillary Clinton is a candidate for U.S. President.
career in	kariera w (jakiejś dziedzinie)	I want to make a career in television.
crush on	zadurzenie, podkochiwanie się w (kimś)	He had a crush on Marilyn Monroe when he was younger.
cure for	lekarstwo na (coś)	Scientists work on a cure for cancer.
disadvantage to/of	wada, minus (czegoś)	What's the disadvantages to/of travelling by air?
distinction in	wyróżnienie w (jakiejś dziedzinie)	Jane was a good student and got a distinction in science.
effect on	wpływ na (coś/kogoś)	Global warming has an effect on the environment.
experience in/with	doświadczenie w (jakiejś dziedzinie)	Do you have any experience in/with waitressing?
expert on	ekspert w (jakiejś dziedzinie)	My uncle is an expert on quantum physics.
impact on	wpływ na (coś/kogoś)	Pollution has a huge impact on wildlife.
impression on	wrażenie na (kimś)	The exhibition made a strong impression on him.
influence on	wpływ na (kogoś/coś)	Social media have a big influence on teenagers.
plan for	plan na (coś)	Do you have any plans for the weekend?
pleasure in	przyjemność z (czegoś)	Take pleasure in simple things and you will be happy.
replacement for	zastępstwo za (kogoś)	The restaurant needs to find a replacement for a sick chef.

LEXICAL PATTERNS

reply to	odpowiedź na (coś)	Thank you for your reply to my letter.
research on	badania na (jakiś temat)	Have you read the latest research on bilingualism?
solution to	rozwiązanie (czegoś)	I can't find a solution to this problem.
talent for	talent do (czegoś)	I have absolutely no talent for singing.
taste in	gust (jakiegoś rodzaju)	Here's advice on how to develop a taste in fashion.
value of	wartość (czegoś)	Children often don't understand the value of money.
VERBS WITH PREPOSITIONS / CZASOWNIKI Z PRZYIMKAMI		
accuse of	oskarżać o (coś)	The man was accused of robbery.
adapt to	przystosowywać się do (czegoś)	I can easily adapt to new situations.
appeal to	przemawiać do (kogoś)	Techno music doesn't appeal to Jenny.
apply for	ubiegać się o (coś)	Send your CV and cover letter to apply for the job.
approve/disapprove of	aprobować (coś) / nie aprobować (czegoś)	I approve/disapprove of the recent changes in the law.
arrive at/in	przyjeżdżać do (jakiegoś miejsca)	What time do you arrive at the hotel / in London?
associate with	kojarzyć z (czymś)	I associate Greece with sun and blue sea.
blame sb for sth	winić (kogoś) za (coś)	Don't blame me for being late.
care about	dbać, troszczyć się o (coś/kogoś)	Young people often don't care about the future.
charge sb for sth	pobrać od (kogoś opłatę) za (coś)	The restaurant charged me \$30 for a salad. How expensive!
click on	klikać na (coś)	Click on the icon to log out.
compare sth to sth	porównywać (coś) do (czegoś)	Don't compare yourself to other people.
compensate for	rekompensować (coś), równoważyć (coś)	His experience compensates for the lack of formal education.
complain about sth to sb	skarżyć się na (coś) do (kogoś)	John complained about a dirty bathroom to the hotel manager.
concentrate on	koncentrować się na (czymś/kimś)	Quiet music helps me concentrate on my studying.
cope with	radzić sobie z (czymś)	How do you cope with stressful situations?
count on	liczyć na (kogoś)	Rick knows he can always count on his parents.
deal with	radzić sobie z (kimś/czymś)	Fire fighters must learn how to deal with various kinds of fires.
decide on	zdecydować się na (coś)	We haven't decided on the holiday destination yet.
depend on sb for sth	polegać na (kimś) w (jakiejś sprawie)	I can't depend on him for anything. He's often let me down.
die from/of	umrzeć na (coś)	People in Africa die from/of malaria.
do well in	osiągnąć dobre wyniki w (jakiejś dziedzinie)	Sheila has done very well in the maths test.
exchange with	wymieniać (coś) z (kimś)	Ann often exchanges her clothes with her cousin Jackie.
focus on	koncentrować się na (kimś/czymś)	I need to focus on studying for my exam.
get rid of	pozbywać się (czegoś)	Get rid of all unnecessary things.
get tired of	znużyć się (czymś)	I got tired of listening to her complaints.
introduce sb to sb	przedstawić (kogoś komuś)	Can I introduce you to my fiancé?
invest in	inwestować w (coś)	Should we invest in gold or diamonds?
laugh at	śmiać się z (kogoś/czegoś)	Beth laughed at her own mistake.
lead to	prowadzić do (czegoś)	Careless driving leads to accidents.
lend sth to sb	pożyczyć (coś komuś)	Martin never lends his car to anyone.
prepare for	przygotować (się) na coś	In Japan children learn how to prepare for an earthquake.
prevent sb from doing sth	powstrzymać (kogoś) przed (zrobieniem czegoś)	Strong security systems prevent hackers from breaking into banks.
protest against	protestować przeciwko (czemuś)	Thousands of workers protest against layoffs.
punish sb for sth	karać (kogoś) za (coś)	You can't punish me for something I didn't do.
result in	prowadzić do (czegoś)	That chain of events resulted in the outbreak of World War I.
save for	oszczędzać na (coś)	Matt is saving all his money for a trip around the world.
save from	chronić przed (czymś)	Environmentalists try to save tigers from extinction.
spend (money) on	wydawać (pieniądze) na (coś)	I've spent £1000 on the newest laptop.
stare at	gapić się na (kogoś/coś)	Why are you staring at me?
suffer from	cierpieć na (coś)	Even young people suffer from depression.
sympathise with	współczuć (komuś)	I sympathise with flood victims who lost their homes.
take part in	brać udział w (czymś)	Customers were asked to take part in a survey.
vote against/for	głosować przeciwko (czemuś) / za (czymś)	They voted against/for the current government.
vote on	głosować w (jakiejś sprawie)	The parliament voted on a bill to abolish the death penalty.
worry about	martwić się o (kogoś/coś)	Parents often worry about the safety of their children.
PHRASAL VERBS / CZASOWNIKI FRAZOWE		
break down	zepsuć się	My car broke down on the motorway.
break up	zerwać ze sobą, rozstać się	I broke up with my boyfriend last month.
bring up	wychowywać kogoś	Jim was brought up by his grandparents.
carry out	przeprowadzać coś	The students carry out experiments in the science lab.
charge sth up	ładować (jakieś urządzenie)	Don't forget to charge up your camera before the trip.

LEXICAL PATTERNS

check in	zameldować się	Let's check in at the hotel and then go out to lunch.
check sth out	wypróbować coś	Adam has checked out all local restaurants.
come across as	sprawiać wrażenie, uchodzić za	She comes across as rude and no one likes her.
come up with	znaleźć, wymyślić (coś)	Have you come up with a solution yet?
cut down on	ograniczać (coś)	You should cut down on salt and sugar.
cut sth out	wycinać (coś)	I would cut out the bit about working as a waitress.
die out	wymarzeć, wyginąć	Dinosaurs died out 66 million years ago.
drop out	rzucić (coś), wycofać się	My friend has dropped out of college.
fall for	zakochać się w (kimś)	I fell for the man at first sight.
fall out	pokłócić się	Josh fell out with Tom and they're not speaking to each other.
fall over	przewrócić się, potknąć	Jim fell over and broke his wrist.
fill up	napętniać, zapełniać coś	By eight o'clock the restaurant was beginning to fill up .
find sth out	dowiedzieć się (czegoś)	His parents found out that he had missed classes at school.
get on with sb	dogadywać się z (kimś)	Do you get on with your sister?
get on/off	wsiadać/wysiadać	I get on the train in London and get off in Paris.
go for sth	wybrać coś, zdecydować się na (coś)	We went for the least expensive option.
go off	włączyć się	The fire alarm went off at 3 a.m.
grow up	dorastać	I grew up in a little village at the seaside.
hang out	spędzać czas	I hang out with my friends after school.
hurry up	spieszyć się	Hurry up or we'll miss the bus.
keep up	kontynuować	Keep up the good work!
keep up with sth	naśladować za (czymś)	It's hard to keep up with latest fashion.
key in	napisać na klawiaturze	Key in your password and press the 'Enter'.
lay off	zwalniać pracowników	The firm had to lay off 100 employees due to the recession.
look after	opiekować się	Jenny often looks after her younger brother.
look to sb for sth	zwracać się do (kogoś) po/o (coś)	I can look to my parents for advice.
look up to sb	podziwiać (kogoś)	Jim has always admired and looked up to his grandfather.
make up (with sb)	pogodzić się z (kimś)	Did you make up with your sister after the fight?
pass on	przekazywać, przerzucać coś	The city should pass on more responsibilities to local councils.
pay off	optacać się	It pays off to get up early.
pick up	podłapać, nauczyć się	Ben picked up Chinese when he lived in Hong Kong.
pick up (a bargain)	kupić (okazyjnie)	Pick up a bargain at the Book Fair this weekend!
plug in	podłączać do prądu	Plug the charger in or it won't work.
put on (make-up)	robić (makijaż)	Ann puts on make-up every day before going to the office.
put out (a fire)	gasić (pożar)	The firemen put out a fire before it spread further.
put sb off	zniechęcać, odstręczać (kogoś)	Noisy people put me off .
run out of	zabraknąć, skończyć się	I ran out of petrol in the middle of nowhere.
scroll up	przewijać w górę	To find the 'Search' button, scroll up to the top.
see off	odprowadzać, pożegnać (kogoś)	Tess saw her grandma off to the airport.
set out/off	wyruszać, rozpoczynać podróż	Pack your bags. We're setting out/off at dawn.
set up (an account)	zakładać (konto)	It's easy to set up an account in an online store.
sign up	zapisywać się	Sign up for our newsletter to stay up-to-date.
split up with	rozstawiać się z (kimś)	My mum split up with my dad when I was 7.
stand for	ubiegać się o (coś)	Are you going to stand for re-election next year?
start up	uruchamiać	The car wouldn't start up this morning.
stay in	zostać w domu	Do you want to go out or stay in ?
switch on/off	włączać/wyłączać	Please switch on/off the lights.
take after	być podobnym do (kogoś)	The boy takes after his father.
take in	przyjmować, przenocować	Some countries refuse to take in refugees.
take off	startować	The plane took off on time.
take out (a loan)	brać (pożyczkę)	We had to take out a loan to buy a new fridge.
throw away	wyrzucać	I need those boxes so don't throw them away .
turn out	okazać się, stać się	Martha turned out to be a very loyal employee.
turn up	pogłośnić, podkręcać	Turn the radio up . I can't hear.
wake up	budzić się	Wake me up at 6 a.m.
work out	ćwiczyć	Sam works out in the gym every day.

LEXICAL PATTERNS

PREPOSITIONAL PHRASES / WYRAŻENIA PRZYIMKOWE

at		
at first sight	od pierwszego wejrzenia	That was love at first sight .
at once	natychmiast	Leave at once or I'll call the police!
at sea	na morzu, na statku	How did you survive six weeks lost at sea ?
at the end of	na końcu czegoś	Our house is at the end of the street.
at war	w stanie wojny	Many people died when the country was at war .
by		
by air	drogą lotniczą	Travelling by air is the safest way to travel.
by card	kartą (płatniczą)	You can only pay by card at this terminal.
by email	poczta elektroniczną	To apply for the job, send your CV by email .
by example	na przykładzie	Children learn by example .
by land	drogą lądową	You will need to travel by land for 13 days to reach the ancient city.
by mistake	przez pomyłkę	I'm sorry, I took your book by mistake .
by text	SMS-em	I'll keep everyone informed by text or email.
in		
in addition to	oprócz czegoś	Strong winds are expected in addition to heavy rain.
in advance	z góry	You can receive a small amount in advance .
in alarm	ostrzegawczo	'Watch out', shouted the man in alarm .
in case	na wypadek	Take an umbrella in case it rains.
in cash	w gotówce	Would you like to pay in cash or by card?
in charge of	odpowiadający za (coś)	Susan is in charge of a major project.
in childhood	w dzieciństwie	Your diet in childhood may affect your whole life.
in danger	w niebezpieczeństwie	I knew I was in danger when I saw the bear in front of me.
in favour of	za (czymś/kimś), na korzyść (kogoś/czegoś)	Everyone voted in favour of my idea.
in general	ogólnie	In general , it was a positive experience.
in love with	zakochany w (kimś/czymś)	Romeo was in love with Juliette.
in pain	cierpiący ból	Joey was in a lot of pain after the surgery.
in public	publicznie	I get nervous when I have to speak in public .
in response to	w odpowiedzi na coś	I am writing in response to your job advertisement.
in silence	w milczeniu	Bill had nothing to say so he just stood there in silence .
in the background/foreground	w tle / na pierwszym planie	I love the flowers in the background/foreground .
in the long run	na dłuższą metę	Skipping classes always means problems in the long run .
in the middle of	w środku czegoś	We got stuck in the middle of the desert.
in touch with	w kontakcie z (kimś)	Kate stays in touch with her cousins.
on		
on arrival	w chwili przybycia	On arrival at the hotel, check in at the reception.
on business	w interesach	My dad often goes away on business .
on display	na wystawie	Is the vase on display for sale?
on foot	pieszo	Shall we go on foot or drive?
on holiday	na wakacjach	Where are you going on holiday ?
on the way	po drodze	Please buy some bread on the way home .
on time	na czas	The train arrived on time .
on top of	na szczycie czegoś	The castle was on top of a hill.
under		
under pressure	pod presją	Stress is when you feel under pressure .
under the impression that	pod wrażeniem	I was under the impression that meals were included in the price.
OTHER PREPOSITIONS		
according to	według (kogoś/czegoś)	According to the weather forecast, it is going to rain today.
as a result of	w wyniku (czegoś)	Many people lost their jobs as a result of the financial crisis.
because of	z powodu (czegoś)	Ron has put on weight because of his unhealthy diet.
due to	z powodu (czegoś)	The flight was cancelled due to the storm.
for example	na przykład	Social media, for example Facebook, are used for advertising.
out of control	poza kontrolą	Our car was out of control on an icy road.
out of date	nieaktualny	Your browser is out of date . Please install a new version.
out of order	zepsuty	The lift is out of order . We need to take the stairs.
with luck	przy odrobinie szczęścia	With luck , you might even spot an eagle.

LEXICAL PATTERNS

Word formation

NOUN SUFFIXES

-ment	entertain → entertainment move → movement
-ness	weak → weakness lonely → loneliness
-ion	express → expression create → creation
-ship	member → membership sponsor → sponsorship
-ence/ance	perform → performance silent → silence
-ity	original → originality able → ability
-ure	sculpt → sculpture please → pleasure

PREFIXES

Prefix	meaning	examples
over-	too much	overspend, overcrowded
under-	too little	underpaid, underachieve
mis-	wrongly	misunderstand, mislead
re-	again	retake, rethink
dis-	not, opposite to	disapprove, disappear
co-	together with	cooperate, coexist

WORD FAMILIES

Verb	Nouns		Adjectives	
	abstract	person	positive	negative
employ	employment	employer employee	employed employable	unemployed unemployable
succeed	success	–	successful	unsuccessful
communicate	communication	communicator	communicative	uncommunicative
help	help	helper	helpful	unhelpful
create	creation, creativity	creator	creative	–
lead	lead, leadership	leader	leading	–
satisfy	satisfaction	–	satisfied	dissatisfied, unsatisfied
imagine	imagination	–	imaginary imaginative imaginable	unimaginative unimaginable

Adjective	Negative adjective	Noun	Negative noun	Adverb
possible	impossible	possibility	impossibility	possibly
able	unable	ability	inability	ably
responsible	irresponsible	responsibility	irresponsibility	responsibly
safe	unsafe	safety	–	safely
honest	dishonest	honesty	dishonesty	honestly
comfortable	uncomfortable	comfort	discomfort	comfortably

UNIT 1

CD 1.01

Ben What are you doing, Jax?

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

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

Jax Look, here's another one!

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

CD 1.02

Presenter Today, we're asking some teenagers who or what influences their choice of clothes. First up, we have Anna on the line. Hello, Anna, can you tell us where you get your ideas for clothes?

Anna Well, I have to say that I absolutely love – and couldn't live without – my fashion magazines and blogs! I'm really into fashion – in a big way. So, I buy fashion magazines every week and look out for new trends – designer dresses and jeans, smart jackets and trousers. I spend a lot of money to look fashionable!

Presenter Thanks, Anna. And now, we have Robby. Hi, Robby. What about you?

Robby I'm not really that concerned about clothes generally. But on weekdays, I work in an office and I have to wear a suit and tie and look smart. I ask my dad's advice because he does the same. And outside work, I just wear the same casual gear as my mates – jeans, T-shirts, hoodies. I think it's important to look the same as the people you hang around with.

Presenter Thank you, Robby. Now, it's Izzy. What influences you, Izzy?

Izzy It depends. I like to watch celebrities on TV or read about them, so I guess I'm influenced by what they wear. Obviously, I can't afford the same outfits but I try to get similar stuff at a cheaper price. I'm completely addicted to shoes! I have the same pair of high heels that the actress Hannah Maine was wearing on the red carpet at the first night of her last film! They are so elegant.

Presenter Thank you, Izzy. And finally, Grant. Hi, Grant! How about you?

Grant Hi! OK, well, I'm certainly not trendy. I don't think I'm influenced by anybody or anything. I think it's important to just be yourself. I wear clothes that are comfortable – if it's freezing outside, I wear a thick coat,

a scarf, a woolly hat, gloves, and warm socks inside my boots. Sometimes I just wear pyjamas all day in the house! I don't care what I look like! I guess I look a bit scruffy at times, but that's fine with me!

CD 1.03

Mark These photos of models in your magazine are horrible! They're so skinny! I think it's terrible that the skinniest models are chosen to go in teen mags.

Judy Oh, come on. They need to use models like that to show the clothes well. The designs look better on slim people than on overweight ones!

Mark I'm not saying they should use overweight models – just be more realistic. Not many people are that slim. It isn't good for people to think they need to be so thin to look good.

Judy I know what you mean. But I don't think it makes teenagers go on extreme diets. Most of the models are naturally thin.

Mark I still think it sends out the wrong message. These magazines have a responsibility to young people. They have such an influence on us – what we want to buy, what we want to look like, how we're supposed to behave.

Judy Yes, but it's all down to common sense, surely? People aren't that stupid, are they? We all make our own decisions in the end!

Mark I'd like to believe that, but in my opinion, magazines have a lot more influence than you think! We just don't realise it. You know that they change photographs of celebrities to make them look prettier and slimmer, don't you? Airbrushing, they call it.

Judy Yes. But if they put a picture of me in a magazine, I'd like them to make me look good too!

CD 1.05

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

CD 1.06

- 1 Do you follow fashion?
- 2 Where shall we go shopping?
- 3 What made you cut your hair so short?!
- 4 What's in at the moment?

CD 1.07

Officer This is police officer Grant McKenzie, how can I help you?

Woman Hello, my name is Abigail Flint and I'm calling from Peony Lane. I'm doing the neighbourhood watch today and I'd like to report a man and a woman who are walking around one of the houses and looking into the windows. This is Sara Blight's house and she's away this week. I think someone should come and check it out.

Officer OK, can you describe them, please?

Woman The man is tallish and very skinny. Looks like a criminal if you ask me, with all the tattoos and piercings in his face.

Officer OK, what about his facial hair? Moustache?

Woman No, he's clean-shaven. He's got a strange face with a high forehead and a long blond ponytail.

Officer What's he wearing?

Woman Oh, you know a plain outfit of skinny jeans and casual blue shirt. Almost scruffy if you ask me. The woman is much more elegant, although she could lose some weight. I mean she's not really overweight but short and plump, you know?

Officer What about her face and hair?

Woman Oh, she's quite pretty. She's got a pale complexion and hair reaching only her shoulders, but it's all wavy and ginger-coloured.

Officer What is she wearing?

Woman Oh, she's dressed very smartly. I must say. She's got a smart green skirt and a jacket that fits her tightly. Nothing scruffy like that bloke she's with. No, no. Very smart. I really don't know what a girl like that is doing looking into stranger's homes, you know? But they were here this morning, and they're back now, walking around this house like they're looking for something. Would you please check it out?

Officer Of course we will. Thank you for letting us know.

UNIT 2

CD 1.08

1

I love my job because every day is different. When there's a news story, I go and meet the people involved, and then I write it up for the newspaper. Life is busy, but that's good!

2

A lot of people don't like us, but the truth is we do a good job for the country. We discuss things that need to be changed, and then we make difficult decisions too. I really enjoy Question Time in Parliament and debating different issues.

3

There are a lot of kids in my family, so I've got a lot of experience with children! In my job, I look after a little boy and his sister. I really enjoy it. There's a lot of responsibility and it's quite badly paid, but it's fun!

4

It took a very long time to train for my job. But it was worth it. Other people think it's strange that I spend my time opening up people's bodies! It's hard work and you need to be very calm and have steady hands and fingers! But it's so rewarding to see people back on their feet thanks to your work.

CD 1.09

Vicky Hi, Sasha! I've been sitting here for half an hour. My coffee's cold. Where have you been?

Sasha I'm so sorry. I've been on my computer.

Vicky You look really tired. What have you been doing? Have you been chatting to Marvin online?

Sasha No, he's been working in his dad's shop all week. I've been playing computer games all day.

Vicky All day?! Didn't you work?

Sasha I did, but not the way you think. I quit the pizza place. I've found a new job. It's connected with computers so I sit in front of the screen a lot now.

Vicky Well, that's not good.

Sasha No, it's great! I'm a computer games tester now! I test new games and check for any problems.

Vicky Wow! Cool job! How long have you been doing that?

Sasha I've had the job since March. You know I've loved computer gaming for years – now I get paid for it.

CD 1.10

1

Izzy Hi! You started your new job last week, didn't you? Are you enjoying it?

Nadia It's absolutely amazing – and not only because of the brilliant salary! They've got a Ping-Pong table in the office! If you feel tired of working and if the ideas aren't coming, you can go and play a game of table tennis.

Izzy Wow! Does that work? Do you become more creative?

Nadia Oh yes! I'm getting loads of work done and my table tennis is improving too!

2

Good morning, everyone. A quick announcement! I want to tell you about something that's happening today during the lunch break. Jack has organised a quiz in meeting room 3 – open to all departments! The winner will get two free tickets to a Sam Smith concert. The quiz won't be about anything to do with work, just a bit of Friday fun and entertainment! Oh yes, and next Tuesday, Mike Ranger from the accounts department will be teaching Irish dancing in the recreation room after work. For a full list of evening social events check the noticeboard. See you all soon!

3

Are you doing enough for your workers? The next programme in our series about different workplaces is called *Work or play?* It is about how a fun environment can motivate workers and benefit the whole company. It is said that employees who are relaxed and happy are much more productive than stressed workers. So, watch the programme to find out ways to introduce an element of fun into YOUR workplace. Is a hammock or roller blades going too far? Let's see what you think!

4

Helen I'm sorry, but this whole idea of having fun at work seems a bit silly to me! Work is work, isn't it? If you're stopping every half an hour to go and have a chat with your colleagues or play mini golf in the meeting room, you're not getting any work done, are you? If they try to make us 'have fun', I'll resign!

Chris I bet you don't even like open-plan offices, do you?

Helen Nope – too much chatting, not enough work!

5

Man Is it true that you want to quit? The secretary told me.

Ola Yes, I've had enough. I don't get much satisfaction from what I do anymore. The job has become boring, it's the same routine every day. I need challenges in my life to learn something new, develop.

Man Have you let Marion know your feelings?

Ola Yes, but she has taken no notice of my complaints. She keeps saying that that's all I can do here. She even offered me a pay rise, but it's not about money, you know.

Man I'm sorry to hear it then. Maybe you could ask to be moved to another department?

Ola Yeah, maybe.

6

Everybody complains about the new generation and their work ethos. They say that young people have little respect for their work and their bosses, that they do the bare minimum and don't want to devote their lives to their work. I think it isn't true. Young people don't wish to turn into workaholics like their parents have done, they care about the so-called life-work balance, want to have time for their hobbies and friends. They don't live to work; they work to live, that's all!

CD 1.11

Interviewer So, Dan, does your company provide fun and games at work to relax your employees?

Dan Well, we have done in the past – you know, setting up interdepartmental competitions and organising team building days out and so on. But new research shows that it's better for management to create environment where the fun and games are suggested by the staff and not ordered by the company.

Interviewer OK. Doesn't that just mean that the employer is passing on the responsibility?

Dan Not at all. Our ideas of what might motivate people are not necessarily right! It's better if they come from the employees themselves. Then they have a sense of control over what's happening in the company, they feel some kind of ownership. Experts say it motivates employees to work better.

Interviewer So, what kind of activities have been suggested?

Dan In my department the team wanted to have a place where they could go for a nap during the day. I was quite sceptical to begin with, but I agreed, and it seems to be working just fine.

Interviewer A sleep during working hours?! Isn't it a bit too much? You are supposed to work hard not have a nap, aren't you?

Dan Well, it's called a power nap, and it helps some people to get some rest, so they can concentrate better after it. It's a twenty-minute sleep. I don't mind if it means that the job gets done.

Interviewer Ok. Have your staff suggested any games too?

Dan Some like quick card games, but one of the best ideas is to meet up in the kitchen and prepare lunch together. People just bring their own ingredients for example a salad, and make it together. It's a bonding experience and a chance to chat or gossip.

Interviewer Sounds like fun!

Dan And it really has changed the atmosphere at work.

CD 1.12

Ally Do you know what's going on with Emily? She hasn't answered any of my messages lately, and her social media posts suggest she's been travelling a lot.

Bella That's strange. We're in the middle of the semester, so she can't have dropped out of school! She's very ambitious, and I know that becoming a surgeon one day is her greatest dream.

Ally Well, then she might have taken on a part-time job that takes up her time in the evenings. There are many jobs like that. And then you're too busy and tired to talk to anyone.

Bella That's true. She could be a waitress or work at a supermarket.

Ally Yes, but it doesn't explain all the trips she seems to be on.

Bella I know! She could have become a nanny – you know how she loves children. Maybe she goes away for the weekends with the kid's family?

Ally Well, then she must have found a really rich family to work for because she's just posted a picture of herself at the seaside. And last week it was a café in some French city.

Bella Well, I say good for her!

CD 1.14

Rosie Good morning. My name's Rosie Richardson, and I'm here for a job interview.

Employer Good morning. That's right. Please come in and take a seat. You're a secondary school student, aren't you?

Rosie Yes, I'm in my final year.

Employer Right. Let me ask you some questions. Why should we hire you for this position? What are your strong points?

Rosie Well, for a start, I'm good with children, and I've had a lot of experience of working with them. I'm creative and organising events such as parties, workshops and sports competitions has always been one of my strong points. I've been responsible for designing an extra activities programme for younger students in my school.

Employer That sounds impressive. Are you a team player?

Rosie Yes, I am. I really enjoy working in a team. I think I'm a very sociable and cooperative person. I've been the captain of my school's basketball team for the last two years, so I understand what it means to be a part of a group.

Employer Sounds good. What are some of your weaknesses?

Rosie Sometimes I may be a little overambitious and want to achieve too much in too short a time.

Employer I see. It happens to many young people these days. Thank you very much. We'll be in touch within a week.

Rosie Thank you. I look forward to hearing from you. Goodbye.

Employer Goodbye.

CD 1.15

Rosie Good morning. This is Rosie Richardson. I'd like to speak to Mr Lewis, please.

Mr Lewis Speaking. Good morning, Rosie. How can I help you?

Rosie I'm calling to ask a couple of questions about the job you've offered me at the youth club.

Mr Lewis What would you like to know?

Rosie I know it's a part-time job, but does it involve working at the weekends?

Mr Lewis Yes, it does.

Rosie OK. What time do I start at the weekends?

Mr Lewis You need to arrive half an hour before you begin the classes.

Rosie So 10.30, right?

Mr Lewis Correct.

Rosie Also, will I be paid weekly or monthly?

Mr Lewis Weekly, every Friday. Is that OK?

Rosie Great! When do you want me to start?

Mr Lewis On Monday the 12th we're holding a meeting for all the new employees, so please make sure you can come. It's at 6.30 p.m.

Rosie I'll be there. Shall I bring any documents with me?

Mr Lewis Just a passport-size photograph for your badge, please.

Rosie Thank you, Mr Lewis. See you on Monday.

Mr Lewis Welcome aboard and see you at the meeting.

CD 1.16

- 1 I'm calling to ask a couple of questions about the job you've offered me.
- 2 Does it involve working at the weekends?
- 3 What time do I start at the weekends?
- 4 Will I be paid weekly or monthly?
- 5 When do you want me to start?
- 6 Shall I bring any documents with me?

UNIT 3

CD 1.17

Mark You're going away soon, aren't you?

Diane Yeah, we're off to Spain next week. It's a package holiday, so everything is arranged.

Mark I love package holidays – you don't have to worry about the hotel or the travel arrangements.

Diane Yeah, it's OK, but we always go on that sort of holiday. The hotels are good – three-star usually, but sometimes I'd like to go on an activity holiday and do sports for a whole week.

Mark Oh no! Holidays are for chilling out on the beach, and maybe even doing some sightseeing. I like the comfort of hotel rooms. I can't imagine being cold and wet in a tent or a caravan.

Diane So, are you going abroad this year to a sunny beach somewhere?

Mark Unfortunately not. Mum and dad have decided that a staycation will be cheaper, so no hotels, just day trips to places like London and Cambridge.

CD 1.18

After we had been on the beach for two hours, we were feeling very hot, and Katy decided to go to the souvenir shop to buy some presents. When we went into the shop, a man was looking at some jewellery, and a young woman was buying a magazine. Katy and I went to look at the postcards. Suddenly, the man ran out of the shop. The shop owner shouted: 'Stop!' The man had stolen a necklace! I started to run after him, but the young woman had already caught up with the man and knocked him over. She gave the owner the necklace. She wasn't even breathing quickly! She smiled. 'I used to be a runner at school', she said. 'And a black belt in judo!'

CD 1.19

Interviewer We all know about the fun to be had from holidays, but today I'm talking to some listeners about what they don't like about going on holiday. First on the line we have David. Hi David – so what is it you don't particularly enjoy about going on holiday?

David For me it's getting to our destination. We always seem to get an early flight. A lot of people get really excited about setting out early for the airport and queuing up to check in and getting on and off planes, but I hate it. We never take off on time, and in the past we've even broken down on the way to the airport. Just teleport me to the hotel and beach, and I'll be happy!

Interviewer I can sympathise with that! How about Anna?

Anna Getting to the destination doesn't bother me so much. For me it's what happens even before that! It's the packing and all the preparations you have to make. Like trying to guess what the weather's going to be like and working out which clothes to pack. It takes ages and I always get it wrong. That's my bugbear!

Interviewer Oddly enough, I quite enjoy that bit of the holiday. Owen, on line 3?

Owen Yeah – I'm with you on that one. It's all part of the build-up and the excitement. What I hate is not the going on holiday, it's the coming back! We usually go on package holidays, and that final day when you have to get ready to go home is horrible. The coach picks you up to take you back to the airport, and all the guests that are staying on at the hotel see you off with a sympathetic wave and smile! Your heart sinks and you know the fun is all over again for another year – uggghh!

CD 1.20

Interviewer Hello, welcome to our programme about post-holiday depression. With me in the studio is Alan Ebbing, a psychologist to tell us all about it. Alan, is it actually true that these days many people suffer from post-holiday depression?

Alan Yes, and we shouldn't be surprised in the slightest. The problem is getting more and more common, in fact.

Interviewer Well, I'm surprised, to be honest. I always thought that holidays are to chill out and come back relaxed.

Alan Ok, just imagine you're hard at work or studying for exams, and you're under pressure all the time – the only thing that makes you happy is thinking about the upcoming holiday! You count down the days until it arrives, then the hours, then the minutes. Suddenly, you're there – soaking up the sun on a beach in paradise or taking in the culture in an exotic city, or even challenging yourself mentally and physically on an activity holiday. The days go past too quickly, and suddenly it's all over, finished. You're back in the classroom tired again, and your next holiday is a long way away.

Interviewer So, are you saying that we shouldn't take any holidays? Surely not! People need to rest, get away from it all, don't they?

Alan The answer is don't just take one long holiday – spread it over the year. Take lots of short breaks instead of one long one. This will give you the chance to relax more frequently.

Interviewer I don't think I could relax during just one or two days. I'd be tired by the journey itself.

Alan Take three one-week breaks instead. Short does not mean one-day holidays.

Interviewer OK, I'll give it a thought. Thanks Alan.

CD 1.22

Tourist officer Good morning. This is the Warsaw Tourist Information Centre. Adam Pawłowski speaking. How can I help you?

Tourist Oh, hello. I'd like some information about one of the trips you offer. I'm interested in the sightseeing tour around Warsaw to explore its communist past.

Tourist officer OK. What would you like to know?

Tourist First of all, could you tell me how much it is exactly and what the price includes? Could I book a place for Friday?

Tourist officer Let me check. Yes, next Friday afternoon is possible and the total price is £35 per person. It includes a four-hour tour, transport, a private guide and snacks.

Tourist I wonder if there are any discounts for university students.

Tourist officer I'm afraid we can't offer any discounts.

Tourist Oh, I see. Could you also tell me more about the trip, please?

Tourist officer Yes, of course. You'll have the chance to see lots of examples of communist-style buildings such as the Palace of Culture and Science and Constitution Square. During your trip you will also be able to try some traditional Polish snacks, such as herring, bread with lard and pickled cucumbers.

Tourist It sounds great! And finally, could you recommend a good hotel to me, please?

Tourist officer Personally, I'd recommend the Nice Hotel. It's very popular with foreign students. It's good value for money, and it's close to the centre of Warsaw.

Tourist OK, thank you very much.

Tourist officer You're welcome.

CD 1.23

Hotel receptionist Good afternoon. This is the 40 Winks Hotel. How can I help you?

Client Good afternoon. I'm coming to Warsaw next Thursday, and I'd like to book a room at your hotel.

Hotel receptionist Certainly, sir. Could you give me the date of your arrival and your departure, please?

Client I'm arriving next week on Thursday and staying until Sunday, the 13th till the 16th I believe.

Hotel receptionist OK, that's three nights then. A single or a double room?

Client A single one, please.

Hotel receptionist Let me have a look. I'm afraid there are no free single rooms for those dates, but there is a double room available.

Client Oh. How much more expensive is it?

Hotel receptionist You'll have to pay £20 more, but you get a larger bathroom and a nicer view of the National Stadium. It'll be £45 per night.

Client OK, then. Does the price include breakfast?

Hotel receptionist Yes, of course, and free WiFi.

Client OK, so I'd like to book it. How do I pay?

Hotel receptionist I just need your name and credit card details to make the booking.

Client My name is Simon Thomson and the card number is ...

CD 1.24

- 1 I'd like to book a room at your hotel.
- 2 Could you give me the date of your arrival and your departure, please?
- 3 A single or a double room?
- 4 I'm afraid there are no free single rooms for those dates, but there is a double room available.
- 5 You'll have to pay £20 more, but you get a larger bathroom and a nicer view of the National Stadium.
- 6 How do I pay?

CD 1.25

Hello, everyone! My name is Casey. It is my pleasure to say ALOHA and welcome you to the Island of Hawai'i. All our guests are already on board our coach, so we can take you to your hotels. It's going to take us between half an hour (that's Kona Resort) to an hour and a half – that's Volcano Inn; you guys are the last, sorry. But you get an unforgettable view in return. I'd like to take this opportunity to get some things sorted out. As it is late already, our representatives will meet with you tomorrow to give you the rest of the details. They're assigned to the hotels and will be your hosts throughout your stay.

Now, let's see ... Margo takes care of the Kona Resort and Kona by the Sea. She'll be in the lobby at the Resort at 10 a.m. and at Kona by the Sea an hour later. Luke invites Ocean Tower guests to the pool at 10.30 and Lotus Garden guests at noon.

I myself will be waiting for you on the patio of the Island Retreat at 10 a.m. and of the Volcano Inn at noon. I've already handed out our trip brochures and vouchers for events you've paid for in advance.

Now, I'd like to tell you a few things about Hawaii. People often ask me 'How many islands are there in Hawaii?' There's one island named Hawaii, but the state of Hawaii is made up of over 100 islands, although most people have only heard of eight. Which one should you visit? Well, all of them, but one of the trips I really recommend is the Friday trip to the Island of Kauai, where they filmed Jurassic Park. It leaves at sunrise, but it's worth it. Another question I often hear is 'How close can I get to the volcanoes?' Well, it's your lucky week. For the past few months, the lava has only been trickling slowly in a few spots, so you can go INSIDE the crater. Guided hikes are organised daily, and that's the other activity I'd recommend. How hot will it get? Well, surprise. The weather up there is much less pleasant than down here, with

temperatures dropping by as much as 10–15 degrees. And for those of you interested in Pacific culture, we've booked 50 seats on the Pacific Nights Show on Sunday. Last week, the places filled up within an hour, so as you're getting off the bus, let me know if you'd be interested. Now, for more practical information ...

UNIT 4

CD 1.26

I have to say that I'm addicted to my computer. My parents go online a lot too, but they're still developing their digital skills. I think kids of my age know so much about computers that it comes naturally – we've grown up with computers after all! I write a lot of code, and recently I've been trying to teach my grandma how to write some basic code too, but she says her brain doesn't think that way! She can do quite a lot online herself – I mean, she knows how to leave feedback on shopping sites and she makes video calls to her brother in Canada. But she never updates her antivirus software, and she always uses the same old search engine. Also, I don't think she's ever posted on a forum. However, she's on Facebook and is learning how to use it. For her birthday I gave her a flash drive and a pair of headphones, and she said she would use them. For an elderly lady she's doing quite fine.

CD 1.27

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

Harry Yeah. Dad's taking me tonight.

Lily Oh! That's brilliant! I can't go today, but I'm going to ask Hannah if she wants to go on Saturday morning.

Harry Well, I'll be sitting on a train to grandma's then, so we're definitely going today. Plus, it opens late on Saturday.

Lily You're right. I'll give Hannah a ring now and we'll make plans.

Harry Maybe you should also buy tickets earlier. It's going to be busy on Saturday – especially with an android at the door between 1 and 5 p.m. Everybody wants to see it!

Lily Wow! I hear in Tokyo there's an android in a store who welcomes all the shoppers. I'm sure there will be androids like this everywhere soon! See you later.

CD 1.28

1
Our first programme tonight is about the history of the computer. Wherever you are – in the car, at work or at home, turn up the volume because you won't want to miss a word. Do you know where the first computer was invented? Well, as our guest today will tell us, that is a difficult question, and people often make mistakes when they try to answer it. There are different types of computers and therefore different inventors! One person, who people

often call 'the father of the computer', was Charles Babbage, an Englishman. He lived in the 1800s and he did a lot of work on designing the first machine to use programs to do calculations. The first really modern computer was probably built by a German inventor, Konrad Zuse, in 1938 – or was it really Alan Turing, another Englishman, in 1936? To take a look at all the complications of computer history, here is Professor Marshall. Good evening.

2

A OK. It's been really good talking to you all about my new invention, and to see you all taking lots of notes! Now, have you got any questions for me?

B What do you think has been the most important invention in the world?

A That's a hard question. Personally, I haven't done a lot of research on this, but lots of people have thought about it and have different opinions about the answer. Obviously, the invention of the wheel was really, really important. That meant we could move things. But then if you're thinking about modern inventions, I guess the telephone was very important. We certainly couldn't do without our phones! Well, I can't decide! Why don't you make a decision? What do you think? And remember, inventing something is NOT the same as making a discovery – so you can't say 'penicillin' or some other medical discovery that saves people's lives.

B OK. I think it was the invention of the smartphone. Last month here at school we did an experiment. Everyone in the class had to switch off their phones for a week! It was really hard!

3

Now on to the documentary *Connection Lost!*, which was shown on Thursday at 9.30. This was about the problems the world would face if the Internet collapsed completely. We all know how much we depend on the Internet for communicating. But we don't realise that we rely on it for lots of other things too. Without the Internet – even for a few days – life would be very difficult indeed. There would be no petrol for our cars, no money in the banks. Many of you at home liked the documentary. Of course, not everyone agreed with it. Jenny Lawson from Essex felt that the programme exaggerated the problem, whereas James Hill from Devon thought it didn't go far enough! Remember, we want you to be our armchair critics, so please take the time to make a comment about this week's programmes and email us on [viewersruleok@ ...](mailto:viewersruleok@...)

CD 1.29

Helen I've just read an article about things that should be invented because they would make our lives much simpler, and I must say I agree with the guy who wrote the article.

Jim So, what exactly should be invented? Don't we have enough gadgets as it is?

Helen For example, a wireless charger that could charge a whole room full of mobile devices. Imagine a small charger that you could attach to the wall and it would charge

up any device that needs it. I'd love that, wouldn't you?

Jim That's a good idea indeed, but there is something like a 'powermat' already.

Helen Yes, but the devices have to touch the powermat, and those are often not big enough for all the phones and tablets you have to charge. Plus you can't remove your phone off the mat. It's inconvenient.

Jim You have a point there. What else did the article mention?

Helen Having one secure password for absolutely everything you do online. Now we have tens of them, and have to remember them all, or when we don't, ask for an email with the instructions on how to set a new one.

Jim But that would be risky. Think of all the hackers!

Helen That's exactly what the article was saying. SECURE password. That would be a brilliant invention!

Jim True. You know what I dream of? A machine that can read my mind when I want it to and to do the tasks that I don't fancy doing.

Helen Like what?

Jim For instance, I need to send a file via email to someone, I say it to myself and it gets done without me having to touch the computer.

Helen Wow! I wouldn't mind that either.

CD 1.31

The best choice for me would be the science workshop in picture three. It shows a girl who is using an interactive whiteboard to learn maths. Lessons with an interactive whiteboard appeal to me the most because I prefer learning with modern technology. It is far more motivating for me than books or traditional lessons. On top of this, I'd prefer to use an interactive whiteboard because it makes scientific subjects a lot easier for me to understand. They are simply much more visual and interactive. I wouldn't go for the options in picture one or two. The idea of doing some project work, as in picture two, seems less interesting to me than the other option because I'd rather study by myself than in a group. I wouldn't choose the option of doing experiments in the school lab because they're nothing new to me. We do lots of experiments at school and I find them quite boring.

TEST PRACTICE 1-4

CD 1.32

1

As long as magazines continue to print photos of celebrities and models that have been altered to make them appear more attractive, young people will try to copy the look and put themselves in physical danger from poor nutrition. It is not only physical health that can be affected by a poor body image, but also people's belief in themselves. By presenting pictures of perfect people, the media is suggesting that readers need to be just like these people to be

successful or have successful relationships. I would definitely argue for a ban on making digital changes to photographs. It's the only thing that might help change this obsession with image.

2

Personally, I don't believe that the answer to a poor body image lies in controlling the owners of magazines or advertisers. Surely, it's unreasonable to expect them to go against the popular conception of beauty. Throughout history, artists, writers and photographers have portrayed the popular idea of beauty at that time. Rubens, the Flemish painter, painted plump women because that was the popular image at that time. Did everyone throw up their hands in horror and complain that young people were going to make themselves fatter and fatter? I doubt it. We need to accept that different ideas of beauty, like fashion, go through periods of popularity and not get so concerned about it.

3

Today's teenagers are on social media all the time and here image is really important. Profile pictures are constantly being updated, and appearance is constantly discussed and commented on. This can also lead to the bullying of people whose appearance is a little different from normal. Rather than attempt to control people's ideas of what an attractive appearance should be with regulations about a minimum size for models and so on, we should focus on educating children from an early age about the importance of personality over appearance. Then they would be more confident and better equipped to deal with the pressures to conform and be clones of their peers in the future.

4

Contrary to popular belief, it isn't skinny models or impossibly thin singers or actresses who give a young person an ideal of beauty, it's the people who bring that young person up and establish their very first sense of fashion and image. Unfortunately, all too often those parents pass on their own ideas to their children, and today's parents are guilty of a lifetime of diets. Many of these parents don't want a fat baby. They want small replicas of themselves to dress in cool outfits to impress their friends. Doctors wonder why children as young as five years old worry about how they look. They need look no further than the child's mum and dad.

CD 1.33

Interviewer Today I'm talking to Hayley Miller who has just won a gold medal at an international competition – for hairdressing! That's rather unusual, isn't it?

Hayley Yes. Every two years there's a big competition for young people from more than 50 countries. It's called the WorldSkills competition, and it's in a different country each time. This year it was in Brazil, and there were 1,200 people there.

Interviewer That's a lot of people!

Hayley Yes, there were participants in over 40 different skills sections. It's open to people between the ages of 17 and 22, so there's a lot of good competition. The idea is to encourage young people to become good at skills that are needed for work.

Interviewer I had never heard of the competition before.

Hayley You're not the only one. Here in the UK people don't know a lot about it, but in other countries it's really important, and the people who win are treated like celebrities! In Korea for example, if you win a medal, they give you a house and lots of money. And in the Netherlands they put your face on posters all round the country! That would be nice, but at least I know that I shall probably always be employed!

Interviewer Did you enjoy the competition?

Hayley Oh yes, it was like a big party! The atmosphere was amazing. There were lots of spectators and great music. But we all needed to work very hard and concentrate, so we didn't really celebrate until the last night.

Interviewer But it was worth it, I'm sure. Now you're officially the best young hairdresser in the world.

Hayley I suppose I am!

UNIT 5

CD 2.01

Hi, it's Grant. I can't answer the phone now. Please leave a message after the tone. Thanks.

Hi Grant, it's Val. For this camping trip we're going to need some food! Can you go to the shop and get five packets of crisps and eight bars of chocolate? We can eat those when we're walking! Oh, and some bottles of water too, small ones, about ten? Get some bread too and some cheese, oh and lots of tins of baked beans. Two packets of biscuits – chocolate ones – and a chocolate cake, for the evening after dinner! If you think of anything else, get it. I'll give you the money later. Bye!

CD 2.02

We've asked people about things they like eating that are not very good for them.

1

I'm Donna and my guilty pleasure is really, really naughty! I don't have it very often but when I do make one of these, it's in secret! I just love 'chip butties'! For people who don't know, they're sandwiches full of chips with tomato sauce. Very filling, very fattening, but delicious!

2

Hi, I'm Lucy and I'm usually very good about eating healthy food. But if I go to a restaurant and Death by Chocolate is on the menu I can't resist it. Sweet and very rich – for a chocolate addict like me, it's heaven! And I often have it with ice cream or cream.

3

My name's Josie and my guilty pleasure is quite common – it's cupcakes. They've become very popular these days – almost a hobby. Lots of my friends make them – and I eat them. Cupcakes are quite small so you don't think they're too bad for you. But I can't stop at one, that's the problem!

4

Hi guys – I'm Ned. I know that fast food is NOT good for you and I don't often eat it. I don't like eating ready meals either. BUT if I'm out shopping with my mates I sometimes just NEED a big burger! With everything – onion rings, chips, sauce ... Afterwards I feel really happy!

5

Hi, I'm Jasmin. My guilty pleasure? Let me think. I guess I'd go for some Italian dish. I love this cuisine, and whenever I can eat something Italian, I overdo it. And one thing I certainly feel guilty eating is Parmesan cheese. I always add tonnes of it!

6

My name's Quentin. I have a very sweet tooth, so if I eat too much of anything, it's ice cream – especially raspberry sorbet. I have lots of it in my fridge, and I add it to all the other desserts I devour every day. Oh well!

CD 2.03

Interviewer This morning I'm talking to Stacey Oxenbury about healthy eating. Stacey, we all know that to eat healthy food is absolutely essential for us. However, there are lots of foods today that are NOT healthy but taste heavenly!

Stacey You're right. I think most people have a guilty food pleasure. For some of us it's chocolate cake, for others it's something salty like crisps or chips. And at our disposal there are plenty of fast food restaurants and takeaways! They sell food that is very popular but really unhealthy.

Interviewer So, should we avoid eating these things completely? My guilty pleasure is chocolate biscuits and I can't imagine not eating them.

Stacey Eating things like that isn't entirely a bad thing. For example, if we've had an argument or got bad exam results, it's OK to have something nice – like a bar of chocolate. It lifts our mood. Chocolate contains something that actually makes us feel happier! But the crucial word is – occasionally, not every day!

Interviewer So, eating lots of chocolate cake every time you're upset is recommended?

Stacey No! Not at all! You put on weight very quickly that way. My job is to advise people about how to select good food and stay healthy. There's nothing wrong with eating something unhealthy from time to time. You just need to strike the right balance.

Interviewer Is it easy to keep to a diet? From my experience it's quite tough.

Stacey It depends on your strong will.

I know a lot of people who have stuck to their diet regimes and lost weight. As a result, they feel and look much better. For example, people who are on the lookout for a partner, believe me, they do have the determination!

Interviewer They have a good reason, I guess. Thank you, Stacey.

CD 2.05

Cashier Hello, what can I do for you?

Olivia We'd like two pancakes, please. One with spinach and the other one with cheese.

Cashier Is that to eat in or take away?

Olivia Eat in, please.

Cashier How about something to drink? We have great fruit cocktails.

Olivia Well, I'd rather have mineral water, please. And juice for my friend.

Cashier Would you like the water still or sparkling? And what juice would you like?

Olivia Sparkling water and apple juice, please. And two coffees to take away later on.

Cashier Large or regular?

Olivia Regular with milk, please.

Cashier Anything else with that? Chocolate cake, ice cream?

Olivia No, thank you. That's all.

Cashier OK. That's £12.90, please.

Olivia There you go. Cheers.

CD 2.06

Pizza man Hello. FabPizza here. How can I help you?

Customer I'd like to order two takeaway pizzas, please.

Pizza man Small, medium or large? Actually, we have a special offer on large pizzas. You get two for the price of one.

Customer Oh, that sounds great. I'll have two large ones then.

Pizza man What pizzas would you like?

Customer One with mushrooms, ham and sweetcorn and the other one with salami, pineapple and olives.

Pizza man Can I interest you in any extra toppings?

Customer Yes, double cheese on both of them, please.

Pizza man OK. Anything to drink?

Customer I guess so. Something fizzy. Sprite maybe?

Pizza man OK. Anything else? A salad or some garlic bread?

Customer No, thank you. How much will it be?

Pizza man Two large pizzas for the price of one and two Sprites. That's £10.99.

Customer OK. How long do we have to wait?

Pizza man It should be with you in about half an hour. Could I have your address, please? And will you pay by cash or credit card?

Customer Cash, and the address is ...

CD 2.07

Hello again, people. Many thanks to all of you who are leaving such sweet and encouraging comments on my vlog. It's nice to know someone is actually listening! So, I've been here for eight weeks now, and today I'd like to tell you what it's like to be a foreigner on an English diet. It's not easy at first, I can tell you that. My host family has been introducing me to English cooking with mixed results. First of all, there's breakfast. I tried the full English breakfast a few times, but baked beans and sausages so early in the day are just not my thing. Where I come from, this could be supper! Plus, it's just too filling for me. So, then they offered me pancakes. I have a sweet tooth, so this is my favourite breakfast now! I put syrup, fruit and cream on them, and it tastes absolutely delicious. The only problem is, if I don't cut down on the pancakes, I'm going to start gaining weight! They also tried giving me a chip butty for lunch, but I found it awful. In case you don't know what I'm talking about – imagine chips in a bread roll and decide for yourselves.

Another thing that's very different here is how often my host family has takeaways. I guess it must have something to do with the low prices and the culture in general, but at the beginning I found it strange. Although I must say that now I appreciate it because it gives me a chance to taste dishes from various cuisines. And I've had lots of nice surprises too! For instance, I learned that I love spicy Indian food.

All in all – if you're going abroad, be prepared that everything, even bread and butter, taste different. But I suggest being open to it because you might be pleasantly surprised.

UNIT 6

CD 2.08

- 1 The police are looking for anyone who saw the crime.
- 2 Mr Turner was very happy to see his family again after a week in a locked room.
- 3 More people are stealing from shops these days because they are unemployed.
- 4 If you have any information about the vandals you should contact the police.
- 5 The police are warning people to lock their doors and windows carefully.
- 6 Parents must tell their children about the dangers of drugs.

CD 2.09

1
I don't know what happened. Really! One minute I was looking at the necklace. The next minute it was in my bag! I don't remember putting it in. I was thinking about a party. It was a complete mistake. Please believe me! I've never stolen anything before. I'm not a thief. I've never been to a police station. I feel terrible. Can you just forget it? Please!

2

Well, it was quite late and I was coming home from the nightclub. I was on my own and I saw this group of young boys. They'd just driven a car down the road. I remember noticing the car because it was going very fast. They parked it and then they poured something over it. One boy was smoking, and he threw his cigarette on the car. There was a loud noise, and then the car was on fire. I just ran away – fast. And no, I couldn't see the faces of the boys. But one was very tall. He was wearing a T-shirt with the name of a band on it. Now, what was it? Let me think.

3

We were all very scared when we got home and found the window broken and a mess in all the rooms. They had taken all my mother's jewellery and a lot of electronic equipment. I'm just very pleased that we were out and not asleep in our beds when it happened. This is the fourth time this has happened in three years and I want you to put this story on the front page because the police need to do something to protect us.

CD 2.10

1

Well, it is indeed a very dangerous crime. People often learn how to do this when they are very young. For many of them it's a game. But it's a game with often grave consequences. If the people who commit this crime are very clever and break into the computers of important companies, they may end up in prison. Recently a teenager was given a prison sentence in the USA because he broke into a government computer. He defended himself by saying that it was just for fun, but of course it's a real crime. Some people, however, commit crimes because they are motivated financially. They want to get access to secret information in order to sell it and make money. But for many it's just something that gives them an adrenaline rush. They want to show that they can outsmart the big companies.

2

These days, people worry about this type of crime a lot and they are right. It's getting worse. We store a lot of information about ourselves on our computers. We also put it on social networking sites like Facebook! Cybercriminals get hold of this personal information online and then use it to steal money. They can take our passwords, our contact numbers, our date of birth – everything they need to pretend to be us and make money. Very clever criminals send viruses to our devices so that they can monitor our online activity or get access to our bank accounts or credit cards. Lots of people fall victim to crimes of this type, mainly because they are either naïve or careless.

3

Well, I think it truly is one of the worst types of cybercrime. I know what I'm

talking about because I fell victim to it three years ago, and it affected me really badly. This cybercrime involves online harassment. The victim is subjected to lots of awful, abusive or threatening online messages on social media, and the only reason for that is to make the person scared. The sad thing is that the stalker usually knows his victim very well, so he or she knows how to frighten the person out of their life. That's exactly how I felt when my stalker kept posting horrible things about me.

4

Social engineering happens when criminals make direct contact with you by phone or email posing as a customer service agent. They ask you to confirm such details as your date of birth or address, or in some cases they ask you for your bank details or passwords pretending to want to help you with some problem with your finances. These criminals also want to find out as much as possible about you on the Internet and demand to become your friends on social media. Once they get all the necessary details, they sell the information, send viruses from your accounts to other people, open up accounts in your name, etc. Why? Usually for fun or profit. So beware. Don't pass on any details to strangers!

CD 2.11

Interviewer Good morning, Doctor Andrews. We know that cyberbullying happens when people take advantage of the Internet to send horrible, unkind messages to others. It often happens at school, and the bullies are often other young people. We know that the attraction is that the bullies don't do it directly. They do it online – where they are invisible, which makes them feel that they may go unpunished. What do these online bullies usually write in their posts?

Doctor Andrews Some of the messages are unbelievable, really hurtful. Bullies call their victims names, make up lies about them, post embarrassing photos, etc. Such posts, needless to say, make young people very unhappy and very insecure. Some victims of this crime have even committed suicide because they were unable to defend themselves against the vicious attacks.

Interviewer That's terrible. But cyberbullies can also be adults, can't they? And they usually target famous people instead of schoolmates?

Doctor Andrews You're right. On social media sites, like Twitter, people sometimes come up with terrible things about celebrities. It's called trolling.

Interviewer Now, cyberbullying is horrible and hurtful, but is it illegal?

Doctor Andrews It's very unclear, unfortunately. In some countries cyberbullying is illegal, but not in all. If someone writes horrible things about you and says that they're going to hurt or kill you, that's a crime. But it's nearly impossible for the police to find these people. The messages are unsigned.

Interviewer What about these highly dangerous online challenges where young people are asked to self-harm or do harm to other people or animals?

Doctor Andrews They are unfortunately very common, especially among teenagers. There's no limit to what people can think of. Some of these challenges pose a lot of risk to young people's health or even life. Take, for instance, the Fire Challenge in which teens put flammable liquids on themselves and then light a match. It is both dangerous and incredibly stupid, but that's not really cyberbullying. Young people usually agree to be part of this so-called 'fun'.

Interviewer Unless someone makes them do it.

Doctor Andrews Oh yes, unfortunately, that's possible too.

CD 2.12

Archie Did you see the interview with the bodyguard who used to protect a celebrity from stalkers? They wouldn't say who she was, I mean the celebrity, but I gathered that she was a famous singer.

Tilly Did they ask the bodyguard lots of interesting questions?

Archie Yes, of course they asked him what he considered the most difficult part of his job. They also wanted to know whether he had ever feared for his life. More interestingly for me, a lot of the questions were about his relationship with the celebrity. They wanted to know if the two of them were friends and if he could ask the celebrity for favours or a pay rise. The interviewer also wanted to find out how the bodyguard coped with all the stress. They didn't ask him what had made him want to become a bodyguard – which I'd like to know.

Tilly I guess that's a job for people who like dealing with dangerous situations, or rubbing shoulders with the rich and famous. It must be good money too!

CD 2.14

Ken Have you heard the story about a guy called Terry Wilson?

Adele No, I haven't. What's it about?

Ken It was on the news last night. It's a funny story about a burglar who got caught because of his Facebook profile. You won't believe it!

Adele Go on. Tell me what happened.

Ken Well, this guy broke into somebody's house and stole a tablet. But before he left, he logged in to Facebook on the house owner's computer. When the owner came back, the burglar had already left, but he had forgotten to log out! Can you believe it?

Adele What a silly man! Well, talking of recent stories, I've just read about a Polish explorer who said he'd always wanted to find the biggest tarantula in the world. And guess what? He found a huge one in Brazil and killed it to take it to a museum. People were really shocked that he had done something like that!

Ken How strange!

CD 2.15

Woman There was a story in the news yesterday about teenagers who live off crime. I couldn't believe my eyes when I read that up to 20% of children in the world earn money committing crimes. Isn't it terrible?

Man Just awful! Where was this?

Woman In the online edition of the News of the Day. The headline was *Steal your pocket money*.

Man Oh, I see. What else did it say?

Woman They talked about the crimes young people commit to pay for things. They shoplift, steal cars, sell drugs and even mug people in the street. There was a story about a young girl who was a member of a gang which stole people's wallets. The reporter said the girl was 15 years old!

Man I can't believe it! Are these kids from poor countries or something?

Woman The story was about so-called normal kids. The girl said she came from a good family and that she stole things for fun.

Man You must be joking!

Woman To be honest, I also find it quite shocking.

Man It can't be true. Maybe you misunderstood something?

Woman Well, have a look for yourself. Look, I've just found it.

Man Yes, you're right. Unbelievable!

UNIT 7

CD 2.16

Good morning! Right, my advice today is about winter illnesses. It's that time of year again, and people will soon be suffering from colds and flu. Remember that generally these are caused by viruses and not by bacterial infections, so the doctor can't give you antibiotics! But there are other things you can do to help yourselves. You can take pills for a headache – buy them at the pharmacy – or why not try some honey for a sore throat? It really helps and makes it easier to speak and swallow. Of course, the best thing is not to catch colds in the first place! And try to avoid giving them to other people. If you have got a cold, always use a tissue when you cough or sneeze!

CD 2.17

Freya That podcast about technology helping people get into shape was really interesting. It's time we used technology to enhance our well-being, isn't it? Like the mattress in your bed which can tell you what's keeping you awake at night.

Kelly Really? If I had a mattress like that, I'd have the feeling that I was sleeping on some kind of an electronic device rather than my own bed! I wish people could think for themselves rather than trust technology.

Freya OK, maybe – but things are changing. How about a fridge that would suggest what nutritious meals you could make based on what's left in it?

Kelly Well, I'd rather my mum thought of what's good for us to eat than our fridge!

I'm afraid I don't get it. If only people understood that machines should not replace our brains!

Freya I wish you were a little less conservative sometimes.

CD 2.18

Interviewer Good morning. Everybody has heard about antibiotics and how they save lives, but at the moment people in the medical world are very worried about the future of these wonder drugs. Today, I'm talking to Doctor Anna Reid about this problem. Anna, the discovery of antibiotics in 1928 was of paramount importance, wasn't it?

Anna Oh yes. Alexander Fleming's discovery – Fleming was Scottish by the way, not English – is considered a milestone when it comes to medical discoveries of all time. Before penicillin, which was the first antibiotic, people died all the time from minor infections. Now doctors in every country in the world use antibiotics regularly. They don't only use them for treating infections but in surgeries too. They have saved countless lives since their discovery.

Interviewer So why are scientists worried about antibiotics today?

Anna We are facing an enormous problem. There are hundreds of different antibiotics, but slowly they are becoming ineffective. They just don't work any longer. This is for several reasons, but the main thing is that the bacteria that cause infections have become resistant to the majority of antibiotics that we have at our disposal today. The drugs don't kill them anymore because the bacteria have adapted. Most people believe that this is a result of antibiotics being overprescribed at the end of the last century. Doctors gave too many antibiotics when it wasn't really necessary. Now the bacteria seem to be winning the fight!

Interviewer It sounds terrible! What will this mean in the future?

Anna If we can't find and develop new antibiotics, in a few years we'll go backwards! I mean that we'll return to the problems we faced nearly a hundred years ago. People will die from infections and operations. If you cut your finger on a dirty knife, you could die. If you had an operation on a broken leg, you could lose your life too. There would be no more organ transplants, not to mention less complex operations like plastic surgeries. Doctors will be helpless, as simple as that. Our lives would be completely different.

Interviewer Can't the big drug companies develop new ones?

Anna Technically speaking, it's very costly to develop new antibiotics, and it's a huge challenge. The drug companies should have found new ones by now. The last one was developed nearly 30 years ago! But it has been more profitable to develop expensive drugs for other illnesses. After all, doctors in recent years have been trying to reduce the number of prescriptions for antibiotics – which isn't good business for drug companies.

Interviewer Is there any good news for the future?

Anna Actually there is! At least as far as I can see. Scientists have discovered a new way of developing antibiotics from soil. They have tested one new type on mice, and it's been successful. And this could be just the beginning of a whole new generation of these wonder drugs. This new type could be resistant to bacteria for more than 30 years. My guess is that, there are two possibilities for the future of antibiotics. Either governments will work together to put money into the necessary development of them, or big drug companies will find a way to make it profitable to do it themselves.

Interviewer Well, I really hope you're right! Thank you, Anna.

CD 2.19

Boy So, what do you think about the attack on the research centre in Hadley last night?

Girl I don't really know the ins and outs of it. I caught a brief mention of it on the news this morning as I was going out of the door. But all I really heard was that the centre had been broken into sometime in the early hours. Do you know any more details? Was it politically motivated or did they steal secrets and papers?

Boy No, nothing like that – apparently, they were animal activists who are dead set against the use of animals in medical testing. They released all the animals from their cages, and there were rats and mice running all round the laboratories when the police arrived. Someone mentioned seeing a couple of monkeys too, but that hasn't been confirmed yet.

Girl I don't know about you, but I think they've got the right idea – surely we shouldn't be using animals in experiments these days. Although I must say that I don't think their way of making a statement was necessarily the right one. What if they'd released some of the animals that were carrying really nasty viruses? Everyone would be furious about that, and then they'd definitely lose public support.

Boy Yeah, I agree. That sort of action isn't going to help their cause. But haven't you ever thought about how slow developing new medicines might be if they stopped that type of testing? There isn't really any other way of doing it. We all benefit from the results. It's not ideal, but I think it's necessary.

Girl I think we'll just have to agree to disagree there!

CD 2.20

Jenna Are you going to the kickboxing class today?

Chloe I don't know. I don't like it very much, you know? It's too strenuous. If I'd realised that, I wouldn't have signed up for it.

Jenna What do you mean? Why?

Chloe There's too much jumping and running and stuff. If only I'd read the information on their website.

Jenna Oh, I'm so sorry I got you into this. I assumed you knew it wasn't just about

kicking and punching but also about building your strength and so on. I wish you'd told me you hated things like that.

Chloe I would have told you if I'd known what the course involved! Yeah, well, now it's too late, isn't it? I've already paid for the course. I wouldn't have made the payment if you'd told me the truth. If only someone had talked me into yoga classes. I would be sitting quietly in a lotus pose right now.

Jenna Oh, come on, it's not so bad. You only paid for one month. Plus, yoga isn't so easy either.

Chloe I know. I actually tried it once and fell flat on my face the first day. I wish there was a way to be fit without exercising, you know?

CD 2.22

Dr Wilson Good morning. Dr Wilson speaking. How can I help you?

Kamil Good morning. I'm really unwell. I feel just terrible.

Dr Wilson What seems to be the problem?

Kamil It's quite urgent. I've got red spots all over my body.

Dr Wilson Have you got a high temperature? Does anything hurt?

Kamil I feel quite hot and I have a terrible headache.

Dr Wilson When did you first notice the symptoms?

Kamil I've been feeling ill since yesterday morning, and I think it's getting worse. What would you advise me to do? Do I need to take some medicine? I've already taken some painkillers for my headache. Is there anything else I could do?

Dr Wilson You ought to stay in bed and you'd better avoid the sunlight. It sounds like you may have chickenpox. You should come and see me, so please make an appointment as soon as possible.

Kamil Chickenpox? Oh, no! I have a date tonight. What do you think I should do?

Dr Wilson If I were you, young man, I'd just forget about it for a week or two. My advice to you is to get some rest now, and later on we'll see what can be done.

Kamil I guess so. By the way, I'm Polish. Do I have to pay for the appointment? Or is it free of charge?

Dr Wilson You don't have to pay if you have a European Health Insurance Card. Do you have one?

Kamil Yes, I think I do. Thank you. Goodbye.

Dr Wilson Goodbye.

CD 2.23

1

Caroline Hello, I'd like something for my sore throat, please.

Chemist Would syrup be OK?

Caroline Yes, as long as it works fast.

Chemist OK, I recommend this one. It's very effective.

Caroline Fine. How often do I take it?

Chemist Three or four times a day, preferably after a meal for the best results. A tablespoonful each time.

Caroline Sorry? Could you repeat that, please? I didn't catch it.

Chemist You should take it three or four times a day after a meal. You should take one tablespoonful each time.

Caroline Is there anything else I can do?

Chemist Just avoid cold drinks, and if it gets worse, see a doctor.

Caroline OK, thank you. How much is the syrup?

Chemist £4.50, please.

2

Martin Rob, why are you taking another painkiller? You took one just before the match. What's the matter?

Rob Nothing too serious. I think I sprained my ankle yesterday, and it hurts. That's all.

Martin You shouldn't play then. You'll make it worse. You've got to see a doctor.

Rob Yes, I know. I'll do something about it after the match.

Martin Don't be silly! It's serious. You can't run with a sprained ankle. You've got to get it sorted now.

Rob Oh, come on. Don't panic. I'll be OK!

Martin Well, if I were you, I'd tell the coach and go to see a doctor. If it gets worse, you won't be able to play in the tournament next week.

Rob OK. You got me there. I'll tell the coach.

Martin Sounds like a very good idea!

CD 2.24

1 I'd like something for my sore throat, please.

2 I recommend this one. It's very effective.

3 How often do I take it?

4 Could you repeat that, please?

5 I didn't catch it.

6 Just avoid cold drinks, and if it gets worse, see a doctor.

7 What's the matter?

8 Nothing too serious.

9 You'll make it worse.

10 You've got to get it sorted now.

CD 2.25

1

Woman I've had one infection after another. Nothing serious, just colds, but I couldn't seem to shake them off. Like you did last year, remember?

Man I do, it was horrible. So what did your doctor have to say about it?

Woman Well, first she was all about vitamin C and staying in bed. But you can't be on bed rest for weeks, can you?

Man Well, my boss would definitely agree. But sometimes you have no choice. Like me when the allergy season arrives and I start sneezing and getting rashes.

Woman But there comes a point when you need more than just resting in bed. Anyway, when I kept coming back with the same symptoms, she encouraged me to change my diet and introduce foods like ginger, garlic and citrus fruit that boost your immune system. Plus, soothing herbal teas.

Man I'd recommend honey as well.

Woman Oh, yeah, that too. So, although I'm sceptical about natural medicine, I gave it a shot. And I don't know if it's the placebo effect or what, but the infections went away.

Can you believe it? And if they came back, I could deal with them myself!

Man That's great! Maybe I should try it?

2

Hello, everyone. My opinion on the subject is that people use their muscles but not their brains when working out. I see that in the gym all the time. They come in and expect to do a lot of serious workouts fast, to get fast results. Well, the 'no pain, no gain' rule might be true, but your body has to be ready for what you're asking it to do. Otherwise, you just end up with a sprained ankle, dislocated shoulder or passing out of exhaustion. I had to run for an ice-pack for a guy working out next to me the other day because he tried to lift too much weight. If I were you, instead of talking about how doing sports is necessary, I would devote more time to explaining how to do sports in a healthy way.

3

The Internet and medicine have a strange relationship. Gathering information has never been easier, and telemedicine is a fantastic time saver. I'm sure a lot of my patients google my name after leaving my office to check other people's opinions about me, and I'm fine with that. I actually hope what they find makes them trust my diagnosis more. Surveys show that about 90% of patients verify what they're told by their doctor with all kinds of internet websites. And that's fine too. I believe that no matter the topic, we should be as informed as possible. But it's all about where you do your research. Don't believe anonymous forum users, even those claiming to be doctors or saying they have the same illness. Many of these so-called doctors are probably totally fake. Do you know how many patients wouldn't have ended up in my clinic if they hadn't followed some stranger's 'medical advice'? I once had a man come in with the worst stomach ache. I mean crying with pain. Why? Because he'd read some forum on indigestion. He took advice from various people, mixed everything they said would work and swallowed it. The things he put in there would make you laugh, but it actually wasn't funny. He was lucky he didn't end up in a hospital! I wish people would take a moment to search for some reliable social media doctors. Believe me, there are quite a few! They try to make people smart about curing themselves. Being one of them, I answer dozens of questions every day. It's actually amazing. The questions people ask show that they trust us, and it's a great feeling to be part of a movement that uses the new media to spread medical awareness. But on the other hand, you can't fall into a trap of thinking that you can solve all your problems by yourself. Sometimes you just need to let the doctors and hospitals take care of you and trust that this is the best thing ...

UNIT 8

CD 2.26

1

That's hard – I know it's sterling in the UK, dollars in the US and the yen in Japan. But I don't know any more.

2

Crisps and chocolate bars – things that don't cost a lot.

3

Well, I've still got some from my holiday in the UK. I've got a couple of little silver ones – I think they're 5p and some quite big brown ones – they're 2p pieces and they're not worth much.

4

Oh – I put it all in a piggy bank to save for my holiday!

5

I would say about three within walking distance of here. It sounds a lot, but sometimes one is out of order so you have to find another.

CD 2.27

1

Do you like collecting things? I do! My collecting mania started when I was about seven. Most kids love collecting stuff – I think it's to do with liking colourful objects and having things that are linked to each other. It also makes them feel part of a group when they show, discuss and trade things they collect with others. For my brother it was tiny plastic models of sportsmen and for my sister it was dolls. Me – I loved reading comics, and I wanted to keep every single one! You can imagine the arguments I had with my parents about where to put them all! Anyway, we reached a compromise, and they let me keep some but not ALL of my comics. That's how my collection started.

2

At first it was for fun but then I saw that my collection could be more than just a hobby. It could make me money! It was a friend at school who said his dad had just sold one of his early comics for a huge amount of money on eBay. It was an original Superman comic – you know, the ones the films were based on. That made me look at my collection in a different light!

3

So, I started collecting seriously. I went online and traded some of my old comics for others and I badgered my parents into taking me to car boot sales, charity shops and second-hand bookstores. I invested a lot of money, but I know it will pay off in the future. I organised my collection carefully so now I know exactly what I've got and roughly how much everything is worth. The longer I keep it all, the higher the value. Who knows – I could be sitting on a goldmine!

4

So, if you want to make some money, don't put it all in the bank! Think carefully about what you've got today that might be worth

something in the future! Don't throw away old T-shirts from gigs or festivals or posters, cards and books. The toys and games our parents used to play with are worth loads of money now. The things you and I buy today could be worth thousands in ten years' time. Easy money!

CD 2.28

Interviewer This evening I'm talking to the art critic, Mark Taylor. So, Mark, what's your reaction to the enormous amount of money that the Picasso painting sold at auction for? Over a hundred and fifteen million pounds!

Mark Taylor Well to start with, I simply couldn't believe the figures. It's a fabulous modern painting: *Les Femmes d'Alger*, colourful and typical Picasso. It's one of his most important works but this is silly money, really! No one could possibly have imagined that it would make such an enormous amount. How can a painting be worth that much? I know that paintings like this cost a lot more than paintings by artists who are still alive but even so, it was far more than the predictions. I am sure Picasso would be appalled that many of his wonderful paintings are now, like this one, in private art collectors' hands and are kept in very private, secure places like banks, and may never be seen by the public again – until they next come up for auction.

Interviewer But surely it's a good day for the art world. Everyone is talking about the painting.

Mark Taylor I'm afraid I don't agree. In my opinion these crazy prices just encourage people to collect paintings for the wrong reasons. People should buy paintings because they're lovely and they want to look at them or hang them on their walls to allow others to look at them. I find it very sad that some people see everything as an investment and only think about the monetary value of things.

Interviewer But that can't be true of all art collectors!

Mark Taylor Not all, of course, but a lot more than you'd think.

Interviewer As a matter of fact, do auctioneers earn money on the items sold?

Mark Taylor They are typically paid a fee for leading the auction and a percentage of the value of the items sold. So, if the painting made a lot of money, they benefit too. It's a business for all concerned. Nothing comes for free in this world.

Interviewer Shouldn't governments interfere and stop these auctions? Famous paintings should be the property of the nation which has produced them, shouldn't they?

Mark Taylor Yes and no. It would be lovely if they all were in art galleries like I said before, but works of art are commodities and as such they change hands and end up in private collections. I don't think governments can influence the private sector that much.

Interviewer I guess not, though this means I won't see the Picasso painting that has just been sold ever in my life! I see what you mean now. Thanks for the interview.

CD 2.29

Tim Hi! How are the preparations for the wedding going?

Rosie Not too bad, thanks! We decided on the guest list weeks ago, and we've already had the invitations printed.

Tim Some people have their weddings planned completely by a wedding planner. Is that what you're doing?

Rosie No! We're organising it all, but we're not doing everything ourselves. It's quicker and easier to use professionals – although it's more expensive! We're having the cake made by the baker's on the high street, and we're also getting our rings engraved by the jeweller. The party's at the Star Hotel, so we're getting the room decorated and the buffet prepared by them. My dress is ready! I had it made by a special bridal shop. It's beautiful! And on the day I'm going to have my hair styled by Darren's sister. I'm not having my make-up done by a professional – I'm doing that myself.

Tim I can't wait!

CD 2.31

Iza The option which appeals to me the most is the image in picture one. It shows a plant in a pot which has notes instead of leaves. Someone is looking after the plant and watering it. The slogan suggests that if you look after your money and save it, you'll have more of it. I'd go for this image because I think it communicates the message in a simple but effective way.

CD 2.32

Teacher Should students learn about money management at school?

Student I think students should learn about money management in secondary schools. Of course, it is very important for young people to know something about this. Young people must know how to save money. It is important that they learn about the family budget too. They will know what their parents can and can't buy.

Teacher It is said that money does not bring happiness. Do you agree with this statement?

Student It is often said that money does not bring happiness. I support this point of view but only to some extent. Naturally, money can't guarantee you health or good relationships with other people. On the other hand, I tend to agree with people who believe that money is important to be fully happy in life. Surely, it helps you live a comfortable life. You don't have to worry about paying the bills, buying food or buying many other necessary things. No doubt the life of rich people is simply easier.

TEST PRACTICE 5-8**CD 2.33****1**

A lot of people check out their symptoms online, and you can get some useful advice on certain websites regarding home treatment. However, please don't rely on that sort of information all the time. It's possible to miss things and that means a real medical condition might not be detected at all. If you're anxious about something, it's better to come here and have it looked at by a professional. You know, going online can also make you worry more than you need to! People who do that often end up so stressed out that they fall ill as a result. So next time, make an appointment and let professionals like us deal with it.

2

Hi, Paul. Where are you? I just wanted to say that I took your advice about watching that new crime series. The one about fraudsters and companies which have lost out because of them. I'm watching episode 4 now and I find it just incredible! It's so gripping, has lots of twists, just amazing. It's been voted the best crime series this month, hasn't it? It really shows how fraud is committed and how difficult it is to spot it straightaway. I've watched all the previous episodes since leaving London, and I'm addicted already. I can't imagine having to wait for a week between each broadcast like you did! I'd like it to win a prize for the best crime series really! As far as I can say, it has got the most convincing cast and plot to date. It's really well-made. I'm probably gonna watch the whole thing before we get to my station! Another hour and a half at least. I'll see you outside your house tomorrow, OK? Thanks again. Back to the screen.

3

Going to university is a big step and many of you will be living away from home for the first time. Not living with your parents anymore and sharing accommodation with other students can be an enjoyable experience. However, many students start their university lives with little idea of how to handle their day-to-day finances, and this particularly affects things like food shopping, heating, rent, etc. Many young people feel lost, stressed out and often simply overwhelmed. They often search for help, and that's why towards the end of this term we shall be holding a financial planning session for all students who will be going on to university, to help with many of those concerns. So why don't you come along? After all, it's always better to be safe than sorry.

CULTURE**CD 2.34**

Interviewer Hello, with us in the studio today is Jennifer Lawson to talk about multicultural etiquette. Jennifer, can you tell us what multicultural etiquette actually is? Is it important?

Jennifer Well, multicultural etiquette is a set of rules which define good manners in different cultures. The rules touch on different spheres of life, from greeting one another to body language. It's important to know them because we live in a global world and can frequently meet people from different cultures.

Interviewer Right, but aren't they more relevant to business people rather than young people who just want to make friends, not business deals?

Jennifer They are essential to everyone who wants to be part of this global world, and let's not forget that today's young people are our future workers and business leaders, likely to work all over the world. So, if it was down to me, I'd make cross-cultural studies a compulsory subject at school.

Interviewer An interesting idea. Can you give us any examples of cultural differences which we should know about?

Jennifer Sure. In most Western cultures when you meet someone, you are supposed to shake the person's hand, look him or her in the eye and smile. In some countries, such as Italy or France, people kiss each other lightly on the cheek, and Latin American people give each other a big hug. However, in most Eastern cultures such behaviour would be considered 'strange' or even 'offensive', and would make a typical Asian feel rather uncomfortable.

Interviewer What about countries where people greet each other by touching their noses? That would be pretty unusual for me.

Jennifer Yes, exactly. Here is an example. My sister's son went to New Zealand, where he stayed with a traditional Maori family. They met him at the airport and wanted to greet him by pressing their noses against his. The boy thought it was a joke and started laughing. The family were confused and probably felt offended. As you can imagine, it wasn't the best first-time meeting ever! Of course, this was an extreme case, but such situations are really common.

Interviewer Yes, I agree. I went to Poland a week ago, and the people who greeted me hugged me really hard and kissed me three times on my cheeks. Frankly, it was a bit too much for me.

Jennifer There you go. If you are not prepared for something like that, you experience what we call 'culture shock'. So, it's better to have some basic knowledge of multicultural etiquette, if only to avoid embarrassment and blunders.

Interviewer How true! Thank you, Jennifer.

CD 2.35

Interviewer Paul, you've just got your driving licence, and you drive to work every day. How do you cope with traffic jams in London? They must be a nightmare for drivers, mustn't they?

Paul Absolutely! Britain is among the world's worst countries for traffic jams, and London itself is one of the most congested capitals in Europe. Do you know that on average British motorists spend about 30 hours in rush hour traffic a year while London drivers are stuck for 74 hours a year?! What's worse, it costs the average UK driver over £1000 a year in fuel whereas a Londoner has to pay well over £2000! It's what I have to be prepared for.

Interviewer Yes, I've heard about these statistics. London is in fact the seventh worst capital city in the world as far as congestion is concerned. How does this affect your daily life?

Paul Well, I spend ages in traffic jams – especially in the morning and evening rush hours when cars move at about 4 miles per hour! It's simply frustrating and it's such a waste of time. I'm sometimes late for work or late for dinner. Drivers get fed up, and there is a lot of road rage and aggressive driving. It's quite stressful for an inexperienced driver like me.

Interviewer And expensive too I guess because of congestion charges in London. It's £11.50 per day.

Paul Yes, it is, but it applies to central London only, so if you want to get to the centre and park there, it's a fortune. Luckily, I don't work in the Congestion Charge Zone. However, I think it was a good idea as otherwise traffic in central London would be uncontrollable.

Interviewer May I ask why, despite all these problems, you've decided to drive to work rather than cycle or use the Tube?

Paul Good question! I thought a car would give me a lot of freedom. I wouldn't have to rely on public transport or get wet riding back home. It seemed convenient. Bikers are also stuck in traffic jams, breathe in all the pollution, are victims of accidents and abuse. I don't think cycling in London is safe, to be honest.

Interviewer Well, there's a lot of truth in what you said. Thank you very much, Paul.

Paul My pleasure.

CD 2.36

Hello, my name's Steve Pinker, and I'm a consumer rights adviser. I work for the local council in Nottingham. In my podcast, I want to tell you about some consumer rights most people are still unaware of. Not everyone knows that since 2015 in the UK we've had new laws regarding consumer rights which entitle the buyer to a number of new options. First of all, shoppers who buy faulty goods will be able to ask for a full refund for up to 30 days after the purchase. If you buy something and it breaks within 30 days, you can demand a no-quibble refund, which means the shop cannot argue with you and must give you the money back.

The new laws have also changed in the customer's favour when it comes to online shopping and home deliveries. Shop owners are now responsible for the goods until you physically get them. They can't say it was the courier's fault if the goods arrive broken. The goods which were ordered online must be delivered within 30 days or else you can claim a full refund. There is also a 14-day cooling off period on any deal you make with example a bank or an Internet provider, which means you have two weeks to cancel it without any consequences. And finally, as of 2018 we've had to follow GDPR (General Data Protection Regulation). It does not allow companies to use your data without your permission. So, if a firm used your personal information against the law, you can claim compensation. Well, to sum up, the new laws are definitely pro consumer. Get in touch with me if you need more information. The office opening hours are ...

IRREGULAR VERBS

MP3 73

Infinitive	Past simple	Past participle
arise	arose	arisen
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned, burnt	burned, burnt
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed, dreamt	dreamed, dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit, fitted	fit, fitted
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone

Infinitive	Past simple	Past participle
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt, kneeled	knelt, kneeled
knit	knitted	knitted
know	knew	known
lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
learn	learnt, learned	learnt, learned
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
mow	mowed	mown, mowed
overcome	overcame	overcome
oversleep	overslept	overslept
pay	paid	paid
prove	proved	proved, proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent

Infinitive	Past simple	Past participle
set	set	set
sew	sewed	sewn, sewed
shake	shook	shaken
shed	shed	shed
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slide	slid	slid
smell	smelled, smelt	smelled, smelt
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stink	stank	stunk
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swell	swelled	swollen, swelled
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
undergo	underwent	undergone
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
wind	wound	wound
withdraw	withdrew	withdrawn
wring	wrung	wrung
write	wrote	written

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backpack), 12 (1, 2, smiling woman, smiling man), 15 (shopping
mall), 16 (A, B, C, D), 18 (A, B, C), 19 (women shaking hands), 20
(careers adviser), 22 (girl at the gym), 23 (coffee shop), 26 (open
book), 27 (librarian), 28 (1, 2, 3, 4, 5, 6), 30 (A, B, C), 31 (family
trip), 32 (world map, Great Pacific Garbage Patch), 34 (PKiN), 35
(woman with children, collecting rubbish), 36 (helicopter view),
39 (train station), 40 (a, b, c, d, e, f, g, 1, 2, 3), 42 (1, 2, 3), 44
(astronaut, children, solar panels, smiling girl, galaxy background),
45 (water pitcher, invisible braces, World Space Week), 46 (1, 2), 47
(smartwatch), 48 (meeting without phones), 51 (1, 2, 3), 53 (airport,
family meal), 54 (camping), 55 (female chef), 56 (B, C, D, E, F), 59
(chef hat icon), 60 (smiling barista), 62 (eating crisps), 65 (street
food), 66 (A, B, C), 67 (policeman with a man), 68 (bullied girl), 69
(bodyguard), 70 (1, 2, 3, 4, girl), 72 (burglar), 73 (group of people,
boy), 77 (Doge's Palace), 78 (1, 2, 3, 4, 5, 6, ballet dancers), 79

(friends), 80 (pills, scientist), 81 (yoga, kickboxing), 82 (background,
people exercising), 83 (brain), 84 (doctor, patient), 85 (first aid),
89 (woman wearing face mask), 90 (ATM, credit card and laptop,
contactless payment, cashier, woman calling a bank), 91 (restaurant,
theatre), 92 (a, b, c, d, e), 93 (make-up artist and hairdresser), 94
(woman sorting clothes), 96 (1, 2, girl, girl with glasses), 97 (boy,
woman), 101 (1, 2, 3), 102 (female barista), 103 (1, 2), 104 (1, 3, 4, 5,
6), 105 (A, B, C), 106 (1, 2, 3, 4, central zone sign, girl in a car), 107
(phone conversation), 115 (group of friends, 1, 2, restaurant, street
food, Shop till you drop, Too many too much), 116 (photo shoot, 1,
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