

Student's Book

David Spencer
with Monika Cichmińska

Checkpoint



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

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1 Personal best

Vocabulary

Appearance

- 1 Work with a partner. In your notebook, put these words in the correct column.

attractive • bald • blonde • curly • cute • dark
fair • good-looking • long • medium-height
medium-length • overweight • pretty • ~~short~~ • spiky
straight • strong • tall • ~~thin~~ • wavy • well-built

Build	Height	Hair	General
<i>thin</i>	<i>short</i>	<i>short</i>	<i>attractive</i>

- 2 1.01 Listen, check and repeat.

- 3 Work with a partner. Take it in turns to describe the people in the photos.



⚡ BUZZWORD

on fleek (inf.) – attractive or stylish
Your hair is on fleek.

Personality

- 4 Match the personality adjectives with their opposites. Write the answers in your notebook.

- | | |
|------------|-------------------|
| 1 serious | a untidy |
| 2 lazy | b unfriendly |
| 3 tidy | c talkative |
| 4 quiet | d cheerful, funny |
| 5 patient | e hard-working |
| 6 friendly | f impatient |
| 7 calm | g nervous |

- 5 Match these personality adjectives with their definitions. Write the answers in your notebook.

arrogant • bossy • clever • confident • nice
reliable • selfish • shy

- When people can depend on you or count on you to do something.
- When you only think about yourself and you don't care about other people.
- Good, friendly, kind.
- Good at learning and understanding things.
- When you are not very confident or comfortable with other people.
- When you think you are better or more important than other people.
- When you are always telling other people what to do.
- When you believe in your own abilities and don't feel nervous or frightened.

- 6 1.02 Listen to four teenagers talking about themselves. What adjective of personality best describes each person? Write the answers in your notebook.

- | | |
|--------------------------------|--------------------------------|
| 1 Rose <input type="text"/> | 3 Jessica <input type="text"/> |
| 2 William <input type="text"/> | 4 Brandon <input type="text"/> |

- 7a Choose five adjectives of personality from 4 and 5 which describe you. Tell your partner your adjectives and say why you chose them.

- 7b Now tell the class about your partner.

1 Work with a partner. Look at the photos in the article and describe what you can see. Why do you think these two people are so special?

2  Read the article and check your ideas in 1.



SPECIAL PEOPLE!

The human mind and body are capable of amazing things, especially when you train them hard. Meet two people who, thanks to their natural talent and to their effort, seem almost superhuman!

Tom Sietas

When people first see Tom Sietas, they don't usually notice anything special.

- He's not very tall, and he's not particularly well-built. But those factors help Tom to do something incredible. Tom has the world record for 'static apnea'. In other words, Tom can hold his breath underwater, without moving, for just over 22 minutes! He only discovered his ability by accident when he went diving in Jamaica at the age of 18. Because he isn't very big it means that he doesn't need to get a lot of oxygen to his muscles. And it helps that his lungs are 20% larger than is usual for his height and build. But it isn't only a question of his body. His personality plays a big part in his success, too. Thought processes use a lot of oxygen. So it's important that Tom is calm and patient. Luckily, he rarely gets nervous in the water. In fact, Tom is so calm that he occasionally falls asleep underwater! Obviously he always trains very carefully to prepare for a new record because what he does is highly dangerous. We're waiting this year to see what he does next. Are we expecting another record attempt? Definitely!



Judit Polgár

- 'People are always saying that geniuses are born, not made. I want to prove that it is not true!' This was the obsession of a Hungarian teacher called László Polgár. To prove that he could make someone a genius, he took his three daughters out of school and started to teach them a specialist subject – chess. One of the three, Judit, is now the greatest female chess player of all time and the only woman so far to be in the world top 10! László himself wasn't a great chess player, but he was a clever teacher. At first, Judit's sisters were better than her, but she gradually became more serious about playing. At first, she played just ten minutes a day. When she was 12, it had increased to ten hours. At 15 she was the youngest grandmaster ever. To win at chess, you need to be confident, hard-working and a little bit selfish. Judit's wins include victories against 10 male world champions, including Kasparov and Karpov. Thanks to Judit, little by little, people are starting to pay more attention to women chess players. She now has children of her own but she isn't teaching them in the same way as her father. Her children don't play chess for hours every day. They only play for fun.



3 Read the text again. Are the statements True (T) or False (F)? Write the answers in your notebook. Which line(s) helped you find the answer?

- For what Tom does, it is important to be big and strong. T/F ☐
- Tom can swim underwater for over twenty minutes without breathing. T/F ☐
- Tom always knew about his natural talent for staying underwater. T/F ☐
- Mental qualities are also important to be good at static apnea. T/F ☐
- László Polgár had a theory and he proved that it was true. T/F ☐
- Judit's chess ability was easy to see right from the beginning. T/F ☐
- From the start, she played for hours and hours every day. T/F ☐
- After her experience, Judit doesn't want to teach her children chess. T/F ☐

4  CRITICAL THINKING

Think! Then compare ideas with your class.

- 'Geniuses are born, not made.' Does the writer agree with this statement? Why/Why not? Do you agree with it?

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

6  What about you?

- How good are you at water sports and/or chess?
- What special talents and abilities do you have, or would you like to have?

Present simple and present continuous

1a Read the sentences (a–g) and match them with the rules (1–7). Write the answers in your notebook.

- a Little by little, people are starting to pay more attention.
- b Thought processes use a lot of oxygen.
- c Her children don't play chess for hours every day.
- d People are always saying that geniuses are born, not made.
- e I'm not sure what she's doing right now.
- f Athletes train hard.
- g This year we're waiting to see what he does next.

We use the present simple for

- 1 routines and habits.
- 2 things that are always or generally true.
- 3 scientific facts.

We use the present continuous for

- 4 actions that are happening now or near the moment of speaking.
- 5 actions that are temporary or not a normal routine.
- 6 actions that happen very often and annoy the speaker.
- 7 changing situations.

1b Look at the article on page 7. Find a negative sentence and a question in the present continuous.

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

- 1 Right now my brother plays/is playing chess.
- 2 I play/am playing tennis every Friday.
- 3 This new online game becomes/is becoming really successful.
- 4 You need/are needing money to buy things.
- 5 My cousin studies/is studying in the US for a month.
- 6 Water changes/is changing into ice at 0°C.
- 7 Police officers wear/are wearing uniforms.

Adverbs of frequency

3 Read the sentences. The words in blue are all adverbs of frequency. In your notebook, choose the correct alternative to complete the rules in 1–4.

- a They don't **usually** notice anything special about him.
- b He **occasionally** falls asleep underwater.
- c She's **always** taking our things without asking.
- d Tom **always** trains hard.
- e They **never** play competitively.
- f He's **rarely** nervous.
- g She **often** beats the best players.
- h She **sometimes** plays for fun.

- 1 Adverbs of frequency usually go after/before the verb **to be**.
- 2 Adverbs of frequency usually go after/before main verbs.
- 3 Adverbs of frequency usually go with the present continuous/present simple.
- 4 The adverb of frequency always/sometimes goes with the present continuous/present simple to talk about frequent actions that annoy the person who is speaking.

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4 In your notebook, complete the text with the present simple or continuous forms of the verbs given and the adverbs.

I'm really angry with my brother at the moment because he (a) (always use) the computer when I want to use it. He (b) (not usually play) computer games, but he (c) (become) more and more interested in online games at the moment. Right now he (d) (make) a new avatar for his favourite game. It's funny because my brother (e) (not usually wear) anything apart from jeans and T-shirts, but his avatar (f) (have got) really spectacular clothes. People (g) (often say) that boys (h) (play) more computer games than girls, but I think that (i) (change). The only reason that I (j) (not often play) is because when it's my turn to use the computer I (k) (always do) my homework on it first. Oh, good! My brother (l) (finish) now. It's 5 pm and he (m) (usually play) football with his friends at this time. My turn to use the computer at last!



5a In your notebook, write two sentences that are true for you, one in the present simple and one in the present continuous, using the expressions below. Write negative sentences if necessary.

do homework • eat fast food
go to school • play computer games
read • send text messages
study English • use a tablet • watch TV
wear jeans

My mum never wears jeans. I'm not wearing jeans at the moment because we can't wear them at our school.

5b Read your sentences to your partner. How many of your sentences are the same?

6 Interview your partner using these questions.

- What are the first two things you do when you get to school?
- What are the first two things you do when you get home after school?
- What are people in your class doing right now?
- In what ways are you, or people in your family, changing?
- What do you usually do at the weekend?
- What are members of your family doing now?
- How do you usually spend your summer holidays?
- Is anybody always doing things that annoy you? Who and what?

What are the first two things you do when you get to school in the morning?

I take my coat off and I say hello to my friends.

7 In your notebook, write at least three more questions like the ones in 6. Use them to continue interviewing your partner.

What subjects are you studying this year?

What sports do you do after school?



Synonyms and partial synonyms

1 Look at these words. Do they have similar meanings? If there is a difference between the words, what is the difference?

attractive • beautiful • cute • good-looking
handsome • pretty

2 Match these words with their synonyms or partial synonyms. Some words can have more than one.

bright • cheerful • clever • difficult • elderly
friendly • glad • happy • hard • intelligent • old
outgoing • slim • sociable • thin

bright – clever – intelligent

3a Work with a partner. Say the words in 1 and 2 aloud. Which words have three syllables?

3b Listen and check your answers. Write each word in the correct column.

Ooo (e.g. talkative)	oOo (e.g. impatient)

3c Practise saying the words with the correct stress.

4 Choose the best alternative. If there is no difference, choose both. Write the answers in your notebook.

- Don't call your grandmother old/elderly. It's more polite to call her old/elderly.
- That new actor is really attractive/good-looking.
- My cousin is always smiling. She's a really glad/cheerful type of person.
- Your cat needs to eat more. It looks a bit slim/thin to me.
- This question is really hard/difficult.
- I'm clever/bright enough to do this exercise!

5 In your notebook, prepare a description of a famous person. You can use words from 1 and 2 and from page 6.

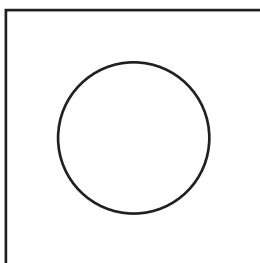
6 Work with a partner. Describe the person you chose in 5. Can your partner guess who it is?

*He's a politician. He's got short, dark hair.
He's very intelligent. He's not very old.
I think he's tall and slim.*

Is it Barack Obama?

Yes, it is.

- 1 Copy this picture onto a piece of paper. You have three minutes to draw something on it.



- 2 1.04 The activity in 1 is from a psychology magazine. The magazine gives a personality analysis for the most common things that people draw. Listen to five people explaining if they agree with the magazine's analysis. What did each one draw? Write the answers in your notebook.

Speaker 1

Speaker 2

Speaker 3

Speaker 4

Speaker 5

- 3 1.04 Listen again and identify the speaker.

Which speaker ...

	1	2	3	4	5
a	likes drawing?				
b	thinks the analysis of their personality is totally wrong?				
c	spends a long time on their favourite hobby?				
d	didn't draw what they immediately thought of?				
e	doesn't want a parent to see their picture?				
f	thinks they look attractive?				
g	understands the analysis of their personality, but doesn't agree with it?				
h	got the idea for their picture thanks to a place?				

4 What about you?

Look at your drawing in 1.

- Is it one of the things in 2? Do you agree with the personality analysis in the magazine?
- If you drew something else, what do you think the personality analysis could be?

BUZZWORD

keep it 100 – being authentic and truthful, no matter what anyone else thinks.

You don't have to like my decision. I'm going to keep it 100 and do what I feel is right.

State and action verbs

- 1a Read these sentences. Do the verbs in blue describe states and situations or do they describe actions?

- I **have** a big garden.
- I **love** warm weather.
- I **like** sitting out there.
- My picture **looks** like me.
- The flowers **smell** good.
- I **don't believe** that's true.
- I **know** why I drew a flower.
- I **think** I'm the opposite.

- 1b Read the sentences again. Are they in the present simple or present continuous? Why?

- 1c In your notebook, put the verbs from 1a in the correct lists.

- verbs of feeling and liking: , , **hate**, **want**, **prefer**, **need**
- verbs of thinking: , , , **remember**, **mean**
- verbs of the senses: , , **hear**, **see**, **taste**, **sound**, **feel**, **seem**
- verbs of possession: , **own**, **belong**

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- 2 Decide if each verb describes a state or an action. Then choose the correct alternative. Write the answers in your notebook.

- I look/am looking for my ball. Do you know/Are you knowing where it is?
- Isn't he attractive? He looks/is looking like a film star.
- My sister has got/is having a new pet.
- Jack can't speak to you at the moment. He has/is having a shower.
- Do you know/Are you knowing the answer now?
- I don't understand/am not understanding a word you're saying.
- OK, OK, don't get angry. I believe/am believing you.
- I don't like/am not liking this film. I want/am wanting to leave now.



3 In your notebook, complete the sentences with the correct form of these verbs.

feel • look • seem • smell • sound • taste

- I love this song. I think it great.
- Mmmm! What are you cooking? It delicious. I want to try it.
- What's the matter? You don't very cheerful today.
- Emma like her sister. Their personalities are very different but their appearance is almost identical.
- There's too much sugar in this coffee. It too sweet.
- Your hand is cold. It like ice!

4a In your notebook, write sentences about the items in the photos. Use one of the verbs and at least one of the adjectives in each sentence.

Verbs:

feel • look • smell • sound • taste

Adjectives:

cold • colourful • delicious • frightening
hard • horrible • loud • lovely • soft
warm • wet



4b Work in groups of three. Read your sentences but don't give the name of the items you are describing. Can your partners identify them?

I think it feels cold and wet, but I'm not sure. It looks frightening.

Is it a snake?

Yes, it is!

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

Ryan: Hi, Molly. How are you? You (a) (sound) really happy.

Molly: I am. I (b) (have) a great time.

Ryan: Where are you?

Molly: I (c) (stay) at my cousin Lily's house.

Ryan: Lily? Ah, yes. Now I (d) (remember). She's the one who (e) (have) a house near the coast.

Molly: That's right. Well, in fact, the house (f) (belong) to a good friend of my cousin. She always (g) (let) her stay when she (h) (want).

Ryan: And what exactly (i) you (do) now?

Molly: I (j) (get) the table ready for dinner. Lily (k) (cook) really well. She (l) (make) something special for tonight. It (m) (smell) great.

Ryan: Stop! You (n) (make) me hungry. Anyway, I (o) (need) to go now. Somebody (p) (call) me. I'll phone again soon.

Molly: OK.

6 In your notebook, complete these sentences about yourself and then predict your partner's answers. Compare predictions. How well do you know your partner?

You

- I think sounds great.
- I think looks really attractive.
- I usually feel on Monday morning.
- I think coffee tastes .
- I don't need to be happy.
- I believe that .
- At the weekend, I like .

Your partner

- My partner thinks sounds great.
- My partner thinks looks really attractive.
- My partner usually feels on Monday morning.
- My partner thinks coffee tastes .
- My partner doesn't need to be happy.
- My partner believes that .
- At the weekend, my partner likes .

Asking for and giving personal information

- 1 1.05 Listen to a conversation between two teenagers called Megan and Ellie on the first day of school. What are each person's hobbies? Write the answers in your notebook.

Megan: _____

Ellie: _____

- 2 1.05 In your notebook, complete the dialogue. Listen again if necessary.

Megan: Hi. You're Lucy's cousin, aren't you?

Ellie: Yes, that's right. My name's Ellie.

Megan: I'm Megan. This is your (a) _____ year at this school, isn't it?

Ellie: That's right.

Megan: Hey, you don't play (b) _____, do you? We need new players for the team.

Ellie: I play a little, but I'm not mad about basketball.

Megan: Do you play any other sports?

Ellie: Yes, I really enjoy (c) _____.

Megan: Great! What are your other hobbies?

Ellie: I love music.

Megan: Really? What kind of music?

Ellie: I like all sorts, but my favourite is (d) _____.

Megan: Now I remember! You can play the (e) _____, can't you? Lucy told me once.

Ellie: Yeah, I'm in a band. We're really (f) _____.

Megan: Do you know Josh, Josh Smith? He plays in a band, too. Come on. Let me introduce you to him ...

- 3 Work with a partner. Practise the completed dialogue in 2.

- 4 Look at the Speaking bank. We use question tags when we want somebody to confirm something. Choose the correct alternative. Write the answers in your notebook.

- We use nouns/subject pronouns at the end of question tags.
- We use auxiliary verbs and 'to be'/main verbs in question tags.
- Usually the question tag in an affirmative sentence is affirmative/negative and the question tag in a negative sentence is affirmative/negative.

SPEAKING BANK

Question tags

- You're Lucy's cousin, **aren't you?**
- This is your first year at this school, **isn't it?**
- You like rock music, **don't you?**
- You don't play basketball, **do you?**
- You can play an instrument, **can't you?**

- 5 In your notebook, complete these sentences with question tags.

- You've got a sister, _____?
- You can't play the piano, _____?
- That girl sings really well, _____?
- She's your best friend, _____?
- That boy isn't very tall, _____?
- Her dad doesn't like listening to that music, _____?
- Jamie and Becky can swim fast, _____?

- 6 Work with a partner. Read out the first part of the sentences. Your partner says the question tag.

Student A: Turn to page 156.
Student B: Turn to page 157.

She's American ...
... isn't she?

Practice makes perfect

- 7a Write down five things you think you know about your partner's free-time habits.

- 7b Ask your partner about their free-time habits. Use question tags for confirmation and to keep the dialogue going.

You like doing judo in your free time, don't you?
Yes, I do. I've got a brown belt.
It's difficult to get a brown belt, isn't it?

- 7c Work with a new partner and do another dialogue.

An informal email describing people

- 1  Read Mia's email to her e-pal, Luke. In your notebook, match the names to the people in the photo she attaches.



To: Luke <ljackson@realmail.com>

Subject: Me and my friends

Attached: My Friends.JPG (354KB)

Hi Luke,

I'm sending you a photo of me and my friends. I took it this weekend. Do you know who everybody is?

Of course, you already know that I'm the girl with long blonde hair in the middle of the photo ;-). The boy is Brad. He looks a bit tired here. He's working hard at the moment because he has exams next week. It looks like he needs a holiday. But Brad's great. He's totally mad and always makes us laugh.

The girl with red hair is Rose. She looks like an American actress in this photo! Rose is extremely clever and helps us with our maths homework.

The other girl, the one with long dark hair, is Olivia. She looks really happy here, doesn't she? She's always cheerful. In the photo, we're very near her house. We often go there at the weekend.

When you send your next email, don't forget to send me a picture of you and your friends.

All the best,

Mia





- 4 In your notebook, complete these sentences to describe people in the photo.



- 2 Read the email again and find out something about each person's personality. Write the answers in your notebook.

Brad: _____

Rose: _____

Olivia: _____

- 3 Look again at Mia's email. In your notebook, complete examples 1–3 in the Writing bank. Then, choose the correct alternative in 4–6. Write the answers in your notebook.

WRITING BANK

Descriptive language

- To describe somebody's appearance we often use the verb *look*. We can use:
 - 1 *look* + adjective (e.g. *He looks (a) _____*.)
 - 2 *look like* + noun/pronoun (e.g. *She looks like (b) _____*.)
 - 3 *look like/as if* + noun/pronoun + verb (e.g. *It looks like (c) _____*.)
- We use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions. For example, we use:
 - 4 *very*, *extremely* and *really* to make 'normal'/'extreme' adjectives (*good*, *bad*, *clever*) stronger.
 - 5 *totally*, *absolutely*, *really* and *completely* to make 'normal'/'extreme' adjectives (*fantastic*, *awful*, *mad*) stronger.
 - 6 *quite*, *a bit*, and *rather* to make 'normal' adjectives a little *softer/stronger*.

- 1 Lucy is really _____ and has got quite _____.
- 2 Josh looks _____ and is totally _____.
- 3 Eliza looks like a _____ and she is extremely _____.
- 4 Pete is a bit _____ and he looks as if _____.

Practice makes perfect

- 5a Find a photo of you with friends or family. In your notebook, write an email describing the people in the photo. Use the email in 1 as a model and include expressions from the Writing bank.

WRITING BANK ► PAGE 159

- 5b Work with a partner. Take turns to show your photo and description. Can they identify the people in your photo correctly?

- 1 Look at the box. Would any of the features be difficult for you to accept in these people?**

face piercing • a tattoo / tattoos
dreadlocks • different race
different religion • being very young / elderly

- a parent
- a friend
- a public school teacher
- a sports coach
- a family doctor
- a politician

- 2 Work in pairs. Compare your answers with a partner. Then discuss the following questions.**

- Would your parents share the same opinions? Why/Why not?
- Which of the features might be difficult to accept by a potential employer? Why?

- 3 1.06 Listen to the recording and complete the notes below. Write the answers in your notebook.**

Narrow-minded people:

- see the world .
- have a vision of the world which they .
- are unwilling to .

Broad-minded people:

- respect different .
- do not people too quickly.
- are willing new ideas and new traditions.

- 4 In your notebook, summarise in three sentences why being broad-minded can make you a happy person, using the information in 3. Then report it to your partner in Polish.**

- 5 Work in pairs. Discuss the following questions.**

- Do you agree with what the speakers say about the features of narrow-minded/broad-minded people?
- Do you know a person you would describe as broad-minded? Why?
- What shapes a person's value system and view on life: upbringing or experience?
- Do you think that you should judge someone's value system or force your own upon others? Why/Why not?

- 6 Read the leaflet and answer the questions below.**

Do you ever feel you do what others expect you to do and not what you want to do?

Do you sometimes have a problem with saying **no** when someone asks you a favour?

Do you ever think you're too shy or afraid to say what you **REALLY** think?

Do you think you should be more assertive?

If any of the above is true for you, why not take part in our workshop!

BUILD YOUR ASSERTIVENESS

Dare to dream!

Dare to say what you think!

Dare to be who you really want to be!

You will learn how to:

- recognise your own personal ambitions and dreams
- know when you should say **no** – and how to be assertive about it
- develop positive beliefs about yourself
- be ready to defend your views, goals and dreams

Join our special series of workshops for teenagers – every Saturday in October, from 10 a.m. to 2 p.m.

Which of the following will you learn more about during the workshop? Write the answers in your notebook.

- How to follow others' expectations and dreams?
- How to recognise the things that you dream of doing?
- How to plan your goals in a realistic way?
- How to refuse to do things you might not want to do?
- How to believe in yourself more?
- How to stand by your opinions and goals?

- 7 Work in groups of three. Ask and answer these questions.**

- Would you like to take part in a workshop like the one in 6? Why/Why not?
- Do you think it's possible to learn how to become more assertive from a course or workshop? Why/Why not?
- What other self-development courses and workshops might be interesting for young people?

- 8 For the next class, with a partner prepare a short presentation on different forms of self-development. Search the Internet to find offers of courses and workshops for teenagers (for example, how to be more assertive, how to cope with stress, how to communicate with people successfully, how to manage time). Include the following information:**

- what the aims of a course/workshop are;
- what skills will be developed;
- who organises it;
- how long it lasts for.

You can find *Useful expressions in presentations* on page 60 (Speaking bank)

CZŁOWIEK

Wygląd zewnętrzny

attractive (adj)	/ə'træktɪv/	atrakcyjny
bald (adj)	/bɔːld/	łysy
blonde (adj)	/blɒnd/	blond
curly (adj)	/'kɜːli/	kręcone (włosy)
cute (adj)	/kjuːt/	uroczy
dark (adj)	/dɑːk/	ciemny
fair (adj)	/feə/	jasne (włosy)
good-looking (adj)	/'gʊd'lʊkɪŋ/	atrakcyjny
long (adj)	/lɒŋ/	długi
medium-height (adj)	/'miːdiəm'haɪt/	średniego wzrostu
medium-length (adj)	/'miːdiəm'leŋθ/	średniej długości
overweight (adj)	/'əʊvə'weɪt/	mający nadwagę
pretty (adj)	/'prɪti/	ładny
short (adj)	/ʃɔːt/	niski
spiky (adj)	/'spaɪki/	nastroszone (włosy)
straight (adj)	/streɪt/	prosty
strong (adj)	/strɒŋ/	silny, mocny
tall (adj)	/tɔːl/	wysoki
thin (adj)	/θɪn/	chudy
wavy (adj)	/'weɪvi/	falujące (włosy)
well-built (adj)	/'wel'bɪlt/	dobrze zbudowany

Cechy charakteru

arrogant (adj)	/'ærəɡənt/	arogancki
bossy (adj)	/'bɒsi/	apodyktyczny
calm (adj)	/kɑːm/	spokojny, opanowany
cheerful (adj)	/'tʃɪəf(ə)l/	radosny, pogodny
clever (adj)	/'kleɪvə(r)/	zdolny, mądry
confident (adj)	/'kɒnfɪd(ə)nt/	pewny siebie
friendly (adj)	/'frendli/	przyjacielski
funny (adj)	/'fʌni/	zabawny
hard-working (adj)	/'hɑːd'wɜːkɪŋ/	pracowity
impatient (adj)	/'ɪm'peɪʃ(ə)nt/	niecierpliwy
lazy (adj)	/'leɪzi/	leniwy
nervous (adj)	/'nɜːvəs/	nerwowy
nice (adj)	/naɪs/	miły
patient (adj)	/'peɪʃ(ə)nt/	cierpliwy
quiet (adj)	/'kwaɪət/	cichy
reliable (adj)	/'rɪəɪəb(ə)l/	godny zaufania, rzetelny
selfish (adj)	/'selfɪʃ/	samolubny
serious (adj)	/'sɪəriəs/	poważny
shy (adj)	/ʃaɪ/	nieśmiały
talkative (adj)	/'tɔːkətɪv/	rozmowny, gadatliwy
tidy (adj)	/'taɪdi/	schludny
unfriendly (adj)	/'ʌn'frendli/	nieprzyjemny
untidy (adj)	/'ʌn'taɪdi/	niechlujny

Osobisty system wartości

assertive (adj)	/ə'sɜːtɪv/	asertywny
broad-minded (adj)	/'brɔːd'maɪndɪd/	tolerancyjny, o szerokich horyzontach
experience (n, v)	/'ɪk'spiəriəns/	doświadczenie
expectation (n)	/'ekspek'teɪʃ(ə)n/	oczekiwanie, wymaganie
goal (n)	/ɡəʊl/	cel
judge (v)	/dʒʌdʒ/	oceniać
narrow-minded (adj)	/'nærəʊ'maɪndɪd/	ograniczony
respect (n, v)	/'respekt/	szacunek, szanować
self-development (n)	/'self dɪ'veləpmənt/	samorozwój
upbringing (n)	/'ʌpbriŋɪŋ/	wychowanie
value system (n)	/'væljuː'sɪstəm/	system wartości
viewpoint (n)	/'vjʊː.pɔɪnt/	punkt widzenia

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

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

SYNONIMY

beautiful (adj)	/'bjʊːtəf(ə)l/	piękny
bright (adj)	/braɪt/	bystry
difficult (adj)	/'dɪfɪk(ə)lt/	trudny
elderly (adj)	/'eldəli/	w podeszłym wieku
glad (adj)	/glæd/	zadowolony
handsome (adj)	/'hæns(ə)m/	przystojny
happy (adj)	/'hæpi/	szczęśliwy
hard (adj)	/hɑːd/	trudny
intelligent (adj)	/'ɪntelɪdʒ(ə)nt/	inteligentny
old (adj)	/əʊld/	stary
outgoing (adj)	/'aʊt.gəʊɪŋ/	otwarty, towarzyski
slim (adj)	/slɪm/	szczupły
sociable (adj)	/'səʊʃəb(ə)l/	towarzyski

INNE

ability (n)	/ə'biləti/	umiejętność, zdolność
active (adj)	/'æktɪv/	aktywny
apparently (adv)	/ə'pærəntli/	widocznie, najwyraźniej
attempt (n)	/ə'tem(p)t/	próba, usiłowanie
capable of something (adj)	/'keɪpəb(ə)l əv 'sʌmθɪŋ/	(być) w stanie coś zrobić, zdolny do (czegoś)
champion (n)	/'tʃæmpɪən/	mistrz
characteristic (n)	/'kærɪktə'rɪstɪk/	cecha
coast (n)	/kəʊst/	wybrzeże
competitive (adj)	/'kəm'petətɪv/	nastawiony na rywalizację
curious (adj)	/'kjʊəriəs/	ciekaw
dare (v)	/deə(r)/	odważyć się
defend (v)	/dɪ'fend/	bronić
dreadlocks (n)	/'dred'lɒks/	dredy
feature (n)	/'fi:tʃə(r)/	cecha
first impression (n)	/'fɜːst ɪm'preʃ(ə)n/	pierwsze wrażenie
genius (n)	/'dʒɪːniəs/	geniusz
gradually (adv)	/'ɡrædʒuəli/	stopniowo
human (n)	/'hjuːmən/	człowiek
impose (v)	/'ɪm'pəʊz/	narzucać
interrupt (v)	/'ɪntə'rʌpt/	przerywać (coś)
lung (n)	/lʌŋ/	płuco
main (adj)	/meɪn/	główny
mind (n)	/maɪnd/	umysł
natural (adj)	/'nætʃ(ə)rəl/	wrodzony
outlook (n)	/'aʊt'lʊk/	pogląd
oxygen (n)	/'ɒksɪdʒ(ə)n/	tlen
particularly (adv)	/'pɑː'tɪkʊləli/	szczególnie
pose (n)	/pəʊz/	poza
progress (n)	/'prɒɡres/	postęp
prove (v)	/'pruːv/	udowadniać
race (n)	/reɪs/	rasa
tattoo (n)	/'tæːtuː/	tatuaż
talent (n)	/'tælənt/	talent
theory (n)	/'θiəri/	teoria
train (v)	/'treɪn/	trenować

Rozumienie ze słuchu

- 1   1.07 Usłyszysz dwukrotnie fragment wykładu o pierwszych wrażeniach. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyte luki 1–4 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

The power of the first impression

We (1)  first impressions very soon after seeing someone, which is a fact that can be explained by our evolutionary history. Currently, a lot of studies are concentrating on first impressions. For example, Princeton University research shows that even after some time first impressions do (2) . Another study, at Cornell University, proves that even the first impressions made after looking at people's photographs are important. If someone (3)  in our opinion, we also think they have a nice personality, for example, they seem (4) .

Rozumienie tekstów pisanych

- 2 Przeczytaj teksty na temat wyglądu zewnętrznego. W zadaniach 1–3 z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstów. Zapisz w zeszyte literę A, B albo C.

From: Pete

To: Mike

Hello Mike,

You just won't believe what happened to me yesterday. It was so funny!

- 1 I go to the cinema a few times every month, too, so imagine what happened when I was in the cinema with my brother yesterday.
- 2 Well, it turned out today that Judy has a twin sister! They look exactly the same, it's just that her sister is shyer.
- 3 You know there is a new girl in my class called Judy. She is really pretty, with long dark hair and a nice smile. She is also friendly and cheerful, and she always laughs a lot. And she is really into watching films, just like me.
- 4 Here I am, buying tickets, when I see Judy, also waiting for someone. Of course, I come up to her and say hi, but she just looks at me as if she doesn't know me ... I have to tell you I felt really strange during the film.

Of course, Judy thinks it was all very funny, but I'm not sure I agree. Anyway, beware of twin sisters :)

Pete

- 1 The correct order of the sentences in the message is
- A 1-2-4-3
 - B 3-1-2-4
 - C 3-1-4-2

←  BECCA



Hi Becca. Could you please pick me up on the way to school tomorrow? I need to wear a special costume, and have a different hairstyle and make-up for my history presentation. I wouldn't like to go to school by bus looking like a queen. I hope your mum won't mind giving me a lift. Kisses.



Amy, I'm sure my mum wouldn't mind, but I'm cycling to school for the next few days because her car is at the garage. Sorry I won't be able to help you. Why don't you ask Nick? His mum drives him to school every morning, too. I can't wait to see your presentation, I'm sure you'll look cute ;). Bye!

- 2 Both texts are about

- A school stress.
- B getting to school the next day.
- C driving a car.

TEENAGE LIFE: THE WAY YOU LOOK

FAKE IT TILL YOU MAKE IT

Have you ever heard a theory that the way your body moves may change the way you feel? I've just watched a TED talk by Amy Cuddy called 'Your body language shapes who you are.' She says – and she's a respected scientist, whose talk is based on in-depth research – that you can gain confidence and become more sure of yourself after maintaining a certain posture for a few minutes. This posture is called the power pose – you have to stand up straight, with your hands up in the air or on your hips. As a result, you 'open up' your body – and it will actually make you feel more mentally confident, too. Has anyone ever tried it? I'd really like to know if it works, as I would like to look more confident – even when I'm not feeling it.

- 3 The writer

- A is recommending the talk.
- B is asking for a scientific explanation for the theory.
- C would like to know about other people's experiences.

Znajomość środków językowych

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

- 1 X: Who's this girl with curly hair in the picture?
She  you!

Y: It's my younger cousin Alice. You're right, we are very similar.

- 2 X: Wow! You don't seem nervous at all giving presentations.
Y: Thanks. I'm practising a lot at the moment, before the final exams.
X: You better and better at it.
- 3 X: You seem quite bossy. You like telling people what to do, ?
Y: Yes, I do, but I believe I do it in a friendly way.
- 4 X: Your brother is well-built, isn't he?
Y: Yes, he is. He hard at the gym every day because he doesn't want to become overweight.
- 5 X: The new football coach is really , much more handsome than Mr. Pit.
Y: You really think so? In my opinion, he's rather plain.

4 ★ Przetłumacz na język angielski podane wypowiedzi tak, aby otrzymać zdania logiczne i poprawne gramatycznie. Wymagana jest pełna poprawność ortograficzna i gramatyczna przetłumaczonych zdań. Odpowiedzi zapisz w zeszycie.

- 1 W tym tygodniu jeżdżę do szkoły rowerem, bo jest naprawdę ciepło.
- 2 Ta potrawa dziwnie pachnie, ale smakuje bardzo dobrze.
- 3 Ona rzadko jest poważna, prawda?
- 4 Twój młodszy brat wygląda uroczo z tymi nastroszonymi włosami.
- 5 Mój brat zawsze używa mojego tabletu wtedy, kiedy ja go potrzebuję – nienawidzę tego.

Wypowiedź pisemna

5 Jesteś za granicą z wizytą u dalszej rodziny. Napisz do koleżanki z Anglii e-mail, w którym:

- wyjaśnisz, gdzie jesteś i na jak długo przyjechałeś/ przyjechałaś;
- opisziesz kuzyna/kuzynkę, którego/którą właśnie poznałeś/poznałaś;
- napiszesz, w czym jesteś podobny/podobna do kuzyna/kuzynki;
- opisziesz swoje odczucia związane z wyjazdem i wizytą u rodziny.

From:
To:
Subject:

Hi Kate,
I'm sorry I haven't written to you for so long.

That's all for now. I'll write more when I get back home.
Cheers,
XYZ

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

Wypowiedź ustna

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

Uczeń A



- 1 How do the people feel, and why do you think so?
- 2 How important is it for you to have fun when you are learning something new?
- 3 Tell us about something you were not really good at, but which you are now.

Uczeń B



- 1 Why is the man wearing a shirt and a tie?
- 2 How important is your appearance when you have to give a presentation or a speech?
- 3 Tell us about the last time you gave a speech or a presentation and how you felt about it.

✓ SELF-ASSESSMENT UNIT 1

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

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

- a I can talk about routines and what's happening now.
- b I can ask for and give personal information.
- c I can understand written and spoken texts about people's identity.
- d I can describe people's appearance and personality.
- e I can discuss different views on life.

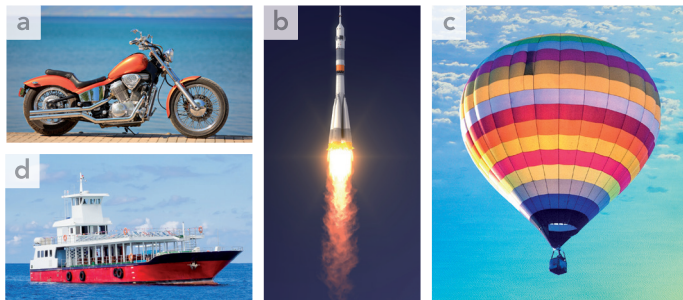
LANGUAGE CHECKPOINT ► PAGE 137

2 Travelogue

Vocabulary

Transport and travel

- 1 Work with a partner. What types of transport can you see in the photos? In your notebook, put them in the correct column.



Land transport	Air transport	Water transport
motorbike		

- 2 Work with a partner. Add these words to the columns and any others you can think of. Compare lists with another pair and add any new words. Write the answers in your notebook.

bike • coach • lorry • tram
underground/subway • van • yacht

- 3 In your notebook, complete the text with these words.

arrivals • cancel • catch • delay • departures • fare
luggage • miss • platform • return • single • ticket office

When you go to the station to (a) a train, if you don't already have a ticket, you go and buy one at the (b) . You can buy a (c) (if you're only going one way) or a (d) (if you're coming back). The (e) is more expensive when you travel first-class because it's more comfortable and you have more space. There isn't an extra cost for (f) – you can take at least two or three big bags. When you have your ticket, you need to find the (g) where your train is leaving from. If you arrive late, you may (h) your train. But sometimes there can be a (i) and your train doesn't arrive on time. And sometimes there's no train at all because they (j) it! It's important to keep looking at the information screens which show the (k) (the times that trains are coming into the station) and the (l) (the times that trains are leaving).

- 4 1.08 Listen and check your answers.

Accommodation

- 5 Match the photos to these words. Sometimes there is more than one word for a photo. Write the answers in your notebook.

bed and breakfast • campsite • caravan
hostel • hotel • motel • tent



- 6 Work with a partner. Explain the difference between these words.

- | | |
|---------------------------|-----------------|
| 1 hotel/motel | 4 tent/caravan |
| 2 hotel/hostel | 5 tent/campsite |
| 3 hotel/bed and breakfast | |

A motel is a type of hotel that's next to a big road. People usually stay there when they drive a long distance.

- 7 1.09 Listen to four recordings. Where are the people? Choose from these alternatives. Write the answers in your notebook.

bed and breakfast • caravan • hostel • hotel
motel • platform • tent • ticket office

- 1 2 3 4

- 8 Work in groups. Decide on the perfect weekend away and describe it to the rest of the class. Think about these things:

- how you travel
- where you go and where you stay
- how you get around while you are there

1 Look at the map of south-west England below. It is approximately 70 kilometres from Exeter to Plymouth. What types of public transport do you think are best for a trip like this?

2  Bill Bryson is an American travel writer. Read this Bill Bryson extract and answer the questions.



- 1 What types of transport does the writer mention?
- 2 Where does the writer go? Mark his route on the map.

3 Read the text again and, in your notebook, choose the best answers.

- 1 The writer decided to catch a train to Barnstaple because ...
 - a he didn't want to wait for a long time at the station.
 - b he really wanted to visit Barnstaple.
 - c it was the only possible place to go from Exeter.
- 2 The man at the ticket office ...
 - a didn't want to give the writer a cheap fare.
 - b didn't want to explain why the return fare was cheaper.
 - c didn't know why the return fare was cheaper.
- 3 The writer suggests that British people ...
 - a need to confirm many times that they are catching the right train.
 - b usually get on the wrong train.
 - c always leave their bags and other things on trains.
- 4 The two women at the bus station ...
 - a didn't give the writer any information.
 - b seemed surprised about where the writer wanted to go.
 - c didn't know if there were any buses to Minehead.
- 5 In the end, the writer ...
 - a decided to stay the night at a hotel.
 - b didn't get to where he wanted to be.
 - c decided to go back to Exeter after a long meal at a hotel.

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think are the author's intentions in this text – to give us facts, to give us opinions, to make us laugh or to share experience? Explain your answer.

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

6  What about you?

- 1 Do you prefer to travel by train, bus or car? Why?
- 2 Are there any unusual customs for using public transport in your country?

Notes From a Small Island

When I had eaten my sandwich, I returned to the hotel, collected my luggage, and thought: Now what? I went back to Exeter train station and looked at the television screens. I thought about catching a train to Plymouth but the next one wasn't for a couple of hours. There was, however, a train to Barnstaple leaving soon. I decided to catch that train. From Barnstaple I could catch a bus to Minehead. It seemed a great idea.

I asked the man at the ticket office for a single to Barnstaple. He told me a single was £8.80, but I could buy a return for £4.40.

'Could you explain how the fare for a return is cheaper than for a single?' I asked. 'I'm sorry but I can't, sir,' he answered honestly.

I went to the correct platform and I sat down. The platform televisions weren't working and I couldn't understand the announcements. Every time there was a new arrival, I had to get up and ask which train it was. For the benefit of foreign readers, I should explain that there is a certain ritual at British train stations. Even though you have heard the conductor tell the person in front of you that this is the Barnstaple train, you still have to say: 'Excuse me, is this the Barnstaple train?'

When he tells you that the large object next to you is indeed the Barnstaple train, you have to point to it and say: 'This one?' Then when you board the train you must additionally ask the people already there: 'Is this the Barnstaple train?'

Most people will say that they think it is, except for one man who will look worried and quickly pick up all his things and get off the train. Always take that person's seat as they may leave a bar of chocolate.

It took over an hour and a half to travel the thirty-eight miles to Barnstaple. When I arrived I went into the bus station. Two women were sitting in the ticket office. I asked them about buses to Minehead, approximately thirty miles east. They looked at me as if I'd asked for a ticket to Tierra del Fuego. After they had explained that there were no buses to Minehead that afternoon, I thanked them and left. I tried to think what to do next. I went to a hotel and ordered a tuna sandwich and a cup of coffee. While I was eating my sandwich, I took out my timetable and saw that I had twenty-three minutes to eat my sandwich, drink my coffee, and walk back to the railway station to catch a train to Exeter, where I could start again. That was exactly what I did.

BUZZWORD

manspreading – when a man sits on public transport with his legs spread wide in order to take up as much space as possible and prevent others from sitting next to him

Manspreading is banned on public transport in Madrid.

Past simple, past continuous and past perfect

1a Read the sentences. Which tenses are the verbs in?

- When I **had eaten** my sandwich, I **returned** to the hotel.
- I **went** to the correct platform and I **sat** down.
- While I **was eating** my sandwich, I **took** out my timetable.

1b Complete the rules with **past simple, past continuous or past perfect**. Then match a–c with each rule. Write the answers in your notebook.

- We use the to talk about actions that happened before another action in the past.
- We use the to describe finished actions or situations in the past, or to say that one thing happened after another.
- We use the to talk about activities in progress at a moment in the past, to describe scenes in a story or description, or to talk about an activity in progress in the past that is interrupted by another action.

1c In your notebook, rewrite these sentences, first in the negative form and then in the question form.

- He sat down.
- He was eating his sandwich.
- He had eaten his sandwich.

GRAMMAR REFERENCE ► PAGE 138

2a In your notebook, complete the sentences with the past simple or past continuous form of these verbs.

buy • catch • hear • look • ride
shine • snow • wait

- When I left home this morning, the sun .
- I the bus at 8.45.
- While I my bike to school this morning, I saw an accident.
- When we arrived at the station, a lot of people to buy tickets.
- She her ticket and got on the train.
- Somebody stole his passport while he for something in his luggage.
- There was a delay with the plane because it very hard.
- As she was leaving the shop, she somebody call her name.

2b Look at the words **while** and **as** in sentences 3, 6, and 8 in 2a. Do they usually go with the past simple or past continuous?

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

- I fell asleep while I watched/was watching the film.
- The teacher called me back as I left/was leaving the classroom.
- The head teacher came/was coming in while we were doing the exam.
- As we drove/were driving to the airport, I realised I didn't have my passport.
- While you shopped/were shopping, three people called for you.
- She met/was meeting one of her friends while she was taking the dog for a walk.
- As we talked/were talking, I realised that I'd met her before.
- They didn't speak while they did/were doing their homework.

4 Look at the example. In your notebook, write explanations in the past perfect for each of the situations.

- Why was she crying? **miss the plane**
Because she had missed the plane.
- Why couldn't he find his bike? **somebody steal it**
- Why did they buy a new car? **have the old one for 15 years**
- Why were you scared of flying? **never fly before**
- Why was everything white in the morning? **snow the night before**
- Why didn't she pass her exam? **not study much**
- Why didn't he board the plane? **lose passport**
- Why didn't Alex have any money? **spend it**
- Why did she miss the bus? **not leave on time**



Phrasal verbs connected with travel

1 Look at these sentences. Match the phrasal verbs in **yellow** with the definitions below. Write the answers in your notebook.

- We **got on** the first train that came but we **got off** when we realised it was the wrong one.
- When all passengers are in their seats, the plane can **take off**.
- She **got into** the car and drove to the station. When she arrived she **got out of** the car and locked it.
- This bus is really old. I think it's going to **break down** any minute.
- Excuse me. Can you tell me what time the London train **gets in**? I'm meeting somebody on it.
- They **checked in** their bags and went through passport control.
- That was a long journey. We **set off** at 7 o'clock this morning and only arrived at 10 pm.
- I'm tired of working. I want to **get away** for a few weeks, maybe go to the beach.

- start a journey
- enter/leave (a train, bus, boat, plane)
- go somewhere different to have a rest or holiday
- arrive
- show your ticket/give your bags to an official at an airport
- stop working (for a motor or type of transport)
- enter/leave (a car)
- start flying

2a  Look at these sentences. Think about the words in **yellow**. When are they verbs and when are they nouns?

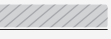
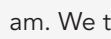
- We need to **check in** at 7 o'clock.
- Here's the **check-in** desk.
- What time does the plane **take off**?
- What time is **take-off**?
- The car didn't **break down**.
- There is a car **breakdown** service.

2b  1.10 Listen to the sentences. Which part of the phrasal verb do we usually stress? Which part of the noun do we stress?



3 In your notebook, complete the text with these words.

away • down • in • into • off (x 2) • on • out of

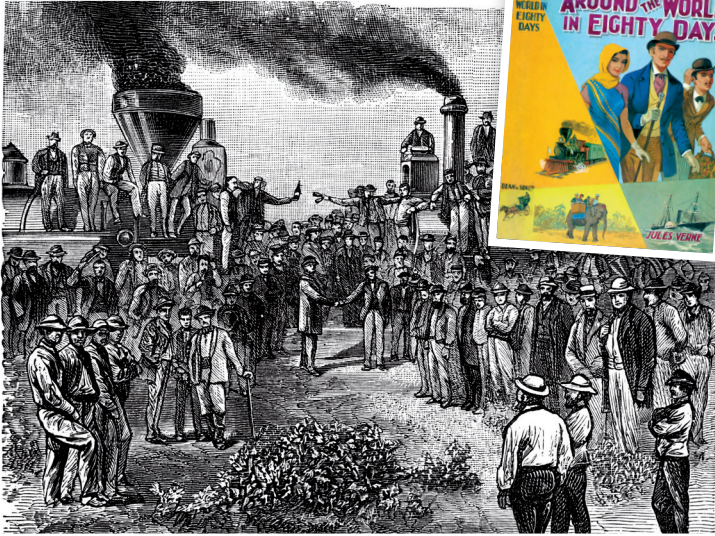
Last week my brother and I decided to get (a)  for the weekend and go to Brighton. We set (b)  early, at 6.30 am. We got (c)  my mum's car first because she had offered to take us to the station. The only problem was that her car is getting old and it broke (d)  five minutes from the station. We got (e)  the car, collected our luggage, and ran to the station so that we didn't miss the train. The train was at the platform when we arrived. We got (f)  the train and found our seats. The train arrived at Brighton station on time – we got (g)  at 11 am. We took our luggage and got (h)  the train. The only problem we had with transport all weekend was mum's old car!



4a In your notebook, prepare notes about a journey that was special to you. Use some of these questions to help you. Include as many phrasal verbs from 1 as possible.

- Where was the journey to?
- How did you travel?
- When was it?
- Who went?
- Who had chosen the destination?
- How had you prepared for the journey?
- What special thing(s) happened on the journey?
- What were you doing when these things happened?
- How did the journey end?
- How did you feel about what had happened?

4b  Work in small groups. Tell each other about your journey.



1 Work with a partner. Guess the answers to these questions.

- 1 What nationality was the first person to travel around the world?
 - a Portuguese
 - b Spanish
 - c British
- 2 How long did it take them to travel around the world?
 - a about three years
 - b about one year
 - c about three months
- 3 Before trains, planes and cars, how long did it take to cross the US?
 - a a year and a half
 - b a year
 - c half a year
- 4 What made it easier and faster to travel around the world in 1869?
 - a the opening of the Suez Canal
 - b the invention of the aeroplane
 - c the invention of the passport

2 1.11 Listen to an expert talking about travelling around the world. What answers does she give for the questions in 1? Write the answers in your notebook.

3 1.11 There are six mistakes in this text about 'around the world' travel. Listen again and write the corrected sentences in your notebook.

- The first person to travel around the world was Elcano and the 20 other people who survived the expedition. They began their journey in 1522.
- Jules Verne wrote *Around the World in 80 Days* in 1870. He got the idea for writing the novel from a real journey made by George Francis Train. Train was an engineer who worked on the Union Pacific Railroad. After they had built the railroad, you could cross the US in about 14 days.
- Before 1869, ships had to pass round the bottom of Africa. This was fast. But the problem was that it was dangerous.
- In 1995 a plane flew around the world in just over two days.

used to

1a Read the sentences and then match the correct halves of the rules. Write the answers in your notebook.

Sentences

- 1 It **used to** take years to travel around the world.
- 2 Sailors **didn't use to** have an alternative.
- 3 **Did it use to** take much longer?
- 4 People **usually** say that.
- 5 They **arrived** back home in 1522.

Rules

- 1 We use **used to** to talk about 
 - 2 We use the past simple to talk about 
 - 3 We use the present simple and **usually** to talk about 
- a present habits.
b past habits that do not happen now.
c single actions in the past.

1b What is the negative and question form of this sentence?

They used to travel by horse across the US.

GRAMMAR REFERENCE ► PAGE 138

2 In your notebook, complete the sentences with the correct form of used to.

- 1 Transport  be much slower three hundred years ago.
- 2  people  think unicorns existed?
- 3 They  wear jeans in the thirteenth century.
- 4 A long time ago people  believe that the Sun went around the Earth.
- 5 In England in 1600 most children from poor families  go to school.
- 6  people  drive cars in 1750?
- 7 Before TV, people  listen to the radio.
- 8  people  travel by train and ship before the invention of the aeroplane?
- 9 Fifty years ago, people  have mobile phones.
- 10 It  be important to know how to ride a horse.

3 Decide if the sentences describe a past habit, a single action in the past, or a present habit. Then complete the sentences with the correct form of *used to*, the past simple or the present simple. Write the answers in your notebook.

- 1 My friend (go) to Brazil to see the World Cup in 2014.
- 2 We (go) to school by car when we were younger, but now we walk.
- 3 She usually (cycle) to school, but yesterday she caught the bus.
- 4 I (not/like) classical music when I was small but now I love it.
- 5 They (play) football on Wednesdays, but now they play basketball.
- 6 I (not/go) to the cinema at the weekend because it was too expensive, but now I go every Saturday.



4 Look at the scene showing life in the Wild West in 1870. Find eight historical mistakes in the picture and, in your notebook, write as many sentences as possible, affirmative and/or negative.

*They used to travel long distances by horse.
They didn't use to fly.*

would

5 Read the sentences and then choose the correct alternative. Write the answers in your notebook.

- 1 In the past, they **would** sail round the Cape of Good Hope.
 - 2 In the past, they **used to** sail round the Cape of Good Hope.
 - 3 It **used to** be dangerous.
 - 4 It **would** be dangerous. ✗
 - 5 In the past, they **wouldn't** fly. ✗
- a We can/can't use *would* to talk about past habits.
b We can/can't use *wouldn't* to talk about past habits.
c We can/can't use *would* to talk about past actions.
d We can/can't use *would* to talk about past situations and states.

6 In your notebook, replace *used to* with *would* in these sentences when possible.

- 1 I used to go on holiday with my grandparents.
- 2 They used to swim at the weekend.
- 3 We didn't use to travel far.
- 4 I used to have a white bicycle.
- 5 My dad used to work on Saturdays.
- 6 She used to have really long hair.

7a **Work in groups of three. In your notebook, make notes with *would* and *used to* about how life was different in your country fifty years ago. Think about these topics.**

- | | |
|------------------|-------------|
| 1 Transport | 4 Work |
| 2 Food and drink | 5 Health |
| 3 Entertainment | 6 Education |

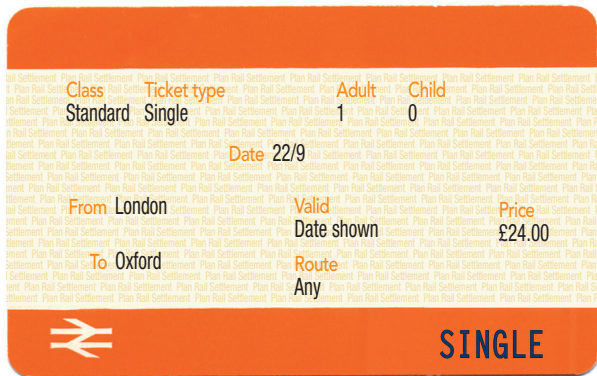
7b Report back to the class with your ideas.

Travel would take much longer than now. Fifty years ago people didn't use to fly much.

Asking for information

1 Look at this train ticket from the UK and complete the information in your notebook.

- Place of departure
- Destination
- When travelling
- Number of people travelling
- Single/Return?
- First class/Standard?
- Price



2 1.12 Listen to a conversation between a girl and a ticket agent. Choose the correct alternative and complete the missing details. Write the answers in your notebook.

- Destination: Cambridge/Canterbury
- When travelling: Today/Tomorrow
- Time of departure: 3.55 pm/6.05 pm
- Travel details: Direct train/Change trains
- Details: Single/Return
- Price: £31/£41
- Payment: Cash/Debit card
- Platform: 8/9

3 1.12 Listen again. In your notebook, write down the expressions in the Speaking bank that you hear.

SPEAKING BANK

Making polite requests for information

- Can/Could you tell me (the times of trains to ...)?
- Can/Could you tell me (which platform it is)?
- Can/Could you tell me (if the train leaves now)?

Asking for clarification

- Pardon?
- Could you repeat that, please?
- Sorry, I didn't catch that.
- Sorry, I missed that.

4 In your notebook, make these requests for information more polite using the expressions in the Speaking bank.

How much is a return?

Could you tell me how much a return is?

- Is it possible to pay by debit card?
- What is the cheapest fare?
- Is it a direct train?
- What time is it?
- What time does the train arrive?

5 Work with a partner. Prepare a dialogue using the guide below.

Ticket officer: Offer to help the customer.

Customer: Ask for the times of trains to Newcastle.

Ticket officer: Give the time of the next train.

Customer: Ask if the train is direct.

Ticket Officer: Say yes.

Customer: Ask for a ticket.

Ticket Officer: Ask if the customer wants a single or return.

Customer: Say you want a return and say when you want to come back.

Ticket Officer: Give the price.

Customer: Ask how to pay.

Ticket Officer: Reply.

Customer: Find out the platform number.

Ticket Officer: Reply and say goodbye.

Practice makes perfect

6 Work with a partner. Prepare another dialogue. Remember to be polite and to ask for clarification by using expressions from the Speaking bank.

Student A: You are in the UK and you want to buy a train ticket. Look at page 156 for information about the ticket you want to buy.

Student B: You work in the ticket office. Look at page 156 for information about different trains. Begin the conversation: *Good morning. Can I help you?*



A blog post

- 1  **Work with a partner. Imagine your dream holiday. Where would you like to go? What would you like to do there? How would you like to travel? Talk about your different ideas.**
- 2  **Read Ryan's blog post about his dream holiday. What do you think of his holiday?**
- 3 **Read the blog again. What did Ryan say about ...**
 - 1 the journey?
 - 2 the Wild Wadi Water Park?
 - 3 the Dubai Mall?
 - 4 skiing?
- 4 **In your notebook, complete the examples in the Writing bank with words from the blog.**

WRITING BANK

Useful words and expressions to give emphasis

Here are some ways of giving emphasis to what we write, to make our writing more interesting.

- We can use *What* + (adjective) + noun!, e.g. *What a (a) !, What a beautiful day!*
- We can use *so* + (adjective) or *such* + (adjective) + noun, e.g. *The flight there was so (b) , We had such (c)   there.*
- We can use *do* and *did* in affirmative sentences, e.g. *I (d)   the Dubai Mall.*

5 In your notebook, make these sentences more emphatic by using the word given.

- 1 It's a busy city. (What)
- 2 The flight was great. (such)
- 3 We were tired when we arrived. (so)
- 4 I love New York. (do)
- 5 We had a good time. (did)
- 6 We were happy to get back. (so)
- 7 It's a great holiday. (What)
- 8 It's a fantastic place for shopping. (such)

6 Think of an amazing holiday destination and, in your notebook, make notes for a blog post about your holiday there. Use these questions to give you ideas.

- 1 Where did you go?
- 2 What type of accommodation did you stay in?
- 3 How did you get there?
- 4 Did anything good or bad happen during your journey there?
- 5 What was the place like? Why did you like it?
- 6 What did you do there?
- 7 What was your favourite moment and why?



MY DREAM HOLIDAY!

Yesterday we left Dubai. Wow! What a brilliant place! We had such a great time there. I hope I can go back one day.

The flight there was so long! It took about seven hours. But my brother Ben and I watched a couple of films and played video games the whole time.

There were lots of things to do in Dubai. I think my favourite moment was when we went to the Wild Wadi Water Park. We spent hours there trying all the different rides and attractions. When we'd finished, we went shopping. The Dubai Mall is one of the biggest shopping centres in the world. I don't usually like shopping centres, but I did like the Dubai Mall. It had an amazing aquarium, and there was a spectacular show in the evening with fountains and music.

Apart from that, we went to the beach, we had a hot-air balloon trip in the desert and we even skied in Dubai's enormous indoor snow park! We didn't go up the world's tallest tower because we didn't have time.

And now we're here in Doha, another amazing place! We're setting off for the Singing Sand Dunes tomorrow. I'll tell you all about it in my next post.

Practice makes perfect

7 Look at the task below. Use your notes from 6 to write your blog post. Use the expressions in the Writing bank to add emphasis and interest.

Yesterday you came back from your dream holiday. Write a blog post about it. Write about:

- where you went and where you stayed
- what happened on the journey
- what the place was like
- what you did
- what the best moment was

WRITING BANK ► PAGE 159

BUZZWORD

staycation – a holiday in which you stay at home and visit places near to where you live, or a holiday in your own country

I'm sure I'm going to enjoy my summer staycation. There's lots to do in my hometown.

1 Work in groups of three. Talk about why some people don't travel abroad. Use the following ideas or some of your own.

- They feel more comfortable at home.
- They think travelling is too expensive.
- They haven't got enough time.
- They don't have any travel companions.
- They think travelling is not safe.
- They think travelling isn't good for the environment.

2 1.13 Listen to the recording and decide which of the following is a fact and which is the speaker's opinion. Write the answers in your notebook.

- 1 Travel has become a way to discover yourself.
- 2 Large numbers of tourists are good for the French economy.
- 3 There are long queues to visit the Eiffel Tower.
- 4 More than 20 million tourists visited Venice in 2017.
- 5 You don't have to go abroad to become open-minded.

3 Work in pairs. Discuss which options you would choose in the possible situations that can happen while on holiday abroad.

- 1 You get lost in an unknown town/city. What do you do?
 - a ask a passer-by for directions
 - b consult a paper map/guidebook for directions
- 2 You are infected by an unknown disease. What do you do?
 - a take the medicine you packed before leaving
 - b look for the nearest health centre/hospital on the Internet
- 3 Your passport gets stolen. What do you do?
 - a go to the nearest police station
 - b phone the Polish embassy to ask for help

4 Read the information on a website devoted to travel apps and answer the questions that follow in your notebook. More than one answer is possible.

SEARCH

Home Choose your best travel app

A Locally Minded

- tips on the best neighbourhoods to stay in, how to get around, where to eat and shop locally
- people who actually live there; any local resident can contribute online
- up-to-date information



B History Maniac

- historical information about well-known and less known places; anecdotes about past residents
- historians, history teachers, tour guides and local residents passionate about the area
- in-depth information



C Hot Spots

- reviews of top tourist attractions, best restaurants and cultural and sports events
- experienced travellers; lifestyle bloggers
- good recommendations



D Travel Emergency

- information and contact details for a range of emergency situations (lost documents/luggage, an illness, an accident, etc.)
- national and local governments/services
- handy information



In which app(s) can you find:

- 1 recommendations for where to enjoy local cuisine?
- 2 information about an athletics competition?
- 3 updates provided by people living in the area?
- 4 facts about famous people who lived in the area in the past?
- 5 advice on how to deal with unexpected situations?
- 6 information about concerts?
- 7 knowledge provided by experts?

5 In your notebook, complete the message below with the information from the website in 4.

Kasiu,

Znalazłem cztery apki, które mogą nam się przydać na wycieczkę do Pragi. W jednej z nich, Locally Minded, znajdują się informacje zamieszczane przez (1) danego miasta. Są tam wskazówki, gdzie się zatrzymać, jak poruszać się po mieście, gdzie można zjeść i (2) lokalne produkty. Hot Spots jest trochę podobna, ale ta jest tworzona przez (3) , nie tylko przez mieszkańców. Ciebie pewnie najbardziej zacieka History Maniac, w której znajdziesz informacje o historii atrakcji turystycznych i anegdoty o ich (4) mieszkańcach. Czwarta apka zawiera wskazówki, jak sobie radzić z (5) w trakcie podróży.

Daj znać, co o nich myślisz.

Tomek

6 For the next class, prepare a short presentation with some information about a tourist sight in your area which you would like to place in one of the apps in 4, and which might be interesting for tourists visiting the area. Include the following:

- the app you would include your information in and why;
- present your information;
- decide what type of tourist would find it interesting;
- explain why it might be interesting.

You can find *Useful expressions in presentations* on page 60 (Speaking bank)



PODRÓŻOWANIE I TURYSTYKA

Środki transportu; podróżowanie

arrivals (n)	/ə'raɪv(ə)lz/	przyjazdy, przyloty
bike (n)	/baɪk/	rower
cancel (v)	/ˈkæns(ə)l/	odwołać
catch (v)	/kætʃ/	złapać
coach (n)	/kəʊtʃ/	autokar
delay (n)	/dɪ'leɪ/	opóźnienie
departures (n)	/dɪ'pɑːtʃəz/	odjazdy, odloty
fare (n)	/feə(r)/	opłata za przejazd
ferry (n)	/ˈferi/	prom
hot-air balloon (n)	/ˌhɒt,eə bæ'luːn/	balon wypełniony gorącym powietrzem
lorry (n)	/ˈlɒri/	ciężarówka
luggage (n)	/ˈlʌɡɪdʒ/	bagaż
miss (v)	/mɪs/	spóźnić się (np. na pociąg)
motorbike (n)	/ˈməʊtə,balk/	motocykl
platform (n)	/ˈplætfɔːm/	peron
return (n)	/rɪ'tʃːn/	bilet powrotny
rocket (n)	/ˈrɒkɪt/	rakieta
single (n)	/ˈsɪŋɡ(ə)l/	bilet w jedną stronę
spaceship (n)	/ˈspeɪsʃɪp/	statek kosmiczny
subway (n)	/ˈsʌb,weɪ/	metro (Am)
ticket office (n)	/ˈtɪkɪt ˌɒfɪs/	kasa biletowa
tram (n)	/træm/	tramwaj
underground (n)	/ˈʌndə,graʊnd/	metro (Br)
van (n)	/væn/	furgonetka
yacht (n)	/jɒt/	jacht

Baza noclegowa

bed and breakfast (n)	/ˌbed ən(d)'brekfəst/	pensjonat oferujący nocleg ze śniadaniem
campsite (n)	/ˈkæmp,sait/	pole namiotowe
caravan (n)	/ˈkærəvæn/	przyczepa kempingowa
hostel (n)	/ˈhɒst(ə)l/	schronisko
hotel (n)	/həʊ'tel/	hotel
motel (n)	/məʊ'tel/	motel
tent (n)	/tent/	namiot

Wycieczki, zwiedzanie

abroad (adv)	/ə'brɔːd/	za granicę
directions (n)	/dɪ'rekʃ(ə)nz/	wskazówki
embassy (n)	/ˈembəsi/	ambasada
get around (v phr)	/ˌget ə'raʊnd/	poruszać się
get lost (v phr)	/ˌget 'lɒst/	zgubić się
guidebook (n)	/ˈgaɪd,bɒk/	przewodnik (książka)
local resident (n)	/ˌləʊk(ə)l 'rezɪd(ə)nt/	okoliczny mieszkaniec
neighbourhood (n)	/ˈneɪbə,hʊd/	okolica, dzielnica
passer-by (n)	/ˌpɑːsə'baɪ/	przechodzień
queue (n)	/kjuː/	kolejka
tour guide (n)	/ˈtʊə ,gaɪd/	przewodnik (osoba)
tourist attraction (n)	/ˈtʊərɪst ə'trækʃ(ə)n/	atrakcja turystyczna
travel companion (n)	/ˈtræv(ə)l kəm,pænjən/	towarzysz podróży
traveller (n)	/ˈtræv(ə)l(ə)r/	podróżnik

Wypadki w podróży

accident (n)	/ˈæksɪd(ə)nt/	wypadek
disease (n)	/dɪ'ziːz/	choroba
emergency (n)	/ɪ'mɜːdʒ(ə)nsi/	nagły wypadek
health centre (n)	/ˈhelθ ,sentə(r)/	ośrodek zdrowia
illness (n)	/ˈɪlnəs/	choroba
infect (v)	/ɪn'fekt/	zakazić, zarażać
medicine (n)	/ˈmed(ə)s(ə)n/	lekarstwo
services (n)	/ˈsɜːvɪsɪz/	służby

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

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

CZASOWNIKI FRAZOWE

break down (v phr)	/ˌbreɪk 'daʊn/	popsuć się
check in (v phr)	/ˌtʃek 'ɪn/	zgłosić się do odprawy
get away (v phr)	/ˌget ə'weɪ/	wyrwać się
get in (v phr)	/ˌget 'ɪn/	przyjeżdżać
get into (v phr)	/ˌget 'ɪntə/	wsiadać (np. do samochodu)
get off (v phr)	/ˌget 'ɒf/	wysiadać (np. z pociągu)
get on (v phr)	/ˌget 'ɒn/	wsiadać (np. do pociągu)
get out of (v phr)	/ˌget 'aʊt əv/	wysiadać (np. z samochodu)
set off (v phr)	/ˌset 'ɒf/	wyruszać
take off (v phr)	/ˌteɪk 'ɒf/	startować (o samolocie)

INNE

announcement (n)	/ə'naʊnsmənt/	ogłoszenie
apartment (n)	/ə'pɑːtmənt/	mieszkanie, kwatery
approximately (adv)	/ə'prɒksɪmətli/	około, w przybliżeniu
collect (v)	/kə'lekt/	odebrać
conductor (n)	/kən'dʌktə(r)/	konduktor
cycle lane (n)	/ˈsaɪk(ə)l ,leɪn/	ścieżka rowerowa
destination (n)	/ˌdestɪ'neɪʃ(ə)n/	cel podróży
eco-friendly (adj)	/ˌiːkəʊ'frendli/	ekologiczny
exactly (adv)	/ɪg'zækt(ə)li/	dokładnie
exchange (n, v)	/ɪks'tʃeɪndʒ/	zamiana, zamieniać się
expedition (n)	/ˌekspə'dɪʃ(ə)n/	wyprawa, ekspedycja
foreign (adj)	/ˈfɒrɪn/	zagraniczny
handy (adj)	/ˈhændi/	przydatny, praktyczny
historical (adj)	/hɪ'stɒrɪk(ə)l/	historyczny
holidaymaker (n)	/ˈhɒlɪdeɪ,meɪkə(r)/	wczasowicz
honestly (adv)	/ˈɒnɪs(t)li/	szczerze
in advance (adv phr)	/ɪn əd'vɑːns/	z wyprzedzeniem
indoor (adj)	/ɪn'dɔː(r)/	kryty (np. basen)
in-depth (adj)	/ɪn'depθ/	dogłębny, szczegółowy
journey (n)	/ˈdʒɜːni/	podróż
location (n)	/ləʊ'keɪʃ(ə)n/	lokalizacja, położenie
low-cost (adj)	/ˌləʊ'kɒst/	tani
meal (n)	/miːl/	posiłek
offer (n)	/ˈɒfə(r)/	oferta
order (v)	/ˈɔːdə(r)/	zamawiać
owner (n)	/ˈəʊnə(r)/	właściciel
rack (n)	/ræk/	stojak (np. na rowery)
reach (v)	/riːtʃ/	docierać do (czegoś)
receptionist (n)	/rɪ'sep(ə)nɪst/	recepjonista
recommendation (n)	/ˌrekəmen'deɪʃ(ə)n/	rekommendacja
rent (v)	/rent/	wynajmować
reservation (n)	/ˌrezə'veɪʃ(ə)n/	rezerwacja
ritual (n)	/ˈrɪtʃuəl/	rytuał
route (n)	/ruːt/	trasa
sail (v)	/seɪl/	popłynąć
sightseeing (n)	/ˈsaɪt,sɪːɪŋ/	zwiedzanie
spectacular (adj)	/ˌspek'tækjələ(r)/	widowiskowy
standard class (n)	/ˈstændəd ,klaːs/	druga klasa (o bilecie)
station (n)	/ˈsteɪʃ(ə)n/	dworzec
swap (n, v)	/swɒp/	zamiana, zamieniać się
timetable (n)	/ˈtaɪm,teɪb(ə)l/	rozkład jazdy
tourist (n)	/ˈtʊərɪst/	turysta
tourist information office (n)	/ˈtʊərɪst ɪnfə'meɪʃ(ə)n ˌɒfɪs/	biuro informacji turystycznej
upstairs (adv)	/ʌp'steəz/	na górze/piętrze
up-to-date (adj)	/ˌʌptə'deɪt/	aktualny, bieżący
vacancy (n)	/ˈveɪkənsi/	wolny pokój

Rozumienie ze słuchu

1  **1.14 Usłyszysz dwukrotnie sześć tekstów. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zapisz w zeszycie literę A, B albo C.**

- Where are the boys talking?
A at a coach station
B in a park
C at a railway station
- Why does the woman feel frustrated?
A She doesn't understand why people go to particular locations.
B She doesn't like popular tourist places.
C She can't appreciate art because many museums and galleries are overcrowded.
- When is the woman leaving the message?
A at 6.00 pm B at 5.45 pm C at 6.45 pm
- The most used airport is in
A Atlanta B Dubai C London
- What is the man's job?
A a hotel receptionist
B the owner of a bed and breakfast
C an employee in a tourist information office
- Why is Peter phoning his mum?
A To apologise for being late for dinner.
B To inform her he will be late for dinner.
C To tell her a funny story about his train being late.

Rozumienie tekstów pisanych

2 Przeczytaj tekst. Odpowiedz na pytania 1–5 zgodnie z treścią tekstu. Odpowiedzi w języku angielskim zapisz w zeszycie.

TRAVELLING BLOG

LIVE LIKE A LOCAL, NOT LIKE A TOURIST

If, unlike many tourists and holiday-makers, you don't like staying in hotels, either because they are too anonymous, too expensive, the rooms are not big enough, or you'd simply like to have your own cooking facilities, read on. Of course, you can always rent an apartment, but you are still going to feel like a tourist. However, if you want to have it all and live in the real neighbourhood, why not try home exchange?

Home exchange, also called home swap, consists of staying in someone else's house or apartment, while they stay in yours. After joining the scheme, you register your house or apartment, and look for offers from anywhere in the world. If you find an apartment or a house in the place you want to visit, you contact the owners and send them your offer, and if someone is interested, you simply swap places.

Home exchange is popular among families who need a lot of space for children to play in and a regular kitchen, but it's also good for people travelling with

their dogs and cats, which are not always welcome in hotels or holiday apartments.

Home exchange is free – the only cost is the subscription fee. You are also free to swap homes for as long as you like – you can swap homes just for the weekend or for a whole month. The best thing of all is that you get to see what a place is really like to live in by becoming one of the locals.

- What do some people miss in their hotel rooms?
- Where are the people who participate in home exchange from?
- Why is home exchange popular among pet owners?
- How much does home exchange cost?
- What's the most attractive feature of home swap in the writer's opinion?

Znajomość środków językowych

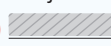
3 Co byś powiedział/powiedziała w każdej z opisanych sytuacji (1–5)? Odpowiedzi zapisz w zeszycie.

- Kolega pyta Cię, czy dojeżdżasz do szkoły rowerem. Odpowiedz, że kiedyś dojeżdżałeś/dojeżdżałaś rowerem, ale teraz jeździsz autobusem, bo mieszkasz za daleko.
- Jesteś na dworcu kolejowym. Zapytaj w informacji, o której odjeżdża następny pociąg do Warszawy.
- Kolega pyta Cię, dlaczego nie odebrałeś/odebrałaś wczoraj telefonu od niego. Odpowiedz, że oglądałeś/oglądałaś film w kinie, kiedy dzwonił.
- Poproś o ulgowy bilet powrotny do Krakowa na następny dzień.
- Siostra pyta Cię, dlaczego wczoraj wieczorem byłeś smutny / byłaś smutna. Powiedz jej, że dlatego, że nie zdałeś / nie zdałaś egzaminu na prawo jazdy.

4 ★ Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, tak aby otrzymać logiczny i gramatycznie poprawny tekst. Zapisz w zeszycie odpowiedź A, B, C albo D.

HOP ON A BIKE AND GO FOR A RIDE

If Europe is your holiday destination, there is no better way of getting around than by bike. It is both low-cost and eco-friendly. Parking a bike is easier than parking a car and you can often reach places where you wouldn't be able to get to (1) . In many European cities, cycling has become a part of daily life, and they now possess an extensive network of cycle paths.

Some of the best places for riding are in Denmark, the Netherlands and Belgium. When I visited Amsterdam last year, I (2)  everywhere by bike – just like many of the city's residents who (3)  to work or simply for pleasure. You can get around the whole city and ride along the canals

without any problem. By the way, I think I've never seen such a big bike rack, where you could park your bike, as the one I saw in front of Amsterdam Central Station, the main railway station in the city! I (4)  sightseeing on foot, but in cities as big as Amsterdam a bike is a much better option.

- 1 A by car B by a car C out of a car D into a car
- 2 A was going B went C had gone D used to go
- 3 A are riding B rode C ride D were riding
- 4 A was going B had done C am doing D used to go



Wypowiedź pisemna

5 Byłeś/Byłaś z kolegami na krótkiej wycieczce w nieznanym Ci dotąd miejscu w Polsce. Podziel się swoimi wrażeniami na blogu.

- Wyjaśnij, gdzie byliście i dlaczego wybraliście to miejsce.
- Opisz, gdzie mieszkaliście i z jakich środków transportu korzystaliście.
- Napisz, co Ci się w tym miejscu podobało i jakie atrakcje tam widzieliście.
- Zachęć czytelników do odwiedzenia tego miejsca.

Home

Categories

Contact

November 6, 2018

Hello,

I'd like to tell you about a trip which I took with my friends to an amazing place in Poland.

(...)

Read more

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

Wypowiedź ustna

6 Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedźcie na pytania.

Twoja rodzina lubi spędzać wakacje aktywnie. Szukasz oferty wakacji, na które moglibyście pojechać. Masz do wyboru trzy propozycje biur podróży.

- Wybierz tę, która byłaby według Ciebie najlepsza, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



Uczeń A

- 1 What is more important when you are travelling, the places you visit or the people you travel with? Why?
- 2 Some people say that you can never truly relax at home, and that you need to get away to do so. How much do you agree with this opinion?

Uczeń B

- 3 Is it a good idea to learn about the places you are going to visit in advance? Why/Why not?
- 4 What are the advantages of travelling on your own?

✓ SELF-ASSESSMENT UNIT 2

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

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

- a I can talk about past events, situations and habits.
- b I can talk about trips and travel.
- c I can understand written and spoken texts about journeys.
- d I can ask to buy a train ticket at a station.
- e I can write a blog post about a dream holiday.
- f I can talk about the advantages and disadvantages of travelling abroad, about sightseeing and about holiday mishaps.

3 City to city

Vocabulary

Cities and houses

- 1 **Work with a partner. In your notebook, match the photos below to these words. There is one word you do not need.**



bungalow • cottage • detached house
flat/block of flats • semi-detached house
terraced house

- 2 **1.15 Listen, check and repeat.**

- 3 **Go round the class. Each person must say a typical room in a flat or a house. How many rooms can you name?**

Student A: *bedroom*

Student B: *kitchen*

- 4 **Work with a partner. Tell them what type of house you live in and describe it.**

I live in a terraced house. It's got three bedrooms.

- 5 **Talk about the photos. Use these words.**

city centre • factory • inner city • outskirts • port
skyscraper • square • suburbs • town hall



- 6 **Which word in 5 describes ...**

- an area of water where ships stop, and the buildings around it?
- an area near the centre of a big city, traditionally poorer?
- the part of a city where there are many shops, banks, restaurants or cafés?
- an open area in a city or town with buildings around it?
- a richer residential area near a city, but away from its centre, with houses and green spaces?
- the area of a city that is furthest from the centre?

Write the answers in your notebook.

Adjectives describing cities

- 7a **In your notebook, match six of these words with the definitions.**

busy • clean • crowded • dirty • historic • lively
modern • noisy • quiet

- important because it is old and interesting
- not very busy, or without much noise
- with rubbish in the streets, for example
- full of people who are very active and/or having a good time
- with lots of people in the same place doing things
- with lots of people in the same place, especially too many

- 7b **What are the opposites of 2 and 3?**

- 8 **1.16 Listen to four people talking about houses or places in a city. Which place from 1 or 5 does each person talk about? Write the answers in your notebook.**

1 3
2 4

- 9 **Work with a partner. Talk about the area where your school is.**

Our school isn't in the city centre, but it's quite near. It isn't very noisy. There are a lot of blocks of flats here ...

1 Work with a partner. Take it in turns to describe the photo in the article below. Look at the title of the article. What do you think the article is about?

2  Read the article quickly and check your predictions.

MOVING TO THE

MEGACITIES!

Right now, one of the biggest changes in the history of the world is taking place. Yes, an important transformation has already begun and it looks like it will continue for years to come. China is a country where the population is in movement.

(a) . And they are all moving in the same direction – from the country to the city. At the moment, less than half the population of China lives in cities, but that situation is changing and it is changing fast.

Traditionally, the majority of the population of China has lived in quiet, rural areas. But industry is growing so fast that there is constant need for new workers in the city, in factories, construction sites, shops and offices. At the same time, life has become difficult for those living in the country. The traditional way of life is not so easy to follow any more. (b) . But now there is an urgent need to build, to build big, tall and fast.

(c) . Shanghai had none in 1980. Since then, they have built over twice as many as New York! Few Chinese people live in detached or semi-detached houses. So, many large blocks of flats have appeared in the suburbs of these new Chinese megacities to accommodate the new arrivals. But this has led to packed conditions in cities such as Tianjin where over 11 million people live, or in Shanghai itself which has a population of over 22 million.

(d) . As the cities increase in size, they eat up historic old buildings and invade the quiet villages nearby. Nearly 160 Chinese cities have passed one million inhabitants in the last 20 years and they continue to grow today.

The future consequences of these enormous changes are still difficult to predict, both for China and for the whole planet.

(e) . So they have started designing and building new 'eco-cities'. In these eco-cities there is an emphasis on clean, renewable energy. For example, in one eco-city engineers have just started work

on the construction of the world's tallest and greenest skyscrapers, the Phoenix Towers. The idea of these stunning towers is to use solar power for electricity and to collect rainwater for the use of the residents. The walls of the towers even have green plants living on them to clean the air. Hopefully, with plans like this China's megacities can be attractive, clean, modern and good for the environment.



3 Complete the text with these sentences. Write the answers in your notebook.

- 1 Luckily, China has already realised the impact that megacities could have on the environment.
- 2 Until recently there was no need to build such enormous cities in China.
- 3 Day by day, these lively new megacities keep expanding.
- 4 Some experts calculate that over 260 million people are moving, more than the entire population of a huge country like Brazil!
- 5 The rapid growth in the number of skyscrapers is an obvious demonstration of this.

4 Read the text again and answer the questions.

- 1 Where does over 50% of the Chinese population live now?
- 2 Why are Chinese cities growing?
- 3 In cities, where do most Chinese people live, and what effect does that have on the cities?
- 4 How is China trying to fight against the possible negative effects of the new cities on the environment?
- 5 In what ways are the Phoenix Towers good for the environment?

5  CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think of the population moving from the country to the city? Is it a good thing or a bad thing? Why?

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

7  What about you?

- 1 Would you like to live in a megacity? Why/Why not?
- 2 Which city in your country is the best to live in? Why?

I wouldn't like to live in a megacity. They're so crowded!

Yes, but they're probably really lively, too, with lots of things to see and do.

Present perfect simple and past simple

1a Read these sentences and choose the correct alternative. Write the answers in your notebook.

- Shanghai **had** no skyscrapers in 1980.
- Large blocks of flats **have appeared** in the suburbs.
- They **have started** building new 'eco-cities'.
- In the past they **lived** in a village but then they **went** to a city.

1 We use the *present perfect/past simple* for actions or experiences which happened at a specific moment in the past, or actions which started and finished in the past.

Examples: sentences 1/2/3/4.

2 We use the *present perfect/past simple* for actions or experiences which happened at an unspecified moment in the past, actions which started in the past and continue to the present, or past actions which have a result in the present.

Examples: sentences 1/2/3/4

1b In your notebook, complete this rule for the formation of the present perfect.

has/have +

GRAMMAR REFERENCE ► PAGE 140

2 Complete each sentence with the correct form of the present perfect or past simple. Write the answers in your notebook.

- The population of India (grow) by about 40% between 1990 and 2000.
- The world population (go) up since 1950.
- When you look around, you can see that this city (change) a lot.
- Just before 2012 they (build) a lot of new constructions in London.
- Renzo Piano is a famous architect. He (design) a lot of amazing buildings.
- Mexico City is enormous. It (be) one of the largest cities in the world for many years.
- Le Corbusier (be) a great architect. He died in 1965.
- I love travelling. I (visit) lots of amazing cities.
- The population of nearly 160 Chinese cities (reach) 1 million.
- Chinese builders (build) several eco-cities in recent years.

ever, never, for, since, just, already, yet

3a These words are frequently used with the present perfect. In your notebook, complete each explanation with the correct word.

already • ever • for (x2) • just
never • since (x2) • yet

- We can use in questions with the present perfect. It means 'at any time in your life'.
- We use with the present perfect to talk about very recent activities.
- We use with the present perfect to say that something has happened, possibly earlier than we thought.
- We can use to make negative sentences in the present perfect. It means 'at no time in your life'.
- We use and with the present perfect to talk about things that started in the past and continue in the present. We use with periods of time, and with specific moments in time.
- We use with the present perfect to say that something has not happened, but we think it is going to happen soon. We use it in negative sentences and questions.

3b What is the usual position of the words in 3a in a sentence? Write the answers in your notebook.

- Words that go just before the past participle:
- Words that go just before a time expression:
- A word that usually goes at the end of the sentence:

GRAMMAR REFERENCE ► PAGE 140

4 Complete the sentences with the present perfect form of these verbs. Put the other word in the correct place in the sentence. Write the answers in your notebook.

already/visit • ever/live • have/for • just/rain
love/since • never/live • not-sell/yet

- They haven't sold their flat yet.
- I in a big city, but I'd like to.
- My brother New York. He went there for a holiday five years ago.
- We this car ten years.
- Why is it wet here? it .
- I this city the day I arrived here.
- you in a cottage?

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

Have you (1) thought about what it's like living in a skyscraper? London didn't (2) to have any very tall skyscrapers. But in the last twenty years they have (3) appearing in different parts of the city. In the



Shard, which is London's tallest skyscraper, there are 13 floors of apartments. They haven't sold them all (4) , probably because they are so expensive.

One thing that people who live in the Shard have (5) learnt is that you need to think before you leave your apartment. One day a man went down from his flat on the 65th floor to the main door. Then he realised that he (6) forgotten his mobile phone! Of course, everybody always asks the same question. What happens if the lift (7) work? The good news is that there are 44 lifts in total in the Shard, and they repair broken lifts really quickly. So the people who live there have (8) needed to walk up to their flats.

Renzo Piano is the architect who designed the Shard. He (9) just won a prize for his work. Some people love the building and others hate it. But it is so famous that it has (10) become one of the most iconic buildings in London.

- | | | | |
|--------------|-----------|-------------|-----------|
| 1 A yet | B ever | C just | D always |
| 2 A use | B used | C usually | D always |
| 3 A begin | B began | C start | D started |
| 4 A ever | B just | C yesterday | D yet |
| 5 A already | B ever | C never | D yet |
| 6 A has | B had | C have | D was |
| 7 A does | B doesn't | C hasn't | D isn't |
| 8 A ever | B just | C never | D yet |
| 9 A did | B has | C have | D was |
| 10 A already | B ever | C never | D not |

Extreme adjectives

1 In your notebook, match the extreme adjectives (1–10) with the normal adjectives (a–j).

- | | |
|------------|-------------|
| 1 ancient | a bad |
| 2 boiling | b beautiful |
| 3 dreadful | c big |
| 4 enormous | d cold |
| 5 filthy | e crowded |
| 6 freezing | f dirty |
| 7 tiny | g hot |
| 8 silent | h old |
| 9 stunning | i quiet |
| 10 packed | j small |

2 Look at the example sentences. Then match the correct halves of the rules. Write the answers in your notebook.

The film was really bad.	The film was quite bad.
The film was really awful.	The film was very bad.
The film was absolutely awful.	

- | | |
|---|--|
| 1 We use <i>totally</i> , <i>completely</i> and <i>absolutely</i> | a with normal adjectives. |
| 2 We use <i>very</i> and <i>extremely</i> | b with normal adjectives. |
| 3 We use <i>really</i> | c with extreme adjectives. |
| 4 We use <i>quite</i> and <i>rather</i> | d with both normal and extreme adjectives. |

3 In your notebook, complete the sentences with the correct adjectives from 1.

- The view from our window wasn't just beautiful. It was absolutely .
- The city of Athens isn't just old. It's . It's existed for over 3,000 years!
- It was very in the city today – over 35°C.
- At the weekend the shops in the city centre are totally with people.
- The streets are usually quite because nobody cleans them.
- There wasn't a sound in the park. It was completely .

4a 1.17 Listen and check your answers. Which adjectives do we stress more – normal or extreme?

4b Practise saying the sentences in 3 with the correct stress.

5a In your notebook, write down one place or item for each extreme adjective in 1.

5b Work in groups. Say the words in random order. Can your partners guess the extreme adjective?

The North Pole.

Freezing?

Yes!

- 1 Work with a partner. Take turns to describe the photo.



- 2 1.18 Listen to part of a podcast where a student called Deniz describes her experience of the Erasmus project. Answer these questions.

- Where's Deniz from?
- Where has she been living?
- What languages has she been speaking?

- 3 1.18 Listen again and, in your notebook, complete the notes with one or two words.

Notepad



Deniz has been living in this new city since (a) and she is leaving at the end of (b) . She says the university there is really (c) , and she likes the city because it's quite small, but very (d) . She's seen two or three good (e) there. She thinks the best part of her stay has been meeting people from (f) . Every night they make a (g) from their country. It has been difficult for Deniz to understand explanations of (h) in a different language. Yesterday she finished her (i) .

- 4 What about you?

- Would you like to live and study in another country for a year? Why/Why not?
- Where would you most like to go and study?

I'd like to live abroad. And you?

Yes, I'd like to go to a country where they speak English.

Present perfect continuous

- 1a Read these sentences. Which are in the present perfect continuous and which are in the present perfect simple?

- I've been living here for four months.
- I've seen two or three brilliant concerts.
- I've made friends with people from all over Europe.
- Recently we've been doing lots of exams.

- 1b Which of the sentences gives more importance to ...

- the completion and result of an action?
- the process and duration of an action?
- how many times an action has happened?
- the fact that an action is temporary, incomplete or has finished very recently?

- 1c In your notebook, complete this rule for the formation of the present perfect continuous.

has/have + +

GRAMMAR REFERENCE > PAGE 140

- 2 Look at the photos. What have these people been doing? Write the answers in your notebook.



-
-
-
-
-

⚡ BUZZWORD

studentification – the social and environmental changes caused by very large numbers of students living in particular areas of a town or city

One of the negative aspects of studentification that the local residents complain about is the night-time noise.

3 Are these sentences grammatically correct or not? Why/Why not? If they aren't correct, change them in your notebook.

- 1 Ouch! I've been cutting my finger.
- 2 We've been studying English for eight years.
- 3 Have you been crying?
- 4 She's been reading this book three times.
- 5 My brother has painted his bedroom, but he hasn't finished.
- 6 We've been waiting for the bus for half an hour and it still hasn't come.
- 7 Oh no! I've been breaking the window.
- 8 This week I've been staying with my grandparents but I'm going home tomorrow.

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

- 1 Stop singing that song. You've sung/been singing it all afternoon.
- 2 That's it. I've done/been doing all my homework.
- 3 It's terrible! Max has had/been having an accident.
- 4 She's looked/been looking for her keys all day, but she still hasn't found them.
- 5 Why are you dirty? What have you done/been doing?
- 6 That actor has made/been making twenty films.
- 7 My eyes hurt. I've worked/been working on the computer all day.
- 8 You've played/been playing computer games since ten o'clock this morning. It's time to switch off!

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

Interviewer: Silvia, you're Italian, but at the moment you're living here in Bath. How long (a) you (live) here?

Silvia: For six months. I (b) (study) at the university, but I (c) (not finish) my course yet.

Interviewer: What (d) you (study)?

Silvia: Medicine. I (e) (work) in a hospital here, too. That finishes next month.

Interviewer: Where exactly (f) you (live)?

Silvia: Well, I (g) (make) two really good friends on the course. We (h) (live) in a house in the suburbs. I love Bath!



6 Work with a partner. Take it in turns to ask and answer the questions. Use the present perfect continuous or simple in your answers. Decide which answers are the most imaginative.

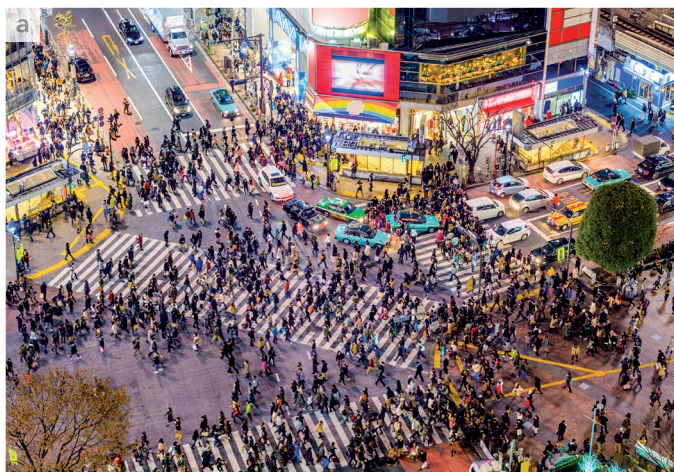
- 1 Why are you hiding behind the sofa?
- 2 Why are your clothes so dirty?
- 3 Why are you crying?
- 4 Why are you so happy?
- 5 Why are you bored?
- 6 Why are you so tired?
- 7 Why aren't you watching your favourite TV programme?

Why are you hiding behind the sofa?

I've been watching a documentary about spiders and I'm really scared of them.



Describing photos – 1



1 Look at the photos. Work with a partner. In your notebook, write at least four words that you could use to describe each one.

2 1.19 Listen to someone talking about one of the photos and answer the questions.

- 1 Which photo do they describe?
- 2 Which words on your list do you hear?
- 3 What does the speaker think of the place in the photo?

3 1.19 Listen again. Which of the words or expressions in the Speaking bank does the speaker use? Write the answers in your notebook.

SPEAKING BANK

Useful expressions for describing photos

- In the photo I can see ...
- The photo shows ...
- In the foreground ...
- In the background ...
- At the top of the photo ...
- At the bottom of the photo ...
- In the middle of the photo ...
- On the right ...
- On the left ...
- In the top/bottom right/left corner ...

4 Look at photo b and, in your notebook, complete the sentences with the words from the Speaking bank.

- 1 see a quiet road.
- 2 On the , there are some people sitting at a table.
- 3 In the , I can see trees and fields.
- 4 In the corner, I can see a small blackboard.
- 5 In the of the photo, there is a blue car.

BUZZWORD

hygge – having the quality of cosiness (= feeling warm, comfortable, and safe)

Spend quality time with your family to make your life more hygge.

5 Tell your partner which place in photos a and b you prefer. Give reasons for your opinions.

Practice makes perfect

6 Work with a partner. Take it in turns to do the task below. Use some of the expressions in the Speaking bank.

Describe the two photos. Then say which place you would prefer to live in and give reasons for your opinion.



An informal email describing a place



1 Work with a partner. Do you think these statements about the English city of Birmingham are True (T) or False (F)? Write the answers in your notebook.

- 1 Birmingham is the second biggest city in Britain. **T/F**
- 2 Birmingham has more canals than Venice. **T/F**
- 3 Birmingham has a museum and theme park dedicated to chocolate. **T/F**
- 4 It is said that heavy metal music began in Birmingham. **T/F**
- 5 Birmingham isn't on the coast, but it has a beach. **T/F**

2  Read this email written by Mia from Birmingham and check your answers in 1.

✉

Hi Elena,

Thanks for your last email. It was great to hear from you! You asked me to tell you something about my home town. Birmingham is actually the second biggest city in Britain. And it has more canals than Venice! In the past, the canals used to be quite dirty because they were next to busy factories. But they've changed a lot.

There's one really famous factory here that everybody likes. It's a chocolate factory. There's even a chocolate museum and theme park. They've just opened a 4D 'chocolate adventure' there!

We also have an enormous shopping centre called the Bullring. It's near the city centre and it's always packed. Oh, and there's a great stadium for concerts, too! People usually say that heavy metal music started in Birmingham.

Some years we've had a beach in the city centre in the summer. Birmingham isn't on the coast, but they fill an area in a main square with sand and you can pretend that you're on a real beach.

Anyway, write back soon. Don't forget to tell me about your home town. Has it changed much in the last few years?

Love,
Mia

3 Would you like to visit Birmingham after reading Mia's email? Why/Why not?

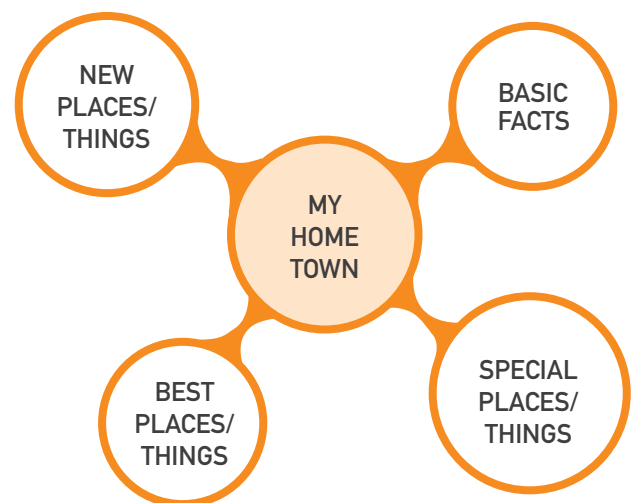
4 Look again at the email in 2. In your notebook, complete the words and expressions in the Writing bank.

WRITING BANK

Useful words and expressions in informal letters and emails

- Begin with *Dear* or (a) and the person's (b)
- Your first sentences can be *Thanks for* (c) and/or *It was great* (d) .
- Use contractions (e.g. *they're* or (e)).
- Use short forms of words (e.g. *Thanks* instead of (f)).
- Use interjections like *Well* or (g) .
- Use exclamation marks (e.g. *It has more canals than Venice* (h)).
- Use *Any* (i) to change the subject.
- Use *Write* (j) , *All the best* and/or (k) to end.

5 Work with a partner. In your notebook, make notes about your home town. What type of place is it? What is special about it? Has it changed in the last few years? How?



Practice makes perfect

6 Look at the task below and write the email in your notebook. Include all the information and organise your ideas from 5 into paragraphs. Use words and expressions from the Writing bank.

An English-speaking friend has asked you to write them an email about your home town. Write the email. Say what type of place your home town is and what is special about it. Describe any recent changes.

WRITING BANK ► PAGE 159

1 Look at a list of things that people consider important when they want to rent a room/flat. In your notebook, write down which three things you would find most important if you were looking for:

- a a flat for a city break
- b a flat for a two-week summer holiday
- c a room/flat to live in while you are studying at college/university

■ located in a quiet neighbourhood / the suburbs / a busy, lively street	
■ close to the college / university / the city centre / restaurants and cafés / a park / forest / beach	
■ equipped with basic furniture	
■ in a modern building	
■ reasonably priced	
■ flexible terms of rental	
■ the building has got a lift	

2 Work with a partner. Compare your lists. Are they similar or different?

3 Read the advertisements offering student accommodation in Glasgow. Then work with a partner and answer the questions below.

The Heart of Glasgow

Location / distance from the University of Glasgow	West End walk – 15 minutes bus – 5 minutes
Rooms available:	en-suite single rooms; studio apartments + kitchen
Price:	from £740 to £800 a month for an en-suite single room (1 month deposit)
Facilities:	furnished, wi-fi in room (free), TV in room, common room with a kitchen, air conditioning, laundry room, bicycle storage area
Neighbourhood:	close to: restaurants and shops / Kelvingrove Park; quiet area near the river

Kyle Street Park

Location / distance from the University of Glasgow	City centre walk – 45 minutes bus – 28 minutes
Rooms available:	en-suite single rooms; shared apartments for 2/4 people + kitchen
Price:	from £400 to £460 a month for an en-suite single room (1 month deposit)
Facilities:	furnished, wi-fi in room (free), common room, shared kitchen, laundry room
Neighbourhood:	close to: restaurants, pubs and shops / art galleries, museums and concert halls / Sighthill Park; lively and busy neighbourhood

- 1 Which place would you prefer to rent? Why?
- 2 Would you prefer to have your own room or a shared room?
- 3 What other facilities would be important for you? Why?

4 **1.20 Listen to a phone conversation. Then answer the questions below in your notebook.**

- 1 Why is Adam calling Harry?
 - a To ask Harry to lend him some money for the deposit.
 - b To ask Harry to help him reserve a room.
 - c To ask Harry for advice.
- 2 Which things has Adam already done?
 - a He has found a room to rent.
 - b He has reserved a room.
 - c He has read some online reviews.
 - d He has signed a rental agreement.
 - e He has contacted the landlord/landlady.
 - f He has put down a deposit.

5 In your notebook, complete the message to Adam's mother with information from the texts in 3 and 4.

Mamo, zdecydowałem się na pokój w Kyle Street Park – jest sporo (1) od uniwersytetu, ale Harry mi podpowiedział, że zamiast (2) , mogę kupić rower i nim dojeżdżać na zajęcia. Pokój w Kyle Street Park jest dużo (3) pokój w The Heart of Glasgow – (4) różnica wyniesie prawie 400 funtów. Mieszkańcy Kyle Street Park chwalą to, że w pobliżu są sklepy i restauracje, a mnie podoba się to, że budynek jest położony w ciekawej okolicy, chociaż szkoda, że nie nad (5) . Aha, będę musiał też (6) po podpisaniu umowy.

6 For the next class, prepare a presentation with two offers for student accommodation in a British city of your choice. Search the Internet for the following information:

- where it is located;
- what you can find in the neighbourhood;
- what facilities it has;
- why it is suitable for a student.

You can find *Useful expressions in presentations* on page 60 (Speaking bank)



MIJESCE ZAMIESZKANIA

Typy zabudowań, miejsce zamieszkania

block of flats (n)	/ˈblɒk əv ˈflæts/	blok mieszkalny
bungalow (n)	/ˈbʌŋɡəˌləʊ/	dom parterowy
city centre (n)	/ˈsɪti ˈsentə(r)/	centrum miasta
cottage (n)	/ˈkɒtɪdʒ/	wiejski domek
detached house (n)	/dɪˈtætʃt ˈhaʊs/	dom wolno stojący
factory (n)	/ˈfæktri/	fabryka
flat (n)	/flæt/	mieszkanie
inner city (n)	/ˈɪnə ˈsɪti/	podupadła część śródmieścia
outskirts (n)	/ˈaʊtˌskɜːts/	peryferie
port (n)	/pɔːt/	port
semi-detached house (n)	/ˌsemiˈdɪtætʃt ˈhaʊs/	bliźniak (o domu)
skyscraper (n)	/ˈskaɪˌskreɪpə(r)/	drapacz chmur
square (n)	/skweə(r)/	plac
suburbs (n)	/ˈsʌbˌzːbs/	przedmieścia
terraced house (n)	/ˈterəst ˈhaʊs/	szeregowiec (o domu)
town hall (n)	/ˈtaʊn ˈhɔːl/	ratusz

Wynajmowanie mieszkania

accommodation (n)	/əˌkɒməˈdeɪʃ(ə)n/	zakwaterowanie
agreement (n)	/əˈɡriːmənt/	umowa
air-conditioning (n)	/ˈeəkənˌdɪʃnɪŋ/	klimatyzacja
building (n)	/ˈbɪldɪŋ/	budynek
common (adj)	/ˈkɒmən/	wspólny
deposit (n)	/dɪˈpɒzɪt/	zaliczka, kaucja
distance (n)	/ˈdɪstəns/	odległość
en-suite (adj)	/ɒnˈswiːt/	pokój z łazienką
equip (v)	/iˈkwɪp/	wyposażać
facilities (n pl)	/fəˈsɪlətɪz/	udogodnienia
furnish (v)	/ˈfɜːnɪʃ/	umeblować
landlord (n)	/ˈlænd(ɪ)ˌlɔːd/	właściciel, gospodarz
landlady (n)	/ˈlænd(ɪ)ˌleɪdi/	właścicielka, gospodyni
laundry (n)	/ˈlɔːndri/	pralnia
put down (v phr)	/ˌpʊt ˈdaʊn/	wpłacać
rent (v)	/rent/	wynajmować
rental (n)	/ˈrent(ə)l/	wynajem
share (v)	/ʃeə(r)/	dzielić, wspólnie korzystać z (czegoś)
single (adj)	/ˈsɪŋɡ(ə)l/	jednoosobowy
storage (n)	/ˈstɔːrɪdʒ/	przechowywanie
studio flat (n)	/ˈstjuːdiəʊ ˈflæt/	kawalerka
terms (n pl)	/tɜːmz/	warunki

Pomieszczenia i wyposażenie domu

attic (n)	/ˈætk/	strych
basement (n)	/ˈbeɪsmənt/	piwnica
blinds (n pl)	/ˈblaɪndz/	żaluzje
carpet (n)	/ˈkɑːpɪt/	dywan
cupboard (n)	/ˈkʌbəd/	szafka kuchenna
curtains (n)	/ˈkɜːt(ə)nz/	zastony
dishwasher (n)	/ˌdɪʃˌwɒʃə(r)/	zmywarka
oven (n)	/ˈʌv(ə)n/	piekarnik
radiator (n)	/ˈreɪdɪˌeɪtə(r)/	kaloryfer, grzejnik
sink (n)	/sɪŋk/	zlew
washbasin (n)	/ˈwɒʃˌbeɪs(ə)n/	umywalka
washing machine (n)	/ˈwɒʃɪŋ məˈʃiːn/	pralka

PRZYMIOTNIKI OPISUJĄCE MIEJSCE ZAMIESZKANIA

busy (adj)	/ˈbɪzi/	ruchliwy
clean (adj)	/kliːn/	czysty
crowded (adj)	/ˈkraʊdɪd/	zatłoczony
dirty (adj)	/ˈdɜːti/	brudny
historic (adj)	/hɪˈstɒrk/	historyczny

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

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

lively (adj)	/ˈlaɪvli/	ruchliwy, pełen życia (o mieście)
modern (adj)	/ˈmɒdən/	nowoczesny
noisy (adj)	/ˈnɔɪzi/	głośny, hałaśliwy
quiet (adj)	/ˈkwaɪət/	cichy

PRZYMIOTNIKI MOCNE

ancient (adj)	/ˈeɪn(ə)nt/	starożytny
boiling (adj)	/ˈbɔɪlɪŋ/	upalny
dreadful (adj)	/ˈdredf(ə)l/	okropny
enormous (adj)	/ɪˈnɔːməs/	ogromny
filthy (adj)	/ˈfɪlθi/	brudny, obrzydliwy
freezing (adj)	/ˈfriːzɪŋ/	lodowaty
packed (adj)	/pækt/	zatłoczony, zapchany
silent (adj)	/ˈsaɪlənt/	cichy
stunning (adj)	/ˈstʌnɪŋ/	olśniewający
tiny (adj)	/ˈtaɪni/	małeńki

INNE

absolutely (adv)	/ˌæbsəˈluːtli/	kompletnie
accommodate (v)	/əˈkɒmədeɪt/	pomieścić, zmieścić
appear (v)	/əˈpiə(r)/	pojawiać się
availability (n)	/əˌveɪləˈbɪləti/	dostępność
calculate (v)	/ˈkælkjəleɪt/	obliczać, szacować
central (adj)	/ˈsentrəl/	znajdujący się w centrum miasta
city break (n)	/ˈsɪti ˌbreɪk/	wycieczka do miasta
completely (adv)	/kəmˈpliːtli/	całkowicie, zupełnie
conditions (n pl)	/kənˈdɪʃ(ə)nz/	warunki
consequence (n)	/ˈkɒnsɪkwəns/	następstwo
demonstration (n)	/ˌdemənˈstreɪʃ(ə)n/	przedstawienie, wykazanie
electricity (n)	/ɪˌlekˈtrɪsɪti/	energia elektryczna
entire (adj)	/ɪnˈtaɪə(r)/	cały
exhibition (n)	/ˌeksɪˈbɪʃ(ə)n/	wystawa
extremely (adv)	/ɪkˈstriːmli/	niezwykle, wyjątkowo
green space (n)	/ˈɡriːn ˈspeɪs/	tereny zielone
grow (v)	/ɡrəʊ/	rozwijać się, rosnąć
growth (n)	/ɡrəʊθ/	wzrost, rozwój
iconic (adj)	/aɪˈkɒnɪk/	kultowy
increase (v/n)	/ɪnˈkriːs/, /ɪŋkriːs/	wzrastać, wzrost
inhabitant (n)	/ɪnˈhæbɪtənt/	mieszkaniec
invade (v)	/ɪnˈveɪd/	opanowywać
lift (n)	/lɪft/	winda
majority (n)	/məˈdʒɒrəti/	większość
megacity (n)	/ˈmegəˌsɪti/	miasto o populacji miliona lub większej
nearby (adv)	/ˈniəˈbaɪ/	blisko, w pobliżu
obvious (adj)	/ˈɒbvɪəs/	oczywisty
per cent (prep phr)	/pəˈsent/	procent
population (n)	/ˌpɒpjəˈleɪʃ(ə)n/	mieszkańcy, ludność
predict (v)	/prɪˈdɪkt/	przewidywać
recently (adv)	/ˈriːs(ə)ntli/	ostatnio, niedawno
renewable energy (n)	/rɪˈnjuːəb(ə)l ˈenədʒi/	energia odnawialna
residential area (n)	/ˌreziˈdenʃ(ə)l ˈeəriə/	dzielnica
solar power (n)	/ˌsəʊlə ˈpaʊə(r)/	energia słoneczna
spacious (adj)	/ˈspeɪʃəs/	przestronny
traffic (n)	/ˈtræfɪk/	ruch uliczny
transformation (n)	/ˌtrænsfəˈmeɪʃ(ə)n/	zmiana
urgent (adj)	/ˈɜːdʒ(ə)nt/	nagły, palący

Rozumienie ze słuchu

1 ★  1.21 Usłyszysz dwukrotnie podcast o życiu w drapaczu chmur. Na podstawie informacji zawartych w nagraniu uzupełnij odpowiedzi na pytania 1–5. Odpowiedzi w języku angielskim zapisz w zeszycie.

- 1 Since when has the speaker and her family been living in the Eureka Tower? They .
- 2 According to the speaker, what's the best thing about living there? The speaker finds .
- 3 What is surprising about the location of the skyscraper? Even though .
- 4 What other advantage does the speaker mention? The fact that you can see the traffic and choose .
- 5 What is the aim of the podcast? To give .

Rozumienie tekstów pisanych

2 Przeczytaj teksty 1. i 2. Uzupełnij luki 1–6 w e-mailu do CITY APARTMENTS zgodnie z treścią tekstów. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszycie.

Tekst 1

From: David
To: Julia
Subject: City break in Poland

Hi Julia!

Guess what! My parents have been thinking of coming to Poland for a city break for some time now. I told them that Wrocław is a stunning city with a beautiful historic centre, so we are coming for five days in July. It'll be great to meet you in person!

Could you help us find a place to stay, please? We would really like to stay in the centre of the city, maybe somewhere near the town hall? I've read this area is always full of people and really lively. We wouldn't like to stay anywhere in the suburbs or on the outskirts.

Are there any holiday apartments we could rent for five days? My mum is worried that they don't usually want guests staying for such a short time.

I can't wait to see you – I hope you'll show me and my sister all your favourite places in Wrocław!

David

Tekst 2

Comfortable apartments available in most Polish cities!

CITY
APARTMENTS

Why are we a better choice than a hotel?

Our apartments:

- are all located either in lively city centres or quiet suburbs
- are all in modern apartment blocks, terraced houses, or old historic buildings
- are cheaper than a hotel room
- are more spacious than a hotel room

You decide how long you want to stay: from one night to one month (or longer).

We have apartments suitable for individuals, couples (1 bedroom) as well as bigger groups (2 or 3 bedrooms) of anything up to 6 people.

Check for availability [here](#)
or contact us at office@cityap.com

Od: Julia Krajewska
Do: CITY APARTMENTS
Temat: Apartament do wynajęcia

Dzień dobry,

Poszukuję apartamentu do wynajęcia we Wrocławiu na (1) w lipcu dla rodziny z Wielkiej Brytanii. Moi znajomi woleliby zatrzymać się w centrum miasta, nie na (2) . Czy macie Państwo jakieś apartamenty w pobliżu (3) ? Czy są to apartamenty w zabytkowych kamienicach, czy w (4) budynkach? Bardzo proszę o informacje o apartamentach w tej lokalizacji dla (5) osób.

Proszę też o podanie ceny za wynajem za cały okres – według informacji na Państwa stronie, apartamenty są (6) niż pokoje hotelowe.

Pozdrawiam,

Julia Krajewska

Znajomość środków językowych

3 Uzupełnij dialog. Wpisz w każdą lukę (1–5) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

X: Hi, Sam. You look really tired.

Y: Oh hi, Becky. I know. I (1) (studying) all week. I have a Spanish exam tomorrow and I'd really like to pass it. I (2) (slept) for two days.

X: Come on, Sam. You keep on making the same mistake. Why (3) (start) studying earlier?

Y: You know me. I always leave everything till the last minute. But you look a bit tired yourself, Becky.

Y: I (4) (have) my younger brother Sam to school this week because our dad, who usually does it, is on a business trip. It means I have to get up one hour earlier!

X: What a good big sister you are.

Y: Don't laugh at me, Sam. You live only five minutes from school. I like living on the outskirts, but it means that getting to school takes so much longer!

X: But you always say the area where you live has stunning views.

Y: It does, but ever (5)  (moved) out of the city I've been late!

- 4 ★ Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką tak, aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów. Odpowiedzi zapisz w zeszyte.

1 He's really proud because the project for a new skyscraper, which he started working on last year, is finally finished. JUST

He  working on the project for a new skyscraper.

2 The suburban train was really crowded this morning. TOTALLY

The suburban train  this morning.

3 The last time I went abroad was 2 years ago. NOT

I  2 years.

4 My grandmother started living in this cottage 3 years ago. BEEN

My grandmother  in this cottage for 3 years.

5 When did you start redecorating your flat? LONG

 redecorating your flat?

Wypowiedź pisemna

- 5 Wziąłeś/Wzięłaś udział w spotkaniu mieszkańców Twojej miejscowości zainteresowanych jej rozwojem. Po spotkaniu chcesz podzielić się swoimi wrażeniami na forum internetowym. Napisz wiadomość, w której:

- krótko opiszesz swoją miejscowość;
- wyjaśnisz, jakie zmiany zostały niedawno wprowadzone, i które podobają Ci się najbardziej;
- napiszesz, jakie inne zmiany mieszkańcy chcieliby wprowadzić w Twojej miejscowości;
- poinformuj, czy polecasz innym uczestniczenie w podobnych spotkaniach, czy nie.

AB

• Hi!

I never thought that talking about the changes where I live could be so interesting and so emotional!

Adam 12 hours ago 1 reply

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

Wypowiedź ustna

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

Uczeń A



- 1 What are the people doing?
- 2 How important is it to have places for relaxation in a city?
- 3 Tell us about a place in your town/city where you liked to relax as a child.

Uczeń B



- 1 How are the people feeling and why?
- 2 Why do some people decide to live in the suburbs or on the outskirts of a city?
- 3 Tell us about the last time you disliked some aspect of the neighbourhood where you live.

SELF-ASSESSMENT UNIT 3

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

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

- a I can talk about experience, recent events and actions and situations that began in the past but continue in the present.
- b I can describe cities.
- c I can understand both written and spoken texts about city life.
- d I can describe different parts of a photo.
- e I can write emails describing places.
- f I can talk about renting a room/flat/apartment.
- g I can describe furniture and equipment found in the home and name some household chores.

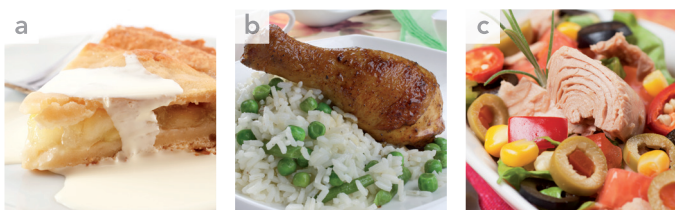
4 Feed your mind

Vocabulary

Food and meals

- 1 Work with a partner. How many of these words can you find in the photos?

carrot • chicken • cream • lamb • lettuce
oil • olive • pancake • pea • peach • pie
plum • rice • semi-skimmed milk • sweetcorn
prawn • tuna • turkey



- 2 Put the words from the box in 1 in the correct place in the table below.

Fruit	
Vegetables	
Meat/Fish/Seafood	
Dairy products	
Sweets/Bakery products	
Other	

- 3a Read the questions and check that you understand the words in **yellow**. Which of the words can you use to talk about the photos in 1?

- What is a typical **starter** in a restaurant in your country?
- What is a popular **main course**?
- What is your favourite national **dish**?
- What is your favourite **dessert**?
- When do you usually have a **snack**? What do you have?

- 3b These words have two syllables. Where is the stress in each word? Which word is the 'odd one out'?

carrot • chicken • dessert • lettuce • olive
pancake • starter • sweetcorn • turkey

- 3c 1.22 Listen, check and repeat.

- 3d Use the questions in 3a to interview your partner.

Describing food

- 4 In your notebook, match these words with the definitions.

baked • boiled • fast • fresh • fried • frozen • tasty
healthy/unhealthy • raw • roast • spicy • stale

- with a hot, strong flavour
- good, with lots of flavour
- not cooked
- good/bad for your body
- preserved by becoming extremely cold
- cooked in hot oil
- cooked in very hot water
- cooked in an oven (cakes)
- cooked in an oven (meat)
- recently picked, caught or prepared
- made or served very quickly, e.g. burgers and pizzas
- old and bad, not fresh

- 5 Work in groups of three. Think of one or two types of food that go with each word in 4.

boiled – boiled egg, boiled vegetables

- 6 1.23 Listen. For each dialogue, choose a word from 4 to describe the food.

- | | | |
|---|---|---|
| 1 | 3 | 5 |
| 2 | 4 | 6 |

- 7 Work with a partner. Describe a type of food or drink. Can your partner identify it?

*It's a type of meat. It's quite healthy.
It comes from a bird that's bigger
than a chicken.*

Turkey!

BUZZWORD

snaccident – eating an entire pizza/box of chocolates/family size bag of crisps 'by mistake'

*I didn't mean to eat all the chocolate in the house.
It was a snaccident.*

1 Work with a partner. Look at the photos and the title of the text. What do you think the text is about?

2 Read the article and check your predictions.

THE FUTURE OF FOOD?

ELIMINATE IT!



When you get home this evening, what will you have for dinner? Pizza? A salad? A turkey sandwich? It can sometimes take a long time to decide what to eat. One man who doesn't have that problem is Rob Rhinehart. Rob is the inventor of a product called Soylent, which some people say will be the future of food.

Rob is a software engineer in his twenties. He invented Soylent because he didn't have much money, or much time. Because he didn't have much money, he bought and ate a lot of fast food. And he realised how unhealthy it was making him. Because he didn't have much time, he hated wasting it by cooking, even if it was just frying an egg for breakfast.

Rob's solution to this problem was to create a product that is a mixture of all the nutrients that the body needs to survive. To make the mixture, Rob studied biology and chemistry. He turned his kitchen into a laboratory. Once he had his powder of



essential nutrients, he added water and drank it. Since then Rob has had Soylent for 90% of all of his meals for a year. Some experts say it's impossible to feed on nothing more than powder and water. They say that healthy, fresh food is essential. But Rob believes that you need carbohydrates, not bread, and you need vitamins and minerals, not fruit and vegetables. According to Rob, he feels much healthier with this new diet. He also says he's saved a lot of money because the nutrients are cheaper than either fresh or fast food. And he's saved a lot of time (and energy) because there's no frying, no roasting and no baking. Some people believe that Soylent will have other, worldwide benefits. When you see the increase in the world population and the effects of global warming, it appears that it's going to be difficult to produce enough fresh fruit and vegetables for everybody. For example, in California there is little water. But 80% of all the water goes to farms. So the agriculture that produces natural food

often has a bad effect on the environment. Soylent doesn't. Making it is cheap too, so maybe it could help solve world hunger in developing countries.

“Most of us don't only eat to survive. Eating tasty food is part of every culture.”

But is this a depressing future for food? Most of us don't only eat to survive. Eating tasty food is part of every culture. It's an enjoyable activity and a nice way to spend time. Most people who have tried Soylent say that it doesn't taste bad, that it tastes a bit like pancake mixture. Rob says that he hasn't got tired of the taste yet. But he also admits that other people seem to enjoy food more than he does.

In the next few weeks, scientists are meeting to discuss their detailed research into Soylent. Will it be the future of food or just a passing fad? Only time will tell.

3 Read the text again. Are these sentences True (T) or False (F)? Which line(s) of the text helped you find the answer?

- 1 An advantage of Soylent is that you don't waste time deciding what to eat. T/F
- 2 Rob Rhinehart wanted to create a healthy alternative to fast food. T/F
- 3 Rob created his product in a professional laboratory. T/F
- 4 Soylent is almost the only thing that Rob consumes. T/F
- 5 Rob believes that our bodies do not need traditional food, they need the nutrients that come from that food. T/F
- 6 According to the text, agriculture is damaging the environment in some places. T/F
- 7 The writer of the text believes that food is just a question of nutrients. T/F
- 8 Rob doesn't like the taste of Soylent. T/F

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think Soylent is a good idea for society? Why/Why not?

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

6 What about you?

- 1 Would you like to try Soylent? Why/Why not?
- 2 What other alternatives to the world food problem can you think of?

will, be going to, present continuous and present simple for future

1a In your notebook, match the sentences (a–d) with the rules (1–4).

- a In the next few weeks, scientists **are meeting** to discuss their research into Soylent.
- b When you **get** home this evening, what will you have for dinner?
- c Some people say this **will** be the future of food.
- d It appears that it's **going to** be difficult to produce enough fresh fruit.

- 1 We use the **present simple** with time expressions like **when, after, before, as soon as** to talk about the future.
- 2 We use the **present continuous** to talk about fixed, confirmed future arrangements.
- 3 We use **will** to make general predictions.
- 4 We use **be going to** to make predictions based on some sort of evidence.

1b Read the sentences and complete rules (1–4) with **will**, **be going to** or the **present simple**. Write the answers in your notebook.

- a The conference **begins** at ten o'clock tomorrow.
 - b I'm **going to** attend the conference.
 - c It **will** be the second annual conference.
 - d Hey! I know. I'll invite Scott.
- 1 We use for decisions that we make at the moment of speaking.
 - 2 We use to talk about an objective truth, a fact.
 - 3 We use to talk about a future event that is part of a timetable or routine.
 - 4 We use to talk about plans or intentions.

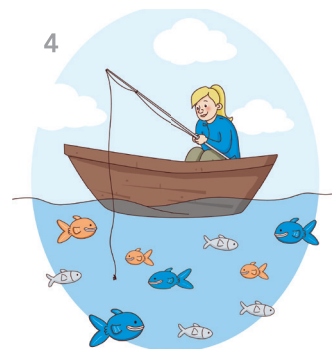
GRAMMAR REFERENCE ► PAGE 142

2 In your notebook, complete the sentences with the correct form of the present simple or will.

- 1 When the waiter (come), we (order) our food.
- 2 My brother (call) you back as soon as he (finish) his dinner.
- 3 I (do) my homework before my dad (make) the dinner.
- 4 When you (go) to the shops tomorrow, you (buy) some bread?
- 5 When you (come) to my house, we (make) a chocolate cake.
- 6 Before my mum (get) home tonight, I (clean) the kitchen.
- 7 When I (have) enough money, I (eat) out with my friends.
- 8 I (not take) the pie out of the oven until it (be) ready.
- 9 As soon as the adverts (come) on, we (make) a snack.
- 10 As soon as the water (boil), I (add) the peas.

3 What do you think is going to happen in each situation? Use these words to write predictions in your notebook.

burn • catch • cut • drop



- 4 Look at this poster for an event. How many sentences in the present continuous can you make about the event? Write the answers in your notebook.

*Two experts are talking next Monday.
They're having the event at the town hall.*

FUTURE FOOD

NEXT MONDAY! A TALK BY TWO EXPERTS!

Where? Town Hall

6 pm: Start

First speaker: Film director, Stephanie Brand, talks about her new film: What is in our food?

7 pm: Watch a preview of the film

8 pm: Second speaker:

Scientist, Oliver Reeves, explains his solution to the food crisis

8.30 pm: Snack

9 pm: Prize-giving ceremony for school projects

Friday 12th 7 pm:

TV programme about the talk on channel 8



- 5 Read these pairs of sentences and questions. Choose the correct alternative. Write the answers in your notebook. If you think both are correct, mark both and explain any difference in meaning.

- 1a What do you do this weekend?
- 1b What are you doing this weekend?
- 2a I think it'll rain tomorrow.
- 2b I think it's raining tomorrow.
- 3a Someone's calling. I'll see who it is.
- 3b Someone's calling. I'm seeing who it is.
- 4a She's going to win the competition.
- 4b She'll win the competition.
- 5a When I get home, I'll make a snack.
- 5b When I will get home, I'll make a snack.
- 6a What time does your plane leave?
- 6b What time is your plane leaving?

- 6a Work with a partner. In your notebook, make notes on these topics with predictions for this year.

clothes • entertainment • music • sport
technology • your city • your country

- 6b Work in a group. Compare your predictions.

Who do you think will win the Champions' League this year?

I think it'll be an English team.

Prefixes

- 1a In your notebook, match these words with the definitions.

overcooked • precooked • recooked • undercooked

- 1 not cooked enough
- 2 cooked again
- 3 cooked before
- 4 cooked too much

- 1b What do the prefixes in yellow do? Do they change the meaning of the word or do they change the type of word (verb, adjective, etc.)?

- 2 Match these prefixes with their meaning. Write the answers in your notebook.

Prefix	Meaning
1 pre	a again
2 over	b not enough
3 mis	c the opposite
4 inter	d wrong, incorrect
5 dis	e before
6 co	f too much
7 re	g with, together
8 under	h between

- 3 In your notebook, complete the sentences by adding the correct prefix to the word in yellow.

- 1 This isn't just a problem for this country. It's an national problem.
- 2 You have to do the exercise because the first time you did it you made a lot of mistakes.
- 3 Sorry, I understood what you said. I thought you said 30, not 13.
- 4 There are lots of advantages and advantages of genetically-modified food.
- 5 They've booked the flight – there aren't enough seats for everyone.
- 6 Food is still a terrible problem in many countries. Some people estimate the problem and don't think it's so important.
- 7 The team need to operate and work together.

- 4a Complete these questions with words from 1 and 3. Write the answers in your notebook.

- 1 Have you ever something that somebody said to you in English? When?
- 2 Forget the good things. What do you think are the of new technology?
- 3 Do you ever eat meals or do you always eat freshly-prepared meals?
- 4 What do you think is the biggest problem at the moment? Which countries does it affect?

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

- 1 Work with a partner. Look at the photos. Take it in turns to describe what you can see.



- 2 1.24 Listen to four experts predicting what we will be eating in 2050. Match each speaker to a photo in 1.

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

- 3 1.24 Listen again. Match the speakers and their opinions. Write the answers in your notebook.

	1	2	3	4
a People won't eat out in 2050.				
b I've eaten the main food of the future and it tastes good.				
c Not everybody thinks that the food of the future will be healthy.				
d We won't spend a lot of time cooking in the future.				
e People already eat this food in some parts of the world.				
f The only good thing about the food of the future is that it will be good for the environment.				
g The problem with the food of the future is the opinion that people have of it now.				
h You'll be able to produce the food of the future very quickly.				

- 4 What about you?

What do you think of these four predictions? Share your ideas with the rest of the class.

Future continuous and future perfect

- 1a Read the sentences. Which are in the future continuous and which are in the future perfect?

- By 2050 3D printers **will have become** a part of everyday life.
- That's what we **'ll be eating** in 2050.
- We **'ll be using** 3D printers at home in the future.
- By 2050 restaurants **will have disappeared**.

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

- We use the future continuous/future perfect to talk about activities in progress at a particular time in the future.
- We use the future continuous/future perfect to talk about activities that will be finished before a particular time in the future.
- We often use the preposition by/in with the future perfect. It means 'some time before'.

- 1c Complete the rules in your notebook.

- To make the future we use **will/won't** + **be** + .
- To make the future we use **will/won't** + **have** + .

GRAMMAR REFERENCE ► PAGE 142

- 2a In your notebook, complete the predictions with these verbs in the future continuous.

do • eat • have • not drive • not grow
speak • work

- We our holidays on the moon in 2050.
- We cars that use petrol in 2050.
- Perhaps we genetically-modified food in the future.
- Most people at home via the Internet, not in an office.
- Everybody in the world English in the year 2050.
- Robots jobs like cleaning or building.
- Farmers any fresh fruit or vegetables because there won't be enough water.

- 2b Which predictions in 2a do you agree with?

3 In your notebook, complete these predictions about the year 2050 with the future perfect form of the verbs given. Make the sentences affirmative or negative depending on your own opinion.

- 1 By 2050 we (find) a cure for all illnesses.
- 2 We (stop) using mobile phones.
- 3 Polar bears (become) extinct.
- 4 The North Pole icecap (disappear).
- 5 Astronauts (land) on Mars.
- 6 They (invent) clothes that can make you invisible.
- 7 Temperatures (get) much higher.
- 8 Coasts (change) because of the rising water level.

4a Oliver is a busy TV chef. Read his diary for next Monday.



4b In your notebook, complete the sentences with the future continuous or future perfect of the verb given.

- 1 At half past seven next Monday Oliver (get up).
- 2 At quarter to eight he (run).
- 3 At twenty past eight he (have) breakfast.
- 4 At quarter to nine he (have) breakfast.
- 5 At ten to nine he (go) to the TV studio.
- 6 By twelve o'clock he (film) his programme.
- 7 By quarter to three he (eat) with the Minister of Education.
- 8 At three o'clock he (talk) to the Minister of Education.

4c In your notebook, write one more sentence in the future continuous and one in the future perfect about Oliver's day.

5 Work with a partner. Ask and answer questions about what you **will be doing** or **will have done** at different times tomorrow.

What will you be doing at seven o'clock tomorrow morning?

I'll be sleeping.

6a Think about your life when you're 30 years old. What **will/won't you be doing**? What **will/won't you have done**? Consider these ideas and events.

become famous • buy a house • get married
live at home • live in a different country
make a lot of money • study • work

6b Work with a partner. Ask and answer about 6a.

Do you think you'll be studying when you're 30?

No, I think I'll have finished.

Do you think you'll have bought a house when you're 30?

No, but I think I'll have bought a flat.

Negotiating

- 1 Work in groups of three. Look at the photos of places where you can eat. How often do you eat in these places? What do you think of each of them?



- 2 1.25 Listen to two students doing a speaking exam. What question does the teacher ask them? What is their final answer to the question?

- 3a 1.25 Listen again. In your notebook, make notes about what the students say about each place in 1.

Notepad

- 1 Fast-food restaurant: Many people go there. Not very good for a special event.
- 2 School canteen:
- 3 Outdoor picnic area:
- 4 Exclusive restaurant:
- 5 Classmate's house:

- 3b Work with a partner. Compare your notes. Do you agree with the opinions and final decision? Why/Why not?

- 4 Write the headings (A–C) below in the correct place in the Speaking bank. Write the answers in your notebook.

- A Asking other people's opinions
- B Responding to other people's opinions
- C Giving your opinion

SPEAKING BANK

Useful expressions for negotiating

- 1
 - Personally, ...
 - I think that ...
 - In my opinion, ...
 - I don't think (that) ...
 - The way I see it, ...
- 2
 - Yes, I agree.
 - Good idea.
 - Yes, you're right.
 - Yes, but ...
 - OK.
- 3
 - What do you think about ...?
 - What about ...?
 - Why don't we ...?

Practice makes perfect

- 5 Work with a partner. Look at the instructions and diagram on page 157. Give and justify your opinions and come to a decision using expressions from the Speaking bank.

What do you think about having a school concert?

I think it depends on the type of music.

⚡ BUZZWORD

menu hacking – modifying dishes or ordering something off the regular menu

If you want to eat healthy when eating out, try hacking a restaurant menu.

Replying to informal invitations

- 1a**  **Read this email invitation. In your notebook, write down the most important information that Matt wants.**

✕

Hi Sam,

How are you? I haven't seen you since the concert. I hope everything's going well.

Next week my cousin Alfie is staying with me. On Saturday I'm inviting all my friends round to my house so that he can meet them all. I hope you can make it. It'd be great to see you.

There'll be lots to eat. Please bring your MP3 player so we have plenty of good music. We'll be starting to serve food in the garden at about 12.30, so don't be late! In fact, I need one or two people to help me to get everything ready before that. Could you come a bit earlier?

One thing – if it rains on Saturday, we'll change it to Sunday. Are you doing anything then?

Please write back to tell me if you can come or not.

All the best,
Matt

✕



- 1b** **Work with a partner. Have you noted down the same information?**

- 2** **Imagine you are Sam. What information do you think you should include in your reply? Make notes with your partner in your notebook.**

Tell him how you are

- 3** **Read this reply. Does it include all your information in 2?**

✕

Hi Matt,

It's good to hear from you! Everything's fine here.

Thanks for the invitation. I'll definitely be there on Saturday. It'll be good to meet Alfie at last!

I'm sorry but I won't be able to be there before 12.30 because I've got a basketball match in the morning. But, don't worry. I won't be too late! Would you like me to bring anything apart from music? Something for dessert maybe?

I don't think it'll rain on Saturday. I hope not because on Sunday it's my parents wedding anniversary and they're taking us out for the day. Sorry, but I won't be able to come if it isn't on Saturday.

Thanks again for the invitation. I'm really looking forward to it!

All the best,
Sam

- 4** **Are the invitation and reply formal or informal? How do you know?**

- 5** **Look again at the invitation and reply and complete the examples in the Writing bank. Write the answers in your notebook.**

WRITING BANK

Useful expressions in informal invitations and replies

Invitations:

- Please come!
- I hope you (a) .
- It'd be great (b) .
- I'd love to see you there.
- Please write (c) to tell me if you can come or not.

Replies:

- (d) for the invitation.
- I'm (really) (e) , but I won't be able to (be there/come) because ...
- (f) you like me to bring anything?
- I'm really (g) to it!

Practice makes perfect

- 6a** **Read the email invitation below. Underline the important information that the writer wants from you.**

✕

Hi!

How are you? Are you doing exams at the moment or have you already finished? I finished yesterday.

In a couple of weeks my brother is going to the US to study. We're having a party next Saturday so that people can say goodbye to him. We'd love to see you there. Please come!

We'll have lots of soft drinks. But if you remember, can you bring some snacks – some sandwiches or cakes or something? The party will be starting at 6 pm. What time do you think you'll be coming? I'll probably need one or two people to help me to tidy up after. Do you think you'll be able to stay and help?

Anyway, I hope you can make it! Please write back to tell me if you can come or not.

All the best,
Ella

- 6b** **Write a reply to the email invitation. Invent and include all the information that the writer wants from you. Write in the correct style and use expressions from the Writing bank.**

WRITING BANK ► PAGE 159

1 In your notebook, complete the questionnaire with information about yourself.

How often do you:

- eat a home-made dinner?
- eat junk food?
- eat ready-made food?
- eat takeaway food?
- eat out?

2 Work in pairs. Take turns to ask each other the questions from the questionnaire. Are your answers similar or different?

3 Work in groups of three. Discuss the following statements with your partners. How much do you agree with them?

- 1 More and more people are not preparing home-made meals daily because they are too busy.
- 2 More and more people are relying on ready-made or takeaway meals as a result of being too lazy to cook.
- 3 Takeaway and ready-made meals are usually unhealthy.
- 4 More and more people are following an alternative diet because it is fashionable at the moment.
- 5 Some people eat out because they want to discover new tastes and learn about different cuisines.

4 Put the following in an order that shows how important (5 – most important, 0 – not important at all) they are when you are eating out. Then get in pairs and compare your answers.

- | | |
|----------------|---------------------------|
| ■ atmosphere | ■ variety of dishes |
| ■ service | ■ seasonal/special dishes |
| ■ waiting time | ■ location |
| ■ prices | ■ food quality |

5 Read the reviews of three restaurants. Which points from 4 are mentioned?

A My Kitchen

I just love this place! It's a tiny restaurant whose owner is a really famous chef – he came first in one of those cookery programmes on television and decided to open his own place. Both he and his staff are always happy to answer any questions about the food, which, by the way, is delicious. The menu doesn't have many dishes, but they change it every month. Some dishes are a bit fancy, and, generally speaking, I think the prices are a little too high – but it's really worth a visit. However, the place is small, so you need to book a table, especially if you are planning to go at the weekend.

B Lake View

This restaurant is situated on the outskirts of the city, with beautiful views over a nearby lake. In the summer, you can even eat at a table while sitting on a boat which belongs to the restaurant. The food is good, too, if a bit expensive, although I reckon the choice of vegetarian dishes is rather limited. However, the service is really slow – you have to wait for ages to get your order. The waiters are well-mannered, but they aren't very helpful. All in all, the atmosphere isn't very welcoming, so I'm not sure I want to go again.

C Eat and Chips

This may sound like a typical cheap fast food restaurant, but be prepared for a surprise. The interior is wonderfully simple, with basic wooden chairs and tables. The variety of dishes is really surprising – basically, you can order any kind of meat, fish or vegetables, fried or grilled, together with a bowl of home-made chips, a side salad and a choice of sauces. It's all extremely fresh and tasty, and not at all expensive. All the waiters are friendly, smiling and helpful – and I felt like they really deserved their tip!

6 Which of the following is presented as a fact, and which is an opinion? Write the answers in your notebook.

- 1 *My Kitchen* is owned by a celebrity chef.
- 2 *My Kitchen* is a bit expensive.
- 3 There are not enough vegetarian dishes on offer at *Lake View*.
- 4 *Lake View* is not worth a second visit.
- 5 *Eat and Chips* is furnished with things made of wood.
- 6 The waiters in *Eat and Chips* should be tipped.

7 Complete the gaps 1–5 in the message using the information from the texts in 5. Write the answers in your notebook.

← CHLOE

Chloe, I've just checked the restaurants you mentioned. Personally, I like *Eat and Chips* best – I just love (1) chips. However, the place sounds too informal for Grandma's birthday dinner. *Lake View* could be fine – the (2) sounds great thanks to the amazing view. But I think we would prefer a place with a homely atmosphere. I suggest we choose *My Kitchen*, however, we need to make (3) in advance. The review says the (4) can be a bit "fancy", so maybe we could find out first what dishes they will (5) next month? Jack

8 For the next class, prepare a short presentation about a place to eat out in your town or in a place in Poland you have visited. Include the following information:

- what kind of restaurant it is and where it is located;
- what kind of food is on offer;
- what the service and atmosphere are like;
- whether you would recommend it or not (give reasons).

You can find *Useful expressions in presentations* on page 60 (Speaking bank)

ŻYWIENIE

Artykuły spożywcze

bakery products (n)	/ˈbeɪkəri ˌprɒdʌkts/	wyroby piekarnicze
carrot (n)	/ˈkærət/	marchewka
chicken (n)	/ˈtʃɪkɪn/	kurczak
cream (n)	/kri:m/	śmietan(k)a
dairy products (n)	/ˈdeəri ˌprɒdʌkts/	nabiał
fruit (n)	/fru:t/	owoc
lamb (n)	/læm/	jagnięcina
lettuce (n)	/ˈletɪs/	sałata
oil (n)	/ɔɪl/	olej
olive (n)	/ˈɒlɪv/	oliwa
pancake (n)	/ˈpæŋˌkeɪk/	naleśnik
pea (n)	/pi:/	grosek
peach (n)	/pi:tʃ/	brzoskwinia
pie (n)	/paɪ/	placek, ciasto
plum (n)	/plʌm/	śliwka
prawn (n)	/prɔ:n/	krewetka
rice (n)	/raɪs/	ryż
seafood (n)	/ˈsiːfu:d/	owoce morza
semi-skimmed milk (n)	/ˌsemiˈskɪmd ˈmɪlk/	mleko półtłuste
starter (n)	/ˈstɑ:tə(r)/	przystawka
sweetcorn (n)	/ˈswi:tˌkɔ:n/	kukurydza cukrowa
sweets (n pl)	/swi:ts/	słodycze
tuna (n)	/ˈtju:nə/	tuńczyk
turkey (n)	/ˈtɜ:ki/	indyk
vegetable (n)	/ˈvedʒtəb(ə)l/	warzywo

Posiłki i ich przygotowywanie

baked (adj)	/beɪkt/	pieczony (np. chleb)
boiled (adj)	/bɔɪld/	gotowany
dessert (n)	/diˈzɜ:t/	deser
dish (n)	/dɪʃ/	danie
fresh (adj)	/frefʃ/	świeży
fried (adj)	/fraɪd/	smażony
frozen (adj)	/ˈfrəʊz(ə)n/	mrożony
main course (n)	/ˌmeɪn ˈkɔ:s/	danie główne
healthy (adj)	/ˈhelθi/	zdrowy
raw (adj)	/rɔ:/	surowy
roast (adj)	/rəʊst/	pieczony (np. indyk)
snack (n)	/sneɪk/	przekąska
spicy (adj)	/ˈspeɪsi/	ostry, pikantny
stale (adj)	/steɪl/	czerstwy
tasty (adj)	/ˈteɪsti/	smaczny
unhealthy (adj)	/ʌnˈhelθi/	niezdrowy

Lokale gastronomiczne

cuisine (n)	/kwiˈzi:n/	kuchnia
chef (n)	/ʃef/	szeff kuchni
eat out (v phr)	/i:t ˈaot/	jeść poza domem
fancy (adj)	/ˈfænsi/	wyszukany, wykwintny
homely (adj)	/ˈhəʊmli/	niewyszukany, prosty
order (n)	/ˈɔ:də(r)/	zamówienie
reservation (n)	/ˌrezəˈveɪʃ(ə)n/	rezerwacja
seasonal (adj)	/ˈsi:z(ə)nəl/	sezonowy
service (n)	/ˈsɜ:vɪs/	obsługa
staff (n)	/stɑ:f/	personel
tip (n)	/tɪp/	napiwek
variety (n)	/vəˈraɪəti/	różnorodność

Nawyki żywieniowe

consumption (n)	/kənˈsʌmpʃ(ə)n/	spożycie
dietary trend (n)	/ˈdaɪət(ə)ri ˈtrend/	trend żywieniowy
eating habits (n)	/i:tɪŋ ˈhæbɪts/	navyki żywieniowe
home-made (adj)	/ˌhəʊmˈmeɪd/	domowej roboty
junk food (n)	/ˈdʒʌŋkˌfu:d/	śmieciowe jedzenie

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

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

ready-made (adj)	/ˌrediˈmeɪd/	gotowy
takeaway (adj)	/ˈteɪkəˌweɪ/	jedzenie na wynos
serving (n)	/ˈsɜ:vɪŋ/	porcja
vegetarian (adj)	/ˌvedʒəˈteəriən/	wegetariański

PRZEDROSTKI

cooperate (v)	/kəʊˈɒpəreɪt/	współpracować
disadvantage (n)	/ˌdɪsədˈvɑ:ntɪdʒ/	wada, ujemna strona
international (adj)	/ˌɪntəˈnæʃ(ə)nəl/	międzynarodowy
misunderstand (v)	/ˌmɪsʌndəˈstænd/	źle zrozumieć
overbook (v)	/ˌəʊvəˈbʊk/	przyjmować zbyt wiele rezerwacji
overcooked (adj)	/ˌəʊvəˈkʊkt/	rozgotowany
precooked (adj)	/ˌpriːˈkʊkt/	uprzednio ugotowany
recooked (adj)	/ˌriːˈkʊkt/	odgrzany
redo (v)	/ˌriːˈdu:/	powtórzyć, przerobić
undercooked (adj)	/ˌʌndəˈkʊkt/	niedogotowany
underestimate (v)	/ˌʌndərˈestɪmeɪt/	nie doceniać

INNE

agriculture (n)	/ˈægrɪˌkʌltʃə(r)/	rolnictwo
attend (v)	/əˈtend/	uczestniczyć w (czymś)
attitude (n)	/ˈætɪˌtju:d/	nastawienie
carbohydrate (n)	/ˌkɑ:bəʊˈhaɪdreɪt/	węglowodan
cereal (n)	/ˈsiəriəl/	płatki zbożowe
cookery programme (n)	/ˈkʊk(ə)ri ˈprəʊɡræm/	program kulinarny
contain (v)	/kənˈteɪn/	zawierać
cure (n)	/kjʊə(r)/	metoda leczenia, lekarstwo
detailed (adj)	/ˈdiːteɪld/	szczegółowy
diet (n)	/ˈdaɪət/	dieta
dried (adj)	/draɪd/	suszony
drop (v)	/drɒp/	upuszczać
entertainment (n)	/ˌentəˈteɪnmənt/	rozrywka
essential (adj)	/ˈesənʃ(ə)l/	niezbędny
event (n)	/ɪˈvent/	wydarzenie
fat (n)	/fæt/	tłuszcz
fatal (adj)	/ˈfeɪt(ə)l/	śmiertelny
flavour (n)	/ˈfleɪvə(r)/	smak
genetically modified (adj)	/dʒəˌnetɪkli ˈmɒdɪfaɪd/	modyfikowany genetycznie
global warming (n)	/ˌɡləʊb(ə)l ˈwɔ:ɪmɪŋ/	globalne ocieplenie
ingredient (n)	/ɪnˈɡriːdɪənt/	składnik
invent (v)	/ɪnˈvent/	wynaleźć
invisible (adj)	/ɪnˈvɪzəb(ə)l/	niewidzialny
mineral (n)	/ˈmɪn(ə)rəl/	minerał
mixture (n)	/ˈmɪkstʃə(r)/	mieszanka
nutrient (n)	/ˈnjuːtriənt/	składnik pokarmowy
powder (n)	/ˈpaʊdə(r)/	proszek
prepare (v)	/prɪˈpeə(r)/	przygotowywać
preserve (v)	/prɪˈzɜ:v/	zakonserwować
protein (n)	/ˈprəʊtiːn/	białko
ripe (adj)	/raɪp/	dojrzały
quality (adj)	/ˈkwɒləti/	jakość
soft drink (n)	/ˈsɒft ˈdrɪŋk/	napój bezalkoholowy
superfood (n)	/ˈsuːpəˌfu:d/	superżywność
vitamin (n)	/ˈvɪtəɪn/	witamina
waste (v)	/weɪst/	marnować
worldwide (adj)	/ˌwɜ:ldˈwaɪd/	ogólnoświatowy

Rozumienie ze słuchu

1  **1.26** Usłyszysz dwukrotnie reklamę kursu gotowania. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszyście luki 1–6 w poniższym dialogu. Luki należy uzupełnić w języku polskim.

- Anna:** Wiesz co? Słyszałam w radiu reklamę kursu gotowania.
- Piotr:** Gotowania? Ale przecież ty nie umiesz gotować...
- Anna:** No właśnie! I dlatego chcę się zapisać! Nie chciałbyś się nauczyć, jak przygotowywać (1) ?
- Piotr:** A (2)  też będą?
- Anna:** Będą, będą, nie martw się.
- Piotr:** A jak długo trwa ten kurs?
- Anna:** Miesiąc – zajęcia są w (3)  i trwają 4 godziny. W ciągu miesiąca (4)  przygotowywać po cztery przystawki, dania główne i desery.
- Piotr:** Fajnie! A musimy sami (5) ?
- Anna:** Nie, wszystko jest w cenie kursu. A to, co się ugotuje, można (6) !

Rozumienie tekstów pisanych

2 ★ **Przeczytaj tekst, który został podzielony na cztery części (A–D) oraz pytania go dotyczące (1–6). Do każdego pytania dopasuj właściwą część tekstu. Odpowiedzi zapisz w zeszyście. Uwaga! Do dwóch części tekstu można przypisać po dwa pytania.**

The REAL Superfoods

A The idea of a “superfood” needs some explanation as, while most food is categorised as either healthy or unhealthy, some food is believed to be super healthy. Fortunately, to start eating better, you don’t have to change your eating habits drastically; it’s enough to simply include one of the superfoods into your diet – you’ll officially be following a healthy diet. According to a survey from 2016, 61% of UK citizens admitted buying products that are regarded as superfoods. The question is, is feeling healthier really that simple, or is it just another dietary trend?

B One example of a superfood is the avocado, which is currently one of the most popular fruits in the US. It is delicious when ripe; you can either eat it raw or add it to soups, and it’s extremely tasty – but does it really have superpowers? It does contain a lot of calories, that’s for sure – if you decide to go on an avocado diet, you will end up weighing more, not less, as an avocado provides about 240 calories, while a Mars bar, for example, has about 228. It also contains a lot of

healthy fats – but you can also find these in nuts, fish or olive oil. Perhaps the biggest negative is that it’s not very ecological as farmers in Mexico are cutting down forests in order to make room to grow avocado trees.

C What about those goji berries, which look a bit like pink raisins when dried? These can be eaten as a snack and mixed with almost anything. They have been an important part of traditional Chinese medicine for years, but there is no scientific evidence indicating that they are more beneficial to health than any other fruit.

D The truth is that there is no single fruit, nut, type of cereal or vegetable that is significantly better than any other. There is more and more research suggesting that the best diet is one that includes more fresh fruit and vegetables, and that people who eat seven (or more) servings of fruits and vegetables a day are much less likely to suffer from potentially fatal conditions such as heart disease and cancer. One thing seems to be true – we should be eating less meat, dairy products and sweets.

In which paragraph does the author

- 1 explain why one of the superfoods is not good for the environment?
- 2 give data about the consumption of superfoods?
- 3 mention the lack of data on special properties of a superfood?
- 4 give a detailed description of a healthy diet that is based on research?
- 5 comment on the fact that people are not usually happy to change their eating habits?
- 6 suggest that a healthy diet is not difficult to follow?

Znajomość środków językowych

3  **1.27** Usłyszysz dwukrotnie pięć wypowiedzi. Dla każdej z wypowiedzi (1–5) wybierz właściwą reakcję. Zapisz w zeszyście literę A, B albo C.

1

- A Yes, please, I love sweets.
- B I really like plum cake.
- C I’ll have pancakes with cream.

2

- A I think I’ll prepare some healthy snacks for the party.
- B What are you going to do about it?
- C I don’t think I do.

3

- A Isn’t it a bit undercooked?
- B Wow! It looks delicious.
- C No, I don’t really mind it.

4

- A I don't think they will.
B How do they do that?
C I agree with you completely.

5

- A Shall we have a bite before we go?
B I'm not into roasting.
C Don't worry, we'll cook some pasta instead.

4 ★ Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeżeli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie sześć wyrazów, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszycie.

- I think the meat (*be / overcook*) if you leave it in the oven any longer.
- My mum doesn't have to cook dinner tomorrow as we (*eat / Japanese / restaurant*) where my father booked a table at last week.
- I hope I (*finish / my / education*) by the time I'm 30.
- Look at the sky! I think (*there / go / be*) a storm.
- This time tomorrow, we (*will / have / starter*) at the restaurant.

Wypowiedź pisemna

5 Wraz z klasą organizujesz w swojej szkole dzień kuchni świata. Napisz e-mail do koleżanki, która przebywa w waszej szkole na wymianie, w którym:

- opowiesz, dlaczego organizujecie to wydarzenie;
- poprosisz, by pomogła Twojej klasie w organizacji wydarzenia;
- wyjaśnisz, jakie potrawy planujecie przygotować;
- zaproponujesz, by przygotowała jakąś potrawę typową dla swojego kraju.

From:
To:
Subject:

Hello Gina,
I'm writing to tell you about an International Food Day my class is organising in two weeks' time.

I hope you will decide to join us. We'll have a lot of fun!
Cheers,
XYZ

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

Wypowiedź ustna

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

Uczeń A

Opowiadasz koleżance z Wielkiej Brytanii, która przebywa w Twojej szkole na wymianie językowej, o polskiej kuchni i zwyczajach żywieniowych w Polsce. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Tradycyjna kuchnia
polska

Posiłki w Polsce

Mody i trendy
w nawykach żywieniowych
młodzieży w Polsce

Twoje nawyki żywieniowe

Uczeń B

Przebywasz na wymianie językowej w szkole w Polsce. Kolega/koleżanka z klasy opowiada Ci o polskiej kuchni i zwyczajach żywieniowych w Polsce. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- dowiedz się, jakie nawyki żywieniowe ma rodzina ucznia A;
- zapytaj ucznia A, czy uważa, że to ważne, żeby zdrowo się odżywiać;
- zaproponuj, byście razem z uczniem A poszli do restauracji/baru z typowymi polskimi potrawami,
- poproś o dokładniejsze wyjaśnienie jakiejś kwestii, której nie rozumiesz;
- grzecznie nie zgódź się z uczniem A i wyjaśnij, dlaczego masz inne zdanie.

✓ SELF-ASSESSMENT UNIT 4

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

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

- I can talk about future plans, intentions, arrangements and predictions.
- I can talk about meals and describe different types of food.
- I can negotiate with somebody by asking for, giving and responding to opinions.
- I can write simple replies to invitations.
- I can talk about eating habits and eating out.

LANGUAGE CHECKPOINT ► PAGE 143

5 Lifelong learning

Vocabulary

School and university subjects

- 1 Work in groups. Look at these subjects. Where do you usually study them for the first time – at nursery school, primary school, secondary school or at university? Complete the table in your notebook.

architecture • art • biology • business studies
chemistry • computer science • drama
engineering • English • geography • history • law
literature • maths • media studies • medicine
music • PE (physical education)
physics • psychology

Nursery	Primary	Secondary	University
art	English	biology	architecture

- 2a In your notebook, mark the stress on each word in 1 that has more than one syllable.

architecture

- 2b 1.28 Listen, check and repeat.

- 3 1.29 Listen to four teachers giving instructions and asking questions. What subject is each one teaching? Write the answers in your notebook.



- 1 3
2 4

- 4 Work with a partner. Ask these questions.

- Which of these subjects do/don't you like?
- Would you like to study any of these subjects in the future?
- Which of the subjects do you think will be useful in life after school/university?

Words connected with studying

- 5 In your notebook, complete the sentences with these words.

assessment • assignment • coursework • essay
fail • mark/grade • scholarship
terms • timetable • resit

- In my last history class I wrote a(n) about the Roman Empire.
- 9 out of 10 is a really good .
- I didn't do the exam very well so next week I'll probably need to it.
- What lesson do we have now? I didn't bring my .
- My sister doesn't pay the full amount for her studies because they gave her a(n) .
- When you get less than 50% in an exam you usually .
- Our school year is divided into two .
- The teachers evaluate us by looking at our exams and the work we do all year, which is called our .
- We're going to do a(n) on Shakespeare. We have a month to prepare it and then we present it.
- Exams are not usually the only form of at school.

- 6a Work with a partner. Ask and answer the questions.

- What is your school timetable for Tuesday? What do you think of it?
- Which is your favourite term and why?
- What's your best mark in an exam this year?
- Did you have to resit any exams last year? Which one(s)?
- Do you prefer assessment with exams or with coursework? Why?
- What was the last essay that you wrote?
- How often do you get assignments? In what subjects?

- 6b Compare your answers with the rest of the class.

VOCABULARY BUILDER ► PAGE 130

- 1 Work with a partner. Look at the photo and the title of the text. What do you think the text is about? 2  Read the text and check your predictions.

Green school in the city

How one inspirational teacher is changing lives



When you think of the Bronx in New York, green is probably not the first colour you think of. But one inspirational teacher and instructor, Stephen Ritz, is doing something to change that.

It all began by accident. Stephen was teaching at a school in the South Bronx. Somebody had sent him a box of flower bulbs. Stephen didn't really know what they were so he hid them behind a radiator in his classroom. Then one morning there was a moment of real surprise and excitement when he and his class suddenly noticed all the flowers that had grown next to the radiator.

That gave Stephen an idea. He decided to do something to improve the area where his students live, so he and his class worked on a project in their own neighbourhood. They planted flowers and vegetables and managed to transform some depressing spots into



green areas where local people could meet.

Next, Stephen brought plants back into the classroom. The students planted vegetables in special towers and created an 'edible indoor wall' in the science room. It was a great success.

Although all students under 16 must attend school, in a difficult area like the Bronx students often miss classes. But thanks to his classroom project, attendance in Stephen's classes went up from around 40% to 93%. The students feel responsible for their plants. They realise they have to water them and look after them every day, so they also see that they mustn't miss school. And with better attendance their marks go up.

Importantly, the students also begin to learn about natural, healthy food. As they started to grow their own vegetables, they became more interested in following a healthy diet instead of eating the typical fast food they had eaten before. In fact, the edible indoor wall in Stephen's classroom produces enough food to feed healthy meals to 450 students! The students can even sell some of their vegetables to local shops. Some of his older students have

worked as employees of a new company as technicians creating green walls for other schools around the country.

Stephen began his project with older students, but he now teaches younger students, too. He believes young people ought to start learning about healthy diets as early as possible so that they don't pick up bad habits which are then difficult to change.

Many of Stephen's students have special educational needs or are homeless. Stephen's project has really affected them. They have learnt lessons that will help them throughout their lives. They have learnt about responsibility. They have also realised that they'd better eat well if they want to stay healthy. And, finally, they've learnt that you don't have to be a farmer out in the country to grow plants. Anybody can do it. But you must believe that you can make a difference. By teaching all of this, Stephen Ritz is making a massive difference to the lives of his students.

Material courtesy of Green Bronx Machine



Stephen Ritz

3 Read the text again and answer the questions in your notebook.

- How did the students react to the first plants in their classroom?
- Why did Stephen and his students plant flowers and vegetables in some areas of the Bronx?
- What did Stephen's students do in the science room?
- What effect did Stephen's project have on attendance of his classes and why?
- What effect did the project have on his students' eating habits?
- Why does Stephen think it's important to teach very young students?
- What are two of the things that Stephen's students have learnt from this project?

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- What message(s) do you think the text gives about bringing the outside world into the classroom? Give reasons for your answer.

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

6 What about you?

- Would you like to work on a school project like Stephen Ritz's? Why/Why not?
- Does your school ever organise lessons or activities that take place outside the classroom? If so, explain what they are.

Modal verbs of obligation, prohibition, advice and permission

1a Read the sentences and complete the rules with the words in blue. Write the answers in your notebook.

- Students **shouldn't be** forced to leave their own community.
- All students under 16 **must** attend school.
- They **have to** look after the plants.
- They **mustn't** miss classes.
- They **can't** miss school.
- The students **can** sell their vegetables.
- Young people **ought to** start learning about healthy diets.
- They **had better** eat fresh food.
- You **don't have to** be a farmer to grow plants.

- We use [] and [] for obligation.
- We use [] when there is no obligation.
- We use [] and [] for prohibitions or when there is no permission to do something.
- We use [], [] and [] for advice and recommendations.
- We use [] to give permission.

1b Are these sentences True (T) or False (F)?

- The contraction for **had better** is '**d better**.
- We use **to** with **ought**, but not with **should** or '**d better**.
- We usually use **must** in questions.
- The correct question is **Do you have to (go)?** not **Have you to go?**

GRAMMAR REFERENCE ► PAGE 144

2a In your notebook, complete the sentences using the correct form of the word(s) given and any other words.

- It is obligatory to be at least 17 to drive a car.
You [] at least 17 to drive a car. (have to)
- It is obligatory to go to school until you are at least 16.
You [] to school until you are at least 16. (have to)
- Voting in a general election is prohibited until the age of 18.
You [] in a general election until you are 18. (can)
- It is possible to ride a moped when you're 16.
You [] 18 to ride a moped. (have to)
- It is obligatory to be 18 before you can get married without your parents' permission.
You [] 18 before you can get married without your parents' permission. (must)

- It is impossible to change your name until you are 16.

You [] your name until you're 16. (can)

- It is possible to buy a ticket in the National Lottery when you are 16.

You [] 16 to buy a ticket in the National Lottery. (have to)

2b Do you know if the legal ages for these things are similar in your country?

3 In your notebook, complete the sentences for these situations. Use **should**, **shouldn't**, **ought to**, **had better** and the expressions in the box.

get ready to go
go out without an umbrella
look for a job there • rest and have a coffee
study all night • use a dictionary
walk to school

- A friend has an exam tomorrow, but says he isn't going to sleep tonight because he needs to study.
He [] because he'll be tired for the exam.
- Your sister wants to study English in the US in the summer, but she hasn't got any money.
She [].
- You have received an email in English, but there are words you don't understand.
You [].
- Your friend is very unfit because his parents always take him to school by car.
He [].
- We're at a party. We promised to be back home at 9.30 and it's 9.10 now.
We [].
- You're going to walk to school, but the sky is very dark.
You [].
- Your dad is driving, but he's feeling a bit tired.
He [].

⚡ BUZZWORD

cram – to study hard in order to learn a lot in a short time, especially for an examination

He's not coming with us, he's cramming for his final exams.

- 4** In your notebook, write rules for your school using *must*, *mustn't*, *can*, *can't*, *have to*, *don't have to* and these phrases.



arrive early • carry ID • cheat in tests
eat or drink in class • participate in class
put make-up on • use mobile phones in class
wear school uniform • wear special clothes for PE



- 5** Read the text and choose the correct alternative. Write the answers in your notebook.

Secondary students usually (a) *have to/mustn't* do lots of homework and lots of exams. This can be stressful. That's one of the reasons why some schools in the UK now teach a thing called 'mindfulness'. The idea is that the students (b) *should/ought* pay attention to what is happening right now. They (c) *had better/shouldn't* think about the past or the future, just the present. One activity that is part of mindfulness is 'beditation'. This is like meditation but you (d) *better/have to* do it lying down to get the full benefits. The idea of mindfulness originally came from Buddhist thinking and meditation, but, of course, you (e) *don't have to/mustn't* be a Buddhist to practise mindfulness. Many experts think that they (f) *ought/must* to teach mindfulness in all schools. There are certainly lots of good reasons to try it. But you (g) *had/would* better find a clean floor to practise!

- 6a** Work with a partner. You have a friend who wants to become a maths teacher one day. Think of advice to give them. Use *must*, *mustn't*, *have to*, *should*, *shouldn't*, *had better*, *ought to*. Make a list of your ideas in your notebook.

- 6b** Compare your list with another pair. Are your ideas similar?

You have to get very good marks in maths. You should be patient with people when they don't understand.

Noun suffixes

- 1** Read these words. They all have suffixes which make nouns. Do these nouns describe people or things?

director • employee • farmer
instructor • scientist • technician

- 2** In your notebook, match these words and the words from 1 with the definitions. Check that you understand the other words.

electrician • employer • journalist • librarian
photographer • physicist • professor • trainee

- 1 somebody who teaches at a university
- 2 somebody who teaches you to do a particular skill, e.g. ski or play a sport
- 3 somebody who pays someone to work for them
- 4 somebody with technical training who works with special equipment or machines
- 5 somebody whose job is to report the news
- 6 somebody who is training for a job

- 3a** 1.30 Listen to the words in 1 and 2. In your notebook, mark the stress in each word. Which is the only noun suffix we stress?

- 3b** Practise saying the words with the correct stress.

- 4** Match one word from each list. Write the answers in your notebook.

List A:

TV
wildlife
company
university
driving
computer

TV journalist

List B:

photographer
journalist
technician
director
professor
instructor

- 5** Work in groups of three. Which of the jobs in 4 would you like or dislike? Why?

I think I'd like to be a TV journalist. You probably meet interesting people all the time.



1a Work in groups. What extracurricular activities can you do at school?

1b Look at these extracurricular activities. What do you think they are?



2 **1.31** Listen to four dialogues about extracurricular activities. Match each dialogue to a photo. What is the activity?

1 2 3 4

3 **1.31** Listen again and complete the sentences with one or two words. Write the answers in your notebook.

Notepad



1 This activity is a mixture of martial arts, (a) , gymnastics and music. The classes are at 7 pm on Mondays and (b) . The boy may join, but he doesn't know his (c) .

2 They play this activity on a (d) . You have to (e) a lot when you do the activity. The speaker thinks you have to (f) when you're a student or you get too stressed.

3 This society is one of the (g) at the college. (h) are welcome at the society. They teach ballet, (i) dance and (j) dance.

4 This person joined the club because he (k) do the activity at the moment. He doesn't want to (l) everyday when he's away from home. Sometimes everybody in the club eats (m) .

4 **What about you?**

- Do you think that it's important to do extracurricular activities? Why/Why not?
- Which of the extracurricular activities in 2 would you like to try? Why?

Zero, first and second conditionals

1a Read these sentences. Which are zero, first or second conditionals?

- It would be great if it was like in the films.
- If I'm free then, I'll think about it.
- If I were you, I'd stop reading those Harry Potter books.
- If you don't find time to relax, you become stressed.

1b Read the rules and, in your notebook, write Z (zero conditional), F (first conditional), S (second conditional) or A (all).

- It describes an improbable or imaginary situation in the present or future and its consequence.
- It describes a possible situation in the present or future and its consequence.
- It describes a situation which has a consequence that is generally or always true.
- We use the present simple in the half of the sentence with **if**, and **will/won't** + infinitive in the other half.
- We use the present simple in both halves of the sentence.
- We use the past simple in the half of the sentence with **if**, and **would/wouldn't** + infinitive in the other half.
- The half of the sentence with **if** can come after the other half, but we don't use a comma.
- We can use it to give advice when we have **If I were/was you** in one half of the sentence.

GRAMMAR REFERENCE ► PAGE 144

2 In your notebook, complete the zero or first conditional sentences with the correct form of the verb given.

- My friend Omar wasn't at school yesterday. If he (not come) today, I (ring) him to find out how he is.
- At our school, if you (not go) to class, the school (call) your parents.
- Don't worry. If the exam (be) tomorrow, I (lend) you my notes.
- If they (have) a party for new students tonight, I (go).
- Usually if you (not get) over 50% in an exam, you (fail).
- If we (arrive) late today, the teacher (get) angry.

3 Complete the dialogues with these verbs in the second conditional. Write the answers in your notebook.

be • do (x2) • get • go • have • spend

- 1 Ben:** What (a) _____ you _____ to improve the world if you (b) _____ a world leader?
- Bethany:** I (c) _____ more money on schools and universities.
- 2 Emma:** You never do any schoolwork at the weekend. If you (d) _____ more, you (e) _____ higher marks in your exams.
- Megan:** I know, but I have to train with the swimming team at the pool. If I (f) _____ there, I (g) _____ time to study.

4 In your notebook, complete the text with the zero, first or second conditional using the correct form of the verbs given.

My name's Jeff. I've just started university. There are hundreds of extracurricular activities on offer, but right now I can't decide which ones I want to do. One problem is that I'm not very good at sport. If you (a) _____ (not like) sport, it (b) _____ (limit) the number of clubs you can join. I suppose that if I (c) _____ (be) good at sport, I (d) _____ (play) tennis or basketball or something like that. Another problem is that I haven't got much money. If you (e) _____ (not have) much money, there (f) _____ (be) some activities that you can't do. If money (g) _____ (not be) a problem, I (h) _____ (think) about joining the Diving Club. They organise lots of trips to the coast. The thing is, if we (i) _____ (be) closer to the coast, it (j) _____ (not cost) so much but we're about 150 kilometres away! It's true that there are usually special prices for students. If you (k) _____ (show) your student card, you always (l) _____ (pay) less. Also, if I (m) _____ (visit) my sister in Australia next year, I (n) _____ (be able to) dive at the Great Barrier Reef. Anyway, I'm going to make my final decision next Tuesday. If I (o) _____ (have) problems deciding, I (p) _____ (talk) to my older sister, but I don't think that'll be necessary in the end.

5a In your notebook, complete these sentences with your own ideas.

- 1 If a Martian stole my homework on the way to school, ... _____
- 2 If I pass all my exams, ... _____
- 3 If I haven't got any homework this weekend, ... _____
- 4 If I have time this weekend, ... _____
- 5 If I had enough money, ... _____
- 6 If I became famous, ... _____
- 7 If I was a superhero, ... _____
- 8 If I go out this weekend, ... _____

5b Work with a partner. Compare your sentences and choose the best three.

6a In your notebook, write six questions: three beginning with *What will you do if* and three beginning with *What would you do if*.

What will you do if you don't have any homework this weekend?

What would you do if you found a bag full of money in the street?

6b Ask different people your questions. Choose the best answers and report them to the class.



A presentation

- 1 **Work in groups of three. What do you think are the advantages and disadvantages of homeschooling? Make notes of your ideas. Do you think there are more advantages or disadvantages?**
- 2 **1.32 Listen to a student giving a presentation on homeschooling. Does she think it's a good idea or a bad idea? Does she include any of your ideas?**
- 3 **1.32 Listen again and, in your notebook, write down the expressions in the Speaking bank that you hear.**

SPEAKING BANK

Useful expressions in presentations

Beginning a presentation

- I'd like to begin by saying ...
- I'm going to talk about ...

Introducing arguments

- Firstly,
- First of all,
- Secondly,
- Another thing is that ...
- It's also true that ...
- Furthermore,
- What's more,

Giving examples

- For example,
- For instance,
- Look at the case of ...
- Take ...

Concluding

- In conclusion
- Finally,
- To sum up,
- Last but not least
- The point (that) I'm trying to make is ...
- In short,

- 4 **Work with a partner. Put these stages of giving a presentation in the correct order.**

- a During your talk, use your notes to remember what comes next, but don't just read things aloud.
- b Organise your notes in a logical way.
- c Finish your presentation at the right time.
- d Look at the question which you have to talk about.
- e Make notes with your ideas and arguments.
- f Begin your presentation and look up at the audience.
- g Think of a short introduction and a conclusion.



Practice makes perfect

- 5a **Choose one of these topics and prepare a presentation. Use the relevant advice in 4 to help you.**

- 1 Should students be paid for going to school?
- 2 Is it a good idea to separate boys and girls into different classes at school?
- 3 Should homework exist?
- 4 Are exams the best way to evaluate students?
- 5 Should the use of mobile phones be permitted in class?
- 6 Are school uniforms a good idea?

- 5b **Give your presentation to the class. Use the advice in 4 and expressions from the Speaking bank.**

⚡ BUZZWORD

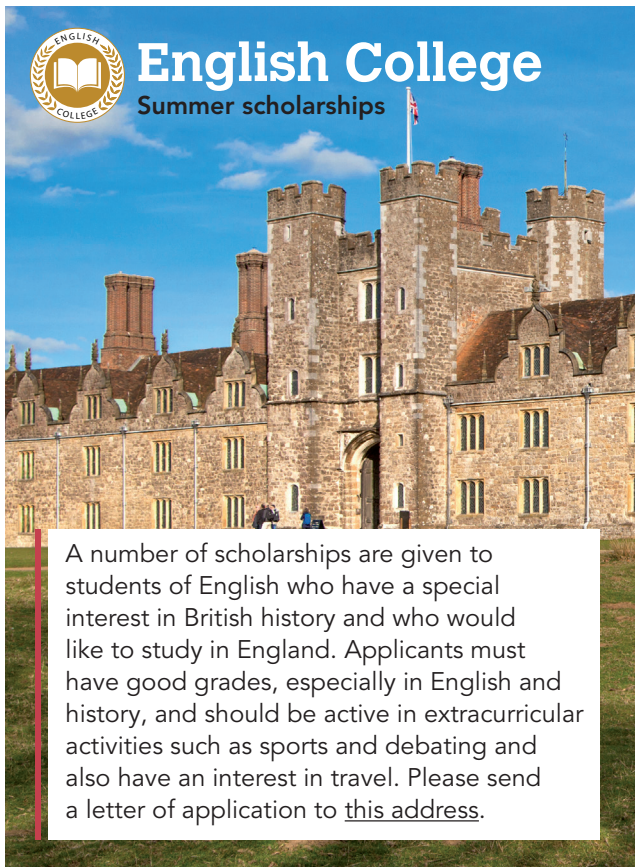
SOLE – a teaching method in which groups of children learn independently using a computer linked to the Internet

What students like most about SOLE is that it enables them to be in charge of their own learning.



A formal letter of application

- 1  Read this information about a scholarship. Find out the qualities of an ideal candidate. Would you be a good candidate for the scholarship? Why/Why not?



English College
Summer scholarships

A number of scholarships are given to students of English who have a special interest in British history and who would like to study in England. Applicants must have good grades, especially in English and history, and should be active in extracurricular activities such as sports and debating and also have an interest in travel. Please send a letter of application to this address.

- 2  Read the letter of application for this scholarship. Do you think Marcus is a good candidate? List reasons for your answer in your notebook.

Dear Sir or Madam,

I am writing to apply for the scholarship which I saw advertised on your website.

I believe I would be perfect for this scholarship for the following reasons. Firstly, my best subjects at school are English and history and my ambition is to study one day in the United Kingdom to discover more about the people, places and traditions. My grades this year have been very good, with an average mark of 80% in my exams.

I also love sports, particularly football. I am the captain of my school football team. As captain of the team, I am responsible for organising social activities such as parties and events to raise money for the team.

I would be very grateful to receive the chance to study at your school with a scholarship and I am sure that I could make a good contribution to the English department.

I look forward to receiving your reply.

Yours faithfully,

Marcus Reeves

M. Reeves

- 3 Look again at the letter in 2 and complete the information in the Writing bank. Write the answers in your notebook.

WRITING BANK

Useful expressions and conventions in a formal letter

- If we know the name of the person we are writing to, we begin *Dear Mr/Mrs/Ms* and their surname. We finish *Yours sincerely*.
- If we don't know the name of the person we are writing to, we begin *Dear* (a)  or (b) . We finish *Yours* (c) .
- In formal letters we do not use (d) , e.g. we write *I would*, not *I'd*.
- We often use more formal words and expressions, e.g.
(e) 
instead of *I'd be really happy to get the chance*.
- We often start formal letters with *I am writing to ...* and then explain why we are writing.
- We often end formal letters with expressions like
I (f)   to receiving your reply.

Practice makes perfect

- 4a Read the information below about a scholarship. Write a letter of application using expressions and conventions in the Writing bank to help you. Include information to make yourself the ideal candidate. Write between 150 and 180 words.

Combined English Scholarship

We have two scholarships for students who are interested in combining their chosen subject (any subjects are possible) with an English Studies programme. Applicants must have good academic marks and should have interests in extracurricular activities such as music, theatre, or literature. Active participation in a sport is also an advantage. Send your letter of application to this address.

WRITING BANK ► PAGE 159

- 4b Exchange your letter with a partner. Prepare five questions to ask them in an interview to get the scholarship.

In your letter you say that your marks are usually high. Which are your best subjects?

- 4c  Role-play your interviews. Would you give your partner the scholarship?

1 Work in groups. Talk about the advantages and disadvantages of the following forms of education:

- being homeschooled
- going to a boarding school
- taking part in an exchange programme

Use the ideas below or some of your own.

becoming independent • individualised teaching
 feeling lonely • quality of teaching • having a choice
 learning a foreign language • learning a new culture
 focusing on studying • meeting new people
 missing friends/family • better learning conditions

2 1.33 Listen to a voice message and answer the questions in your notebook.

- Why is Harry phoning Marta?
- What kind of project is he preparing?
- Why will he be contacting Marta in the future?

3 Read the Internet article and answer the questions in your notebook.

Education systems all over Europe » Poland

Compulsory education in Poland begins at the age of 6 or 7, when children start going to primary school. In the whole Europe the legal age of entry is usually not below 5 years old or above 7 years old. At the end of primary school, Polish pupils take a compulsory external exam whose results influence which secondary school they will attend. In Belgium, by comparison, possession of a Certificate of Primary Education is not a condition for being accepted to a specific school, but it determines which stage of secondary education a student joins.

Education in Poland is compulsory until the age of 18, and the vast majority of teenagers continue their education in one of the following: a general secondary school, a technical college or a vocational school.

After completing a general or technical secondary school, students usually take an external secondary school leaving exam (called *Matura*), which enables them to go on to higher education.

The vast majority of schools (86%) in Poland are state or public schools, which are funded by the state. There are also some non-state schools, which are partly state funded and partly funded by fees and donations from parents and some non-governmental organisations.

The Polish school year runs from September 1st to the end of June and consists of two terms. There are three holiday periods: over Christmas and Easter, and a winter break in January or February. In the summer, pupils enjoy a two-month break from school.

- Do Polish children start education similarly as their peers in other European countries?
- Does the Belgian CPE influence which secondary school a pupil will attend?
- How many non-public schools are there in Poland?

4 Work in groups of three. Discuss the following questions.

- If you had a choice, would you prefer to go to a different kind of school (state or non-state)? Why/Why not?
- What may be some of the advantages and disadvantages of attending a state school or a non-state school?

5 Complete the message from Harry to Marta with information from the text in 3. Write the answers in your notebook.

New message _ / ✕

To: _____

Subject: _____

Marta, I'm writing just to make sure I understand everything correctly: in Poland, education (1) _____ for children aged 6 or 7 (in England 5) to 18, right? However, in England we finish primary school when we are 12, after year 6, and not after (2) _____ years, as in Poland. We also choose what type of secondary school we want to attend: grammar or comprehensive. Grammar schools usually make some kind of selection, so not everyone is offered a place. I think they are similar to the Polish (3) _____, but I'm not really sure, because there are only 164 state grammar schools in England, and most teenagers (like me) go to comprehensive schools. If someone wants to go to a grammar school, they need to take the eleven-plus, which is the name for the grammar school entrance exam. We've also got (4) _____ called the GCSE when we are 16 – I took it last year. It seems we have fewer non-state schools, which are called "independent" schools, but they are also called "public" schools – about 7% of the students (I checked it!) attend these, while in Poland it's (5) _____, right? I like your system better – we have shorter holidays, as we finish the school year in late July! Lucky you!

Send

6 Work with a partner. Talk about the major differences between the Polish and English education systems.

7 For the next class, with a partner, prepare a short presentation on an education system in another English-speaking country. Search the Internet for the following information:

- when compulsory education begins and how long it lasts;
- what the stages of education consist of;
- what external exams are organised and when;
- whether access to education is free (state-funded) or not.

You can find *Useful expressions in presentations* on page 60 (Speaking bank)



EDUKACJA

Przedmioty nauczania

architecture (n)	/ˈɑːkɪtektʃə(r)/	architektura
art (n)	/ɑːt/	sztuka, plastyka
biology (n)	/baɪˈɒlədʒi/	biologia
business studies (n)	/ˈbɪznəs ˌstʌdɪs/	zarządzanie
chemistry (n)	/ˈkɛmɪstri/	chemia
computer science (n)	/kəmˈpjʊːtəˌsaɪəns/	informatyka
drama (n)	/ˈdrɑːmə/	zajęcia teatralne
engineering (n)	/ˌendʒɪˈnɪərɪŋ/	inżynieria, mechanika
English (n)	/ˈɪŋɡlɪʃ/	język angielski
geography (n)	/dʒɪˈɒɡrəfi/	geografia
history (n)	/ˈhɪst(ə)ri/	historia
law (n)	/lɔː/	prawo
literature (n)	/ˈlɪtrətʃə(r)/	literatura
maths (n)	/mæθs/	matematyka
media studies (n)	/ˈmiːdiə ˌstʌdɪz/	medioznawstwo
medicine (n)	/ˈmed(ə)s(ə)n/	medycyna
music (n)	/ˈmjuːzɪk/	muzyka
PE (physical education) (n)	/ˌpiː ˈiː/	wychowanie fizyczne (WF)
physics (n)	/ˈfɪzɪks/	fizyka
psychology (n)	/saɪˈkɒlədʒi/	psychologia

Oceny i wymagania

assessment (n)	/əˈsesmənt/	ocena
assignment (n)	/əˈsaɪnmənt/	zadana praca
coursework (n)	/ˈkɔːsˌwɜːk/	praca okresowa
essay (n)	/ˈeseɪ/	wypracowanie
fail (v)	/feɪl/	nie zdać, oblać
grade (n)	/greɪd/	stopień, ocena
mark (n)	/mɑːk/	stopień, ocena
resit (v)	/ˌriːˈsɪt/	zdawać ponownie
scholarship (n)	/ˈskɒləʃɪp/	stypendium
term (n)	/tɜːm/	semestr
timetable (n)	/ˈtaɪmˌteɪb(ə)l/	plan zajęć

System oświaty

boarding school (n)	/ˈbɔːdɪŋ ˌskuːl/	szkoła z internatem
college (n)	/ˈkɒlɪdʒ/	kolegium, uniwersytet
comprehensive school (n)	/ˌkɒmpriˈhensɪv ˌskuːl/	państwowa szkoła średnia (GB)
compulsory education (n)	/kəmˈpʌlsəri ˌedʒʊˈkeɪʃ(ə)n/	obowiązek szkolny
exchange programme (n)	/ɪkˈstʃeɪndʒ ˌprəʊɡræm/	wymiana międzyuczelniana, międzyszkolna
external exam (n)	/ɪkˌstɜːn(ə)l ɪɡˈzæm/	egzamin zewnętrzny
grammar school (n)	/ˈɡræməˌskuːl/	szkoła średnia dla dzieci od 11 roku życia przygotowująca do egzaminów na studia (GB)
higher education (n)	/ˌhaɪə ˌedʒʊˈkeɪʃ(ə)n/	wyższe wykształcenie
homeschool (v)	/ˈhəʊmˌskuːl/	uczyć w domu
individualised teaching (n)	/ˌɪndɪˈvɪdʒʊəlaɪzd ˈtiːtʃɪŋ/	indywidualny tok nauczania
nursery (n)	/ˈnɜːs(ə)ri/	żłobek
primary school (n)	/ˈpraɪməri ˌskuːl/	szkoła podstawowa
school leaving exam (n)	/ˌskuːl ˈliːvɪŋ ɪɡˈzæm/	egzamin końcowy
secondary school (n)	/ˈsekənd(ə)ri ˌskuːl/	szkoła średnia
state school (n)	/ˈsteɪt ˌskuːl/	szkoła państwowa
technical college (n)	/ˈteknɪk(ə)l ˌkɒlɪdʒ/	technikum
vocational school (n)	/vəʊˈkeɪʃ(ə)nəl ˌskuːl/	szkoła zawodowa

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

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

PRZYROSTKI

director (n)	/dɪˈrektə(r)/	kierownik, dyrektor
electrician (n)	/ɪˌlekˈtrɪʃ(ə)n/	elektryk
employee (n)	/ɪmˈplɔɪː/	pracownik
employer (n)	/ɪmˈplɔɪə(r)/	pracodawca
farmer (n)	/ˈfɑːmə(r)/	rolnik
instructor (n)	/ɪnˈstrʌktə(r)/	instruktor
journalist (n)	/ˈdʒɜːnəlɪst/	dziennikarz
librarian (n)	/laɪˈbreəriən/	bibliotekarz
photographer (n)	/fəˈtɒɡrəfə(r)/	fotograf
physicist (n)	/ˈfɪzɪsɪst/	fizyk
professor (n)	/prəˈfesə(r)/	profesor, nauczyciel
scientist (n)	/ˈsaɪəntɪst/	naukowiec
technician (n)	/tekˈnɪʃ(ə)n/	fachowiec, technik
trainee (n)	/ˌtreɪˈniː/	stażysta

INNE

advise (v)	/ədˈvaɪz/	doradzać
affect (v)	/əˈfekt/	wpływać na (coś)
attendance (n)	/əˈtendəns/	obecność, frekwencja
boost (v)	/buːst/	poprawiać
bulb (n)	/bʌlb/	cebulla (rośliny)
collaborate (v)	/kəˈlæbəreɪt/	współpracować
community (n)	/kəˈmjuːnəti/	społeczność
cope with (v phr)	/ˈkəʊp wɪð/	radzić sobie z (czymś)
country (n)	/ˈkʌntri/	wieś
develop (v)	/dɪˈveləp/	rozwijać, udoskonalać
educational (adj)	/ˌedʒʊˈkeɪʃ(ə)nəl/	oświatowy
ease off (v phr)	/iːz ˈɒf/	odpuścić sobie
encourage (v)	/ɪnˈkʌrɪdʒ/	zachęcać
evaluate (v)	/ɪˈvæljuet/	oceniać
explain (v)	/ɪkˈspleɪn/	wyjaśniać, tłumaczyć
force (v)	/fɔːs/	zmuszać
frown upon (v phr)	/ˌfraʊn əˈpɒn/	krzywo patrzeć na (coś)
futurologist (n)	/ˌfjuːtʃəˈrɒlədʒɪst/	futurolog
general election (n)	/ˌdʒen(ə)rəl ɪˈlekʃ(ə)n/	wybory powszechne
grow (v)	/ɡrəʊ/	hodować, uprawiać
homeless (adj)	/ˈhəʊmles/	bezdomny
inspirational (adj)	/ˌɪnspɪˈreɪʃ(ə)n(ə)l/	inspirujący
massive (adj)	/ˈmæsɪv/	ogromny
obligatory (adj)	/əˈblɪɡət(ə)ri/	obowiązkowy
participate (v)	/pɑːˈtɪsɪpeɪt/	brać udział
permission (n)	/pəˈmɪʃ(ə)n/	pozwolenie
pick up (v phr)	/ˌpɪk ˈʌp/	nabierać (czegoś)
predict (v)	/prɪˈdɪkt/	przewidywać
radiator (n)	/ˈreɪdɪˌeɪtə(r)/	kaloryfer
report (v)	/rɪˈpɔːt/	relacjonować
require (v)	/rɪˈkwaɪə(r)/	wymagać
skill (n)	/skɪl/	umiejętność
social (adj)	/ˈsəʊʃ(ə)l/	społeczny
society (n)	/səˈsaɪəti/	kółko (np. taneczne)
solve (v)	/sɒlv/	rozwiązywać
spatial awareness (n)	/ˌspeɪʃ(ə)l əˈweə(r)nəs/	orientacja przestrzenna
stage (n)	/steɪdʒ/	etap
warn (v)	/wɔːn/	ostrzegać

Rozumienie ze słuchu

- 1   1.34 **Usłyszysz dwukrotnie cztery wypowiedzi na temat przedmiotów szkolnych. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Zapisz odpowiedzi w zeszytcie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.**

The speaker

- A is a teacher who is complaining about their students being lazy.
- B is sorry that their school friends do not share the same interest as them.
- C is talking about a subject which is an important part of their current college education.
- D is a teacher talking about the homework they assign to students.
- E feels there were never enough lessons of a subject they liked.

Rozumienie tekstów pisanych

- 2  **Przeczytaj tekst. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią tekstu. Zapisz w zeszytcie literę A, B, C albo D.**

LEARNING FOR THE FUTURE

A lot of people, including some of my friends and family members, frown upon the things I let my kids do. Play Minecraft®? Why not, if not for too long? Turn off the GPS while I'm driving, and let them use a map? Of course!

You see, unlike some people, I know that these things let my children develop skills which they will need in the future. If I were asked, I would say most jobs of the future will be in one of the following four areas: science, technology, engineering, and maths (STEM). That's what we, futurologists, are predicting. However, I also know that no matter what jobs our kids will end up doing, they will need other vital life skills, too, such as how to solve problems and be creative and how to collaborate with others and communicate successfully. Fortunately, all these skills can – and should – be practised at home, as they can be easily turned into a game.

Encourage your children to ask you questions – questions starting with *why* and *what if*. I'm always ready to answer any of the questions my three kids might ask. Questions like "Dad, why aren't there more colours in a rainbow?" or "What if people had fur like our cat?" Make your kids think about possible answers rather than simply providing them. In response to the cat fur question, I remember asking my daughter: "How would your life change if you had fur like our cat?" And she said "I wouldn't have to wear any clothes. Maybe only in the rain." That is what teaching creative thinking is all about.

Playing Minecraft® helps develop spatial awareness – a skill which is extremely useful for engineers, architects and surgeons, but, sadly, it's not taught

at school. In the game, kids build whole cities out of virtual blocks, which also develops their imagination, creativity and social skills – if they play with other kids. Turning off the GPS and using a traditional map helps develop spatial awareness, too – just show your kids the final destination on the map and let them do the navigation, so long as you are not in a hurry!

Most importantly, talk to your kids. Ask them how they feel, what they are thinking about, what they are dreaming of becoming. You can also help build cooperation skills by doing something together – my kids and I run a blog, *The Way We Are*, where each of us has a space to write or upload a video clip about something they like – providing we all agree first. That's a real life project, isn't it?

- 1 The author's job is connected to
 - A running a blog.
 - B teaching.
 - C predicting the future.
 - D staying at home with the children.
- 2 How should a parent react to their children's questions:
 - A provide them with possible answers.
 - B ask them additional questions to avoid answering theirs.
 - C encourage them to come up with possible answers.
 - D ignore them.
- 3 Both playing Minecraft® and using traditional maps help develop
 - A spatial imagination.
 - B social skills.
 - C creativity.
 - D the ability to build objects in virtual space.
- 4 The narrator believes that
 - A life skills are more important than subjects like maths.
 - B it is possible to practise life skills in everyday situations.
 - C in the future, jobs will be linked to STEM fields.
 - D spatial awareness shouldn't be taught at school.
- 5 In the text, the author is
 - A advising readers on what jobs to choose for their children.
 - B warning readers which skills will not be necessary in the future.
 - C encouraging readers to spend more time with their children.
 - D explaining how important skills can be taught by parents.

Znajomość środków językowych

3 W zadaniach 1–5 spośród podanych opcji (A–C) wybierz tę, która może najlepiej zastąpić wyróżniony fragment. Zapisz w zeszycie literę A, B albo C.

- 1 I had **to resit** one exam last year because I failed it.
A to stay longer at an exam
B to take one exam again
C to take a written exam
- 2 She **had better go out more** – she spends too much time studying at home.
A She has to go out more
B She ought to go out more
C It is obligatory for her to go out more
- 3 How often **do you get assignments** for your Polish classes?
A do you have to do something at home
B can you miss assignments
C are you asked to do extra homework
- 4 X: Oh, no! I failed my maths test again. My mum is going to get angry with me.
Y: **I think you should study harder.**
A If I were you, I would study harder.
B In my opinion, you mustn't study harder.
C You can't study any harder.
- 5 **Are you allowed to use mobile phones** at your school?
A Is it obligatory to use mobile phones
B Can you use mobile phones
C Is using mobile phones prohibited

Wypowiedź pisemna

4 ★ Chcesz wyjechać do Wielkiej Brytanii na międzynarodowe warsztaty artystyczne, które odbywają się w wakacje. Ubiegasz się o stypendium. Kandydaci muszą wyróżniać się osiągnięciami artystycznymi, a także aktywnie uczestniczyć w życiu lokalnej społeczności. W liście do organizatorów:

- napisz, dlaczego chcesz wziąć udział w warsztatach,
- opisz swoje zainteresowania i sukcesy artystyczne,
- wyjaśnij, w jaki sposób udzielasz się jako wolontariusz,
- uzasadnij, dlaczego to właśnie ty powinienś/powinnaś otrzymać stypendium.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

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

Bierzesz udział w głosowaniu na zajęcia dodatkowe, jakie powinny zostać zorganizowane w Twojej szkole.

- Wybierz zajęcia, które według Ciebie byłyby najbardziej przydatne uczniom Twojej szkoły, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



- 1 What practical skills should be taught at school? Why?
- 2 Some people say that the knowledge taught at school does not have much in common with real life. To what extent do you agree?

✓ SELF-ASSESSMENT UNIT 5

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

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

- a I can talk about obligation, prohibition, advice and permission.
- b I can talk about real, possible and imaginary situations and their consequences.
- c I can talk about different aspects of life at school and university.
- d I can give simple oral presentations.
- e I can write a formal letter applying for a scholarship.
- f I can discuss and compare education systems in Poland and several English-speaking countries.



Vocabulary

Everyday inventions

- 1a** **Work with a partner. How many of these words can you use to talk about the things in the photos?**

digital camera • dishwasher • e-reader
fridge-freezer • headphones
home cinema system • laptop
microwave oven • mobile phone
MP3 player • music system
remote control • satnav • speaker
vacuum cleaner • washing machine

There's a mobile phone.

You can use a mobile phone as an MP3 player.

- 1b** **Check that you understand all the words. Use a dictionary if necessary.**

- 2** **Work in groups of three. Take it in turns to say what you can do with the items in 1a. Can your partners identify the word?**

You use it to clean carpets and the floor.

A vacuum cleaner.

- 3** **Work with a partner. Ask and answer the questions.**

- Which of the inventions in 1a do you use the most? Why?
- Are there any inventions in 1a that you never use? Why not?
- If you lived alone and only had money for five of the inventions in 1a, which would you buy and why?

Which of the inventions do you use the most?

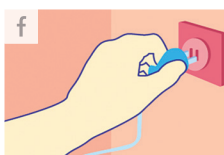
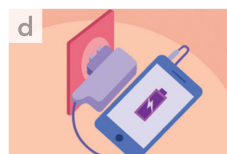
Maybe my MP3 player because I use it to listen to music every day on my way to school.



Operating technology

- 4** **Match these words to the pictures. Write the answers in your notebook.**

charge/recharge (a battery) • connect X to Y • insert plug in • press a button (e.g. play/stop)
select (a network/a programme/a track/a function)
switch/turn on/off • tap (the screen)



- 5** **2.01 Listen and check your answers.**

- 6** **2.02 Listen. Which everyday invention are they talking about?**

1

2

3

- 7a** **Work with a partner. In your notebook, write basic instructions for how to operate these items. Use as many words from 4 as possible.**

1 a music system

2 a microwave oven

3 a mobile phone

- 7b** **Work with another partner. Read out one set of instructions. Can your partner identify the invention?**

1 Work with a partner. Predict the answers to these questions.

- 1 What happens when you hear what you are saying just a few milliseconds after you say it?
- 2 How can your hair turn green?
- 3 Does the Eiffel Tower look bigger or smaller when you move your head slightly to the left? Why?
- 4 Who produces more milk – cows with names or cows without names? Why?

2 Read the text and check your answers.

3 Which paragraph (A–F) tells us about ... Write the answers in your notebook.

- 1 the philosophy behind the Ig Nobel prizes? 
- 2 a discovery that is explained by the way we see numbers in our mind? 
- 3 an invention that makes it hard to do something that is usually simple? 
- 4 a domestic problem in a particular place in the world? 
- 5 something that allows animals to talk to humans? 
- 6 how to win an Ig Nobel prize? 
- 7 a physical action that can make you think differently? 
- 8 a discovery that could be very important for farmers? 

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- The text says that the Ig Nobel prizes have a useful or serious side because they make you think. What useful or serious side can you find for any of the discoveries or inventions in the text?

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

6 What about you?

Which scientific research or invention in the text did you like the most? Why?



A A group called Improbable Research celebrates unusual research by giving out Ig Nobel prizes. These are given annually to scientists whose work is funny and different. The aim is to make people aware of scientific investigation which 'makes people laugh, but then makes them think'. Only work that has been published in a serious scientific journal can win. Here are some past winners.

B In 2012 an Ig Nobel prize was won by Kazutaka Kurihara and Koji Tsukada. They created a machine called the SpeechJammer. The device stops people talking when you don't want to listen to them. It records the person's voice with a microphone. Just a few milliseconds later, you press a button and it plays back the recording through a speaker. When you hear yourself in this way it becomes very difficult, confusing and stressful to continue talking ... so you stop. The machine works at a distance of up to 30 metres.

C Johan Pettersson won the Chemistry Ig Nobel prize in 2012. He helped the people of Anderslov in Sweden with an unusual problem. Some people in the town found that when they washed their hair, it turned green. Originally people thought that there was probably some copper in the drinking water. But the water was analysed before it reached people's houses and it was found to be normal. However, when hot water came out of the taps in the morning, for example in the shower, they found lots of copper. The problem came from hot water reacting with copper in the pipes. So now people in the town have to wash their hair in cold water!



D Lots of interesting research is being done by psychologists at the moment. One Ig Nobel prize was given to a team of psychologists who discovered that if you move your head slightly to the left, the Eiffel Tower seems smaller! When we write numbers in order, we begin with small numbers on the left and they get bigger when they go to the right. The psychologists were interested in seeing if the way that we see numbers in our mind would make a difference to calculating size and height. Their experiment showed they were right. When you move your head slightly to the left, things seem smaller because we begin with small numbers on the left.



E Catherine Douglas and Peter Rowlinson of Newcastle University won an Ig Nobel prize for a research project which involved cows. They discovered that cows that have names produce significantly more milk than cows that don't have names. It seems that cows feel happier and more relaxed when they are given individual attention. And when they are happier and more relaxed, they produce more milk.

F Other Ig Nobel prizes have been won by inventions. Eduardo Segura from Spain won a prize for inventing a washing machine for cats and dogs. Simply insert your pet, select a function, and you're ready for action! An automatic translation device called Bow-Lingual also won a prize. Switch it on and you can understand what your dog is 'saying'. It's true that these inventions probably won't be used much in the future. But, like all the Ig Nobel prize winners, they certainly make you laugh ... and then think.



The passive

1a Read the sentences. Which sentence is not in the passive?

- 1 The prizes are given to scientists.
- 2 An Ig Nobel prize was won by two Japanese scientists.
- 3 Johan Pettersson won the Chemistry Ig Nobel prize.
- 4 These inventions won't be used much.
- 5 Lots of interesting research is being done at the moment.
- 6 Their machine has been used by pet owners.

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

- 1 We use the passive when we are interested mainly in the action/ person who does the action.
- 2 We use the passive when it is/isn't obvious who does or did the action.
- 3 When we use the passive we always know/don't always know the person who does the action.

1c Read the sentences in 1a again and answer the questions.

- 1 Which tense is each passive sentence written in?
- 2 What changes in different tenses of the passive – the verb **to be** or the past participle?
- 3 What preposition do we use to introduce the agent (the person or thing which does the action)?

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2a Read the sentences. Which words do you think are stressed in each one? Why?

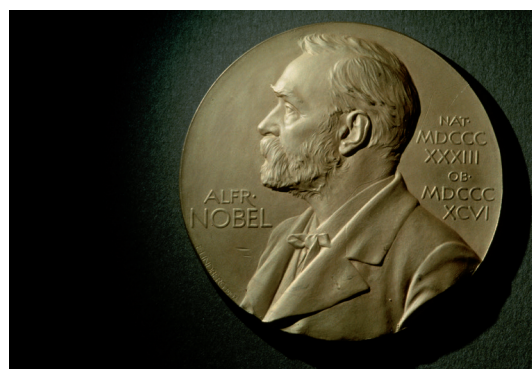
- | | |
|--------------------------------------|------------------------------|
| 1 The gadget was invented last year. | 3 Ten prizes were given. |
| 2 The new phones are sold here. | 4 The disc was inserted. |
| | 5 Emails are sent every day. |

2b 2.03 Listen and check your answers. What happens to the pronunciation of the verb **to be**?

2c 2.03 Listen again and repeat the sentences. Make sure to stress the correct words.

3 Add one word in each sentence to make a correct passive sentence. Then write which tense each sentence is in. Write the answers in your notebook.

- 1 The radio was invented by Marconi. past simple
- 2 Many new gadgets have been invented in the 21st century. present perfect
- 3 Many jobs will be done by robots in 2025. future
- 4 Velcro, penicillin and the microwave oven were invented by accident. past simple
- 5 Millions of dollars are spent on video games every year. present simple
- 6 Football is watched by millions of people on TV each weekend. present simple
- 7 The novel *The Fault in Our Stars* was written by John Green in 2011. past simple



4 In your notebook, change these sentences from active to passive.

- 1 Alfred Nobel invented dynamite in 1867.
- 2 They gave the first Nobel prizes in 1901.
- 3 The Hurley Machine Company of Chicago produced the first electric-powered washing machine in 1908.
- 4 People have used this invention since 1908.
- 5 People are using this invention right now.
- 6 Perhaps people won't use electricity in the future.
- 7 Joseph Niépce took the first photo in 1826.
- 8 People take lots of photos on holidays.

5 Decide if the sentences are active or passive. In your notebook, complete them with the correct form and tense of the verb given.

- 1 Usually cars are built (build) by robots.
- 2 Yesterday the president of the society gave (give) the prize to the scientist.
- 3 Since they began, many Ig Nobel prizes have been won (win) by Japanese scientists.
- 4 The first science fiction film was made (make) in 1902.
- 5 Sir Isaac Newton discovered (discover) the three laws of motion.
- 6 At this very moment, this programme is watched (watch) by hundreds of thousands of people.
- 7 In the future, a lot of money will be spent (spend) on sending humans to Mars.
- 8 Stan Lee created (create) many superheroes like Spider-Man, Iron Man and Thor.

6 In your notebook, complete the text with the passive or active form of the verb given.

Today, Post-it Notes (a) (find) everywhere. Thousands of different Post-it products (b) (use) around the world right now. For example, many students often (c) (put) them in their textbooks, to mark important pages or information. Did you know that they (d) (invent) by accident? Dr. Spencer Silver, a scientist at 3M, (e) (make) a type of glue that wasn't permanent. His discovery didn't seem very useful at the time. Six years later, Art Fry had the idea to use the adhesive on paper as a bookmark. The Post-it Note (f) (introduce) in the US in 1980. Since 1980, millions of notes (g) (sell) all around the world. A famous fashion designer called Ashley Isham even (h) (design) a dress which (i) (inspire) by Post-it Notes! Who knows? Maybe one day Post-it Note dresses (j) (be) available to buy in the shops!



7a **Work with a partner and answer the questions.**

- Who was the 2014 World Cup won by?
- Who was *The Hunger Games* written by?
- Who were *We Will Rock You* and *We Are the Champions* sung by?

7b Work with a partner. Prepare a quiz using this table.

Who	was were	X X and Y	invented discovered written sung composed directed drawn painted created won	by?

7c **Ask another pair of students your questions.**

Prepositional phrases with adjectives

1 What preposition do we usually use after these adjectives? If you don't know, check in the text on page 67.

aware • interested • ready

2 In your notebook, match the adjectives with the prepositions. Check that you understand the meaning.

Adjective	Preposition
1 good	a of
2 bored	b for
3 worried	c to
4 tired	d at
5 afraid	e with
6 responsible	f about
7 similar	g from
8 different	
9 pleased	

3 Complete the questions with the correct prepositions. Write the answers in your notebook.

- Are you good maths?
- Are you interested music?
- Are you aware the latest fashions?
- Are you tired people talking about football?
- Are you pleased your progress in English this year?
- Are you ready a holiday?
- Are you afraid spiders?
- Are you similar anyone in your family or are you very different them all?
- Are you worried your next exam?
- Are you responsible looking after any pets?
- Are you bored celebrities?

4 **Work with a partner. Ask the complete questions in 3. How many of your answers are the same?**

Are you good at maths?

Yes, quite good.
And you?

Not really. I'm better at
languages and literature.

- 1 **Work with a partner. Discuss what you think a smart home is, and what technology it could have.**



- 2 **2.04 Listen. Do they mention any of your ideas in 1?**

- 3 **2.04 Listen again and choose the best answers. Write them in your notebook.**

- 1 Smart fridges ...
 - a tell you what you must eat.
 - b can prepare your dinner.
 - c can help to improve your diet.
- 2 Smart fridges can also ...
 - a say who has taken something from the fridge.
 - b make it unnecessary for you to go to a food shop.
 - c tell you which is the best and nearest food shop.
- 3 To control cameras, lights and heating in a smart home ...
 - a you have to use a special mobile phone.
 - b you need to use a special remote control from inside the house.
 - c it doesn't matter where you are.
- 4 The first smart houses ...
 - a appeared a few years ago.
 - b have just been built now.
 - c will exist in a year or two in the future.
- 5 Soon vacuum cleaners ...
 - a will not just clean floors.
 - b will be frightening in some ways.
 - c will not need humans to operate them.
- 6 The expert, Jane, says that ...
 - a she doesn't like making breakfast.
 - b smart homes will make us lazy.
 - c we can do more when we live in smart homes.

- 4 **What about you?**

- 1 Have you seen or used any of this technology?
- 2 Would you like to live in a smart home? Why/Why not?

BUZZWORD

smart city – a city or town where communication and IT are used to help manage the city and its services

In Dubai, smart city technology is used e.g. for traffic routing, parking, infrastructure planning and transportation.

have something done

- 1a **Read the sentences. Who does the action – the subject at the start of the sentence or somebody/something else?**

- 1 You have all your food delivered to your house.
- 2 Bill Gates had a smart house built.
- 3 We'll get everything done for us by robots.

- 1b **Read the sentences again and answer the questions.**

- 1 What comes after the verbs **have** or **get** – the subject or the object of the sentence?
- 2 Which part of the verb are **delivered**, **built** or **done** in these sentences?
- 3 Can we use **have** or **get** in different tenses in this type of sentence?
- 4 What does **by** introduce in this type of sentence?

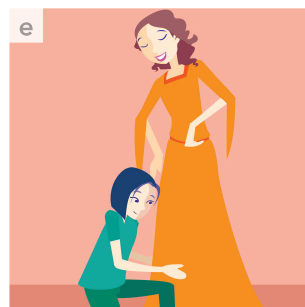
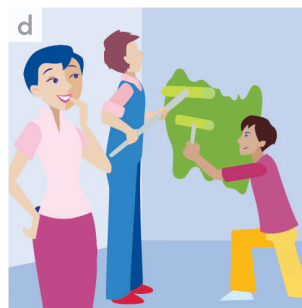
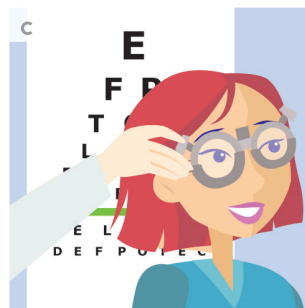
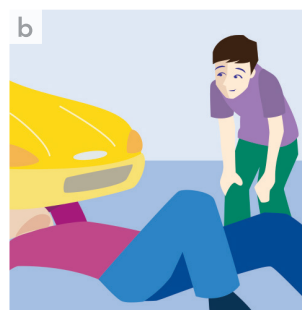
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- 2 **What did these people have/get done last week? Make sentences in your notebook using these verbs.**

cut • deliver • fix • make • paint • test



He had his hair cut.



3 In your notebook, put the words in order to make questions.

- 1 cut often you do get How hair your?
_____.
- 2 yourself fix you Can computer your?
_____.
- 3 ever Have delivered your house to pizza had you a?
_____.
- 4 When your you eyes time was last the had tested?
_____.
- 5 Do your photo you taken like having?
_____.
- 6 for Have ever had made clothes you you?
_____.

4 Rewrite these sentences in your notebook using *have something done* in the correct tense. If we know who did the action, include them with *by*.

- 1 They're painting the kitchen on Saturday.
We're having the kitchen painted on Saturday.
- 2 They're going to service my sister's car next week.
My sister _____.
- 3 Her parents pay her mobile phone bills.
She _____.
- 4 Last summer they built a swimming pool in my friend's garden.
My friend _____.
- 5 They fixed our computer last week.
We _____.
- 6 They've reinstalled the operating system on his computer.
He _____.
- 7 A computer specialist rescued my files.
I _____.



5a **Work with a partner. Ask the questions in 3. Then ask questions to find out extra information. Use *Who?*, *What?*, *Why?*, *When?*, *Where?*, *How* often?**

5b Tell the class three interesting things you found out about your partner.

Gerunds and infinitives

6 Match the sentences (a–f) with the rules (1–6). Choose the correct alternative in each rule. Write the answers in your notebook.

- a That will give us more time to go **running**.
- b I'd be interested in **finding** a solution.
- c I don't like **doing** housework.
- d I think **cleaning** will be a thing of the past.
- e You use a fridge **to keep** your food cold.
- f That's easy **to fix**.

- 1 We use the infinitive/gerund after prepositions (except *to*).
- 2 We use the infinitive/gerund immediately after adjectives.
- 3 We use the infinitive/gerund with *go* to talk about physical activities.
- 4 We use the infinitive/gerund after verbs of liking or disliking (except *would like*).
- 5 We use the infinitive/gerund to explain why we do something.
- 6 We use the infinitive/gerund as the subject or object of the sentence.

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7 In your notebook, complete the sentences with the correct form of the verb given.

- 1 I go _____ (cycle) at the weekend.
- 2 I'm interested in _____ (learn) to play the guitar one day.
- 3 I think _____ (read) is a great way to spend your free time.
- 4 I love _____ (play) tennis.
- 5 I think it's difficult _____ (learn) new vocabulary in English.
- 6 I want to go to university _____ (get) a good job.

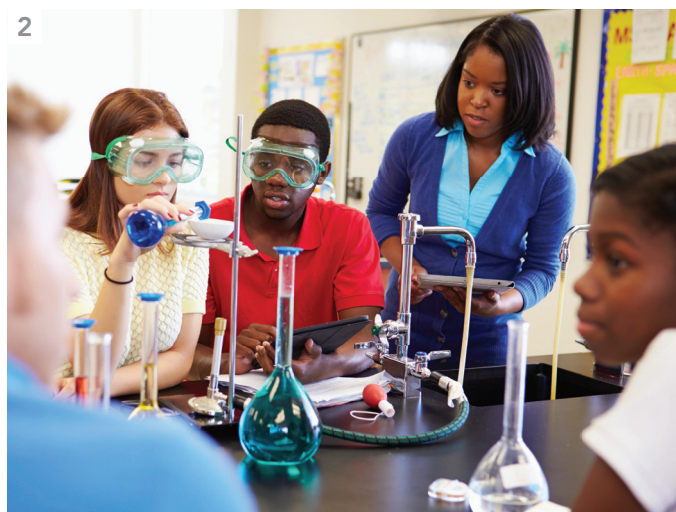
8 **Work with a partner. Talk about the sentences in 7. Are they true for you or not?**

Do you go cycling at the weekend?

No, not really. How about you?

Comparing and contrasting photos

- 1 Work with a partner. Look at the photos of lessons at school. Which of the two lessons would you prefer and why?



- 2 2.05 Listen to a student talking about the two photos. Which lesson does she prefer and why? Do you agree with her? Why/Why not?

- 3 2.05 Listen again and complete the sentences. Write the answers in your notebook.

- 1 of the photos show students doing lessons in a secondary school.
- 2 In the first photo they're in a normal classroom with a whiteboard in the second photo they're in a laboratory.
- 3 Another important between the photos is that the students are all listening to the teacher in the first photo, but in the second photo they're working on their own.
- 4 One other between the photos is that in both photos the students look interested in the lesson.

- 4 Complete the Speaking bank with the phrases in 3. Write the answers in your notebook.

SPEAKING BANK

Useful expressions to compare and contrast photos

Comparing

-
- One thing that the photos have in common is that ...
-

Contrasting

-
- In the first photo ... However, in the second photo ...
-

Practice makes perfect

- 5a Work with a partner. Look at the photos and, in your notebook, make a list of similarities and differences between them.

- 5b Work with another partner. Take it in turns to do this task. Use expressions from the Speaking bank.

Compare and contrast the two photos below. How do you think the people feel and why?



A for-and-against essay

- 1 Work in groups of three. Read the statement below and look at the three photos on this page. In your notebook, make a list of arguments for and against.

“ We should all have the freedom to use our mobile phones where and when we like. ”

- 2 Read this essay. Does it contain any of your ideas from 1?

Nowadays life seems almost impossible without a mobile phone. They are used in many different situations and we can now do almost everything on one device. But should we be able to use them where and when we like, or should there be some restrictions?

Mobile phones are small and easy to carry. You can turn the sound off on your mobile phone so, in theory, there is no reason why your phone should cause problems for other people. Furthermore, mobile phones can be essential in emergencies and accidents. If you have a mobile phone with you all the time, you could save lives.

However, there are times when using a mobile phone can create problems for other people. On the one hand, they are useful when there is an accident, as I mentioned before. On the other hand, they can actually cause accidents, for example if people use their phones when they are driving. What's more, in public places like cinemas, hospitals or schools, phones can disturb other people. Finally, they can interfere with other technology, for example inside a plane or in hospitals. This can be dangerous.

To sum up, I think mobile phones are necessary for our lives today, but there are times when people should not be able to use them. In my opinion, the problem is that some people can't switch their phones off and they forget that they are causing problems for others. This is why I think there should be some restrictions.

- 3 Read the essay again. In your notebook, write a title or short description of the content in each paragraph.

Paragraph 1: _____

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

⚡ BUZZWORD

phubbing – ignoring one's companions in order to pay attention to one's phone or other mobile device

I think phubbing is really rude. I hate it when my friends pull out their phones when we're having a conversation.



- 4 Complete the Writing bank with these linkers. Write the answers in your notebook.

Furthermore, • However, • Secondly,
To sum up, • What's more,

WRITING BANK

Useful linkers in for-and-against essays

Sequencing arguments

- Firstly,
- (a) _____
- Finally,

Adding arguments

- (b) _____
- (c) _____
- In addition,

Making contrasts

- On the one hand,
- On the other hand,
- In contrast,
- (d) _____

Concluding

- In conclusion,
- (e) _____

Practice makes perfect

- 5a Work with a partner. Read the task and plan the essay. Remember to organise your ideas into paragraphs.

'We depend too much on computers today.' Write an essay giving arguments for and against this statement and give your own opinion.

WRITING BANK ► PAGE 160

- 5b Write your essay individually. Use expressions from the Writing bank.

1 Work with a partner. Try to guess the answers to the following questions.

- Rank the countries according to how many (lowest to highest) Nobel Prize winners they have (as of 2018, there have been a total of 590 laureates).

Brazil Poland France Japan
The United Kingdom

- From its founding until 2018, how many times had the Nobel Prize been awarded to women?
a 38 b 52 c 63 d 102
- How old was the youngest Nobel Prize winner?
a 17 b 23 c 25 d 26
- From its founding until 2018, how many people had been awarded the Nobel Prize twice?
a 2 b 4 c 6 d 7

2 Read the article. Which words in the box would you use to describe its general tone?

serious • humorous • formal • informal
informative • personal • critical • enthusiastic

FRUIT FLIES, THE BODY CLOCK AND THE NOBEL PRIZE

Do you ever pay any attention to fruit flies? Most of us are probably only aware of them when they bother us by flying above a fruit bowl or the apple pie we're about to eat. What you may not realise, however, is that, over the years, they have served as a model organism for numerous scientists. The most notable of these was Thomas H. Morgan, who received the 1933 Nobel Prize in Physiology or Medicine for his research into genetics. Since then, fruit flies have been used in different kinds of research that has been connected to no fewer than seven Nobel Prizes.

In 2017, fruit flies returned to the scientific limelight when three American researchers: Jeffrey C. Hall, Michael Rosbash and Michael W. Young, were awarded the Nobel Prize in Physiology or Medicine for their research into the mechanisms controlling an organism's daily rhythm. According to the Nobel Prize committee, the researchers managed to "explain how plants, animals and humans adapt their biological rhythm so that it is synchronised with the Earth's revolutions." Dr Young later commented that they had never imagined they would discover "such a beautiful mechanism."

It is fortunate that the team didn't give up on their research, as the fact that their results can be linked to all organisms means that it has some important consequences for us humans. Our 24-hour body rhythms do not only control when we need to sleep and when we wake up, but also our physiology, for example, our body temperature or blood pressure. Getting out of synch with your body clock, for example, by travelling across time zones or working night shifts, may negatively influence an individual's well-being and result in a greater likelihood of contracting some form of disease. So, rather than considering them a nuisance, it looks as if we should all be grateful for fruit flies.

3 Which of the following is stated in the text as a fact, and which is the author's opinion? Write the answers in your notebook.

- People only notice fruit flies when they are annoyed by them.
- Eight Nobel Prizes have been awarded for research that used fruit flies.
- The three American scientists were right to believe that their research could be of relevance to other species.
- It is a good thing that the American researchers were persistent in their work.
- If an individual is not in harmony with the biological clock, it might have an impact on their health.
- People should appreciate fruit flies more.

4 2.06 Listen to the recording and answer the questions.

- What does the woman do and who is she speaking to?
- Is she speaking in a formal or informal way?
- Is the woman stating her opinions or is she quoting scientific research?

5 Complete the notes using the information from 2 and 4. Write the answers in your notebook.

Biological clock and sleep patterns

- 2017: Nobel Prize for Physiology or Medicine for (1) on circadian rhythms (the biological clock)
- the biological rhythms of all organisms are synchronised with the movement of (2)
- (3) travel and working night shifts can negatively affect individual biological clocks
- people may differ as to (4) their natural cycles are
- teenagers' cycles are (5) hormonal changes
- depression is more likely to occur among (6)

6 Work in pairs. Discuss your answers to the following questions.

- Do you think that you live in harmony with your body's biological clock? Why/Why not?
- In your opinion, have you got a regular biological clock, or are you an early bird or a night owl?
- When you were 12–14, did you start to notice any changes in your biological clock?
- Have you ever noticed any negative effects caused by ignoring your body clock? What were they?

7 For the next class, with a partner prepare a short presentation about a young Polish scientist or a team of Polish scientists whose research is already well-known. Search the Internet for the following information:

- who they are and how old they are;
- where they are doing their research;
- what the subject of their research is;
- what the findings or results of their studies have been so far.

You can find *Useful expressions in presentations* on page 60 (Speaking bank)



NAUKA I TECHNIKA

Urządzenia techniczne

digital camera (n)	/ˌdɪdʒɪt(ə)l ˈkæm(ə)rə/	cyfrowy aparat fotograficzny
dishwasher (n)	/ˈdɪʃˌwɒʃə(r)/	zmywarka
e-reader (n)	/ˈiːˌriːdə(r)/	czytnik książek elektronicznych
fridge-freezer (n)	/ˌfrɪdʒˈfriːzə(r)/	lodówka z zamrażarką
headphones (n pl)	/ˈhedˌfəʊnz/	słuchawki
home cinema system (n)	/ˌhəʊm ˈsɪnəməˌsɪstəm/	kino domowe
laptop (n)	/ˈlæpˌtɒp/	laptop
microwave oven (n)	/ˈmaɪkrəˌweɪv ˌʌv(ə)n/	mikrofalówka
mobile phone (n)	/ˌməʊbaɪl ˈfəʊn/	telefon komórkowy
MP3 player (n)	/ˌemˌpiːˈθriːˌpleɪə(r)/	odtwarzacz MP3
music system (n)	/ˈmjuːzɪk ˈsɪstəm/	sprzęt grający
remote control (n)	/ˌriːməʊt kənˈtrəʊl/	pilot (do telewizora)
satnav (n)	/ˈsætˌnæv/	system nawigacji satelitarnej
speaker (n)	/ˈspiːkə(r)/	głośnik
vacuum cleaner (n)	/ˈvækjuːm ˌkliːnə(r)/	odkurzacz
washing machine (n)	/ˈwɒʃɪŋ məˈʃiːn/	pralka

Obsługa i korzystanie z urządzeń technicznych

charge (v)	/tʃɑːdʒ/	ładować (baterię)
recharge (v)	/ˌriːˈtʃɑːdʒ/	(ponownie) naładować
connect (v)	/kəˈnekt/	łączyć
insert (v)	/ɪnˈsɜːt/	wkładać
plug in (v phr)	/ˌplʌg ˈɪn/	podłączać (do kontaktu)
press a button (phr)	/ˌpres ə ˈbʌt(ə)n/	naciskać przycisk
select (v)	/sɪˈlekt/	wybierać (program/ścieżkę/funkcję)
switch on (v phr)	/ˌswɪtʃ ˈɒn/	włączać
switch off (v phr)	/ˌswɪtʃ ˈɒf/	wyłączać
tap (the screen) (v)	/tæp ðə skriːn/	dotykać ekranu

WYRAŻENIA PRZYIMKOWE

afraid of (phr)	/əˈfreɪd əv/	bać się
aware of (phr)	/əˈweər əv/	świadomy
bored of/with (phr)	/ˈbɔːd əv/wɪð /	znudzony
different from/to (phr)	/ˈdɪfrənt frəm/tə/	inny niż
good at (phr)	/ˈgʊd ət/	dobry w
good for (phr)	/ˈgʊd fə(r)/	dobry dla
interested in (phr)	/ˈɪntərəstɪd ɪn/	zainteresowany (czymś)
pleased with (phr)	/ˈpliːzd wɪð/	zadowolony z
ready for (phr)	/ˈredi fə(r)/	gotowy na
responsible for (phr)	/ˌrɪsˈpɒnsəb(ə)l fə(r)/	odpowiedzialny za
similar to (phr)	/ˈsɪmɪlə tə/	podobny do
tired of (phr)	/ˈtaɪəd əv/	zmęczony (czymś)
worried about (phr)	/ˈwʌrɪd əˌbaʊt/	zmartwiony (czymś)

INNE

adhesive (adj)	/ədˈhiːsɪv/	przylepny, klejący się
analyse (v)	/ˈænəlaɪz/	analizować
annually (adv)	/ˈænjʊəli/	corocznie, co roku
award (n, v)	/əˈwɔːd/	nagroda; przyznawać nagrodę
blood pressure (n)	/ˈblʌd ˌpreʃə(r)/	ciśnienie krwi
ceremony (n)	/ˈserəməni/	ceremonia, uroczystość
circadian rhythm (n)	/sɜːˈkeɪdiən ˈrɪðəm/	rytm dobowy
compose (v)	/kəmˈpəʊz/	pisać, układać, komponować
copper (n)	/ˈkɒpə(r)/	miedź
device (n)	/dɪˈvaɪs/	urządzenie

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

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

discover (v)	/dɪˈskʌvə(r)/	odkrywać
distance (n)	/ˈdɪstəns/	odległość
early bird (n)	/ˈɜːli ˌbɜːd/	ranny ptaszek
experiment (n)	/ɪkˈspɛrɪmənt/	eksperyment
extinction (n)	/ɪkˈstɪŋkʃ(ə)n/	wymarcie
faulty (adj)	/ˈfɔːlti/	wadliwy
fix (v)	/fiks/	naprawiać
fruit fly (n)	/ˈfruːt ˌflaɪ/	muszka owocowa
function (n)	/ˈfʌŋkʃ(ə)n/	funkcja
gadget (n)	/ˈgædʒɪt/	przrząd, gadżet
improbable (adj)	/ɪmˈprɒbəb(ə)l/	nieprawdopodobny
individual (adj)	/ˌɪndɪˈvɪdʒʊəl/	oddzielny, osobisty
inspire (v)	/ɪnˈspaɪə(r)/	inspirować
invention (n)	/ɪnˈvenʃ(ə)n/	wynalazek
investigation (n)	/ɪnˌvestɪˈgeɪʃ(ə)n/	badanie
journal (n)	/ˈdʒɜːn(ə)l/	czasopismo
limelight (n)	/ˈlaɪmˌlaɪt/	centrum zainteresowania
millisecond (n)	/ˈmɪliˌsekənd/	milisekunda
model organism (n phr)	/ˈmɒd(ə)l ˈɔːɡənɪz(ə)m/	organizm modelowy
motion (n)	/ˈməʊʃ(ə)n/	ruch
network (n)	/ˈnetˌwɜːk/	sieć
night owl (n)	/ˈnaɪt ˌaʊl/	nocny marek
night shift (n)	/ˈnaɪt ˌʃɪft/	nocna zmiana
nuisance (n)	/ˈnjuːs(ə)ns/	utrapienie
Nobel Prize (n)	/ˌnəʊˌbel ˈpraɪz/	Nagroda Nobla
numerous (adj)	/ˈnjuːməərəs/	liczny
online shopping (n)	/ˌɒnˌlaɪn ˈʃɒpɪŋ/	zakupy przez Internet
permanent (adj)	/ˈpɜːmənənt/	trwały
philosophy (n)	/fɪˈləsəfi/	filozofia, zasada
pipe (n)	/paɪp/	rura
precise (adj)	/priˈsaɪs/	dokładny, precyzyjny
psychologist (n)	/saɪˈkɒlədʒɪst/	psycholog
publish (v)	/ˈpʌblɪʃ/	publikować
reach (v)	/riːtʃ/	dotrzeć do (kogoś/czegoś)
react with (v phr)	/riˈækt wɪð/	wchodzić w reakcję z (czymś)
record (v)	/rɪˈkɔːd/	nagrywać
research (n)	/rɪˈsɜːtʃ/	badanie
revolution (n)	/ˌrevəˈluːʃ(ə)n/	obrót
specialist (n)	/ˈspeʃəlist/	specjalista
species (n)	/ˈspiːʃiːz/	gatunek
surgeon (n)	/ˈsɜːdʒ(ə)n/	chirurg
time zone (n)	/ˈtaɪm ˌzəʊn/	strefa czasowa
track (n)	/træk/	ścieżka
translation (n)	/ˌtrænsˈleɪʃ(ə)n/	tłumaczenie
turn (v)	/tɜːn/	zmieniać się
user interface (n)	/ˈjuːzər ˈɪntəˌfeɪs/	interfejs użytkownika
well-being (n)	/ˌwelˈbiːɪŋ/	dobrze samopoczucie
winner (n)	/ˈwɪnə(r)/	zwycięzca
wireless (adj)	/ˈwaɪələs/	bezprowadowy

Rozumienie ze słuchu

- 1 ★  2.07 Usłyszysz dwukrotnie fragment programu radiowego o użyciu robotów w medycynie. Na podstawie informacji zawartych w nagraniu uzupełnij w zeszytcie luki 1–6 w poniższej notatce. Luki należy uzupełnić w języku angielskim.

The future of robots in medicine:

- operations performed by robots under (1)  a human surgeon
- in complex operations, robots can be more (2) 
- robots are more (3)  nurses in the home
- robots are not likely to decide how (4) 

To sum up:

- robots are likely to cause some specialists to (5) 
- the author feels (6)  about the future of robots despite present concerns

Rozumienie tekstów pisanych

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

- A The super computer of the future
- B Push-button control destined for the dustbin
- C Plastic or cash?
- D The fast pace of technological progress
- E Mobile payments from your pocket
- F No more cables to clean

WHAT THINGS WILL HAVE DISAPPEARED BY 2025

1
When was the last time you bought music on a CD or sent someone a traditional letter? Better still, ask your parents when was the last time they pressed the 'send' button on a fax machine. Technological progress is happening right here and right now and, as a result, we soon forget what we used to do or use in the past whenever a new and better reality has come along.

2
So, what is likely to have disappeared by 2025? Credit cards seem to be next in line for extinction. While actual cash is already slowly out of use, according to some specialists, it will soon be followed by the thin plastic cards. So what will cash transactions look like in the future? They're likely to be dominated by mobile

technology, of course, whether it's a mobile phone or a small tablet, or the tiny laptop of the future, which will be carried in your pocket. The advantages of this is that it is safer than a credit card as you won't ever need to give your credit card number to any third party.

3

So it will be time to say goodbye to the wires, cables and cords that connect devices! After all, they only collect dust and give our pets something to chew on. Thanks to the development of Bluetooth, NFC and wi-fi networking, we will soon be able to use all (or almost all) of our devices without requiring an actual physical connection. Chargers will disappear, too, as wireless charging will become more and more common.

4

Are you tired of always having to search for one of the many remote controls you have in your home? Well, they'll be gone, too. Some of you probably already have user interfaces in your mobile phones, but there'll soon be other ways to switch our home cinemas and music systems on and off, by using gestures or voice control, for example. Does it sound like something from a science fiction film? Smartphones once did, too.

Znajomość środków językowych

- 3 ★ Przetłumacz na język angielski podane w nawiasach fragmenty zdań 1–5 tak, aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów zdań. Zapisz odpowiedzi w zeszytcie. Uwaga: w każdą lukę możesz wpisać maksymalnie pięć wyrazów.

- 1 I (wysłał mi słuchawki)  as soon as I have returned the faulty ones.
- 2 (Zdajesz sobie sprawę)  the amount of electricity we use by leaving all these devices permanently switched on?
- 3 When (wynaleziono kuchenkę mikrofalową) ?
- 4 We (naprawiają nam zmywarkę)  this week.
- 5 Do you think paper books (zostaną zastąpione przez)  e-books in the future?

4 W parach zdań (1–6) wybierz wyraz, który poprawnie uzupełnia luki w obydwu zdaniach. Zapisz w zeszycie literę A, B albo C.

- My younger brother is not a very [] person.
I'm [] for looking after our pet cat.
A mature B responsible C adult
- My grandma [] all the food delivered to her house.
[] she got any idea how we should use this device?
A gets B does C has
- I'm quite [] at using maps, but I prefer to use a satnav.
Electric cars are not all that [] when driving out of town.
A good B useful C ready
- I'm bored [] always having lots of homework.
Some people are really afraid [] flying.
A with B of C to
- I think we have a [] control for lots of things in our house.
My grandparents live in a [] village in the mountains, so they have a poor Internet connection.
A far B remote C distant
- If you don't plug your laptop [], the battery will be dead in a minute.
Are you interested [] the history of science?
A on B off C in

Wypowiedź pisemna

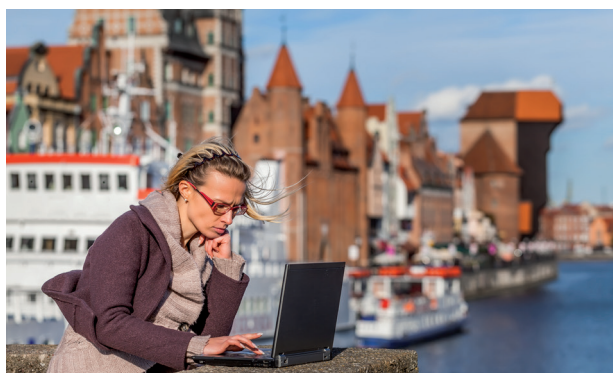
5 ★ Niektórzy uważają, że postęp technologiczny ułatwia ludziom życie, ale jednocześnie ich rozleniwia. Napisz rozprawkę, w której przedstawisz argumenty wspierające ten punkt widzenia, oraz argumenty, które mu przeczą.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

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

Uczeń A



- Why is the woman using her laptop outdoors?
- What jobs can be done on a laptop when you're out of the workplace or home?
- Tell us about the last time you had a problem when using your computer or laptop.

Uczeń B



- What are the people pleased about? Give reasons for your answer.
- How important is it for the older generation to learn how to use technological devices?
- Tell us about the last time you took a selfie.

✓ SELF-ASSESSMENT UNIT 6

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

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

- I can talk about actions which somebody does for me.
- I can understand written and spoken texts about inventions and technology.
- I can speak about two photos and compare and contrast them.
- I can write for-and-against essays.
- I can talk about scientific discoveries.

LANGUAGE CHECKPOINT ► PAGE 147

7 Play on!

Vocabulary

Sports and sports venues

- 1 **Work with a partner. Try to match as many of the words as possible to each category. Check that you understand them. Write the answers in your notebook.**

athletics • baseball • basketball • climbing
cycling • diving • football • golf • gymnastics
horse-riding • ice hockey • ice-skating • judo
karate • rugby • sailing • skiing • snowboarding
swimming • tennis • volleyball • weightlifting

1 team sports		
2 individual sports		
3 ball sports		
4 water sports		
5 winter sports		
6 combat sports		
7 indoor sports		

- 2a **In your notebook, put the words in the correct column, according to the stress.**

O	Oo	Ooo	oOo
<i>golf</i>			

- 2b 2.08 **Listen and check your answers. Practise saying the words with the correct stress.**

- 3 **Complete the sentences with these words. Write the answers in your notebook.**

course • court • gym • pitch • pool • rink
slope • track

- We go swimming and diving in a .
- We do gymnastics in a .
- You ski down a .
- You play tennis or basketball on a .
- You play football on a .
- You play ice hockey on a .
- You do athletics on a .
- You play golf on a .

Sports equipment and scores

- 4 **Look at the photo. Which of these pieces of equipment can you see?**

ball • bat • boots • club • goal/goal post
goggles • net • racket • skates • skis • trainers



- 5 **Work with a partner. How many sports can you think of that use each piece of equipment in 4?**

You need a net to play tennis, volleyball ...

- 6 **Name one sport where you can do these things with a ball.**

bounce • catch • head • hit (with a bat)
kick • pass • throw

- 7 **Choose the correct alternative. Write the answers in your notebook. In one sentence, both are correct.**

- Spain beat/won England 2–0 (two–nil).
- Spain beat/won the match.
- England lost to Spain/the match.
- It was 1–1 (one all) so the teams drew/lost.
- Messi scored/shot a great goal yesterday.
- I don't know if Nadal will win the next goal/point.

- 8 2.09 **Listen. Which sport in 1 is the subject of each conversation?**

1 2 3 4

- 9 **Work in groups. Play twenty questions. One person in your group thinks of a sport.**

Is it a team sport?

No, it isn't.

1 Work with a partner. Discuss these questions.

- What is a superstition?
- What superstitions exist in your country?

2 Read the text and complete the table in your notebook.

Footballer	Country	Most important superstition
1 Laurent Blanc		
2 Pelé		
3 Kolo Touré		
4 Pepe Reina		
5 Kim Little		

THE GAME BEFORE THE GAME



For the World Cup in Brazil there was focus in the media on 'the game before the game', the pre-match rituals of some of the world's top football players. Some of the rituals are quite normal things. For example, Neymar Jr. always speaks to his dad before each match. But some players have pre-match rituals that seem to be pure superstitions.

When does a routine become a superstition?

In the 1998 World Cup the French team had a strange habit. The defender Laurent Blanc kissed the goalkeeper's head at the start of every match! Sometimes other players joined in. But that wasn't the only superstition that the team had. Every time the team got on the coach to go to a match all the players always sat in exactly the same places. And in the changing room just before the match, they always listened to the same song – *I Will Survive*. Irrational? Yes. But France did win the World Cup that year! Maybe it helped that 1998 was the year when France hosted the World Cup.

Perhaps the greatest footballer of all time was the Brazilian, Edson Arantes do Nascimento, the player that is better known as Pelé. Pelé is the player who has the world record for scoring most goals in his career – an amazing 1,283 in 1,363 matches. After one great match, he gave away his favourite shirt to a fan. But then he started playing badly. He stopped scoring and started losing matches. Why? Pelé could think of only one reason – he needed the 'lucky' shirt which he had given away. He told a friend to find the fan and bring back the shirt. A week later, the friend gave Pelé his shirt and he started to score again! Pelé's friend thought it was better not to tell Pelé that he had never found where the fan lived and that the shirt was a completely different one!

There are players whose superstitions almost stop them from playing. Kolo Touré, from Ivory Coast, always has to be the last player to go out onto the pitch. In an important Champions League match, one of Touré's teammates was late. Touré refused to go onto the pitch and play until his teammate appeared. And, for some strange reason, Spanish goalkeeper Pepe Reina has to fill his car with petrol on his way to each match. He does this even when the tank is already almost full and there are lots of other cars in front of him! The night before a match he always eats the same cheese sandwich, too. His other superstitions include always touching the pitch, both goal posts and the crossbar after warming up at the start of each match.

So, when does a routine become a silly superstition, and why? Always eating the same food before a match is probably quite sensible. If you know that the food doesn't cause you any stomach problems, why change? But some routines are less logical. The Scottish women's player Kim Little always puts her left sock and boot on before her right ... every match! This type of routine is irrational but psychologists believe that following a 'lucky' routine can make a player feel good, relaxed and in control. And not following the routine can have the opposite effect. So, maybe 'the game before the game' is important after all.

3 Are these sentences True (T) or False (F)? Which line(s) of the text helped you find the answer? Write the answers in your notebook.

- Neymar Jr. does something very unusual before each match.
- In the 1998 World Cup France had one superstition on the pitch and two superstitions off the pitch.
- Pelé started to play well again because he got his lucky shirt back.
- Pepe Reina's car always needs petrol just before a match.
- Eating the same food before each match is a silly superstition.
- Psychologists don't believe that superstitions can help a player.

T/F

T/F

T/F

T/F

T/F

T/F

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- What do you think is the author's opinion of sports superstitions? What is your opinion of their importance?

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

6 What about you?

- Which superstition or ritual in the text do you think is the funniest or most unusual?
- Do you or anyone you know have superstitions? What are they?

Defining relative clauses

1a Read the sentences. The words in blue are relative pronouns. Use them to complete the rules 1–5. Write the answers in your notebook.

- He's the player **who** has the world record for scoring most goals.
- He needed the lucky shirt **which** he had given away.
- There are players **whose** superstitions almost stop them from playing.
- 1998 was the year **when** France hosted the World Cup.
- That wasn't the only superstition (**that**) the team had.
- Edson Arantes do Nascimento is the player **that** is better known as Pelé.
- He had never found the place **where** the fan lived.

- We use and with people.
- We use and with things.
- We use to talk about possessions.
- We use with places.
- We use with times.

1b Answer these questions.

- Why do you think we call these defining relative clauses? What do they define?
- Why can we omit *that* in sentence e but not in sentence f?

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2 Choose the correct alternative. If you think both are correct, choose both. Write the answers in your notebook.

- Football is a game which/ many people play.
- A stadium is a place that/where you can watch sports like rugby and baseball.
- The people who/ watch sports events are called spectators.
- The leader of the Tour de France is the person who/whose shirt is yellow.
- June is the month when/which Wimbledon starts.
- A jockey is a person who/that rides a horse in a race.
- Brazil is the country where/which has won the FIFA World Cup the most times.

3 In your notebook, complete the text with the missing words.

Extreme ironing is an unusual sport (a) was invented in 1997 by an Englishman (b) name is Phil Shaw. He had to do the ironing at home, (c) he preferred to go rock climbing. So he decided (d) combine the two things. Of course, ironing and climbing are two activities (e) don't have a lot in common. But now people do it all over the world. When Phil was in New Zealand he started an organisation called Extreme Ironing International. Diving, skiing, skating and parachuting are some of (f) other sports which people have combined with ironing. Underwater, in the air and on the top of mountains are just some of the strange places (g) people have done this sport. Ben Gibbons and John Roberts are two Englishmen (h) adventure with extreme ironing became a short film, *Extreme Ironing to Mount Everest!*



Would you like to try extreme ironing?



4 In your notebook, match the sentence halves and add a relative pronoun. Look up the words in *italics* in a dictionary if necessary.

- 1 The winner in a gymnastics competition is the person
 - 2 A referee is the person
 - 3 2024 is a year
 - 4 A *dojo* is the place
 - 5 *Time out* is a moment in a basketball match
 - 6 A *black belt* is a thing you get
 - 7 In football, *goalkeepers* are often the players
 - 8 The *puck* is the thing
- a you are really good at judo or karate.
b shirt has a number 1 on the back.
c you hit in an ice hockey match.
d mark is the highest.
e there will be Olympic Games.
f the players stop playing.
g job is to control football matches.
h you do judo.

5 Complete the sentences with a relative pronoun. Write the answers in your notebook.

- 1 Serena Williams is a tennis player
Serena Williams is a tennis player who was born in the USA.
- 2 A net is something
- 3 Wimbledon is a place
- 4 Summer is the season
- 5 PE is a subject
- 6 The ice rink is a place
- 7 Swimming is an activity
- 8 2014 was the year

6a Work with a partner. Read the definitions and identify the words.

- 1 It's a person who teaches you a skill, like driving or skiing.
- 2 It's the place where you should put up a tent.
- 3 It's usually the first thing you do when you arrive at the airport to catch a plane.

6b Prepare definitions for at least six words that you have learnt so far this year. Read your definitions to other students. Can they identify your words?

It's a person who teaches at a university.

Phrasal verbs connected with sport

1 Read the sentences. In your notebook, match the phrasal verbs in yellow with their definitions (a–g).

- 1 She **took up** gymnastics when she was seven because she saw a competition and wanted to try it.
- 2 You should always **warm up** before a match so that your legs are ready.
- 3 Italy have **knocked out** England in the World Cup so England will be on the plane home tomorrow.
- 4 Hey, you! Don't just sit there watching. Come and **join in**.
- 5 It's impossible to beat you. I **give in**!
- 6 They really want to win so they're going to **go for** it.
- 7 She's really fit because she **works out** at the gym every day.

Phrasal verbs	Definitions
1 take up	a prepare for a sport or another activity by doing gentle exercises
2 warm up	b stop competing and accept you can't win
3 knock out	c try very hard to win or get something
4 join in	d start participating in an activity with other people who are already doing it
5 give in	e start a sport or hobby
6 go for	f do physical exercise
7 work out	g eliminate somebody from a competition by beating them/making them unconscious

2 Complete the sentences with the correct form of the phrasal verbs from 1. Write the answers in your notebook.

- 1 I'm going to tennis. Tomorrow I'm going to buy a racket.
- 2 Yesterday we played in the semi-final. We aren't in the final because the other team us.
- 3 A: Why don't you ? B: Because I don't like team sports, I prefer individual ones.
- 4 She's got the right attitude to be a champion. When she's losing, she never.
- 5 It'll be a hard race but she's going to the gold medal.
- 6 He's hurt his leg because he didn't before running.
- 7 They're really strong. They in the gym, doing weightlifting.

3 In your notebook, complete the sentences with the correct form of the phrasal verbs in 1. Ask your partner the questions.

- 1 Do you ever out to keep fit? How often?
- 2 If there is a match or competition at school, do you in or do you just watch?
- 3 If something is difficult, do you usually for it and try hard to win, or do you in easily?
- 4 Have you ever been out of a competition?
- 5 When you do sport, do you usually up first or do you begin straight away?
- 6 What new sport or hobby would you like to up?

1 Read the sentences about the origin of basketball. Work with a partner. Do you think they are True (T) or False (F)?

- 1 Basketball was invented before 1900. T/F
- 2 The inventor of basketball was born in the US. T/F
- 3 The inventor of basketball was a PE teacher. T/F
- 4 At first, basketball was an outdoor sport. T/F
- 5 There were originally nine people in each basketball team. T/F
- 6 Originally, they used a football to play basketball. T/F
- 7 The inventor of basketball wrote 15 rules for the game. T/F
- 8 Basketball became an Olympic sport in 1936. T/F

2 **2.10 Listen and check your guesses in 1.**



3 **2.10 Listen again and answer the questions in your notebook.**

- 1 How long did James Naismith have to invent basketball?
- 2 Why did Naismith make basketball an indoor sport?
- 3 What was the problem with the first baskets that they used?
- 4 How long did a basketball match originally last in total, including the break?
- 5 After becoming popular in YMCA centres, where did basketball become popular?
- 6 What were Naismith's main objectives?

4 What about *you*?

- 1 Is basketball one of your favourite sports? Why/Why not?
- 2 Do you know the history behind any other sports? Which ones?

⚙ Grammar in context

Non-defining relative clauses

1 Read sentences a–f and answer the questions in your notebook.

- James Naismith, who was born in Canada, was working at a YMCA school.
- It needed to be a sport which would keep students fit.
- The man who invented it was James Naismith.
- Naismith went to Berlin, where the games took place that year.
- In 1936, when Naismith was 75 years old, basketball officially became part of the Olympic Games.
- Naismith was working in Massachusetts, which is really cold in the winter.

- 1 Which sentences do you think are non-defining relative clauses – giving extra, non-essential information?
- 2 Which relative clauses have commas, defining or non-defining?
- 3 Can we omit the relative pronouns in sentences with non-defining clauses?
- 4 In sentence f, we cannot use *that* because of what comes just before the relative pronoun. What comes just before it?

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2 In your notebook, complete the sentences with non-defining relative clauses and the information given.

- 1 Golf balls, *which are usually white*, have a special surface so that they travel further.
(they are usually white)
- 2 Jenson Button, , failed his first driving test.
(he is a Formula 1 world champion)
- 3 Andy Murray, , has won the Wimbledon title.
(his brother Jamie also plays tennis)
- 4 In 2005, , the final was in Istanbul.
(Liverpool won the Champions League)
- 5 The San Siro Stadium, , is in Milan.
(two different teams play there)
- 6 Zara Philips, , won a gold medal for horse-riding.
(her grandmother is Queen Elizabeth II)



3 Read about Mo Farah. Choose the best answer (A, B, C or D) to complete the text. Write the answers in your notebook.

Mohamed (Mo) Farah, (1) was born in Somalia, is now one of the most famous athletes in the world. When he arrived in London from Mogadishu with his family at the age of eight, he could hardly speak any English. His current fame was difficult to imagine!

He took (2) running when he was a schoolboy in London. His talent was spotted by a PE teacher, (3) encouraged him to train and compete. His first major success came in 2001 (4) he became the European junior champion at 5,000 metres. Five years later, he won a silver medal at the European Championships, (5) was at the time the high point of his adult career. 2011 was a great year for Mo: at the World Championships he won silver in the 10,000 metres, then a few days later added gold in the 5,000 metres. He was the first British athlete to ever do this.

(6) his success didn't end there. Mo, (7) personal motto is 'Go hard or go home', is not the sort of person to give (8) .

At the 2012 London Olympics, he became the first ever British gold medallist in the 10,000 metres, then a week later won a second gold in the 5,000. Suddenly he was a true sports superstar.

Mo now lives part of the year in Oregon (USA), (9) he trains with his coach. He and his wife also run the Mo Farah Foundation, a charity (10) raises money for the millions of people facing starvation and disease in East Africa.

- | | | | |
|-----------|-------------|---------|---------|
| 1 A when | B that | C whose | D who |
| 2 A in | B up | C after | D out |
| 3 A that | B which | C when | D who |
| 4 A when | B which | C where | D that |
| 5 A that | B which | C – | D how |
| 6 A And | B But | C When | D So |
| 7 A which | B whose | C who | D that |
| 8 A him | B surrender | C in | D on |
| 9 A that | B – | C which | D where |
| 10 A what | B that | C – | D and |

⚡ BUZZWORD

G.O.A.T. – (especially of a sports player) greatest of all time

When it comes to running, Haile Gebrselassie is the middle and long distance GOAT.



4 In your notebook, join the sentences with a relative clause.

- The park is beautiful. I run there. (Defining)
The park where I run is beautiful.
- Table tennis is easy to play. It's my favourite sport. (Non-defining)
Table tennis, which is my favourite sport, is easy to play.
- Petra Kvitová is a great tennis player. She is from the Czech Republic. (Non-defining)
- The athlete won the race. He broke the world record. (Defining)
- Last Saturday was great. My team won the final. (Non-defining)
- Anna is good at lots of sports. Her mum is a PE teacher. (Non-defining)
- The swimming pool is great. I go there at the weekend. (Defining)

5a In your notebook, write short sentences with information about people, places, things, activities and events in this book.

The Ig Nobel prizes are given every year.
Shanghai has lots of skyscrapers.
Pelé scored lots of goals.

5b Work with a partner. Read your sentences. Your partner adds extra information to the sentences using non-defining relative clauses.

The Ig Nobel prizes, which are really strange, are given every year.

Shanghai, where many people live, has lots of skyscrapers.

Pelé, who played for Brazil, scored lots of goals.

A debate

- 1 **Work with a partner. Read this definition of 'role model' and, in your notebook, make a list of people you think are good role models for young people.**

role model [n]: someone whose behaviour is considered to be a good example for other people to copy

- 2 **Read the statement below. Do you agree or disagree with it? Give reasons why.**

Today's top sports stars are good role models for young people.

- 3 **2.11 Listen to a boy and girl discussing the statement in 2. Whose opinion is closer to yours – the boy's or the girl's? Why?**

- 4 **2.11 Look at the expressions in the Speaking bank. What word comes after the expressions for partially disagreeing? Write the answers in your notebook. Listen again if necessary.**

SPEAKING BANK

Useful expressions for agreeing or partially agreeing

- I (totally) agree (with you) (that ...)
- I agree to an extent (that ...)
- That's true.
- You're right.
- You've got a point.
- I take your point.
- I see what you mean.

Useful expressions for disagreeing or partially disagreeing

- I (totally) disagree (with you) (that ...)
- I'm not sure that's true.
- I agree to an extent,
- That's true,
- You've got a point,
- I take your point,
- I see what you mean,

- 5 **In your notebook, write six sentences about sport or sports stars. You don't have to agree with the statements.**

Football players are really good actors!

Women tennis players should be paid the same as men.

The Winter Olympics are more exciting than the Summer Olympics.



- 6 **Work in small groups. Listen to each other's statements. Give your honest opinion using expressions from the Speaking bank. You must say what you really think.**

Football players are really good actors!

I totally agree with you.

I agree to an extent, but sometimes when players say they're hurt it's true.

Practice makes perfect

- 7a **Read the statement. Half of the class must agree with the statement. The other half must disagree. Prepare a list of points to support your opinion.**

Top football players are paid too much.

- 7b **Have a class debate using expressions from the Speaking bank.**

- 7c **Have a vote to see what the class really thinks about the statement.**

BUZZWORD

WAG – the wife or girlfriend of a famous professional footballer

Teenagers often envy the WAGs' glamorous lifestyles without realising that many of them had worked hard to build their own careers first.

A magazine article

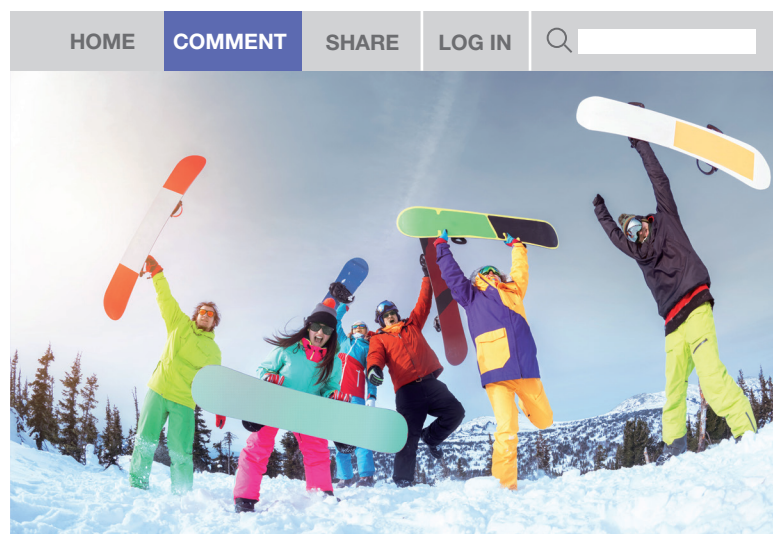
- 1 Imagine that you see this announcement in a magazine. Work with a partner and discuss your answers to the questions.

TEENAGERS and SPORT

- How important is sport in your life? Why?
- How would you encourage other teenagers to do more sport?

PLEASE WRITE AN ARTICLE FOR NEXT MONTH'S MAGAZINE!

- 2  Read this student's article. Does it include any of your ideas in 1?



- 1 Do you only do sport with a games console in your hand? Do you have a pair of trainers which have never been out of the box? Let me tell you about my passion for sport and that could change your mind!

- 2 (a), I think I couldn't live without doing sport. At school I do PE and swimming. At the weekend, I play tennis and go cycling in the summer and I go snowboarding in the winter. Sport makes me feel strong, fit and healthy and I definitely feel that it helps me to concentrate. I'm (b) that if I didn't do sport, my marks at school would be worse.

- 3 Some people say they don't have time to do sport. As I (c) it, that's just an excuse. My (d) is that, if you can find time to watch TV, you can find time for sport. My advice is to get out into the fresh air. It doesn't matter if it's cycling, running or walking. Just being outside and doing something will immediately make you feel better than being indoors all day.

- 4 As (e) as I'm concerned, sport isn't a luxury, it's a necessity. Have you heard the expression 'a healthy mind in a healthy body'? I totally agree with that. So, go ahead. It's time to put your games console down and get your trainers out of the box!

- 3a Complete the text with these words. Write the answers in your notebook.

convinced • far • Personally • see • view

- 3b Add the completed expressions from 3a to the other expressions in the Writing bank. Write the answers in your notebook.

WRITING BANK

Useful expressions of opinion

- I (don't) think (that) ...
- I don't really know if ...
- In my opinion,
- 
- 
- 
- 
- 

- 4 In your notebook, match the paragraphs with the descriptions of their content.

Paragraph 1	a Talk about sport in your life
Paragraph 2	b Get the readers' attention
Paragraph 3	c Final overall opinion and recommendation
Paragraph 4	d Give advice about sport

- 5 Work with a partner. Read the article in 2 again and answer the questions.

- How does the first paragraph get the reader interested and involved?
- How does the last paragraph end the article in a positive way?

Practice makes perfect

- 6 Look at this announcement in a magazine. Write a short article. Use the information in 4 and expressions from the Writing bank.

You and your favourite sport

- Which is your favourite sport and why?
- How and why would you encourage other teenagers to play or watch this sport?

Please write an article for next month's magazine!

WRITING BANK ► PAGE 160

1 Work with a partner. Look at the list of sports and activities which some people consider to be extreme or dangerous. Do you agree with their opinion?

- | | |
|-----------------------|----------------------|
| ■ base jumping | ■ kite surfing |
| ■ bungee jumping | ■ parkour |
| ■ cliff jumping | ■ skydiving |
| ■ extreme biking | ■ surfing |
| ■ freestyle motocross | ■ whitewater rafting |

2 Read the blog entries and decide whose opinion the sentences that follow represent. In your notebook, write K (Ken), M (Marek) or P (Philip).

SPORT THINGS: Is parkour an extreme sport?

Ken Q. It's fairly obvious that parkour is not an extreme sport. Strictly speaking, it's not even a sport, because you're not competing against anyone; you're only competing against yourself by testing your limits. It's not extreme, either. In parkour, you learn how to overcome obstacles and clearly need to be fit, but you do not put your health at risk – no more than someone who does jogging. David Belle, who has popularised it, has said that it's more a question of mental strength than physical fitness, which makes it similar to martial arts. The important thing is to develop at your own speed and in your own way in order to better know your abilities and limitations.

Marek, traceur Of course parkour is an extreme sport – if we follow the standard definition, that is. Open up any dictionary, and you'll see that it means any sport or activity that is exciting and dangerous. Isn't parkour dangerous? Of course, it is. Especially if you prefer to do it in places like abandoned factories, office spaces or parks. I feel that those facilities specifically designed for parkour, the so-called 'safe' places, are against the whole idea of parkour. After all, parkour is about being unlimited, free and creative. Obviously, there's a risk of getting injured, and while you soon learn how to land safely on your feet after a jump, some risk remains inevitable.

Philip I would call it an adventure sport rather than an extreme one. By that I mean that when you watch traceurs in action, jumping on and off roofs, or vaulting over obstacles, and then landing safely, you might consider it extreme. For the participants, though, it's not that extreme. Nevertheless, it takes years to achieve a high level of competency in parkour. If you make a safe jump, it might be down to simple luck. You need to repeat it a few times to feel you have mastered it. If you want to be good at parkour, you have to train hard, even if it involves doing the same jump fifty times.

- Parkour involves the same risk of injury as running outdoors.
- People who do parkour appreciate the sense of freedom and creativity it brings them.

3 Work in groups of three. Ask and answer the following questions.

- Would you like to try parkour? Why/Why not?
- Should extreme or dangerous sports be officially recognised as sports disciplines? Why/Why not?
- Have you or has anyone you know ever tried or done any extreme or dangerous sports? What were they?
- Why do you think some people prefer dangerous sports like base jumping while others don't?

4 2.12 Listen to the recording and answer the questions below.

- How does Amanda Jones feel about surfing becoming an Olympic sport?
- Why does Pete Parker disagree with the other speakers?
- How would you describe the general tone of the three guests: formal, informal, relaxed, serious?

5 Complete the message below using the information in 4. Write the answers in your notebook.

Cześć Tomku,
Z audycji radiowej właśnie dowiedziałam się, że wspinaczka skałkowa i surfing staną się (1) w 2020 roku! Bardzo się cieszę, bo surfing to mój ulubiony sport wodny – zawody będą się odbywały (2) w Tokio, tak jak inne sporty wodne, więc (3) będą trudne do przewidzenia. W programie był też miłośnik parkouru, który twierdzi, że parkour to sposób życia, a nie sport, w którym zawodnicy (4) , choć inny gość powiedział, że parkourowcy mają przecież swoją własną federację, (5) , i mają rankingi. A tobie jak się wydaje? Pamiętam, że kiedyś interesowałeś się tym sportem.
Kasia

6 For the next class, prepare a short presentation on an unusual or uncommon extreme sport, like e.g. barefoot water-ski jumping or volcano boarding. Search the Internet for the following information:

- the sport's name and what it involves;
- the necessary equipment and location;
- its status (officially recognised as sport or not).

You can find *Useful expressions in presentations* on page 60 (Speaking bank)

- According to its definition, parkour should be considered an extreme sport.
- Parkour requires a lot of discipline as you have to repeat the same movements a lot of times.
- In some ways, parkour is similar to judo or karate.
- Parkour should not be considered a sport as it doesn't involve an opponent.



SPORT

Dyscypliny sportu, obiekty sportowe

athletics (n)	/æθ'letiks/	lekkoatletyka
baseball (n)	/'beis,bɔ:l/	baseball
basketball (n)	/'bɑ:skɪt,bɔ:l/	koszykówka
climbing (n)	/'klaɪmɪŋ/	wspinaczka
course (n)	/'kɔ:s/	pole (golfowe)
court (n)	/'kɔ:t/	kort (tenisowy)
cycling (n)	/'saɪk(ə)lɪŋ/	jazda na rowerze
diving (n)	/'daɪvɪŋ/	nurkowanie
football (n)	/'fʊt,bɔ:l/	piłka nożna
golf (n)	/'gɒlf/	golf
gym (n)	/'dʒɪm/	sala gimnastyczna, siłownia
gymnastics (n)	/'dʒɪm'næstɪks/	gimnastyka
horse-riding (n)	/'hɔ:s,raɪdɪŋ/	jazda konna
ice hockey (n)	/'aɪs,hɒki/	hokej na lodzie
ice-skating (n)	/'aɪ,skeɪtɪŋ/	łyżwiarstwo
judo (n)	/'dʒu:dəʊ/	judo
karate (n)	/'kɑ'rɑ:ti/	karate
pitch (n)	/'pɪtʃ/	boisko
pool (n)	/'pu:l/	basen
rink (n)	/'rɪŋk/	lodowisko
rugby (n)	/'rʌɡbi/	rugby
sailing (n)	/'seɪlɪŋ/	żeglarstwo
skiing (n)	/'ski:ɪŋ/	narciarstwo
slope (n)	/'sləʊp/	stok
snowboarding (n)	/'snəʊ,bɔ:dɪŋ/	snowboarding
swimming (n)	/'swɪmɪŋ/	pływanie
tennis (n)	/'tenɪs/	tenis
track (n)	/'træk/	bieżnia
volleyball (n)	/'vɒli,bɔ:l/	siatkówka
weightlifting (n)	/'weɪt,lɪftɪŋ/	podnoszenie ciężarów

Sprzęt sportowy, uprawianie sportu

ball (n)	/'bɔ:l/	piłka
bat (n)	/'bæt/	kij (baseballowy/ krykietowy)
beat (v)	/'bi:t/	pokonać
boots (n pl)	/'bu:ts/	buty (np. do piłki nożnej)
bounce (v)	/'baʊns/	odbijać
catch (v)	/'kætʃ/	łapać
club (n)	/'klʌb/	kij golfowy
draw (v)	/'drɔ:/	zremisować
goal (n)	/'gəʊl/	bramka
goal post (n)	/'gəʊl,pəʊst/	słupek bramki
goggles (n pl)	/'gɒɡ(ə)lz/	gogle
head (v)	/'hed/	główka (np. kija)
hit (with a bat) (v)	/'hɪt wɪð ə 'bæt/	uderzać (kijem)
kick (v)	/'kɪk/	kopać
lose a match (v phr)	/'lu:z ə 'mætʃ/	przegrać mecz
lose to somebody (v phr)	/'lu:z tə 'sʌmbədi/	przegrać z kimś
net (n)	/'net/	siatka
nil (n)	/'nɪl/	zero
pass (v)	/'pɑ:s/	podawać
point (n)	/'pɔɪnt/	punkt
racket (n)	/'rækɪt/	rakieta (tenisowa)
score (v)	/'skɔ:(r)/	zdobywać, strzelać (gola)
shoot (v)	/'ʃu:t/	strzelać
skates (n pl)	/'skeɪts/	łyżwy
skis (n pl)	/'ski:z/	narty
throw (v)	/'θrəʊ/	rzucić
trainers (n pl)	/'treɪnəz/	buty treningowe
win (v)	/'wɪn/	wygrywać

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

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

Sport wyczynowy

base jumping (n)	/'beɪs ,dʒʌmpɪŋ/	skoki spadochronowe z wieży, mostów itp.
bungee jumping (n)	/'bʌndʒi: ,dʒʌmpɪŋ/	skoki na bungee
cliff jumping (n)	/'klɪf ,dʒʌmpɪŋ/	skoki z klifu
extreme biking (n)	/'ɪk'stri:m ,baɪkɪŋ/	ekstremalna jazda na rowerze
motocross (n)	/'məʊtəʊ ,krɒs/	motokros
kite surfing (n)	/'kaɪt ,sɜ:fɪŋ/	kitesurfing
parachuting (n)	/'pærə'ʃu:tɪŋ/	spadochroniarstwo
parkour (n)	/'pɑ:'kɔə(r)/	parkour
rock climbing (n)	/'rɒk ,klaɪmɪŋ/	wspinaczka
skydiving (n)	/'skaɪ ,daɪvɪŋ/	akrobatyczne skoki na spadochronie
whitewater rafting (n)	/'waɪt,wɔ:tə 'rɑ:ftɪŋ/	spływ górski (tratwami)

CZASOWNIKI FRAZOWE

give in (v phr)	/'gɪv 'ɪn/	poddawać się
go for (v phr)	/'gəʊ fə(r)/	rywalizować o
join in (v phr)	/'dʒɔɪn 'ɪn/	przyłączać się
knock out (v phr)	/'nɒk 'aʊt/	znokautować
take up (v phr)	/'teɪk 'ʌp/	rozpocząć coś
warm up (v phr)	/'wɔ:m 'ʌp/	rozgrzewać się
work out (v phr)	/'wɜ:k 'aʊt/	ćwiczyć, trenować

INNE

ability (n)	/'æbɪləti/	umiejętność
be in control (v phr)	/'bi: ,ɪn kən'trəʊl/	kontrolować
championship (n)	/'tʃæmpɪənʃɪp/	mistrzostwa
changing room (n)	/'tʃeɪndʒɪŋ ,ru:m/	szatnia
combine (v)	/'kəm'bain/	łączyć
compete (v)	/'kəm'pi:t/	rywalizować
defender (n)	/'di'fendə(r)/	obrońca
excessive (adj)	/'ɪk'sesɪv/	nadmierny
extreme (adj)	/'ɪk'stri:m/	ekstremalny
facilities (n pl)	/'fæ'sɪlətɪz/	obiekty (np. sportowe)
fit (adj)	/'fɪt/	wysportowany
give away (v phr)	/'gɪv ə'weɪ/	wręczać, rozdawać
goalkeeper (n)	/'gəʊl,kɪ:pə(r)/	bramkarz
gold medallist (n)	/'gəʊld 'med(ə)lɪst/	złoty medalista
habit (n)	/'hæbɪt/	zwyczaj, nawyk
host (v)	/'həʊst/	być gospodarzem
inevitable (adj)	/'ɪn'evɪtəb(ə)l/	nieunikniony
injured (adj)	/'ɪndʒəd/	zraniony
irrational (adj)	/'ɪræʃ(ə)nəl/	irracjonalny
martial arts (n phr)	/'mɑ:ʃ(ə)'ɑ:ts/	sztuki walki
master (v)	/'mɑ:stə(r)/	opanować
mental (adj)	/'ment(ə)l/	umysłowy, mentalny
obstacle (n)	/'ɒbstəkl(ə)l/	przeszkoda
opponent (n)	/'ə'pəʊnənt/	przeciwnik
overcome (v)	/'əʊvə'kʌm/	pokonywać
puck (n)	/'pʌk/	krążek (hokejowy)
race (n)	/'reɪs/	wyścig, bieg, gonitwa
referee (n)	/'refə'reɪ:/	sędzia, arbiter
refuse (v)	/'ri'fju:z/	odmawiać
rush (n)	/'rʌʃ/	przyływ (np. adrenaliny)
spectator (n)	/'spek'teɪtə(r)/	kibic
superstition (n)	/'su:pə'stɪʃ(ə)n/	przesąd, zabobon
teammate (n)	/'ti:m,meɪt/	kolega/koleżanka z drużyny
thrill (n)	/'θrɪl/	ogromna przyjemność
traceur	/'tra'sə:/	mężczyzna uprawiający parkour
vault (v)	/'vɔ:lt/	przeskakiwać

Rozumienie ze słuchu

1  **2.13 Usłyszysz dwukrotnie fragment programu radiowego na temat sprawności fizycznej. Na podstawie informacji zawartych w nagraniu odpowiedz krótko na pytania 1–5. Na pytania należy odpowiedzieć w języku angielskim. Odpowiedzi zapisz w zeszytach.**

- 1 What type of exercise isn't sensible for an unfit teenager to try?
- 2 What is important before doing any exercise?
- 3 What can teenagers do instead of going to school by car or bus?
- 4 Who can teenagers exercise with?
- 5 What can teenagers use in order to do exercise at home?

Rozumienie tekstów pisanych

2 ★ **Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 1–4 litery, którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki. Odpowiedzi zapisz w zeszytach.**

THERE IS LIFE AFTER INJURY, AFTER ALL!

Even if you are not interested in sport, you might have heard of Lindsay Vonn, Juan Martin del Potro, Rafael Nadal, or Hermann Maier. They are well-known athletes who showed amazing determination and the strength not to give in after serious injuries.

Both Lindsay Vonn and Hermann Maier are Alpine skiers, and both rank among the greatest in the history of this sport. However, the career of Hermann Maier, who has two Olympic gold medals and four World Championships titles, almost ended in 2001 after he was badly injured in a motorcycle accident. (1)  Most fans and specialists did not believe he would return to professional sport, but he did – both to skiing and winning. It is no wonder that he is called the Terminator – like the Terminator, he simply could not be broken.

(2)  This female skier, who has titles in all of the five types of Alpine skiing, including one Olympic gold, had a serious knee injury on the slope during the championships in Austria in 2013. It took some time for her to recover completely, but she successfully made her comeback the following year and has been competing ever since.

Injuries are common among tennis players, too. (3)  The Spanish player, who has been struggling with knee and foot problems ever since the early years of his career, is, nevertheless, one of the most successful tennis players in history, with a total of 17 Grand Slam titles. Despite frequent injuries, he did

manage to return to the world class level courts in 2017, becoming the oldest tennis player to be ranked number one (at the age of 31) in the same year.

Juan Martin del Potro's story may not be as successful, but it is just as impressive. On his route to the top, and after winning his first Grand Slam title, he had a wrist injury. (4)  To the admiration of his fans, he was ranked as one of the top 3 players in 2018.

These are only a few of the big sporting comeback stories, but they all show that if an athlete loves their sport and the thrill of winning – there is no way to stop their success.

- A The most well-known example is probably Rafael Nadal.
- B It affected his playing for several years, and, after more than one operation, he had to adapt his playing style in order to protect the wrist from further injury.
- C The story of Lindsay Vonn is remarkably similar, although, thankfully, she was not involved in a traffic accident.
- D Initially, the doctors wanted to amputate one of his legs, but they managed to put the broken bones back together.
- E The players usually have problems with their knees, feet, wrists or backs.

Znajomość środków językowych

3 **Uzupełnij zdania 1–5, wykorzystując podane w nawiasach wyrazy w odpowiedniej formie. Nie należy zmieniać kolejności podanych wyrazów, trzeba natomiast – jeśli jest to konieczne – dodać inne wyrazy, tak aby otrzymać logiczne i gramatycznie poprawne zdania. Wymagana jest pełna poprawność ortograficzna wpisywanych fragmentów. Uwaga: w każdą lukę możesz wpisać maksymalnie cztery wyrazy, wliczając w to wyrazy już podane. Odpowiedzi zapisz w zeszytach.**

- 1 Roger Federer is a tennis player (win)  twenty Grand Slam titles so far.
- 2 I totally (agree/opinion)  that female athletes should be paid as much as male athletes.
- 3 A draw is the situation (two/team)  end up having the same score.
- 4 Harry Kane, (club/be)  Tottenham Spurs, is the captain of the England national football team.
- 5 Wielka Krokiew, (ski/jumping/competition)  are held, is 1378 m above sea level.

- 4 🎧 2.14 Usłyszysz dwukrotnie cztery wypowiedzi. Do każdej wypowiedzi (1–4) dobierz właściwą reakcję (A–E). Odpowiedzi zapisz w zeszyte. **Uwaga!** Jedna reakcja została podana dodatkowo i nie pasuje do żadnej wypowiedzi.

- A No, sorry, I can't. I've got a judo class.
- B That's a good idea, but I'm not sure I could do it.
- C I have no idea.
- D I totally disagree with you.
- E It wouldn't be a good idea. It's not your size.

Wypowiedź pisemna

- 5 ★ Część nastolatków nie lubi lekcji wychowania fizycznego w szkole. Napisz artykuł, w którym przedstawisz swoją opinię na temat przyczyn tego zjawiska oraz zaproponujesz zmiany, jakie należałoby wprowadzić, by lekcje te były ciekawsze i bardziej atrakcyjne dla uczniów.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

- 6 🗨️ Pracujcie w parach. Popatrzcie na zdjęcia i wykonajcie zadanie. Następnie odpowiedzcie na pytania.

Bierzesz udział w dyskusji samorządu szkolnego na temat tego, jak szkoła mogłaby lepiej zadbać o kondycję fizyczną swoich uczniów.

- Wybierz tę propozycję, która według Ciebie byłaby najbardziej przydatna uczniom Twojej szkoły, i uzasadnij swój wybór.
- Wyjaśnij, dlaczego odrzucasz pozostałe propozycje.



1 HOP ON A BIKE TO GET TO SCHOOL



2 SCHOOL BREAK YOGA



3 LET'S GO OUTDOORS

Uczeń A

- 1 What has the biggest influence on your physical well-being: exercise, diet or your emotional state? Why?
- 2 "There is no form of exercise which is good for everybody." How much do you agree with this opinion?

Uczeń B

- 1 Some people think that others work out in the gym or participate in a sport simply in order to take a selfie and post it on the Internet. How much do you agree with this opinion?
- 2 Are you more into team sports or individual sports? Why?

✓ SELF-ASSESSMENT UNIT 7

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

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

- a I can describe or give extra information about people, things or places.
- b I can talk about sports.
- c I can understand written and spoken texts about sports.
- d I can take part in a debate and express my agreement or disagreement.
- e I can write an article on a topic related to my life.
- f I can talk about extreme sports and sports events.

8 Smart art

Vocabulary

Art, theatre, music

1 Use these words to talk about the photo.

audience • cast • lighting
performance • play • stage



2 Work with a partner. Read the sentences. Check that you understand the words in yellow. Use a dictionary if necessary.

- Pass me the pencil. I haven't finished the **drawing** yet. This is just a **sketch**.
- Do you think the painting looks like me? It's a **self-portrait**.
- What is it? Is it a **still life** painting, with fruit and flowers? Ah! Now I understand. They aren't real objects. It's an **abstract painting**.
- This song is OK. I love the **tune** but the **lyrics** aren't very good.
- Let's go and see the **exhibition** at that new art **gallery**. There are some **masterpieces** in the collection, like one of Michelangelo's **sculptures**.
- The British artist Constable was famous for his **landscapes**, the pictures he painted of the English countryside.
- This is my favourite **scene** in the play. The **main character** appears for the first time.
- A famous **orchestra** played a **concert** here once.

3 In your notebook, put the words in 1 and 2 in the correct column. Some words can go in more than one column.

Art	Theatre	Music
	audience cast	audience

Artists

4 Look at the sentences. Complete the words in yellow with -or, -er, -ian or -ist. Write the answers in your notebook.

- I think Robert Downey Jr. is the best paid **act** in Hollywood.
- She's a great **music**. She can play five instruments.
- A **conduct** is responsible for the whole orchestra.
- Who's the **direct** of this play?
- She's a great **perform**. She loves the stage.
- In our band we've got a **vocal** and a **guitar**. Now we need a good **drumm**.
- Mozart is my favourite **compos**.
- Ed Sheeran is a young **sing**-**songwrit**.
- Michelangelo was a great **art**. He wasn't just a **paint**. He was also a **sculpt**.

5 Work in groups of three. Take it in turns to give the name of a famous person and answer with their profession.

Beethoven.

He was a composer. Taylor Swift.

She's a vocalist and a singer-songwriter, too.

6 2.15 Listen. In your notebook, number these things or people in the order that you hear them.

an actor performing ☐ • an audience ☐
a band on stage ☐ • the cast of a play ☐
a conductor ☐ • a composer ☐ • one musician ☐
an orchestra ☐ • a portrait painter ☐ • a sculptor ☐

7 Work with a partner. Discuss these questions. Give details.

- Do you ever go to the theatre or concerts?
- Which plays have you seen or read?
- Who are your favourite musicians or vocalists?
- Do you ever go to art exhibitions?
- Which artists or types of paintings do you like?

- 1 Work with a partner. Look at these photos. Take it in turns to describe what you can see.
- 2  Read the three texts. Match the photos in 1 with two of them. Write the answers in your notebook.
- 3 What photo would you use to illustrate the remaining text?

- 4 Choose the best answer. Write the answers in your notebook.

- 1 They call Liu Bolin the 'invisible man' because he ...
 - a doesn't appear in any of his photos.
 - b makes it difficult for people to see him.
 - c doesn't like speaking at conferences.
- 2 Liu Bolin ...
 - a prefers complicated backgrounds.
 - b sometimes takes days to prepare for his photos.
 - c needs a group of artists to help choose backgrounds.
- 3 Unfathomable Ruination's concerts in a cube ...
 - a were silent inside the box.
 - b were seen by the audience.
 - c were very difficult for the musicians to play.
- 4 James Blunt ...
 - a played the highest concert ever in 2010.
 - b is the only person to have played a concert in a plane.
 - c sang and flew a plane at the same time.
- 5 Stephen Wiltshire ...
 - a remembers what he sees very accurately.
 - b spends a long time preparing each picture.
 - c uses photos to help him draw cityscapes.
- 6 For Stephen Wiltshire ...
 - a it is impossible to talk to others.
 - b art has always been more than a hobby.
 - c exhibitions are the only reason he travels.

5 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think that knowing about the life of an artist can change how you look at their work? Why/Why not?

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

- 7  What about you?

Which of the texts did you enjoy reading most? Why?



EXTREME ART!

Our weekly look at what's happening in the arts

1 The brilliant Chinese artist **Liu Bolin** has a fascinating new exhibition opening in London next week. Bolin is known as the 'invisible man'. That is because in his photos he 'disappears' into the background. The incredible thing is that the backgrounds are often very complicated. For example, in one photo he blends into supermarket shelves full of fruit and vegetables. In another he stands in front of a wall that is covered with hundreds of mobile phones. He has also disappeared outdoors in front of theatres, bus stops and museums. Passers-by have walked past him without seeing him at all! To help him disappear, his team of artists has to paint him carefully, from head to toe. This typically takes between three and ten hours, but some scenes have needed three or four days of preparation. At a conference, Bolin said that his photos made a statement about his place in society. He told the audience that he had chosen to become a part of his environment. The 41-year-old artist has certainly succeeded – it can often be almost impossible to separate him from it!

2 Recently, a British rock group called **Unfathomable Ruination** played a series of concerts inside a tiny cube. They went into the airtight cube and played until there was no oxygen left. Their first performance only lasted 14 minutes because inside it was uncomfortable and hot. "These are extreme conditions and we play extreme music," said their guitarist. It was impossible to hear the music outside the box, or to see anything happening. Unfathomable Ruination are not the only group to play gigs in unusual places. In 2010 British singer-songwriter James Blunt played a concert for 150 people in a plane at a record-breaking height of 13,000 metres. The previous record was 11,000 metres, set by the group Jamiroquai. Blunt is a licensed pilot, but luckily he wasn't flying at the time. Meanwhile, singer Katie Melua has the record for the deepest underwater concert, which she played 303 metres under the North Sea. Unsurprisingly, she said she would never forget the experience. But it's Lady Gaga who has plans for possibly the most unusual place yet. 'I'm going to be the first recording artist in space!' she told reporters.

3 The unique London-born landscape artist **Stephen Wiltshire** has just finished another of his amazing panoramas. This time the drawing is a cityscape of Singapore, and, as always, it's a masterpiece full of incredible detail. For this work he took a brief helicopter ride to see the city from the air. Then, without the aid of a camera, he drew the whole thing from memory in five days. And his memory serves him well as his sketches are always incredibly accurate. Wiltshire is autistic. He refused to speak when he was small, but communicated through his sketches and art. The first word he said was 'Paper!', when they took away his drawing materials at school. Now his art has taken him all over the world attending exhibitions of his work. His pencil is never far from his hand. After all, his motto is "Do the best you can and never stop."

BUZZWORD

reverse graffiti – a method of drawing or writing on walls and other surfaces in public places by removing dirt from them

A number of street artists around the world have taken to expressing themselves through reverse graffiti.

Reported speech – statements

1a In your notebook, match the reported sentences (1–7) with the direct sentences (a–g).

- 1 He said that his photos made a statement.
 - 2 He told them that he had chosen to do it.
 - 3 He said that those were extreme conditions.
 - 4 She told a reporter that she was going to be the first recording artist in space.
 - 5 She said she would never forget the experience.
 - 6 She told me that I had to look hard to find the artist.
 - 7 He said that the message could depend on the background.
- a 'I will never forget the experience.'
 - b 'These are extreme conditions.'
 - c 'My photos make a statement.'
 - d 'I'm going to be the first recording artist in space!'
 - e 'You must look hard to find the artist.'
 - f 'The message can depend on the background.'
 - g 'I chose to do it.'

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

- 1 Nouns/Pronouns usually change when they go from direct to reported speech.
- 2 The tenses of most verbs change/don't change in reported speech.
- 3 With **say** we need/don't need to say the person we spoke to.
- 4 With **tell** we need/don't need to say the person we spoke to.
- 5 With **say** and **tell** we always need/don't always need to use *that*.

GRAMMAR REFERENCE ► PAGE 150

2 How do these tenses change in reported speech? Write the answers in your notebook. Look at the Grammar reference for help.

Direct speech	Reported speech
1 present simple ►	<i>past simple</i>
2 present continuous ►	
3 present perfect ►	
4 past simple ►	
5 will ►	
6 can ►	
7 may ►	
8 must/have to ►	

3 In your notebook, complete the table with these words.

a (week/month/year) ago • here • the day before
the following (week/month/year)
the previous (week/month/year) • that
that night • today • tomorrow

Direct speech	Reported speech
this	1
2	there
3	that day
yesterday	4
5	the next/following day
tonight	6
next (week/month/year)	7
last (week/month/year) 	8
9	a (week/month/year) before

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

- 1 The pianist said –/the audience that he couldn't concentrate.
- 2 The musician told –/reporters that he was going to play a concert on the moon.
- 3 He said/told us that he had just finished a new picture of New York.
- 4 The critic said/told that he hoped they wouldn't let the band out of the box.
- 5 The reporter said –/them the actress was making a new film the following month.
- 6 The artist said/told the exhibition was going to be a great success.
- 7 He told –/me they had taken away his paper.

5 In your notebook, put the reported speech in 4 into direct speech.

'I can't concentrate.'





An artwork by the artist Banksy

6 Read the statements made by famous people. In your notebook, put them in reported speech.

- 1 Banksy: 'People either love me, or they hate me, or they don't really care.'
- 2 James Dean: 'Being an actor is the loneliest thing in the world'
- 3 Sylvia Plath: 'I write only because there is a voice within me that will not be still.'
- 4 Andy Warhol: 'In the future everyone will be world-famous for 15 minutes.'
- 5 Oscar Wilde: 'I am so clever that sometimes I don't understand a single word of what I'm saying.'
- 6 Vincent Van Gogh: 'The only time I feel alive is when I'm painting.'
- 7 Damien Hirst: 'I wanted to be stopped, but no one will stop me.'
- 8 Sir Ian McKellen: 'I'm only an actor. All I've ever done is learn the lines and say them.'

7a In your notebook, write down things that your friends, family or teachers have said or told you recently.

7b Tell a partner what the people said. Can your partner guess who said them?

Someone told me that they'd passed their driving test.

Yes!

Was it your brother?

Adjectives ending in -ing and -ed

1 Read the sentences and answer the questions.

- 1 Stephen Wiltshire's picture was **amazing**.
- 2 I was **amazed** when I saw Stephen Wiltshire's picture.

The words in **yellow** are adjectives. Which adjective describes how somebody feels? Which adjective explains why they feel this way?

2 Look at these adjectives. Which are positive (+) and which are negative (-)? Which one word could be either?

amazed • bored • confused • depressed • disappointed
disgusted • embarrassed • excited • fascinated
frightened • inspired • interested • relaxed • surprised
tired • uninspired • worried

3a Read the adjectives in 2 again. In which ones do we pronounce -ed as /ɪd/?

3b Listen and check your answers. Which letter comes before -ed in those adjectives?

3c Practise saying the adjectives in 2.

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

- 1 Artists are often inspiring/inspired by nature.
- 2 Yuck! This soup is disgusting/disgusted.
- 3 Drawing a whole city is tiring/tired.
- 4 Many people are confusing/confused when they see modern art.
- 5 Some people think opera is boring/bored.
- 6 I would be embarrassing/embarrassed if I had to stand on a stage and sing.
- 7 The band's new songs are very disappointing/disappointed – the lyrics are awful.
- 8 We're really exciting/excited about going to see that play next week.

5a Prepare things to say about the topics below.

- 1 Two people you think are inspiring.
- 2 Two things you think are depressing.
- 3 A moment in your life when you were very surprised.
- 4 A time when something embarrassing happened to you.
- 5 The most exciting thing you've ever done.
- 6 Something that you are fascinated by.

5b Work in groups of three and discuss the topics. Ask questions to keep the conversation going.

5c Tell the class what your partner told you about one of the topics.

Dana is inspired by her sister. Her sister works for a charity that helps children with learning difficulties.

- 1 Work with a partner. Talk about the photo. What do you think it shows?



- 2 2.17 Listen and check your ideas in 1.

- 3 2.17 Listen again and choose the best answers. Write the answers in your notebook.

- The creator of the duck ...
 - is very tall.
 - lives in Asia.
 - is from the Netherlands.
- Mr Hofman thinks people like the duck because ...
 - it brings back childhood memories.
 - it has a happy and relaxed face.
 - they like the colour yellow.
- In Taiwan there was a problem with the duck ...
 - because somebody attacked it.
 - because the weather was always bad.
 - but nobody is certain what caused it.
- Hofman doesn't want to use the duck for publicity because ...
 - he wants people to think of it as an artistic object.
 - it's not easy for companies to do.
 - he thinks it should be in a museum.
- The woman thinks that people ...
 - never like the places they pass every day.
 - don't pay attention to the places they pass every day.
 - get bored of looking at the duck.
- Hofman ...
 - hated ducks when he was a child.
 - has only one rubber duck that he likes.
 - always gives ducks as presents.

4 What about you?

- What do you think of the Giant Rubber Duck?
- Would you go to see it if it was near where you live? Why/Why not?

Reported speech – questions

- 1 Look at the direct and reported questions. Then decide if rules 1–5 are True (T) or False (F). Write the answers in your notebook.

- 'Why do you think the duck is so popular?'
 - They asked him why he thought the duck was so popular.
 - 'Do you like rubber ducks?'
 - Somebody asked him if he liked rubber ducks.
- Tenses and pronouns change in reported questions in the same way as in reported statements. **T/F**
 - We do not use the auxiliary verb *do* in reported questions. **T/F**
 - We put the subject before the verb in reported questions. **T/F**
 - We use question marks in reported questions. **T/F**
 - We use **if** or **whether** when there is no question pronoun. **T/F**

GRAMMAR REFERENCE ► PAGE 150



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

- 'Where are you from?'
They asked the artist where was he/where he was from.
- 'Do you travel a lot?'
They asked the artist where/if he travelled a lot.
- 'Why did you make the duck so big?'
They wanted to know why he had/had he made the duck so big.
- 'Do you work quickly?'
They asked him whether he did work/he worked quickly.
- 'Have you done any other big sculptures?'
They asked if he has/had done any other big sculptures.
- 'What will you do next?'
They asked him what he would do/would he do next.

3 In your notebook, complete the reported questions.

- 1 'Did you like the exhibition?'
She asked him _____.
- 2 'Who is your favourite artist?'
She wanted to know _____.
- 3 'Do you often visit art galleries?'
She asked him _____.
- 4 'Will you recommend the exhibition to other people?'
She asked him _____.
- 5 'Why did you decide to see the exhibition?'
She wanted to know _____.
- 6 'Are you going to buy anything in the shop?'
She wanted to know _____.
- 7 'Have you ever bought an original painting?'
She asked _____.



4a In your notebook, write five questions to ask a partner about art, theatre or music.

4b Work with a partner and ask your questions.

4c Change partners. Tell your new partner the five questions your first partner asked you, and your answers.

She asked me if I liked going to art exhibitions. I told her that it depended.

Reported speech – commands

5 Read the direct and reported commands and answer the questions in your notebook.

- a 'Please be careful with the sculpture!'
 - b He asked them to be careful with the sculpture.
 - c 'Don't move the duck!'
 - d He told them not to move the duck.
- 1 Which verbs can we use to report commands? What is the difference between them?
 - 2 In the reported command, do we change the tense of the verb from the direct command or do we use the infinitive?
 - 3 Where does *not* come in reported commands that are negative?

GRAMMAR REFERENCE ► PAGE 150

6 In your notebook, report these commands.

- 1 'Pay attention!' the teacher told the class.
The teacher _____.
- 2 'Give me your tickets, please,' the man at the entrance asked them.
The man at the entrance _____.
- 3 'Don't shout!' his mum told him.
His mum _____.
- 4 'Please don't take photos inside the museum,' the guide asked the visitors.
The guide _____.
- 5 'Don't come home late!' his dad told him.
His dad _____.
- 6 'Use a bigger brush,' the art teacher told Jake.
The art teacher _____.
- 7 'Please write a description of the painting for homework,' the teacher asked the students.
The teacher _____.

7 Play in two teams. Take it in turns to try and remember things that teachers asked or told you to do this week. You get one point for each correct sentence.

Our English teacher asked us to do this exercise.

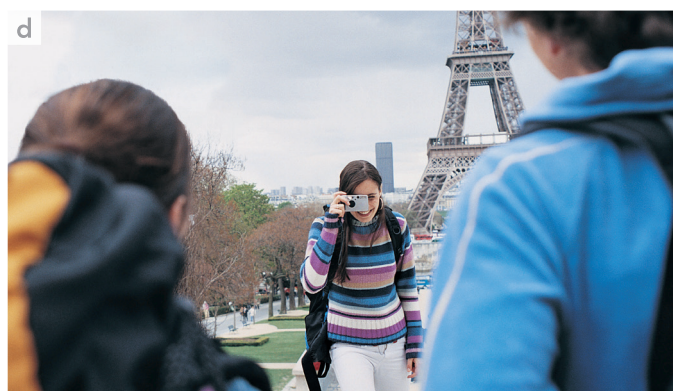
She told us not to speak in our own language.

Describing a past event

1 Work with a partner. Discuss these questions.

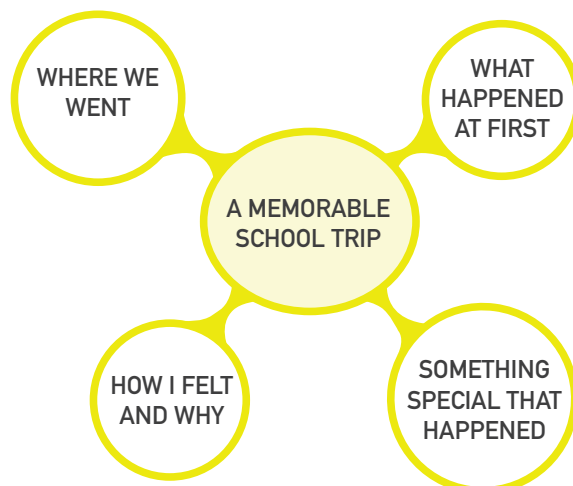
- 1 Do you ever go on school trips? If so, what type of places do you usually go to?
- 2 Did you go on school trips when you were at primary school? Where did you go?

2 Work with a partner. Look at the pictures. Take it in turns to describe what you can see.



3 2.18 Listen to a teenager talking about a school trip that was special for her. Which photos are similar to her experience?

4 2.18 Look at the diagram. In your notebook, make notes about what the teenager says. Listen again if necessary.



5 2.18 Listen again and, in your notebook, note down the words and expressions that you hear in the Speaking bank.

SPEAKING BANK

Useful expressions for agreeing or partially agreeing

- At first
- First
- Next
- Then
- Later
- Later on
- After that
- Afterwards
- A few seconds/minutes/hours/days later
- After ten minutes/half an hour/a while
- Finally
- In the end
- At the end of (...)

6 Think about a memorable school trip, or a trip to a concert, play or exhibition that you went on. Copy the diagram from 4 into your notebook and make notes in the boxes.

Practice makes perfect

7a Work with a partner. Use your diagram to tell your partner what happened in detail. Use words and expressions from the Speaking bank. Let your partner see your diagram. Answer any of your partner's questions about the trip.

7b Change partners and talk about your trip again.

A film review

-  **Work with a partner. Talk about the last film you saw. What was it about? Did you like it? Why/Why not?**
-  **Read the film review. What did the writer like about the film? Who would the writer recommend the film to?**

FILM REVIEW

1 *The Fault in Our Stars* is a US film that was released in 2014. It stars the young new actors Shailene Woodley and Ansel Elgort. It's about the relationship between the two main characters.

2 The plot is beautiful and inspiring. Hazel Grace has cancer and she attends a cancer support group where she meets a boy called Augustus Waters. They become fascinated with one another because, apart from going through the same experience, they have a similar sense of humour. They both like a book written by a man who lives in Amsterdam and decide to go there to meet him. This is a really disappointing experience. But Hazel and Gus have many happy, funny and intense moments in the time they have together.

3 I really loved everything about this film. The story sounds a bit depressing and there's no typical happy ending, but the film is actually very inspiring because the two main characters' relationship is so strong. The acting is excellent, particularly Shailene Woodley, who plays the role of Hazel brilliantly.

4 To sum up, if you're looking for an action film with special effects, this film is definitely not for you. But if you like emotional stories about characters that you care for, I would definitely recommend you see this. But take some tissues because there are some incredibly sad scenes!

A CLASSIC! ★★★★★



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

- What tense does the writer use to summarise the plot?
- Does the writer mix present and past tenses to write the summary of the plot?
- Is the text only a summary of the plot of the film?
- Does the writer give reasons and examples for his/her opinions?

5 Put these headings in the correct place in the Writing bank and check that you understand all the words and expressions in the box. Write the answers in your notebook.

- Positive adjectives to describe films
- Negative adjectives to describe films
- Types of film
- Other words to talk about films

WRITING BANK

Useful words and expressions in film reviews

- (a)  action and adventure • animated film • comedy drama • fantasy • horror • musical • science fiction thriller
- (b)  amazing • emotional • exciting • fascinating funny • great • inspiring • spectacular
- (c)  awful • boring • confusing • depressing disappointing • sentimental • stupid • uninspiring
- (d)  happy ending • main character • play the role of plot • scene • screenplay • soundtrack special effects • (the film) stars

Practice makes perfect

6 Look at the task. Write your review. Use the words and expressions in the Writing bank and the paragraph plan in 3.

School Film Club

We want you to send us a review of a film that you think other students at school will enjoy. Tell us what the film is about, why you liked it, and who you would recommend it to. Reviews must be between 100 and 150 words!
We need your reviews!

WRITING BANK ► PAGE 160

3 In your notebook, match the paragraphs with the descriptions of their content.

- | | |
|-------------|------------------------------------|
| Paragraph 1 | a a recommendation about the film |
| Paragraph 2 | b a summary of the plot or story |
| Paragraph 3 | c basic information about the film |
| Paragraph 4 | d the writer's opinion of the film |

BUZZWORD

earworm – a song or tune that a person hears repeatedly in their head

I just love Despicable Me 2 soundtrack. Happy by Pharrell Williams is an earworm.

1 Work in pairs. Look at the list of extracurricular activities. Ask and answer the questions below.

art club • book club • dance group • film club
photography club • pop/rock band • school choir
drama club • creative writing club

- 1 Can you do any of them at your school?
- 2 Are you a member of any club/group?
- 3 Which club/group would you like to join if there was one at your school?

2 Work in pairs. Talk about why secondary school students participate in school cultural activities. Use the arguments below and/or your own.

- becoming more creative and open-minded
- practising a foreign language
- making new friends
- becoming more confident
- having no experience
- having little talent

3 2.19 Listen to the conversation and decide if the sentences are true or false. If a sentence is false, correct it in your notebook.

- 1 Zosia and Kuba took part in the nativity play last year.
- 2 Nick Jones has already organised an English drama club at the school.
- 3 Nick hasn't been an English teacher at the school for a long time.
- 4 The arts festival is held at the school every year.
- 5 William Shakespeare was born in April.
- 6 Nick suggests staging a play by the English playwright.
- 7 The headteacher has allowed students to have rehearsals at school.

4 Read the poster and complete the message that follows, using information from the poster and the recording in 3. Write the answers in your notebook.

ENGLISH DRAMA CLUB Wanted: actors and actresses

If you:

- like English and want to practise it outside the classroom
- think you have a special talent
- want to enjoy yourself / test your drama skills

JOIN OUR NEW CLUB!!!

Some command of English welcome ☺

Also needed: help with music, lights, costumes, scenery, choreography

Our goal: to stage plays and other performances in English

Events: Midsummer Night, St Andrew's Day, Remembrance Day, art festival, etc.

The director: Mr Nick Jones

Rehearsals: Mondays and Wednesdays, 7 p.m.

COME TO OUR FIRST MEETING ON MONDAY!

If you have any questions, ask Zosia or Kuba from class 1 b.

New message

Tomek, widziałeś plakat informujący o nowym kółku teatralnym, które zakładają Zosia i Kuba z 1 b? Może się zapiszemy? Wiem, że Ty nie chcesz występować na scenie, ale piszą, że potrzebują kogoś do pomocy przy kostiumach i (1) . Mógłbyś wykorzystać swoje zdolności plastyczne. A wiesz, co jest najfajniejsze? Że przedstawienia będą po ANGIELSKU, bo (2) wszystko będzie Nick Jones. Angielski z nim jest bardzo fajny, więc myślę, że kółko teatralne to też będzie dobra zabawa. Zosia mówi, że najpierw chcą wystawić wybrane (3) na corocznym szkolnym festiwalu sztuki. Tylko musiałabym przełożyć basen, bo planują robić próby (4) o 19. Ale czego się nie robi dla sztuki?

Ola

Send

5 Work in groups of three. Discuss the answers to the following questions.

- 1 What cultural events (e.g. art festivals) are organised at your school?
- 2 Do you take part in them as an organiser, a performer or only as a spectator?
- 3 Do you think an English drama club would be popular among your schoolmates? Why/Why not?
- 4 What holidays, anniversaries, events, etc. would you like to see celebrated at your school?

6 For the next class, in a group prepare a short presentation about a cultural event which you would like to organise at your school. Include the following information:

- what kind of event it would be;
- when it would be organised;
- who would organise the event and who could participate;
- what students would learn as a result of the event.

Prepare a poster advertising your event and present it to the class. Take a class vote to decide which three events would be most popular.

You can find *Useful expressions in presentations* on page 60 (Speaking bank)



KULTURA

Dziedziny kultury, twórcy i ich dzieła

abstract painting (n)	/ˌæbstrækt ˈpeɪntɪŋ/	malarstwo abstrakcyjne
actor (n)	/ˈæktə(r)/	aktor
artist (n)	/ˈɑːtɪst/	artysta
audience (n)	/ˈɔːdiəns/	publiczność
cast (n)	/kɑːst/	obsada
composer (n)	/kəmˈpəʊzə(r)/	kompozytor
concert (n)	/ˈkɒnsət/	koncert
conductor (n)	/kənˈdʌktə(r)/	dyrygent
director (n)	/daɪˈrektə(r)/	reżyser
drawing (n)	/ˈdrɔːɪŋ/	rysunek, rysowanie
drummer (n)	/ˈdrʌmə(r)/	perkusista
gallery (n)	/ˈgæləri/	galeria
guitarist (n)	/ɡɪˈtɑːrɪst/	gitarzysta
landscape (n)	/ˈlænd(ə)skeɪp/	krajobraz
lighting (n)	/ˈlaɪtɪŋ/	oświetlenie
lyrics (n pl)	/ˈlɪŋks/	tekst piosenki
main character (n)	/ˌmeɪn ˈkærɪktə(r)/	główny bohater
masterpiece (n)	/ˈmɑːstəˌpiːs/	arcydzieło
musician (n)	/ˈmjʊːzɪ(ə)n/	muzyk
orchestra (n)	/ˈɔːkɪstrə/	orkiestra
painter (n)	/ˈpeɪntə(r)/	malarz
performance	/pəˈfɔːməns/	przedstawienie
performer (n)	/pəˈfɔːmə(r)/	artysta, wykonawca
pianist (n)	/ˈpiːənɪst/	pianista
play (n)	/pleɪ/	sztuka (teatralna)
sculptor (n)	/ˈskʌlptə(r)/	rzeźbiarz
sculpture (n)	/ˈskʌlptʃə(r)/	rzeźba
(self-)portrait (n)	/ˌ(self) ˈpɔːtrɪt/	(auto)portret
singer-songwriter (n)	/ˌsɪŋə(r) ˈsɒŋˌraɪtə(r)/	piosenkarz-autor tekstów piosenek
sketch (n)	/sketʃ/	szkic
stage (n)	/steɪdʒ/	scena
still life (n)	/ˌstɪl ˈlaɪf/	martwa natura
tune (n)	/tjuːn/	melodia
vocalist (n)	/ˈvəʊkəlɪst/	wokalista

ŻYCIE PRYWATNE

Święta i uroczystości

anniversary (n)	/ˌænɪˈvɜːs(ə)rɪ/	rocznica
celebrate (v)	/ˈseləˌbreɪt/	świętować, uczcić
event (n)	/ɪˈvent/	wydarzenie (np. kulturalne)
Midsummer Night	/ˈmɪdˈsʌmə ˌnaɪt/	noc świętojańska
nativity play (n)	/nəˈtɪvəti ˌpleɪ/	jasełka
Remembrance Day (n)	/rɪˈmemb(ə)rəns ˌdeɪ/	Dzień Pamięci
St Andrew's Day (n)	/seɪnt ˈændruːz ˌdeɪ/	Andrzejk

PRZYMIOTNIKI Z KOŃCÓWKĄ -ING ORAZ -ED

amazed (adj)	/əˈmeɪzd/	zdumiony
amazing (adj)	/əˈmeɪzɪŋ/	zdumiewający
bored (adj)	/bɔːd/	znudzony
boring (adj)	/ˈbɔːrɪŋ/	nudny
confused (adj)	/kənˈfjuːzd/	zdezorientowany
confusing (adj)	/kənˈfjuːzɪŋ/	zagmatwany
depressed (adj)	/dɪˈprest/	przygnębiony
depressing (adj)	/dɪˈpresɪŋ/	przygnębiający
disappointed (adj)	/ˌdɪsəˈpɔɪntɪd/	rozczarowany
disappointing (adj)	/ˌdɪsəˈpɔɪntɪŋ/	rozczarowujący
disgusted (adj)	/dɪsˈɡʌstɪd/	zniesmaczony
disgusting (adj)	/dɪsˈɡʌstɪŋ/	odrażający, obrzydliwy
embarrassed (adj)	/ɪmˈbærəst/	zakłopotany
embarrassing (adj)	/ɪmˈbærəsɪŋ/	krępujący
excited (adj)	/ɪkˈsaɪtɪd/	podekscytowany
exciting (adj)	/ɪkˈsaɪtɪŋ/	ekscytujący
fascinated (adj)	/ˈfæsɪneɪtɪd/	zafascynowany

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

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

fascinating (adj)	/ˈfæsɪneɪtɪŋ/	fascynujący
frightened (adj)	/ˈfraɪt(ə)nd/	przeżarty
frightening (adj)	/ˈfraɪt(ə)ɪŋ/	przeżający
inspired (adj)	/ɪnˈspaɪəd/	zainspirowany
inspiring (adj)	/ɪnˈspaɪərɪŋ/	inspirujący
interested (adj)	/ˈɪntrəstɪd/	zainteresowany
interesting (adj)	/ˈɪntrəstɪŋ/	interesujący
relaxed (adj)	/rɪˈlæksɪd/	zrelaksowany, wypoczęty
relaxing (adj)	/rɪˈlæksɪŋ/	relaksujący
surprised (adj)	/səˈpraɪzd/	zaskoczony
surprising (adj)	/səˈpraɪzɪŋ/	zaskakujący
tired (adj)	/ˈtaɪəd/	zmęczony
tiring (adj)	/ˈtaɪərɪŋ/	męczący
uninspired (adj)	/ˌʌnɪnˈspaɪəd/	niezwykle ciekawy
uninspiring (adj)	/ˌʌnɪnˈspaɪərɪŋ/	nieciekaw
worried (adj)	/ˈwʌrɪd/	zmartwiony
worrying (adj)	/ˈwʌrɪŋ/	niepokojący

INNE

accurate (adj)	/ˈækjʊrət/	dokładny, wierny
airtight (adj)	/ˈeəˌtaɪt/	szczelny
autistic (adj)	/ɔːˈtɪstɪk/	autystyczny
background (n)	/ˈbækˌgraʊnd/	tło
band (n)	/bənd/	zespół, kapela
brief (adj)	/briːf/	krótki, przelotny
cancer (n)	/ˈkænsə(r)/	rak
choir (n)	/kwaɪə(r)/	chór
care (v)	/keə(r)/	przejmować się
cityscape (n)	/ˈsɪtiˌskeɪp/	pejzaż miejski
comedy (n)	/ˈkɒmədi/	komedia
complicated (adj)	/ˈkɒmplɪˌkeɪtɪd/	skomplikowany
conference (n)	/ˈkɒnf(ə)rəns/	konferencja
depend on (v phr)	/dɪˈpend ɒn/	zależać od
drama (n)	/ˈdraːmə/	dramat
emotional (adj)	/ɪˈməʊ(ə)nəl/	emocjonalny
fantasy (n)	/ˈfæntəsi/	opowieść fantastyczna
gig (n)	/ɡɪɡ/	występ
happy ending (n)	/ˈhæpi ˈendɪŋ/	szczęśliwe zakończenie
horror (n)	/ˈhɒrə(r)/	horror
intense (adj)	/ɪnˈtens/	głęboki, intensywny
licensed (adj)	/ˈlaɪs(ə)nst/	licencjonowany
lines (n pl)	/laɪnz/	tekst (np. sztuki)
materials (n pl)	/məˈtɪəriəlz/	materiały
meanwhile (adv)	/ˈmiːnˌwaɪl/	tymczasem
musical (n)	/ˈmjʊːzɪk(ə)l/	musical
must-see (adj)	/ˌmʌst ˈsiː/	obowiązkowy do obejrzenia
panorama (n)	/ˌpænəˈrɑːmə/	panorama
performance (n)	/pəˈfɔːməns/	wykonanie, występ
playwright (n)	/ˈpleɪˌraɪt/	dramaturg
plot (n)	/plot/	fabuła
publicity (n)	/pʌbˈlɪsəti/	rozwłos, reklama
record-breaking (adj)	/ˈrekɔːdˌbreɪkɪŋ/	rekordowy
rehearsal (n)	/rɪˈhɜːs(ə)l/	próba
reporter (n)	/rɪˈpɔːtə(r)/	reporter
scene (n)	/siːn/	scena
science fiction (n)	/ˌsaɪəns ˈfɪk(ə)n/	fantastyka naukowa
screenplay (n)	/ˈskriːnˌpleɪ/	scenariusz
series (n)	/ˈsɪəriːz/	seria
soundtrack (n)	/ˈsaʊnd(ə)ˌtræk/	ścieżka dźwiękowa
succeed (v)	/səkˈsiːd/	odnieść sukces
thriller (n)	/ˈθrɪlə(r)/	kryminał
version (n)	/ˈvɜːʃ(ə)n/	wersja

Rozumienie ze słuchu

1  2.20 ★ **Usłyszysz dwukrotnie trzy teksty. Z podanych odpowiedzi wybierz właściwą, zgodną z treścią nagrania. Zakreśl literę A, B, C albo D. Odpowiedzi zapisz w zeszyte.**

- The speaker is
 - discouraged by the music in the series.
 - bored with the uninteresting characters.
 - addicted to watching the show.
 - inspired by the plot.
- The woman wants to
 - buy a painting.
 - arrange an interview with the painter.
 - meet the owner of the gallery.
 - interview the man she is speaking to.
- Which of the following is stated in the text as a fact, not an opinion?
 - Comic books are read by adults rather than by children and teenagers.
 - The number of comics and graphic novels sold in the US has been on the rise.
 - There is no noticeable difference between comic books and graphic novels.
 - Some comic books deserve to be appreciated as much as novels.

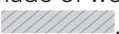
Rozumienie tekstów pisanych

2 **Przeczytaj tekst. Uzupełnij luki w zdaniach 1–6 zgodnie z treścią tekstu. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszyte.**

THE GDAŃSK SHAKESPEARE THEATRE

- Situated in the Old Town in Gdańsk, one of the oldest Polish cities and the biggest seaport in Poland.
- Designed by Renato Rizzi, a professor of architecture at the University of Architecture in Venice, Italy.
- Has the features of a traditional theatre combined with modern technology.
- Constructed with black bricks on the outside (a Black Box); contains a wooden structure inside;
- Different kinds of staging possible, e.g. a traditional Elizabethan theatre with the audience sitting in rows at different levels, and other spectators standing around the stage.
- Contains a folding roof, which can open or close in three minutes, to make performances in summer more enjoyable.
- Stages plays in different languages, performed by theatre companies from all around the world. Also stages concerts, festivals and other artistic events.
- Home of Shakespeare's Festival, organised in Gdańsk since the 1990s. Dedicated to the work of Shakespeare, as well as meetings with actors and directors, seminars and workshops.

- Home of week-long festivals which present different cultures (British, Georgian, Romanian, German, Ukrainian, Lithuanian, Hungarian, Israeli and Estonian Weeks).
- Prince Charles, the Prince of Wales, serves as patron of the theatre.
- In 2017, hosted William and Kate, the Duke and Duchess of Cambridge, as part of their state visit to Poland.
- Guided tours around the theatre – 18 PLN regular /10 PLN discount tickets.

- The Gdańsk Shakespeare Theatre was designed by an , prof. Roberto Rizzi.
- The playhouse is made of wood, surrounded by a Black Box made .
- During traditional Elizabethan plays, some members of the audience are able  the stage while others sit in rows above it.
- It takes three minutes  for performances in summer.
- A lot of different festivals that last  take place there, like e.g. the British Culture Week.
- The theatre  by William and Kate, the Duke and Duchess of Cambridge, in 2017.

Znajomość środków językowych

3 ★ **Wykorzystując wyrazy podane drukowanymi literami, uzupełnij każde zdanie z luką, tak aby zachować sens zdania wyjściowego (1–5). W każdą lukę można wpisać maksymalnie pięć wyrazów, wliczając wyraz już podany. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych fragmentów zdań. Uwaga: nie zmieniaj formy podanych wyrazów. Odpowiedzi zapisz w zeszyte.**

- "Can you please be quiet in the museum?" said the teacher to the class. **TO**
The teacher  quiet in the museum.
- "Do you know any contemporary Polish composers?" she asked me. **I**
She asked  contemporary Polish composers.
- The performance was so confusing that I didn't really know what to think about it. **BY**
I was  the performance that I didn't really know what to think about it.
- The pianist said that he had not played in such an amazing concert hall before. **NEVER**
"I  such an amazing concert hall," the pianist said.
- "Who is your favourite songwriter?" I asked Nina. **HER**
I asked Nina who .

- 4 ★ **Przeczytaj tekst. Uzupełnij każdą lukę (1–4), przekształcając jeden z wyrazów z ramki 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.**

amaze	inspire	paint	create	sculpt	work
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ARE ALL CHILDREN FUTURE ARTISTS?

As Pablo Picasso once said, "all children are born artists, the problem is to remain an artist as we grow up." However, Nancy Locke, who teaches history of art, disagrees with the famous painter. She says that artists are both born and taught although she believes that you need to be born with a special talent and creativity to become a painter, (1)  or composer. Even if you try other vocations, like Van Gogh who worked as a church minister among the poor before he decided to devote his life to (2) , your artistic soul will always triumph. However, before artists become innovative, they need education and training; they need to feel (3)  by the work of previous generations in order to create their own work. Was Picasso right? Yes, if being an artist means having an open mind and perceiving the world as something (4) , But you also need talent and education to become a true artist.

Wypowiedź pisemna

- 5 **Obejrzałeś/Obejrzałaś ostatnio serial, który zrobił na Tobie wrażenie. Napisz jego recenzję na blogu.**

- Podaj szczegóły dotyczące serialu: tytuł, gatunek, nazwiska głównych aktorów.
- Napisz krótkie streszczenie wydarzeń, ale nie zdradzaj ich zakończenia.
- Napisz, co Ci się w serialu podobało, a co nie.
- Wyjaśnij, czy i komu poleciłbyś/poleciłabyś serial.

[Home](#)
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Hi,

I'd like to write something about a series which I've watched recently and which has made quite an impression on me.

(...)

[Read more](#)

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

Wypowiedź ustna

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

Uczeń A

Rozmawiasz z kolegą/koleżanką z zagranicy, który/która przebywa w Twojej szkole na wymianie językowej, o festiwalu artystycznym, który szkoła chce zorganizować. Poniżej podane są cztery kwestie, które musisz omówić w rozmowie z uczniem B.

Rozmowę zaczyna uczeń B.

Wydarzenia artystyczne podczas festiwalu

Uczestnictwo w festiwalu

Konkurs talentów dla uczniów szkoły

Organizacja festiwalu

Uczeń B

Przebywasz na wymianie językowej w szkole w Polsce. Pytasz kolegę/koleżankę z klasy o festiwal artystyczny, który odbędzie się w waszej szkole. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- dowiedz się, jakie niespodzianki są zaplanowane podczas festiwalu,
- zaproponuj, byście razem z uczniem A wzięli udział w konkursie talentów lub organizacji festiwalu,
- dowiedz się od ucznia A, czy kiedykolwiek wcześniej w szkole był organizowany konkurs talentów, a jeśli tak, to kto zdobył główną nagrodę,
- poproś o dokładniejsze wyjaśnienie jakiejś kwestii, której nie rozumiesz,
- zapytaj ucznia A o jego/jej zdolności artystyczne.

✓ SELF-ASSESSMENT UNIT 8

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

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

- a I can report what other people have said, asked or commanded.
- b I can discuss art, theatre and music.
- c I can describe people and things.
- d I can describe past events and explain what order they happened in.
- e I can write a simple film review.
- f I can discuss cultural events and celebrations.

LANGUAGE CHECKPOINT ► PAGE 151

9 Future leaders

Vocabulary

Nations

- 1 Work with a partner. Match these words to the photos of the United Kingdom. Write the answers in your notebook.

capital city • currency • flag • national anthem
prime minister/president • royal family



- 2 Work with a partner. Talk about the US using the words from 1.

They don't have a royal family.

They have a president, not a prime minister.

State and politics

- 3 In your notebook, match these types of government with the definitions below.

constitutional monarchy • democracy • monarchy • republic

- 1 A country that is ruled by a president or other leader, not by a king or queen.
 - 2 A system of government where people vote in elections to choose the people who will govern them.
 - 3 A type of government where a country is ruled by a king or queen.
 - 4 A country ruled by a king or queen whose powers are limited by a set of basic laws.
- 4 Work with a partner. Can you think of a country for each different type of government?

- 5 Read the text about the United Kingdom. Match the underlined words with the definitions 1–8. Write the answers in your notebook.

The United Kingdom is a constitutional monarchy. The head of state is the King or Queen, but power is in the hands of the Prime Minister. They have general elections at least every five years. You have to be 18 to vote in a general election. Historically, the three biggest political parties have been the Conservative Party, the Labour Party, and the Liberal Democrat Party. The different parties organise campaigns before the elections. In these campaigns they explain what their policies are – what they plan to do about health, education, etc.

The Prime Minister and his or her government run the country. For example, they suggest new laws. The United Kingdom is a member of the Commonwealth of Nations and so some laws also come from Europe.

- 1 Occasions when you can vote for a government:
- 2 A part of an organisation or group:
- 3 Groups of people with similar ideas about politics:
- 4 Control, organise:
- 5 Official rules that people must obey:
- 6 Plans or actions agreed on by a government, political party or other group:
- 7 Formally express an opinion by choosing between two or more people or parties:
- 8 Series of things that a political party does to try to win an election:

- 6 Work with a partner. Discuss the questions.

- 1 How often do you have general elections in your country?
- 2 What political parties do you know in your country?

1 Work with a partner and answer the questions.

- 1 Which famous English kings or queens do you know? What do you know about them?
- 2 What do you think a conspiracy theory is? What conspiracy theories do you know?

2 Read the article quickly and explain the title.

QUEEN ELIZABETH I

AND THE BOY FROM BISLEY



Elizabeth I (1533–1603) was a famous and fascinating member of the English monarchy. She reigned for almost 50 years. During this time, the government was relatively stable, and under her rule England became a major international power. It was also during Elizabeth's reign that Shakespeare wrote many of his famous plays.

10 But there were some mysterious things about Elizabeth. Firstly, she never got married. This was strange at the time. Kings and queens usually married members of other royal or aristocratic families to form links between nations. 15 Secondly, she became bald at a young age. Thirdly, she gave strict instructions that no one should examine her body when she died. Over the years, 20 a conspiracy theory has formed to explain these curious facts.

Elizabeth was the daughter of King Henry VIII. In the summer of 1542 she was staying at a house called

25 Over Court in the village of Bisley.

The king had sent the 9-year-old princess there from the capital to avoid the plague. Two people were looking after her at Over Court – Lady Kat Ashley and Thomas Parry.

According to the conspiracy theory, this is what could 30 have happened. The king was about to visit Elizabeth at Over Court when suddenly she became very ill. She had a terrible fever and died just before the king arrived. Ashley and Parry were too frightened to tell the king that Elizabeth had died. So they decided to find another girl of Elizabeth's 35 age in the village to take the place of the princess.

However, there was a problem. There were no other girls of the same age in the village. But there was a boy from a local family who had played and studied with Elizabeth.



'I have the heart and stomach of a king, and of a king of England too'

He had red hair and pale skin, just like the princess.

40 Ashley and Parry thought that, with a bit of luck, the king may believe the 'Bisley Boy' was his daughter if he dressed up in Elizabeth's robes. Henry did not visit his daughter often and Elizabeth had always been very quiet and uncomfortable in front of him. And so, according to 45 the story, the plan worked.

After Henry's visit, Ashley and Parry started training the new Elizabeth to take the role of the princess. It can't have been easy, but time passed and the

'Bisley Boy' became Queen Elizabeth I. This 50 may explain why Elizabeth always refused to get married. It might also explain the words in her most famous speech. Just as the Spanish Armada approached the English coast, she said to her soldiers:

55 'I have the heart and stomach of a king, and of a king of England too'. This may have been literally true – she had the heart of a king, not of a queen. It could also explain why she was always careful to

60 wear lots of make-up and wigs in public.

Meanwhile, Ashley and Parry remained very close to Elizabeth and she always protected them. One or two other senior ministers might have known the secret but 65 perhaps kept silent for the good of the nation.

To add to the mystery, there have been frequent stories about a coffin being discovered in Bisley. Inside was a young girl dressed in very fine, expensive clothes.

Some say that this must have been the princess because 70 nobody in the village could have had such good clothes.

Was Elizabeth really the Bisley Boy? Historians say the story can't be true because it is just too improbable.

But some people say that the only way to really know is by scientific examination of the queen's bones. Only 75 then will we be certain whether Queen Elizabeth I was really the boy from Bisley or not.

3 Read the text again and answer the questions in your notebook.

- 1 What do we know about Elizabeth I's reign?
- 2 Why was it important for kings and queens to marry?
- 3 Where was Elizabeth in the summer of 1542 and why?
- 4 What do we know about the relationship between Elizabeth and her father?
- 5 According to the conspiracy theory, who took Elizabeth's place? How and why?
- 6 According to the story, why were Elizabeth's words to her soldiers significant?
- 7 What do we know about Elizabeth's physical appearance?
- 8 Which discovery makes the story of the Bisley Boy seem possible and why?

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Why do you think conspiracy theories like this exist? Why do you think there are so many conspiracy theories?

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

6 What about you?

What do you think? Is it possible that Queen Elizabeth I was really the boy from Bisley? Why/Why not?

Reported speech – statements

1 Read the sentences and answer the questions in your notebook.

- This **must** be a conspiracy theory.
 - It **might** explain the words in her most famous speech.
 - It **could** explain why she always wore lots of make-up.
 - Serious historians say the story **can't** be true.
 - Some people think it **may** be true.
 - It **might not** be just a story.
- Which verb do we use when we are 90% certain that something is true?
 - Which verb do we use when we are 90% certain that something is NOT true?
 - Which verbs do we use when there is a 50% possibility that something is true (or not)?
 - What form of the verb comes after the verbs in **blue**?

GRAMMAR REFERENCE ► PAGE 152

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

Country 1

- It's a republic.
It must/can't be the UK because they have a royal family.
- They speak Spanish there.
It must/might be Mexico because they speak Spanish there.
- The capital city is Lima.
It must/may be Peru.

Country 2

- The currency is the euro.
It could/can't be lots of countries because 18 countries or more use euros.
- It's a republic which has a president and a prime minister.
It may/can't be France or Italy because they both have a president and a prime minister.
- Their national anthem is sometimes called 'Fratelli d'Italia'.
It could/must be Italy.

3 In your notebook, complete the sentences with **may**, **might**, **must** and **can't**.

Flag 1

- This flag is green, white and red.
It be the Italian flag because that has the same colours.
- It has a picture in the middle of the flag.
It be the Italian flag because that doesn't have a picture on it.
- The picture includes a Mexican eagle, a snake and a cactus.
It be the Mexican flag.

Flag 2

- This flag has only two colours, white and red.
It be the British flag because that is blue, white and red.
- There is a red cross on the flag.
It be the English flag, or it be the Georgian flag because they both have red crosses.
- There are four small red crosses, one in each corner of the flag.
It be the Georgian flag because it has one big red cross and four small red crosses.

4 Work with a partner. Look at the photo and talk about where you think this place is. Use **can't**, **may**, **might**, **could** and **must** to make speculations and deductions.



It must be a big city like New York or Paris.

Modal verbs of speculation and deduction – past

5 Read the sentences and answer the questions in your notebook.

- Some senior ministers **might have known** the secret.
 - This girl **must have been** the princess.
 - She **may have died**.
 - This **could have happened**.
 - It **can't have been** easy.
 - They **may not have realised** the truth.
 - The king **couldn't have known**.
- Which verb do we use when we are 90% certain that something was true?
 - Which verbs do we use when we are 90% certain that something was NOT true?
 - Which verbs do we use when there is a 50% possibility that something was true (or not)?
 - What comes after the modal verbs – have +

GRAMMAR REFERENCE ► PAGE 152

6a 2.21 Listen to the two sentences.

Do we pronounce *have* in the same way in both sentences?

- 1 You have to go now.
- 2 You must have known.

6b 2.22 Listen to these sentences. Do you hear /hæv/ or /əv/?

- 1 She might have gone.
- 2 They can't have done it.
- 3 It couldn't have been me.
- 4 You must have heard it.
- 5 We may have lost.
- 6 They must have known.

6c 2.22 Listen again and repeat the sentences.

7 In your notebook, complete the sentences with past modal verbs and the verbs given.

King Arthur – myth or fact?

- 1 King Arthur (exist) but nobody really knows.
- 2 If he really existed, he (be) an amazing person because many stories were written about him.
- 3 Merlin (use) magic because magic doesn't exist.
- 4 The British poet Alfred Lord Tennyson (like) the stories about Arthur because he wrote poems about him.
- 5 Arthur's popularity (disappear) because people are still making films and TV series about him now.
- 6 Some people think that if there was a real King Arthur, he (live) at a place called Tintagel Castle in Cornwall, but there is no real evidence for this.
- 7 Arthur (believe) that all his knights were equal. That was why he had a round table where each place was equally important.
- 8 According to the legends, Arthur (take) his sword Excalibur from a stone or he (receive) it from a mysterious hand in a lake.



Adjective suffixes

1 In your notebook, write these words in two columns: noun or adjective.

aristocracy • aristocratic • care • careful • careless
comfort • comfortable • fame • famous • luck • lucky
science • scientific • terrible • terror • uncomfortable

2 For each word in 1, underline the suffix which makes it an adjective.

aristocratic

3 Turn these words into adjectives and write them in the correct column in your notebook.

artist • danger • enjoy • help • hunger • mystery
nature • office • sense • use

-y	-ic	-able	-ible
	<i>artistic</i>		
-ful	-less	-al	-ous

4 Complete the text with adjectives formed from the word given. Write the answers in your notebook.

There are many ghost stories connected to the (a) (OFFICE) residences of the British Royal Family. In Balmoral Castle in Scotland, Queen Elizabeth II herself felt the (b) (MYSTERY) presence of an old servant to her great great grandmother, Queen Victoria. In Holyrood Palace, also in Scotland, some (c) (TERROR) events took place, including murder. Perhaps it's not surprising that some people feel (d) (COMFORT) when they visit the palace. At Windsor Castle in England, some say there are 25 different ghosts, including the ghost of Elizabeth I. They say that visitors should be (e) (CARE) in the park. They say that it's very (f) (DANGER) if you see the ghost of a servant of King Richard III riding a horse. Apparently, anybody who sees the ghost is (g) (LUCK) for the rest of their lives. Of course, there must be (h) (SENSE) explanations for all these ghost stories.

⚡ BUZZWORD

urban myth – a story often quoted and largely believed, but which is totally fictitious

The Iranian woman who was reported to have given birth to a frog is an urban myth.

- 1 Work with a partner. Describe the photo. Do you know what this event was and why it was important?



- 2 2.23 Listen to two people talking about the event and complete the notes with one to three words or numbers. Write the answers in your notebook.

Notepad



The event was the Rugby World Cup, which took place in South Africa in (1) 1995.

Nelson Mandela had spent (2) 27 years in prison, but then became the President.

Most of the players in the South African rugby team were (3) white at that time.

At a match between England and South Africa before the World Cup, many black South Africans had wanted (4) to win.

For the World Cup there was a new slogan for the South African rugby team: 'One Team, (5) One People'.

For the World Cup the South African team learnt to sing the (6) South African National Anthem.

Thanks to the final of the World Cup, Nelson Mandela became a hero for (7) all South Africans.

Some people think South Africa won the final because many of the New Zealand players were (8) injured during the match. The New Zealand players had eaten at (9) the same restaurant.

- 3 What about you?

Have you seen the film, *Invictus*, about this historical sports event? If so, what was your opinion of the film? If not, would you like to see it? Why/Why not?

Third conditional

- 1 Read these sentences in the third conditional and answer the questions in your notebook.

- If you **'d seen** the film, you **would have learned** a lot about South Africa.
- Perhaps the country **wouldn't have united** if it **hadn't been** for the Rugby World Cup.
- If they **hadn't been** ill, perhaps they **would have won** the final.

- What tense do we use in the half of the sentence with **if**?
- What form of the verb do we use in the other half of the sentence?
- Does the half of the sentence with **if** always come first?
- How do we know when **'d** is **had** or **would**?
- Do we use the third conditional for imaginary situations in the present or the past?

GRAMMAR REFERENCE ► PAGE 152

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

- If the Roman Empire had never end/ended, Latin would has/have remained the universal language.
- If aliens land/had landed on the Earth, somebody would had/have some physical evidence to prove it by now.
- Perhaps dinosaurs would survive/have survived if an asteroid didn't/hadn't hit the Earth.
- Perhaps Sir Isaac Newton wouldn't have think/thought about gravity if an apple hadn't fallen/wouldn't fall on his head.
- The world would has/have evolved in a totally different way if somebody has/had invented the computer two hundred years ago.
- If the Titanic hadn't/didn't hit an iceberg, it had/would have arrived in New York safely.



3 Read the text and complete the sentences with the correct form of the verb given. Write the answers in your notebook.

In the 17th century England and Holland were terrible rivals. They both competed for exotic spices around the world. A spice called nutmeg was one of the most valuable in the world. People thought it cured the plague. In 1616 England found a tiny island called Run in South East Asia which produced nutmeg. The Dutch wanted the island and so they attacked it. One Englishman (Nathaniel Courthope) and a group of natives protected the island for five years. But in the end the Dutch won and took the island. The English were very angry and decided to steal a Dutch colony. They took a poor, unattractive island called New Amsterdam in North America. In 1667 a peace agreement was signed. In this agreement, the Dutch 'won' the island of Run. Today it has almost no value. The English were given New Amsterdam. They renamed it New York!



- 1 If, in the past, people (not think) nutmeg cured the plague, nutmeg (not be) so valuable.
- 2 Holland (take) the island of Run if they (find) it first.
- 3 If Nathaniel Courthope (not defend) the island, it (become) Dutch much sooner.
- 4 If the English (not be) so angry, they (not take) a Dutch colony.
- 5 If New Amsterdam (be) richer and more attractive at the time, the Dutch (keep) it.
- 6 Maybe the whole of North America (speak) Dutch, not English, if New Amsterdam (remain) Dutch.
- 7 If nutmeg (not be) so valuable in the past, probably the history of the world (be) very different.

4 Read the situations and, in your notebook, write sentences in the third conditional.

- 1 It was raining and we got wet because we didn't take an umbrella.
If we had taken an umbrella, we wouldn't have got wet.
- 2 I got ten in the exam because I studied a lot.
- 3 The road was wet because it was raining.
- 4 I didn't buy you a present because I didn't have any money.
- 5 I only knew her secret because you told me.
- 6 We didn't know they were such horrible people when we became their friends.
- 7 He did really badly in the race because he hadn't trained.
- 8 She arrived on time because she got up early that morning.
- 9 My brother had enough money to buy the tickets because my dad gave him £20.

5 In your notebook, complete each sentence in the third conditional.

- 1 If I had never learnt to read,
- 2 If I had appeared on TV yesterday,
- 3 If I'd gone to primary school in Australia,
- 4 If I hadn't come to school this morning,
- 5 If the sun hadn't come up this morning,
- 6 If I'd lived in a palace when I was five,



6a Work with a partner. Ask and answer these questions.

What would you have done if ...

- 1 you had met the President or Prime Minister of your country yesterday?
- 2 a dog had eaten your homework last night?
- 3 you had been born into a royal family?
- 4 the teacher had given you just one day to do a long assignment?
- 5 you had broken your laptop/tablet/mobile phone yesterday?

6b Individually, write five similar questions in your notebook. Then ask your partner your questions.

What would you have done if you had lost your mobile phone and you had found it in your friend's bag?

I would have asked my friend why it was there!

Describing photos – 2

- 1** **Work with a partner. Look at the photo. Write questions to ask about it.**



*What can you see in the background?
Where do you think they are?*

- 2** **2.24 Listen to a student talking about the photo. Does she answer any of your questions? Do you agree with what she says? Why/Why not?**

- 3** **2.24 Listen again. In your notebook, note down expressions in the Speaking bank that you hear.**

SPEAKING BANK

Making speculations and deductions

- I imagine ...
- I'm not sure but ...
- (He/It) must be ...
- (She) may/might/could be ...
- (They) can't be ...
- (It/They) is/are probably ...
- It seems that ...
- (It/They) looks/look as if/like ...
- (She) must have been ...
- (They) may/might/could have been ...
- (It) can't have been ...

Practice makes perfect

- 4a** **Read and prepare the task below.**

Choose one of the photos. Spend three minutes preparing to talk about it.

- Say where you think it is and what you think is happening.
- How do you think the people in the photo are feeling?



- 4b** **Work with a partner. Take it in turns to describe your photo. Use the expressions in the Speaking bank to help you. If your partner stops, ask questions to help them.**

A story

1 Read the story and answer the questions.

- 1 What did Amy win and how?
- 2 Where exactly did Amy have to go and how?
- 3 How do you think Amy felt at the end of the story?

2 Read the story again and, in your notebook, note down any words or expressions which help you to understand when or in what order the events in the story happened.

3 Look at the Writing bank. Match the tenses and verbs (1–5) with their uses in the story. Write the answers in your notebook.

WRITING BANK

Narrative tenses

- 1 past simple
 - 2 past continuous
 - 3 past perfect
 - 4 used to
 - 5 must/may/might/can't have
- a We use it for the background of the story, to talk about actions that happened before other actions in the past.
 - b We use it to talk about past habits.
 - c We use these to make speculations or deductions about what happened.
 - d We use it to tell the main events and actions in the story.
 - e We use it to describe scenes and talk about activities in progress.

WRITING BANK ► PAGE 160

4 Read the story again. Find an example of each of the narrative tenses in the Writing bank.

Practice makes perfect

5 Read the task and write your story. Use the Writing bank for help.

Write a story which begins:
When Amy finished reading the email, she thought 'It can't be true!'

Use narrative tenses carefully and include words that explain when or in what order events happened.



A few months ago, Amy had entered a competition. In the competition she had to say ten things that she would do if she were the Prime Minister. The prize was the chance to meet the actual Prime Minister at their official residence at 10 Downing Street and discuss her ideas. Amy had always wanted to share her ideas with somebody important so she wrote them down carefully and sent them off.

At first Amy didn't believe that she had won. She thought the email must have been a mistake or a joke. But an hour later she received an official telephone call giving her details about her visit to 10 Downing Street, which was next Wednesday. Surely this wasn't a joke now!

On Wednesday, after school, Amy was waiting nervously at home when a big black car arrived. Excitedly, all of her neighbours were watching and wondering what was happening and where she was going. Amy jumped in the car and off she went.

After about 40 minutes, they arrived at 10 Downing Street. Suddenly the Prime Minister came out to meet Amy, as if she was an important head of state! They spoke for two hours. By the end, Amy had convinced the Prime Minister to put into practice some of her ideas to help young people. Amy used to dream of a moment like this, and now it had actually come true!



BUZZWORD

woke (inf.) – being aware of current affairs or social problems

Some people don't care about the homeless in our area. I wish they were woke like you.

- 1** **Work with a partner. Look at a list of problems that many countries are facing nowadays. Discuss:**
- which of these problems are global problems,
 - which are local problems,
 - which of the problems exist in your country.

poverty • unemployment • homelessness
famine • climate change • pollution • terrorism
poor access to medical care • war
breach of human rights • weak economy
lack of water • animal extinction • racism

- 2** **Work in groups. Talk about what young people could do to deal with the problems in 1. Use the following ideas or some of your own. How effective are these methods?**

- Writing letters to different organisations, like Amnesty International, the World Wide Fund for Nature, the United Nations Environment Programme, etc.
- Launching campaigns to raise people's awareness of the problems.
- Organising and participating in marches and demonstrations.
- Raising money to support organisations and committees.
- Persuading politicians to support their campaigns.
- Taking part in a Youth Parliament.

- 3** **Read the text and decide if the statements that follow represent facts or opinions of the author. Write the answers in your notebook.**

THIS WILL BE THEIR WORLD

Millennials, also called *Generation Me* or *Generation We* by sociologists, have been accused of many things: e.g. they are said to be egocentric and demanding. But it seems to me that they are also confident, team-oriented and care about their communities, both local and global. When they see a cause worth fighting for, they can organise themselves and use social media to promote their ideas. It seems fighting climate change is a worthy cause for many young activists right now – and I reckon we may all have reasons to be grateful to them in the future.

Young activists around the world are using many different strategies: some start organisations, others organise protests and demonstrations or spend their time arguing in courts. For example, in 2015, a group of 21 young American people from Oregon decided to take the federal government to court for violating their right to life and liberty. According to the young activists, the American government is doing nothing to protect their constitutional rights or conserve resources for future generations. As of December 2018, there still has not been a trial.

As a result of some campaigns and the Oregon case, in 2018, young people in the US and Australia organised marches and protests, which surprised the politicians by the number of kids playing truant from school in order to attend them. Students chose to participate in the marches because they wanted to demand more action from governments to protect the climate. Well, if I had children and they asked me for permission to take part in any climate action campaign, I would be all for it.

- 1 Millennials are a pro-active generation.
- 2 Young people use social networks to promote their activities.
- 3 Some young Americans have decided to take the American government to court because of its lack of action.
- 4 Young people in Australia missed school to protest.
- 5 Young people should be given an opportunity to express their opinions on climate change.

- 4** **Complete the notes on the basis of the text in 3. Write the answers in your notebook.**

Climate change – questions for discussion:

- Why do young people decide to (1) action?
- Why are millennials (2) a pro-active generation?
- Can young people really make the public more (3) climate change?
- Is taking a national government (4) a good idea? Why/Why not?
- Does the group of 21 Americans have any chance of winning the (5) the federal government?
- Should students be allowed to (6) to take part in demonstrations and marches in support of a worthy cause like protecting the Earth? Why/Why not?

- 5** **Work in groups of three. Ask and answer the questions in 4.**

- 6** **For the next class, in a group, prepare a short presentation on what young people in Poland could do to fight climate change. Search the Internet to look for organisations and campaigns whose aim is to protect the climate. Find the following information:**

- the name of the organisation or campaign;
- the aims it has;
- where it operates;
- how you can join it.

You can find *Useful expressions in presentations* on page 60 (Speaking bank)



PAŃSTWO I SPOŁECZEŃSTWO

Struktura państwa

capital city (n)	/ˈkæpɪt(ə)l ˈsɪti/	stolica
constitutional monarchy (n)	/ˈkɒnstɪtjuːʃ(ə)nəl ˈmɒnə(r)ki/	monarchia konstytucyjna
currency (n)	/ˈkʌrənsi/	waluta
democracy (n)	/dɪˈmɒkrəsi/	demokracja
flag (n)	/flæg/	flaga
government (n)	/ˈgʌvənmənt/	rząd
king (n)	/kɪŋ/	król
law (n)	/lɔː/	prawo
member (n)	/ˈmembə(r)/	członek
monarchy (n)	/ˈmɒnə(r)ki/	monarchia
national anthem (n)	/ˌnæʃ(ə)nəl ˈænthəm/	hymn narodowy
policy (n)	/ˈpɒləsi/	polityka
political party (n)	/pəˈlɪtɪk(ə)l ˈpɑː(r)ti/	partia polityczna
president (n)	/ˈprezɪdnt/	prezydent
Prime Minister (n)	/ˌpraɪm ˈmɪnɪstə(r)/	premier
prince (n)	/prɪns/	książę
princess (n)	/prɪnˈses/	księżniczka
queen (n)	/kwiːn/	królowa
republic (n)	/ˌrɪˈpʌblɪk/	republika
royal family (n)	/ˌrɔɪəl ˈfæm(ə)li/	rodzina królewska
run (the country) (v)	/ˌrʌn ðə ˈkʌntri/	kierować (państwem)
vote (n, v)	/vəʊt/	głos, głosować

Konflikty wewnętrzne, organizacje społeczne i międzynarodowe, polityka społeczna

activist (n)	/ˈæktɪvɪst/	działacz, aktywista
Amnesty International (n)	/ˌæmnəsti ˌɪntəˈnæʃ(ə)nəl/	Amnesty International
climate change (n)	/ˌklaɪmət ˈtʃeɪndʒ/	zmiana klimatu
economy (n)	/ˈiːkənəmi/	gospodarka
extinction (n)	/ɪkˈstɪŋkʃ(ə)n/	wymarcie
famine (n)	/ˈfæmɪn/	głód
homelessness (n)	/ˈhəʊmlənəs/	bezdomność
human rights (n)	/ˌhjuːmən ˈraɪts/	prawa człowieka
medical care (n)	/ˌmedɪk(ə)l ˈkeə(r)/	opieka medyczna
organisation (n)	/ˌɔːɡənəɪˈzeɪʃ(ə)n/	organizacja
pollution (n)	/pəˈluːʃ(ə)n/	zanieczyszczenie
poverty (n)	/ˈpɒvəti/	bieda, ubóstwo
racism (n)	/ˈreɪˌsɪz(ə)m/	rasizm
terrorism (n)	/ˈterəˌrɪz(ə)m/	terroryzm
the United Nations (n)	/ðə ˌjuːnaɪtɪd ˈneɪʃnz/	Organizacja Narodów Zjednoczonych
unemployment (n)	/ˌʌnɪmˈplɔɪmənt/	bezrobocie
violate (v)	/ˈvaɪəleɪt/	naruszać
war (n)	/wɔː(r)/	wojna
World Wide Fund for Nature (n)	/ˈwɜːld ˌwaɪd fʌnd fə ˈneɪtʃə/	WWF (Światowy Fundusz na rzecz Przyrody)
Youth Parliament (n)	/ˌjuːθ ˈpɑː(r)ləmənt/	Parlament Młodzieży

PRZYROSTKI TWORZĄCE RZECZOWNIKI I PRZYMIOTNIKI

aristocracy (n)	/ˌæriˈstɒkrəsi/	arystokracja
aristocratic (adj)	/ˌæriˈstɒˈkrætɪk/	arystokratyczny
artistic (adj)	/ɑːˈtɪstɪk/	artystyczny
care (n)	/keə(r)/	ostrożność, uwaga
careful (adj)	/ˈkeəf(ə)l/	ostrożny
careless (adj)	/ˈkeələs/	nieostrożny
comfort (n)	/ˈkʌmfət/	komfort, wygoda
comfortable (adj)	/ˈkʌmfətb(ə)l/	wygodny
dangerous (adj)	/ˈdeɪndʒərəs/	niebezpieczny
enjoyable (adj)	/ɪnˈdʒɔɪəb(ə)l/	przyjemny
fame (n)	/feɪm/	sława
famous (adj)	/ˈfeɪməs/	słynny, sławny
helpful (adj)	/ˈhelpf(ə)l/	pomocny

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

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

helpless (adj)	/ˈhelpləs/	bezradny
hungry (adj)	/ˈhʌŋɡri/	głodny
luck (n)	/lʌk/	szczęście, mający szczęście
lucky (adj)	/ˈlʌki/	szczęśliwy
mysterious (adj)	/mɪˈstɪəriəs/	tajemniczy
natural (adj)	/ˈnætʃ(ə)r(ə)l/	naturalny
official (adj)	/əˈfɪʃ(ə)l/	oficjalny
science (n)	/ˈsaɪəns/	nauka
scientific (adj)	/ˌsaɪənˈtɪfɪk/	naukowy
sensible (adj)	/ˈsensəb(ə)l/	rozsądny
terrible (adj)	/ˈterəb(ə)l/	straszny
terror (n)	/ˈterə(r)/	przerażenie
uncomfortable (adj)	/ʌnˈkʌmfətb(ə)l/	niewygodny
unlucky (adj)	/ʌnˈlʌki/	pechowy
useful (adj)	/ˈjuːsf(ə)l/	przydatny
useless (adj)	/ˈjuːsləs/	nieprzydatny

INNE

approach (v)	/əˈprəʊtʃ/	zbliżać się
asteroid (n)	/ˈæstəˌrɔɪd/	asteroida
avoid (v)	/əˈvɔɪd/	unikąć
bone (n)	/bəʊn/	kość
campaign (n, v)	/ˌkæmˈpeɪn/	kampania, prowadzić kampanię
colony (n)	/ˈkɒləni/	kolonia
conservative (adj)	/kənˈsɜːvətɪv/	konserwatywny
conspiracy theory (n)	/kənˈspɪrəsi ˌθiəri/	teoria spiskowa
cross (n)	/krɒs/	krzyż
cup (n)	/kʌp/	puchar
curious (adj)	/ˈkjʊəriəs/	osobliwy, dziwny
divided (adj)	/dɪˈvaɪdɪd/	podzielony
dramatic (adj)	/drəˈmætɪk/	dramatyczny
dress up (v phr)	/ˌdres ˈʌp/	stroić się, przebierać się
explanation (n)	/ˌekspləˈneɪʃ(ə)n/	wyjaśnienie
fever (n)	/ˈfiːvə(r)/	gorączka
fine (adj)	/faɪn/	wytworny
form (v)	/fɔːm/	tworzyć
general election (n)	/ˌdʒen(ə)rəl ɪˈlekʃ(ə)n/	wybory powszechne
hero (n)	/ˈhɪərəʊ/	bohater
instruction (n)	/ɪnˈstrʌkʃ(ə)n/	polecenie
Labour Party (n)	/ˌleɪbə(r) ˈpɑː(r)ti/	Partia Pracy
minister (n)	/ˈmɪnɪstə(r)/	minister
nation (n)	/ˈneɪʃ(ə)n/	naród, nacja
obey (v)	/əˈbeɪ/	przestrzegać
pale (adj)	/peɪl/	blady
poisoned (adj)	/ˈpɔɪz(ə)nd/	otruty
power (n)	/ˈpaʊə(r)/	potęga, władza
presence (n)	/ˈprez(ə)ns/	obecność
prison (n)	/ˈprɪz(ə)n/	więzienie
protect (v)	/prəˈtekt/	bronić, chronić
reign (n)	/reɪn/	panowanie
residence (n)	/ˈrezɪd(ə)ns/	rezydencja
senior (adj)	/ˈsiːniə(r)/	wyższy rangą
significant (adj)	/sɪɡˈnɪfɪkənt/	znaczący
skin (n)	/skɪn/	skóra
slogan (n)	/ˈsləʊɡən/	slogan
stable (adj)	/ˈsteɪb(ə)l/	stabilny
trailer (n)	/ˈtreɪlə(r)/	zwiastun
unite (v)	/juːˈnaɪt/	jednoczyć

Rozumienie ze słuchu

- 1  2.25 Usłyszysz dwukrotnie cztery wypowiedzi na temat problemów społecznych. Do każdej wypowiedzi (1–4) dopasuj odpowiadające jej zdanie (A–E). Odpowiedzi zapisz w zeszycie. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

This person

- A is talking about distributing food to people in need.
- B is giving statistics on homelessness.
- C is talking about the source of inspiration for their project.
- D is inviting listeners to participate in an event.
- E is trying to convince people of the potential benefits of playing a game.

Znajomość środków językowych

- 3 ★ Przetłumacz na język angielski podane wypowiedzi tak, aby otrzymać zdania logiczne i gramatycznie poprawne. Wymagana jest pełna poprawność ortograficzna i gramatyczna wpisywanych zdań. Odpowiedzi zapisz w zeszycie.
- 1 Niemożliwe, aby królowa nie wiedziała o głosowaniu.
 - 2 Gdyby Krzysztof Kolumb nie odkrył Ameryki, ktoś inny by to zrobił.
 - 3 Premier na pewno planował tę kampanię wcześniej.
 - 4 Demokracja może i nie jest doskonała, ale nie ma lepszego systemu.
 - 5 Ta informacja musi być nieprawdziwa – żaden polityk tak by się nie zachował.

Rozumienie tekstów pisanych

- 2 ★ Przeczytaj tekst. Odpowiedz na pytania 1–4 zgodnie z treścią tekstu. Uzupełnij zdania w zeszycie. Luki należy uzupełnić w języku angielskim.

THE EUROPEAN YOUTH PARLIAMENT IN YOUR COUNTRY – IS IT WORTH IT?

You probably know what the European Parliament is, but have you ever heard about the European Youth Parliament? It is an educational programme which allows young people from all over Europe to meet and talk about contemporary problems. The mission of the EYP is to make European young people more tolerant, open-minded and active citizens. Events, modelled on parliamentary meetings, are organised in 40 countries. According to current data, over 35,000 participants take part in about 600 EYP events annually. Some of these events are held in Poland.

The official representative of the EYP in Poland, which has been active since 2006, is the **Europejski Parlament Młodzieży EYP Poland**. As in other countries, the EYP is a programme organised solely by and for young people, where volunteers, both students of high schools and universities, organise

events, called sessions. All the sessions are held in English.

Anybody can join the EYP Poland – all that is needed is to take part in one of the events. Once you are a member, you have the right to attend any event, not only those held in Poland, but also those taking place abroad, organise your own events and have the right to vote in the elections to the Board. Is it worth it? Of course it is. You will have a unique opportunity to develop a whole range of skills. For example, not only will you practise your English, but you'll also take part in discussions, play the role of a session journalist, and broaden your knowledge about political and social issues in Europe. You will also meet people from all over Europe during the sessions and cultural events which accompany each session.

- 1 What is the mission of the European Youth Parliament?
It aims to encourage young people to .
- 2 Who organises the EYP Poland sessions?
The sessions are .
- 3 What language is spoken during the sessions?
During the sessions, the participants .
- 4 What benefits does the membership bring?
Membership provides a chance to .

4 ★ Uzupełnij dialog. Wpisz w każdą lukę (1–4) brakujący fragment wypowiedzi, tak aby otrzymać spójny i logiczny tekst. Wykorzystaj wyrazy podane w nawiasie, ale nie zmieniaj ich formy. Luki należy uzupełnić w języku angielskim. Odpowiedzi zapisz w zeszycie.

X: I've heard that you're going to stand for election to the Youth Parliament.

Y: Yes, I am. I think young people should be more interested in social and political issues.

X: Well, you (1) (be) right about that, but do you really believe you can change anything?

Y: If I (2) (not believe) it, I wouldn't be running in the election.

X: That's true. Do you think you can win?

Y: I think I can get a lot of votes from people at our school. Do you know Kate Parks? She's in the Youth Parliament. If she hadn't believed in herself, she (3) (not won). Now she's running a campaign to provide more facilities for children and teenagers from poor families.

X: What issues would you like to focus on?

Y: I think something (4) (done) about the social exclusion of people with disabilities both in our society and in our community.

X: That sounds like a very serious issue ...

Wypowiedź pisemna

5 ★ Napisz rozprawkę, w której przedstawisz dobre i złe strony angażowania młodzieży w działalność charytatywną i wolontariat.

Długość wypowiedzi powinna wynosić od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

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

Uczeń A



- 1 How are the people feeling and why?
- 2 How important is it to have the freedom to express your views and opinions?
- 3 Tell us about the last time you felt very strongly about a political or a social issue.

Uczeń B



- 1 Why are the people all wearing smart clothes?
- 2 Some people say that young people are not at all interested in politics. What is your opinion?
- 3 Tell us about the last time you engaged in the social life of your school/community, charity activities, etc.

✓ SELF-ASSESSMENT UNIT 9

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

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

- a I can make speculations and deductions in the present and past.
- b I can talk about imaginary situations in the past and their consequences.
- c I can describe photos and make speculations and deductions about them.
- d I can write a story.
- e I can talk about global issues: social, political, environmental, etc.

LANGUAGE CHECKPOINT ► PAGE 153

10 The material world

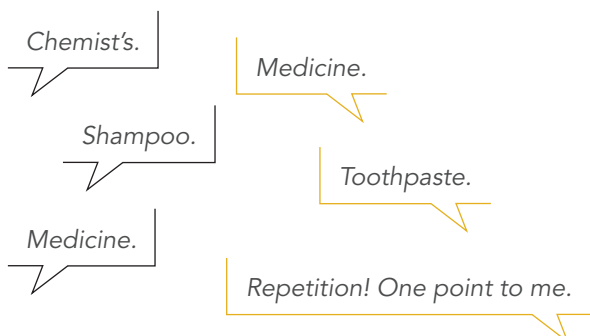
Vocabulary

Shops

1 Work in groups. Play 'vocabulary tennis' with these words.

Choose one of the shops. Take it in turns to say things you can buy there. If you can't think of anything, if you say an incorrect word, or if you repeat a word, you lose the point.

bakery • bookshop • butcher's • chemist's
clothes shop • department store
electrical goods shop • greengrocer's • jeweller's
newsagent's • post office • shoe shop
sports shop • stationery shop • supermarket



2 2.26 Listen to four dialogues. Where are the people? What do they want to buy? Write the answers in your notebook.

1

3

2

4

Shopping

3 Look at the photo. Which of these words can you use to talk about it?

afford • bargain • cash • cashier
changing room • checkout • debit card
discount • queue • receipt • refund • trolley



4 In your notebook, match the words in 3 with the definitions. Use a dictionary if necessary.

- 1 A plastic card that you use to pay for things.
- 2 The person who takes the money in a shop.
- 3 Money in the form of notes and coins.
- 4 The place where you pay in a supermarket or a big shop.
- 5 A line of people waiting, for example to pay in a shop.
- 6 Have enough money to buy something.
- 7 A reduction in the price of something.
- 8 Something that you buy which is much cheaper than usual.
- 9 A piece of paper that the cashier gives you to show that you've paid for something.
- 10 The money that a shop gives you when you take a product back.
- 11 A large container with wheels that you use to put products in when shopping, especially in a supermarket.
- 12 A place where you can try clothes on before you buy them.

5 Complete the text with words from 3. Write the answers in your notebook.

The other day I was in my local supermarket, pushing the (a) and filling it with food for the week. I was bored with looking at the food, so I went to see if they had any DVDs. I saw that they had a new one with Ryan Gosling. There was a 50% (b) on the DVD. It was a real (c) so I bought it. There was a really long (d) of people waiting to pay at the (e) . That was because the (f) (he was new, I think) was really slow. Anyway, I didn't have any money with me so when it was finally my turn I paid for everything with my (g) . When I got home I put the DVD on but it didn't work. I went straight back to the supermarket with the DVD and asked for a (h) . I wanted my money back, obviously. They asked if I'd paid by (i) and I told them I hadn't. I had to show them my card to get my money back. But then they asked me for the (j) too, to show them that I'd bought it at that shop. I didn't have it. I'd thrown it away. In the end, the DVD was a total waste of money!

6 Work with a partner. Discuss these questions.

- 1 Do you enjoy going shopping? How often do you go?
- 2 Which type of shops do you like or hate? Why?
- 3 Which is your favourite shop and why?



Title:

You need some bread and milk. You pop into the supermarket for two minutes. Half an hour later, you leave the supermarket with a trolley full of food and a big hole in your bank account. What games do supermarkets play to make us spend so much money?

The tricks usually start before you walk in. Outside the supermarket entrance, anybody who walks past can smell warm, freshly-baked bread. That makes us hungry and ready to buy lots of food, not just bread. Even if you never planned on going into the supermarket or buying anything, it's such a great smell that nobody can resist!

Now you're inside and, of course, you need somewhere to put your shopping. A small basket would be fine, but all they have are trolleys. And of course the problem with a trolley is that it looks sad and lonely with just one or two items inside. So our tendency is to fill it with something. In fact, supermarket trolleys are actually getting bigger so that we buy more. In one experiment, researchers deliberately made the trolleys double the size and customers bought 19% more!

Of course, many people shop in supermarkets because they think everything is cheaper than in other shops. But most people only know the price of a few essential products – milk, bread, eggs, etc. So supermarkets offer very cheap prices on these things but then have higher prices for other products. One new trick is to put red stickers on products. Customers usually associate red stickers with discounts so the red sticker attracts them, even when there is no reduction! Interestingly, this trick appears to work more with men than with women.

There is a story behind the position of everything in the supermarket. For example, customers often go only to buy milk. So they put it right at the back, forcing you to go past hundreds of shelves full of other products. The position of products on each shelf is also significant. The most expensive items are usually at eye-level so you see these immediately. In fact, companies often pay supermarkets to put their products in this important space. The exception is anything that might

attract children. These products are on lower shelves so that kids see them.

Apart from what you see and smell in a supermarket, what about what you listen to? In most supermarkets they have soft, slow music. It's so relaxing that you slow down and spend more time (and money!) in the store. You also move more slowly when the supermarket is busy. Experts suggest it's better to shop when it's quieter, on a Monday or a Tuesday for example. And be careful with queues at the checkout. These are sometimes deliberate, to make you buy something from the checkout shelves while you wait.

So, next time you go into your local supermarket, pick up a small basket, put some dance music on your headphones, ignore the red stickers and see if you can come out with just the things you went for.



1 Read the magazine article and think of a good title. Give your reasons.

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

- 1 Smells from the supermarket bakery ...
 - a persuade people to go inside the supermarket.
 - b are more effective with people who are already hungry.
 - c make us buy more bread than we need.
- 2 Supermarkets prefer us not to use baskets because ...
 - a they don't usually have many.
 - b they're too small.
 - c people use them to hide things.
- 3 The text talks about supermarkets which use red stickers ...
 - a only for bargains.
 - b to mark products that are mainly for men.
 - c so people think they're saving money.
- 4 According to the text, you would usually find a cheap breakfast cereal for adults ...
 - a on a shelf at eye-level so that everyone can see it easily.
 - b on a low shelf so that children can see them more easily.
 - c on a low shelf so that you don't notice them immediately.

5 According to the text, it's better for supermarkets if ...

- a customers shop without hurrying.
- b the people who work at the checkouts are fast and efficient to avoid queues.
- c you shop at the start of the week.

3 In your notebook, make a list of the techniques used by supermarkets to make us buy things.

Using the smell of freshly-baked bread

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think knowing about the tricks in the text would change the way people shop? How?

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

6 What about you?

How often do you shop in supermarkets? Who do you go with and what do you usually buy?

Pronouns: *some-, any-, no-, every-*

1a Read the sentences.

- 1 You never planned on buying **anything**.
- 2 **Anybody** who walks past can smell freshly baked bread.
- 3 **Nobody** can resist it!
- 4 You need **somewhere** to put your shopping.
- 5 Our tendency is to fill it with **something**.
- 6 **Everybody** goes shopping at the weekend.

1b In your notebook, match the sentence halves to make rules.

- 1 We use pronouns with **some** []
 - 2 We use pronouns with **any** []
 - 3 We use pronouns with **no** []
 - 4 We use pronouns with **every** []
- a in negative sentences, questions, and in affirmative sentences when it means *it doesn't matter who, what, where*.
 - b with affirmative verbs because the meaning of the pronoun is already negative.
 - c in affirmative sentences and in offers and requests.
 - d in all types of sentences and in questions.

1c Complete the table in your notebook.

some-	any-	no-	every-
something	anything		
	anybody/ anyone	nobody/ no-one	everybody/ everyone
somewhere			

GRAMMAR REFERENCE ► PAGE 154

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

- 1 I've finished my homework. I've done anything/ everything.
- 2 Who's upstairs? I can hear somebody/anybody.
- 3 Where are my keys? I can't find them somewhere/ anywhere.
- 4 The teacher's really angry. No-one/Anyone knows the answer.
- 5 Why are you so serious? Is nothing/anything wrong?
- 6 The concert is a real success. Everybody/Anybody is having a great time.
- 7 Excuse me everyone/no-one! Does anyone/everyone know where Joe is?
- 8 That's strange. There isn't nobody/anybody here.

3 Complete the dialogue with the indeterminate pronouns in 1c. Write the answers in your notebook.

Holly: Would you like to do (a) [] this weekend?

Megan: OK, but what?

Holly: (b) []. I don't mind.

Megan: Well, how about going shopping? I have to buy (c) [] for my sister. It's her birthday next week.

Holly: What are you going to buy her?

Megan: A nice top to wear at parties. She always says she can't go out because she hasn't got (d) [] to wear. So then she wears all my clothes – (e) []! And she never returns them so in the end I've got (f) [] to wear and I can't go out!

Holly: (g) [] should speak to her.

Megan: Who? Me? My mum? My sister never listens to (h) []!



4a In your notebook, complete the questions with **anybody, anywhere, anything**.

- 1 If you could go [] in the world for your holidays, where would you go?
- 2 If you could have [] you liked for dinner, what would you ask for?
- 3 If you could meet [] in the world, who would you meet?
- 4 If you could be [] in the world apart from yourself, who would you be?
- 5 If you could live [] in the world, where would you live?
- 6 If you could change [] in the world, what would you change?

4b Work in groups of three. Ask and answer the questions. Are any of your answers similar?

so and such

5 Read the sentences and choose the correct alternative. Write the answers in your notebook.

- It looks **so** sad and lonely.
- They do it **so** well.
- It's **so** relaxing that you slow down.
- It was **such** a bargain.
- It's **such** a great smell that nobody can resist it.

- We use **so** to intensify the meaning of adjectives and adverbs/nouns.
- We use **such** to intensify the meaning of adjectives only/nouns (with or without adjectives).
- After sentences with **so** or **such** we can continue the sentence with that/than.

GRAMMAR REFERENCE ► PAGE 154

6a  **2.27 Listen to these sentences. What do you notice about the pronunciation of so and such?**

- That dress is so expensive.
- It's such an amazing shop.
- I'm so happy that you're here.
- It's such a pity that you can't come.

6b  **2.27 Listen again and repeat.**

7 In your notebook, complete the sentences with so or such.

- That's a good shop.
- I find shopping tiring.
- It was a problem to get here.
- You and I are good friends.
- We did well in that competition.
- I was sorry to hear the news.
- The queue at the checkout was long.

8a In your notebook, complete these sentences in a logical way.

- Everything was so expensive in the shop that .
- The customer was so angry that .
- I was so late for school that .
- It was such a rainy day that .
- The TV programme was so bad that .
- She was such a clever student that .
- The music was so loud that .

8b  **Work with a partner. Compare your sentences in 8a.**

Collocations with money

1 Look at these verbs that frequently go with the word money. Use them to complete the definitions below. Write the answers in your notebook.

borrow • donate • earn • lend • make • owe
raise • save • spend • waste • win

When you:

- money, you get it in a competition.
- money, you use more than you should, or you use it in a silly way.
- money, somebody gives it to you, but you have to pay it back later.
- money, you give it as a present to a charity, organisation or institution.
- money, you get it for working.
- money, you give it to somebody, but they have to pay you back later.
- money, you use it to buy something.
- money, you don't spend it, you put it in a bank for example.
- money, you get it for working or by investing it or through a business plan or transaction.
- money, you collect it for a particular use, e.g. for a charity.
- money, you have to give it back to somebody.

2 In your notebook, complete the sentences with the correct form of the verbs in 1.

- How much money do shop assistants usually when they work full-time?
- She £30 a month on CDs, DVDs and books.
- Can I some money? I forgot to bring any when I left home this morning.
- My uncle £100 on the lottery today.
- Every year Bill Gates a lot of money to charity.
- Hey, where's my money? I you £10 last week and you still haven't given it back.
- Thomas Edison a lot of money from his inventions.
- I'm £20 a week because next year I want to buy a new computer.
- You your money when you bought that exercise bike. You never use it!
- You lent me £10 this week and £10 last week, so I you £20.
- Last year our school £1,000 to repair the gym.

1 Work with a partner. Describe the photo.



2 2.28 Listen to four dialogues. Which one is about somebody who ...

- a doesn't like shopping?
- b needs help to buy something?
- c bought too many things?
- d found a bargain for somebody else?

3 2.28 Listen again and tick (✓) the correct column. Write the answers in your notebook.

Who ...	
1 has been lying to their friend to avoid going shopping with them?	
2 spent more time and money shopping than they had planned?	
3 thinks they made a mistake by spending less money on a product?	
4 needs somebody else to pay for what they want to buy?	
5 doesn't like going shopping at all?	
6 can't find what they want to buy?	
7 writes down what they need to buy to save money?	
8 has a friend who doesn't mind going shopping with them?	

4 What about you?

- 1 Do you prefer shopping alone or with somebody else? Why?
- 2 If you prefer going with somebody else, who do you like going with?

BUZZWORD

webrooming – looking at a product online before going to a conventional shop to buy it

I prefer webrooming to online shopping because I like to touch and feel a product before I buy it.

I wish and If only

1 Read the sentences and choose the correct alternative. Write the answers in your notebook.

- a I wish I **had** enough money to buy it.
- b If only my feet **were** smaller!
- c I wish I'd **bought** a better one.
- d If only I'd **had** my lunch before going to the supermarket.
- e I wish you **wouldn't** do that!

- 1 Sentences a and b use **I wish/if only** + the present simple/past simple to talk about present/past situations. They express imaginary wishes.
- 2 Sentences c and d use **I wish/if only** + the past simple/past perfect to talk about present/past situations that we would like to be different. They express regrets.
- 3 Sentence e uses **I wish/if only** with the past simple/would to talk about habitual behaviour that the speaker wants/doesn't want to criticise and change.

GRAMMAR REFERENCE ► PAGE 154

2 Read the situations. In your notebook, write what you think the people wish was different using the word(s) given.

- 1 Joe's office is 10 kilometres away and there is no public transport to get there. (car)

He wishes he had a car.

- 2 Ryan is short but he wants to be a basketball player. (taller)

- 3 Layla really loves animals, but her parents won't let her have a pet. (cat)

- 4 It's a cold winter's day, but Lisa is thinking of the summer holidays. (on a beach)

- 5 My dad is bald and he doesn't like it. (long hair)

- 6 This is Connor's first skiing lesson and he keeps falling over. (ski well)

3 Work with a partner. Say if you wish these things were true for you or not. Give reasons why.

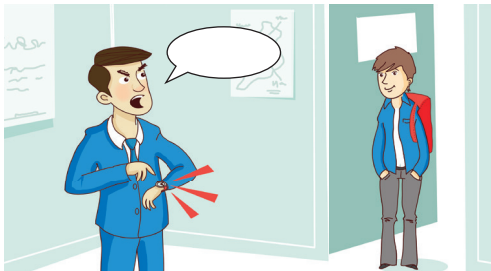
- 1 be a millionaire
- 2 be famous
- 3 know what people are thinking
- 4 have X-ray vision
- 5 speak five languages

I wish I was a millionaire because I'd be able to travel around the world.

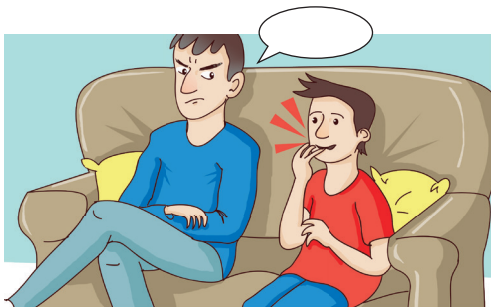
4 In your notebook, complete the regrets with the correct form of the verb given.

- 1 If only I (not tell) him my secrets yesterday.
- 2 I wish I (choose) to study something different last year.
- 3 I wish I (treat) my little sister better when we were younger.
- 4 If only I (study) more for our last exam.
- 5 I wish I (learn) to play the guitar when I was younger.
- 6 If only I (not listen) to my friend yesterday.
- 7 I wish I (not say) that to my friend yesterday.
- 8 If only I (pay) more attention to my last maths teacher.

5 Look at the pictures. What do you think the people are saying? Write the answers in your notebook. Use *I wish you would/wouldn't*.



1

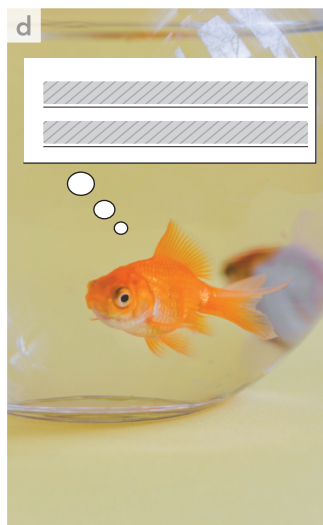


2



3

6a Work with a partner. What do you think these people and animals wish? Write the answers in your notebook. You can use *wish/if only + past simple, past perfect or would*.



6b Read out your ideas. Can other students match them to the correct pictures?

If only I had a friend in here to help pass the time.

I think it's photo d.

At a clothes shop

1 Work in groups of three. Describe the photo.

2 2.29 Listen to a dialogue in a clothes shop. What does the girl buy? What colour and size?

3 Put these lines in order to make a logical conversation. Write the answers in your notebook.

- | | | |
|---|---|---|
| 1 | 4 | 6 |
| 2 | 5 | 7 |
| 3 | | |

- a I'm looking for a **shirt**. It's for **my brother**.
 b No problem. Just remember to bring the receipt.
 c What size is he?
 d These are new. We've got them in **black** or **grey**.
 e Can I help you?
 f I like the **black** one. I'll take it. Can I bring it back if it doesn't fit or if he doesn't like it?
 g **Medium**.

4 Practise the dialogue in 3 in the correct order. Change the words in **bold** to make your dialogue different.

5 2.30 Read and listen to the same customer in the shop a week later. Answer the questions in your notebook.

- What is the customer's problem?
- What does the shop assistant offer her?
- What does the customer take?

Shop assistant: Good morning. Can I help you?

Lily: Yes, I'd like to make a complaint.

Shop assistant: Oh dear. What seems to be the problem?

Lily: I bought this hoodie here last week as a present for a friend. It shrank the first time he washed it! It was a large, but now it's more like a small.

Shop assistant: I'm sorry. We haven't had anybody else with that problem. Are you sure he followed the washing instructions?

Lily: Yes!

Shop assistant: I see. Well, we can either replace it for you straight away, or we could give you a refund. Which would you prefer?

Lily: I'll take the refund.

Shop assistant: Fine. Have you got the receipt?

Lily: Yes, here it is.

Shop assistant: Thank you. £40. There you are. Sorry about that.



6 Look at the expressions in the Speaking bank. Use a dictionary to check any new words. Which expressions can be used for:

- | | |
|-----------------------|---|
| 1 making a complaint? | 5 asking for information or an opinion? |
| 2 apologising? | 6 giving information or an opinion? |
| 3 offering help? | |
| 4 responding to help? | |

SPEAKING BANK

Making speculations and deductions

Shop assistant

- Can I help you?
- What size are you?
- How about this/these?
- What seems to be the problem?
- We can replace it.
- Sorry about that.

Customer

- Yes, I'm looking for ...
- No, thanks. I'm just looking.
- Have you got anything in blue/green/medium/large?
- I like it/them
- I'll take this one/these.
- Can I bring it back?
- I'd like to make a complaint.
- It shrank the first time I washed it.
- It's the wrong size.
- It's faulty.
- Can I have a refund?

Practice makes perfect

7a Work with a partner. Prepare a dialogue. Use the expressions in the Speaking bank and the dialogue in 5 to help you.

Imagine that you are in a clothes shop.

Student A: You are a customer. Choose a type of clothing that you bought last week, a problem with it, and the solution you would like.

Student B: You are the shop assistant. Find out what the customer wants and try to keep him/her happy.

7b Practise your dialogue and then act it out for the class.

⚡ BUZZWORD

shopgrifting – buying an item, using it for a short time and then returning it for a full refund

When she went to return an expensive dress the day after the prom, the shop assistant accused her of shopgrifting.

A formal email of complaint

1  Have you ever bought anything that didn't work or was faulty? What happened?

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

- | | |
|---------------------------------|-------------------------------|
| 1 What did Oliver buy? | 3 What did he do? |
| 2 What was the problem with it? | 4 What happened next? |
| | 5 What solution does he want? |

✕

Dear Sir or Madam,

I am writing to complain about the goods and service in your store.

On 19th August I bought an e-reader at your store in Guildford. When I arrived home, I removed the e-reader from its box and discovered that the screen was broken. As a result, I took it back to the store the following day. However, the shop assistant told me that I could only have a refund if I returned the e-reader in its original box.

The next day I went back again with the e-reader in its original packaging. This time a different shop assistant told me that I could not have a refund because he said I had broken the screen myself. This was not true. In the end, I had to leave the store with the original, faulty e-reader and without my refund.

I will not go back again to the store in Guildford since the shop assistants there are so rude. I demand a full refund for the faulty e-reader. Furthermore, I would like a written apology for the bad treatment I have received. If I do not hear from you in the next two weeks I will take my complaint to a Consumer Advice Centre.

I look forward to hearing from you soon.

Yours faithfully,
Oliver Lucas

3 Put the information in the order that it appears in Oliver's email. Write the answers in your notebook.

- Details of the complaint.
- Action to be taken if there is no solution.
- A brief explanation of the reason for writing.
- A demand for a solution.
- Where and when the problem began.

1  2  3  4  5 

4 Read the email again and, in your notebook, note down any expressions that you think are useful for an email of complaint.



5 Put these words from the email in the correct list in the Writing bank. Write the answers in your notebook.

As a result • Furthermore
However • In the end • since

WRITING BANK

Useful linkers in formal emails and letters.

- Consequence: *Therefore, and so,*
(a) 
- Time and sequence: *Next, Then,*
(b) 
- Contrast: *but, although,* (c) 
- Reason: *because, as,* (d) 
- Addition: *In addition, What is more,*
(e) 

WRITING BANK > PAGE 159

6 In your notebook, complete these sentences in a logical way.

- I am very disappointed with your shop.
As a result, ...
- The shop assistant was very unhelpful.
Furthermore, ...
- I am usually very happy with the service in your store. However, ...
- I would like a full refund since ...
- I went back to the shop three times.
In the end, ...

Practice makes perfect

7a Look at the task, then write your email of complaint. Use the email in 2 and words from the Writing bank to help you.

In March you ordered two tickets for a concert by your favourite band on the Internet. The tickets were very expensive. The concert was on 1st April, but the tickets only arrived two days later so you couldn't go. You rang the ticket company three times before 1st April, but they promised the tickets would arrive on time. Write a letter of complaint to the manager of the ticket company.

- Explain what the problem is.
- Ask for a solution and explain what you will do if there is no solution.

7b Give your email to another student. Now write a short reply to the letter you receive.

1 Work with a partner. Discuss the following questions. Use the ideas below or some of your own.

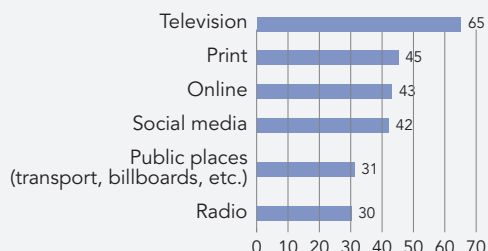
- What makes you buy a product or use a service?
adverts • press articles • personal recommendations
Internet comments • discounts
- What makes an advert / a commercial successful?
a humorous effect • a celebrity • emotional appeal
attractive images • a catchy jingle • shock advertising
- Which ads are the most effective?
on TV • on the radio • on the Internet • on social media
on billboards • on flyers

2 Read the website entry and complete the text below. Write the answers in your notebook.

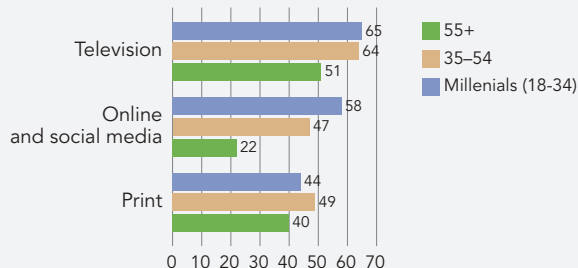
WHAT DO CONSUMERS THINK OF ADVERTISING?

According to our survey, about 90% of consumers admit they were influenced by advertising before they bought something. Check out our data.

How do different forms of advertising influence consumer behaviour?



How are different generations influenced by advertising?



based on <https://clutch.co/agencies/resources/how-consumers-view-advertising-survey-2017>

When it comes to making a decision about which product to buy, customers are influenced not only by the content of advertising, but also by its form. According to a 2017 survey, people are mostly influenced by adverts which appear (1) on television, the second biggest group – (2) in print – being print. However, if we add the number of people who admit to being influenced by advertising placed online and on (3) social media, it adds up to 85%. Thus, it can be said that the Internet is a much more effective place to advertise than television, while (4) radio seems to be the least influential. However, it also depends on the age group: while Internet advertising has the biggest influence on the so-called millennials (aged from 18 to 34), it has the least influence among consumers who are (5) 55 and older and older. Placing advertisements on television, on the other hand, has almost the same effect on two generations of consumers: millennials and that of their parents ((6) 35-54 old).

3 Work in pairs. Look at the data in 2 again and talk about whether the results of the survey would be similar in your country. Why/Why not?

4 Work in pairs. Look at the list of services and discuss the questions below.

beauty salon food delivery bicycle sharing garage
hairdresser optician laundrette
shopping delivery print and copy services travel agency

- Have you ever used these services? If you have, why did you decide to use them?
- What are the most effective ways of advertising these services?
- Who is the target of these advertisement campaigns?
- How could you make the advertising of these services effective among younger consumers?

5 Listen to the recording and decide if the following is a fact or the opinion of the speaker. Write the answers in your notebook.

- People don't enjoy watching poor quality television.
- Adult consumers should be aware of what the aim of advertising is.
- Children are more easily influenced by advertising than adults.
- A lot of adverts are actually targeted at children.
- In some countries, there are laws limiting the advertising of products for children.
- Social campaigns raise people's awareness of social issues.

6 Work in pairs. Discuss the following questions.

- Do you agree with the opinion that children are easily influenced by advertising? Why/Why not?
- Should there be any limitations on advertising products for children or showing children in ads? Why?
- What products or services should be restricted from being advertised? Why?
- Can you give an example of a social campaign which you have heard of recently as a result of advertising? What was it?

7 For the next class, with a partner prepare a short presentation. Choose a product, a service or a social campaign, and find two different ads: one which you consider successful, and the other – unsuccessful. Include the following information:

- what product, service or social campaign is being advertised;
- what its main features are and who the advertising is targeted at;
- show/play the first advert and explain why you think it is successful;
- show/play the second advert and explain why you think it is unsuccessful.

You can find *Useful expressions in presentations* on page 60 (Speaking bank)



ZAKUPY I USŁUGI

Rodzaje sklepów

bakery (n)	/ˈbeɪkəri/	piekarnia
bookshop (n)	/ˈbʊkʃɒp/	księgarnia
butcher's (n)	/ˈbʊtʃəz/	sklep mięsny
chemist's (n)	/ˈkemists/	apteka, drogeria
clothes shop (n)	/ˈkləʊðz ʃɒp/	sklep odzieżowy
department store (n)	/dɪˈpɑːtmənt ˌstɔː(r)/	dom towarowy
electrical goods shop (n)	/ɪˌlektɹɪk(ə)l ˈɡɒdz ʃɒp/	sklep z artykułami elektrycznymi
greengrocer's (n)	/ˈɡriːnˌɡrəʊsəz/	warzywniak
jeweller's (n)	/ˈdʒuːələz/	jubiler, sklep z biżuterią
newsagent's (n)	/ˈnjuːzˌeɪdʒ(ə)nts/	kiosk
post office (n)	/ˈpəʊst ˌɒfɪs/	poczta
shoe shop (n)	/ˈʃuː ʃɒp/	sklep obuwniczy
sports shop (n)	/ˈspɔːts ʃɒp/	sklep sportowy
stationery shop (n)	/ˈsteɪj(ə)n(ə)ri ʃɒp/	sklep papierniczy
supermarket (n)	/ˈsuːpəˌmɑːkɪt/	supermarket

Sprzedawanie i kupowanie

afford (v)	/əˈfɔːd/	pozwolić sobie
bargain (n)	/ˈbɑːɡɪn/	okazja
cash (n)	/kæʃ/	gotówka
cashier (n)	/kæʃˈɪə(r)/	kasjer
changing room (n)	/ˈtʃeɪndʒɪŋ ˌruːm/	przymierzalnia
checkout (n)	/ˈtʃek_aʊt/	kasa
debit card (n)	/ˈdeɪtɪ ˌkɑːd/	karta debetowa
discount (n)	/ˈdɪsˌkaʊnt/	rabat
queue (n)	/kjuː/	kolejka
receipt (n)	/rɪˈsiːt/	paragon
refund (n)	/ˈriːfʌnd/	zwrot pieniędzy
trolley (n)	/ˈtrɒli/	wózek sklepowy

Reklama

advert (n)	/ˈædvɜːt/	reklama
billboard (n)	/ˈbɪlˌbɔːd/	billboard
consumer (n)	/kənˈsjʊːmə(r)/	konsument
flyer (n)	/ˈflaɪə(r)/	ulotka
influence (n)	/ˈɪnfluəns/	wpływ
jingle (n)	/ˈdʒɪŋɡ(ə)l/	slogan, dżingiel
recommendation (n)	/ˌrekəməˈdeɪʃ(ə)n/	rekommendacja
target (v)	/ˈtɑːɡɪt/	kierować coś do kogoś

Korzystanie z usług

beauty salon (n)	/ˈbjuːtɪ sælɒn/	salon piękności
bicycle sharing (n)	/ˈbaɪsɪk(ə)l ˌʃer.ɪŋ/	publiczny system wypożyczania rowerów
food delivery (n)	/ˈfuːd dɪˌlɪv(ə)ri/	dostawa jedzenia
garage (n)	/ˈɡæərɑːʒ/	warsztat samochodowy
hairdresser (n)	/ˈheəˌdresə(r)/	fryzjer
laundrette (n)	/ˌlɔːndəˈret/	pralnia samoobsługowa
optician (n)	/ɒpˈtɪʃ(ə)n/	optyk
shopping delivery (n)	/ˈʃɒpɪŋ dɪˌlɪv(ə)ri/	dostawa zakupów
travel agency (n)	/ˈtrævl ˌeɪdʒənsi/	biuro podróży

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

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

ZWROTY Z MONEY

borrow (v)	/ˈbɒrəʊ/	pożyczać (od kogoś)
donate (v)	/dəʊˈneɪt/	ofiarowywać
earn (v)	/ɜːn/	zarabiać
lend (v)	/lend/	pożyczać (komuś)
make (money) (v phr)	/ˌmeɪk ˈmʌni/	zarabiać (pieniądze)
owe (v)	/əʊ/	być winnym (komuś)
raise (v)	/reɪz/	zbierać (np. pieniądze na cel)
save (v)	/seɪv/	oszczędzać
spend (v)	/spend/	wydawać (o pieniądzach)
waste (v)	/weɪst/	marnować
win (v)	/wɪn/	wygrywać

INNE

busy (adj)	/ˈbɪzi/	ruchliwy
charity (n)	/ˈtʃærəti/	cel charytatywny
container (n)	/kənˈteɪnə(r)/	kontener, pojemnik
deliberately (adv)	/dɪˈlɪb(ə)rətli/	umyślnie
discount (n)	/ˈdɪsˌkaʊnt/	rabat, upust
efficient (adj)	/ɪˈfɪʃ(ə)nt/	sprawny, kompetentny, wydajny
faulty (adj)	/ˈfɔːlti/	wadliwy
fit (v)	/fɪt/	pasować
item (n)	/ˈaɪtəm/	rzecz, artykuł
packaging (n)	/ˈpækɪdʒɪŋ/	opakowanie
position (n)	/pəˈzɪʃ(ə)n/	położenie, miejsce
reduction (n)	/rɪˈdʌkʃ(ə)n/	obniżka
replace (v)	/rɪˈpleɪs/	wymieniać
resist (v)	/rɪˈzɪst/	opierać się (czemuś)
shopping basket (n)	/ˈʃɒpɪŋ ˌbɑːskɪt/	koszyk sklepowy
size (n)	/saɪz/	rozmiar
sticker (n)	/ˈstɪkə(r)/	nalepka
tendency (n)	/ˈtendənsi/	skłonność, zwyczaj
vulnerable (adj)	/ˈvʌln(ə)rəb(ə)l/	podatny na coś

Rozumienie ze słuchu

1 ★  2.32 Usłyszysz dwukrotnie fragment wykładu na temat nastoletnich milionerów. Na podstawie informacji zawartych w nagraniu uzupełnij odpowiedzi na pytania 1–5. Odpowiedzi w języku angielskim zapisz w zeszycie.

- What do most teenage millionaires do?
Most teenage millionaires work in .
- How much was one of Nick's apps worth?
Yahoo spent .
- How much did Bubble Ball cost when it was first launched?
It was available .
- How long did it take Robert to earn 2 million dollars?
It took him two weeks once the .
- What does the speaker encourage listeners to do?
He encourages them to follow .

Rozumienie tekstów pisanych

2 Przeczytaj tekst. Uzupełnij luki w zdaniach 1–5 zgodnie z treścią tekstu. Luki należy uzupełnić w języku polskim. Odpowiedzi zapisz w zeszycie.

ASK YOUR PARENTS TO HELP YOU MANAGE YOUR MONEY

A quick guide

Have you ever wondered who sets the best example when it comes to managing money?

In most cases, it is your parents or guardians. If you see them sitting down together to plan a family monthly or yearly budget, or saving money for the holidays of a lifetime, you will have the right model to follow.

Here are some tips on how to learn to manage money:

Ask your parents/guardians to give you a sense of financial responsibility and the freedom to manage your own money, e.g. a fixed weekly or monthly budget for lunch breaks: if the money is spent on clothes, games or sweets, you will have to earn extra money – or make sandwiches to take to school 😊.



Other useful tips:

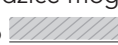
- » being included in planning the family budget and making financial decisions, e.g. where to go on holidays, what extra classes to choose, etc.;
- » being sent to do the weekly shopping with a list of things to buy and a limited budget;
- » being encouraged to start saving money to pay for something you want to buy, e.g. a computer or a bike.

Being encouraged to get a part-time job:

- » advice and support in finding a job;
- » help in managing the money you earn.

**Did you find our guidebook helpful?
You can learn more in our workshops
on managing money that are specially
organised for families.**

[Check our website](#)

- Rodzice i opiekunowie są najlepszym wzorem do naśladowania, jeśli chodzi o .
- Rodzice mogą stworzyć nastolatkom okazje do  zarządzania budżetem – na przykład wyznaczając im tygodniową lub miesięczną kwotę na szkolne obiady.
- Nastolatki powinny  w planowaniu rodzinnego budżetu.
- Nastolatki można zachęcać  na zakup czegoś, o czym marzą, na przykład komputera lub roweru.
- Więcej wskazówek można otrzymać  zarządzania pieniędzmi.

Znajomość środków językowych

3 Napisz w zeszycie, co byś powiedział/powiedziała po angielsku w każdej z opisanych sytuacji (1–5).

- Koleżanka jest bardzo smutna. Zapytaj ją, czy jest cokolwiek, co możesz zrobić, by jej pomóc.
- Powiedz sprzedawcy w sklepie, że chciałbyś/ chciałybyś otrzymać zwrot pieniędzy za pendriva, który nie działa.
- Powiedz koledze, że chciałbyś/chciałybyś móc iść z nim do sklepu sportowego.
- Przyznaj się koleżance, że teraz żałujesz, że nie oszczędzałeś/oszczędzałaś pieniędzy na wakacje.
- Zapytaj sprzedawcę, czy jest taka sama kurtka w kolorze zielonym.

4 W zdaniach 1–5 spośród podanych opcji (A–C) wybierz tę, która może najlepiej zastąpić wyróżniony fragment. Zapisz w zeszycie literę A, B albo C.

- 1 X: Would you like to go to the new department store? We could do some Christmas shopping.
Y: No, sorry. I've spent so much money already that **I shouldn't buy anything more.**
A I should buy something more.
B I should buy nothing more.
C I shouldn't have bought anything.
- 2 **It is such a big shop that it takes hours walking** around it.
A The shop isn't big enough to walk around in an hour.
B The shop is too big to walk around in an hour.
C The shop is so big that you can spend hours walking around it.
- 3 **I wish I was taller** – I could reach these shelves if I were.
A It's a pity I'm not taller.
B I regret being so tall.
C I feel sorry I'm tall.
- 4 **If only I had kept** the receipt for the jeans.
A I might have kept
B I regret I kept
C I should have kept
- 5 Why didn't you buy that mobile phone? **It was a real bargain.**
A It was much less than the normal price.
B It was such a reasonable price.
C You can afford it.

Wypowiedź pisemna

5 ★ Tuż przed świętami Bożego Narodzenia zamówiłeś/zamówiłaś w sklepie internetowym bluzę, którą chciałeś/chciałaś komuś podarować. Niestety bluza nie dotarła na czas, otrzymałeś/otrzymałaś ją dopiero kilka dni po świętach. Napisz list z reklamacją, w którym opiszesz zaistniałą sytuację i wyjaśnisz, jakiej rekompensaty oczekujesz.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

Wypowiedź ustna

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

Uczeń A

W Twoim sąsiedztwie zamieszkał na pół roku student programu Erasmus. Rozmawiasz z nim na temat możliwości robienia zakupów w Waszej okolicy. Poniżej podane są cztery kwestie, które musisz omówić z uczniem B.

Lokalizacje sklepów

Rodzaje sklepów

Możliwe formy płatności

Pomoc w robieniu zakupów / wspólne robienie zakupów

Uczeń B

Jesteś studentem/studentką Erasmusa, który/która będzie przez pół roku mieszkać w Polsce. Rozmawiasz z osobą z sąsiedztwa na temat robienia zakupów w okolicy, w której będziesz teraz mieszkać. W zależności od tego, jak potoczy się rozmowa, spróbuj włączyć do niej wszystkie/wybrane punkty:

- poproś ucznia A o dokładniejsze objaśnienie jakiejś kwestii;
- dowiedz się od ucznia A, czy w okolicy można kupić typowe angielskie produkty żywnościowe;
- grzecznie nie zgódź się z uczniem A tak, aby musiał podać kolejne argumenty lub zaproponować inne rozwiązanie;
- wyraż wątpliwość, czy będziesz w stanie porozumieć się po angielsku w małych lokalnych sklepach;
- zapytaj o możliwość zaopatrywania się w artykuły spożywcze w sklepach internetowych.

✓ SELF-ASSESSMENT UNIT 10

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

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

- a I can talk about wishes.
- b I can understand written and spoken texts about shopping and money.
- c I can ask for things and explain problems in a clothes shop.
- d I can write a formal letter of complaint.
- e I can discuss advertising.

LANGUAGE CHECKPOINT ► PAGE 155

Appearance

- 1 Work with a partner. Describe the people in the photos using the words in the box.

bald • medium-length • straight • well-built • tattoo
slim • beard • moustache • scar • wrinkle • fair • dark
piercing • skinny • obese • dyed • shoulder-length



The man in Photo 1 is rather slim. He has a beard ...

- 2 Complete the questions with the correct form of some of the verbs in the box. Write the answers in your notebook. Then work in pairs and ask each other the questions.

grow • paint • put on • take after • wear

- Who in your family do you most in appearance and character?
- My sister takes forever in the bathroom every morning. She does her hair and then she her make-up.
- Would you prefer to contact lenses or glasses if you had to make a choice?
- Do you agree with the statement that a lot of men a beard because it's fashionable at the moment, and not because they really like having one?

Personality and character

- 3 Choose the correct alternative to complete the definitions. Write the answers in your notebook.

- If someone, especially an adult, behaves in a silly and annoying way, they are childish/mature.
- If someone is not willing to change their ideas or accept other people's arguments, they are selfish/stubborn.
- If someone wants to have what you have or would like to be able to do what you can do, they are jealous/mean.
- If someone spends a lot of their money or time on others, they are generous/mean.
- If someone is not polite, they are impatient/rude.
- If someone makes places or things dirty and untidy, they are bossy/messy.
- If someone often forgets things or thinks about something other than what they should be thinking about, they are absent-minded/untidy.
- If someone is not tolerant of different ideas or cultures, they are broad-minded/narrow-minded.

- 4 Look at the adjectives in 3. In your notebook, make a list of the personality features which:

- describe you,
- you don't possess, but would like to have.

Compare your lists with a partner.

Confusing words

- 5 In your notebook, choose the correct alternative to complete the sentences.

1 My younger sister is tall and as she loves sport and follows a healthy diet.	skinny/ slim
2 Some people say that fashion models are too and not attractive at all.	
3 Peter is very for his age – he's much more sensible than a lot of teenagers.	mature/ reliable
4 She is a really babysitter – my parents always trust her to take care of my sister.	
5 She enjoys telling everybody what to do – she's so !	bossy/ rude
6 I didn't like my summer job as a waitress because some of the clients were extremely .	
7 Everybody likes him because he is and always ready to listen to other people's ideas.	absent- minded/ broad- minded
8 My sister is really and never pays attention to what is going on around her.	

- 6 In your notebook, complete the sentences with a word beginning with the letter given. Then work in groups of three. Talk about how much you agree with the statements. Use the phrases below.

- A lot depends on your parents and upbringing as to whether you are b - or n -minded.
- When children are a - at school, it probably means that they are bored and that's why they cannot concentrate.
- A lot of young people are not all that m nowadays. They often find it difficult to make independent decisions and still prefer to rely on their parents.
- Nowadays, to get things your own way, it's better to be assertive or even b rather than shy and quiet.
- It doesn't matter whose character you t after – it may always change during your lifetime.

I strongly agree/disagree. • I don't agree with you at all.
I agree up to a point. • I'm not sure.
Personally, I think that ... • To my mind, ...

The world of travel

- 1 Match words 1–5 with words a–e in order to make expressions. Then match the expressions with definitions A–E. Write the answers in your notebook.

- | | |
|--------------|-------------|
| 1 city | a sickness |
| 2 travelling | b break |
| 3 guided | c companion |
| 4 taxi | d tour |
| 5 travel | e rank |

- A a place where taxis wait for passengers
 B someone you spend a journey with
 C a short holiday spent in a city
 D an unpleasant feeling in your stomach which you get when you travel
 E a short journey around a place or a building accompanied by a tour guide

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

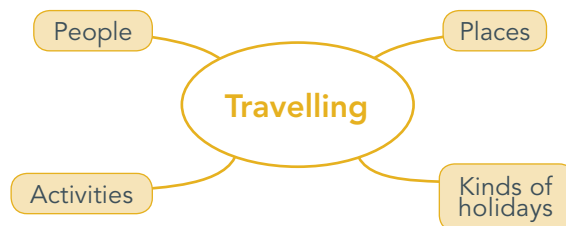
- I would really like to go for/on a tour of medieval castles in France.
- I was putting up my caravan/tent when I realised that I had forgotten my camping mat and sleeping bag.
- Nowadays, it's not necessary to change a lot of cash/currency when you are travelling around Europe.
- I can't read maps – I prefer to ask people about/for directions whenever I get lost.
- My parents don't buy any memories/souvenirs on their holidays but they always bring back some local food.
- We are going to set off/on early in the morning, so we should arrive at the hotel just before dinner time.
- The flight to Lisbon was delayed/cancelled, so the passengers had time to do some last-minute shopping at the airport.

- 3  Work with a partner. Explain the difference between the following pairs of words. Then ask each other the questions below.

- a all-inclusive holidays / backpacking holidays
 b hitchhiking / sightseeing
 c city break / holiday getaway
 d coach station / city bike station
- Would you prefer to go on an all-inclusive holiday or a backpacking holiday? Why?
 - Do you prefer to go sightseeing on your own or with a guide? Why?
 - Where would be the perfect place for a city break? Why?
 - Would you prefer to stay in a tent or a hostel if you went backpacking? Why?

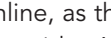
- 4 In your notebook, put the words in the box into one of these four categories.

backpacking holidays • break down • campsite
 check in • city break • hostel • get on/off
 guided tour • hitchhike • platform • railway station
 sightsee • take off • travelling companion



- 5 Complete the blog post with some of the words in the box. Write the answers in your notebook.

break • booked (x2) • checked • companions
 currency • directions • guided • lost • on • off • tour

Last year, I went on a city (1)  with a group of friends. As soon as we got (2)  the train in Berlin, my friend Tomek realised he had forgotten to change some (3)  and, as a result, he didn't have any euros. When we (4)  in at our hostel, it turned out that they had (5)  us a room which was too small. Luckily, they had a spare room so it turned out OK. In the evening, we got (6)  in some un-touristy neighbourhood, but we asked some of the local residents for (7)  and returned to the hostel by underground. The next day we went on a (8)  tour around the Reichstag. Luckily, we had (9)  the tickets online, as there were a lot of people waiting in a queue outside. All in all, it was a great trip – if your travelling (10)  are good friends, no trouble is real trouble!

- 6  In your notebook, complete the sentences with a word beginning with the letter given. Then work in groups of three. Talk about how much you agree with the statements.

- More and more people choose all- holidays because they like comfort and they don't like to do too much planning for a holiday.
- It's best to go s on your own, not in an organised group.
- Buying s for friends and family is never a good idea – it's better to take back some local food to give them.
- A lot of people travel a on holiday, even though they don't know their country well.

Cities and houses

1 Work in pairs. Discuss the following questions.

- If you lived in a big city, where would you prefer to live: in the city centre / in the suburbs / on the outskirts? Why?
- Would you prefer to live in a quiet neighbourhood or in a busy, lively street? Why?
- Which would be the best for your family: a detached house / a bungalow / a flat? Why?
- Would you prefer to live in a modern or a historic building? Why?

2 In your notebook, complete the email with the words in the box. There are more words than you need to use.

dreadful • furnished • historic • lively • quiet
noisy • packed • redecorated • stunning • tiny

Hi, Sam,

Here I am in Amsterdam for my month-long student exchange! The flat I rented online is nice. It has one room, a small kitchen and a really (1) bathroom (just 6 square metres), but it's comfortably (2) – there's a bed, a desk, a bookcase and a small wardrobe. It's got (3) views over the city as it is on the top floor of an old, (4) building. My flat has been (5) recently, but I think they should paint the rest of the house, too.

I wanted to be in the city centre, but I didn't realise it would be so (6) ! The house where I live is in a small, (7) street, but it's still very loud from the neighbouring streets, which are (8) with tourists. I wonder if it is like this all year round or just because it's the end of summer.

Anyway, I'm so excited to be here! I'll write more once I've started classes.

Bye,
Sara

Send

House and furniture

3 Choose the correct alternative to make definitions. Write the answers in your notebook.

- You wash dirty plates up in a sink/washbasin.
- You keep plates, glasses and mugs in a bookshelf/cupboard.
- You wash dirty clothes in a dishwasher/washing machine.
- A(n) attic/basement can be found under the roof of a house.
- You can keep food and drinks cool in a(n) fridge/oven.
- You use blinds/curtains to cover a window by pulling them down from the top to the bottom rather than from side to side.

7 A radiator/Air conditioning is used to heat a room.

8 A carpet/mirror is an object made of special kind of glass in which you can see yourself.

Household chores

4 Match the verbs with the phrases to make collocations. Write the answers in your notebook. Some verbs will be used more than once.

do • load • make • put • take • tidy • water

- | | |
|---|--|
| 1 <input type="text"/> up your room | 6 <input type="text"/> the rubbish out |
| 2 <input type="text"/> the washing-up | 7 <input type="text"/> the plants |
| 3 <input type="text"/> the bed | 8 <input type="text"/> the ironing |
| 4 <input type="text"/> the vacuuming | 9 <input type="text"/> the chores |
| 5 <input type="text"/> the washing machine on | 10 <input type="text"/> the dishwasher |

5 In your notebook, order the household chores in 4 from those you like doing most (5) to those you like doing least (1). Compare your answers in pairs.

6 Work in pairs. Name all the items of furniture and objects you can see in the picture. Which chores hasn't the person living in the flat done recently? Has your room ever looked like this?



7 In your notebook, complete the questions with a word beginning with the letter given. Then work in pairs. Take turns to ask and answer the questions.

- Would you like to live on the top floor of a very high s ? Why/Why not?
- Where can you find most s views in Poland?
- How old were you when you started doing your first h chores? What were they?
- Are you happy with the way your bedroom is f ? Why/Why not?
- Would your perfect bedroom be large but simply furnished, or t but comfortable? Why?

Adjectives describing food

1 Match the words describing food with their definitions. Write the answers in your notebook.

- | | |
|------------------|---|
| 1 appetising | A with a taste associated with that of a lemon |
| 2 bland | B food which looks or smells really delicious |
| 3 bitter | C extremely unpleasant |
| 4 mouth-watering | D food with a strong sharp taste which is not sweet |
| 5 disgusting | E food which smells or looks very good |
| 6 edible | F without any taste |
| 7 tasteless | G without any real taste and, as a result, not interesting to eat |
| 8 sour | H safe or good to eat |

2 Work with a partner. Which adjectives from 1 would you use to describe the following food items/dishes? Write the answers in your notebook. Are your answers similar or different?

- | | |
|------------------------|-----------------------------|
| ■ spicy fried chicken | ■ pancakes with fresh fruit |
| ■ boiled broccoli | ■ chocolate ice cream |
| ■ green olives | ■ overcooked carrots |
| ■ fried prawns | ■ raw garlic |
| ■ apple pie with cream | ■ warm milk |
| ■ stale bread | ■ frozen pizza |
| ■ spaghetti with tuna | ■ roast turkey |

Containers and quantities

3 Find the following food products in the picture. Write the answers in your notebook.

a bar of chocolate • a bottle of milk • a can of cola
a box of chocolates • a carton of juice
a jar of honey • a packet of crisps • a tin of peas



4 Which is the odd one out in every line? Write the answers in your notebook.

- | | | | | |
|---------------|------------|-------------|---------|-----------------|
| 1 a cup of | A coffee | B tea | C cocoa | D soda |
| 2 a tin of | A cat food | B sweetcorn | C cola | D tuna |
| 3 a carton of | A milk | B cream | C eggs | D peas |
| 4 a jar of | A coffee | B jam | C pie | D peanut butter |
| 5 a packet of | A lamb | B biscuits | C rice | D crisps |
| 6 a slice of | A cheese | B cake | C pizza | D prawn |

Ways of preparing food

5 Choose **two** food products which you usually associate with each verb. Write the answers in your notebook.

chop
heat up
add
stir

butter • carrot • cream
eggs • fruit • lamb
lemon • oil • peach
rice • salt • sauce
soup • sugar
tuna • vegetables

beat
peel
squeeze
steam

6 Choose the correct alternative to complete the recipe. Write the answers in your notebook.

EASY CHINESE CHICKEN FRIED RICE

- 1 Bake / Steam 6 cups of white rice. Leave to cool.
- 2 Cook / Peel 0,7 kg chicken, cut into pieces.
- 3 Chop / Squeeze 1 onion, 2 carrots and 2 peppers.
- 4 Steam / Heat oil in a large frying pan or wok.
- 5 Bake / Add onion and fry until soft, then add chicken. Fry for 5–6 minutes, stirring frequently.
- 6 Precook / Stir carrots and peppers, and fry for another 5 minutes. Then add rice and stir well.
- 7 Finally, add / peel two eggs and some soy sauce. Serve hot.



7 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- 1 What's the most m food you have ever eaten? What made it so delicious?
- 2 What's the most d food you've heard of? Would you dare to try it?
- 3 What food/dish did you hate as a child, but find t now?
- 4 Do you have a sweet tooth? What is your favourite d?
- 5 Do you keep a healthy balance between d products, meat, fruit and vegetables? Why/Why not?

School life

- 1 Match words 1–5 with words a–e in order to make expressions. Then match the expressions with definitions A–E. Write the answers in your notebook.

- | | |
|-----------|---------------------|
| 1 apply | a progress |
| 2 attend | b a club |
| 3 join | c up something |
| 4 make | d school |
| 5 play | e for a scholarship |
| 6 take | f skills |
| 7 develop | g truant |

- A be present at school
 B miss classes without permission
 C start doing something regularly as a habit or a hobby
 D do something better than you previously could
 E make an official request for money to study at a particular school/university
 F become a member of a club
 G improve your abilities

- 2 Work with a partner. Decide if the following expressions have the same or opposite meaning. If the meaning is different, explain the difference. Then ask each other the questions below.

- a be present at school / attend school
 b graduate from school / drop out of school
 c take a gap year / repeat the year
 d fall behind on something / catch up on something
 e fail an exam / resit an exam
 f be absent from school / cut classes

- Would you like to take a gap year after secondary school? Why/Why not?
- How often do you cut classes? Why?
- How many times should students be allowed to resit an exam: once, twice or more?
- Do you think that it should be obligatory to take every subject taught at school? Why/Why not?
- Do you think it's easy to catch up on things you've missed after you've been absent for a while? Why/Why not?

- 3 Work in pairs. Order the points in the assessment criteria so that they show what you consider to be the most important (5) to the least important (0).

- | | |
|----------------------|---------------------------------|
| ■ attendance | ■ home assignments |
| ■ coursework | ■ active participation in class |
| ■ extra project work | ■ tests |
| ■ social skills | ■ teamwork |
| ■ creativity | |

- 4 Work with a partner. Take turns to read the situations and give each other advice on what to do. Student A: go to page 156; Student B: go to page 157 for the necessary information. Start with: *If I were you, I would / I could ... or I think you should / ought to / have to / can't ...*

- 5 Work with a partner. Look at the photos of students. Talk about what you can see in each photo, how the people are feeling, and what each person *should / shouldn't / must / can't do*.



- 6 Work with a partner. Take turns to talk about the perfect student and the type of student who is the teacher's worst nightmare. Use the expressions from 1 and 2. Follow the example.

*The perfect student never plays truant.
 He/She attends all the classes.*

Do you think such students exist in real life?

- 7 In your notebook, complete the sentences with a word beginning with the letter given. Then work in groups of three. Talk about how much you agree with the statements.

- It's important to d life skills at school, not just gain knowledge in a range of different subjects.
- You m progress only by making mistakes.
- Even if you don't a all the classes, you can still get good marks.
- Most parents are not happy when they discover their children have been playing t from school.
- Students should be allowed to choose what home a they want to do.

The computer and the Internet

- 1 In your notebook, complete the questions with the words in the box in the correct form. Then get into pairs and take turns asking and answering the questions.

crash • charge • download • run • share
store • update • upload

- Do you ever free software from the Internet? What kind of software is it?
- Has your laptop or computer ever ? What was the problem?
- When was the last time you had to software on your mobile phone?
- Have you ever a video onto YouTube? What was it about?
- How often do you have to your mobile phone?
- Do you ever your photos on social networking sites? What sites have you used?
- When was the last time your mobile phone battery down?
- Where do you your data: on a flash drive, on a portable disc or in a cloud?

- 2 **Read the email. Complete the words by filling in the missing letters. Use the tips in brackets. Write the answers in your notebook.**

Dear Jack,
Thank you for your message. Please take a screenshot or a photo of your laptop screen next time it (1) F E ES (becomes still) and (2) A T H (include) the image to an email to our helpdesk department. In the email explain when exactly your laptop stops working, and also whether it (3) C A H S (stops working completely) so that you need to (4) R B T (start again) it. Please also (5) F R A D (send to another person) the email to my address.
Best regards,
Jim Courier
Technical Department Manager

The world of science and technology

- 3 **Work in pairs. Look at the list of everyday inventions. Talk to each other about what they are used for and how they make life easier.**

dishwasher • e-reader • fridge • headphones
microwave oven • remote control • satnav
vacuum cleaner • washing machine

Headphones are used to listen to music. You can use them in public and not disturb other people.

- 4 **In your notebook, match 1–8 with A–H to make collocations. More than one answer is correct.**

- | | |
|--------------|-----------------|
| 1 analyse | A research |
| 2 brainstorm | B an experiment |
| 3 carry out | C a discovery |
| 4 design | D ideas |
| 5 do | E results |
| 6 make | F a prototype |
| 7 solve | G a product |
| 8 test out | H problems |

- 5 **Use the verbs below in the correct form to complete the sentences. Write the answers in your notebook.**

construct

design

do

solve

test

- The first Apple logo was by Rob Janoff in 1977.
- The prototype computer mouse was by Bill English in 1963.
- The problem of Internet safety still remains to be .
- A lot of research on the use of virtual reality is at San Francisco State University.
- Driverless vehicles are being out in London at the moment.

- 6 **Work in pairs. Describe the photos. Talk about what has been done so far, what is happening right now, and what will probably happen soon. Use the expressions from 4.**



- 7 **In your notebook, complete the sentences with a word beginning with the letter given. Then work in groups of three. Talk about how much you agree with the statements.**

- Some people think that b ideas in a group is not a very useful technique because people are often too afraid or too shy to say what they really think.
- It is really difficult to d a really creative new product nowadays.
- More money should be spent on finding a s to the problem of climate change.
- New products, like cosmetics or medicines, should never be t on animals.
- Teenagers should be more careful about the kind of things they s on social networking sites.

The world of sport

- 1 In every line, there is one sport which does not go with the verb. Match it with the correct verb. Write the answers in your notebook.

DO	exercise • judo • gymnastics • rugby
GO	ice-skating • horse-riding • skiing • weightlifting
PLAY	basketball • sailing • tennis • volleyball

- 2 Complete the questions with the correct prepositions. Write the answers in your notebook. Then get into pairs and take turns asking and answering the questions.

- Have you ever competed a team sport? What was the sport?
- Have you ever lost a person who was much better than you in a sports competition? How did you feel?
- How important is to warm before taking part in a race or a game?
- Do you work regularly? If so, where and how often?
- What sport would you take if you had more time/money?
- What teams or sporting activities can you join with at your school?

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

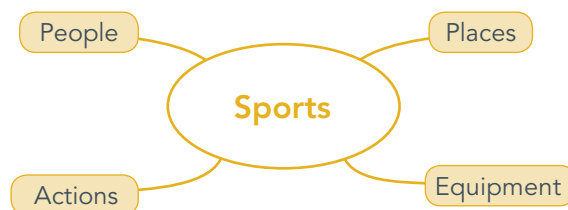
- A coach/referee is a person who helps train an individual or a team.
- Some people go skydiving or bungee jumping in order to get an adrenaline pull/rush.
- A runner-up/winner is an individual or team who comes second in a competition or race.
- Professional athletes must accept the risk of being painful/injured.
- A(n) judge/umpire is the individual who makes sure that players follow the rules in sports like tennis or baseball.
- If you push/set yourself to the limit, you try to do something as hard as you can.

- 4 Work in pairs. In English, explain the differences between these words.

- course / court
- bat / club
- referee / umpire
- opponent / supporter
- coach / teacher
- draw / lose

- 5 In your notebook, put the words in the box into one of the following four categories.

beat • boots • coach • compete • draw
goggles • gym • lose • net • pitch • racket
referee • rink • runner-up • score • slope
supporter • track • umpire



- 6 Take it in turns to describe the sports that are in the pictures. Say where the people can practise the sport, and what equipment they need. Your partner should try to guess the sport.



- 7 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- Some people say that being a r is worse than coming third or fourth. How much do you agree with this opinion?
- Have you ever been i while doing sport or exercising? What happened?
- Do you agree with the opinion that most professional athletes p themselves to, or even beyond, their limits?
- Have you ever felt an adrenaline r while doing a sporting activity? What was the sport?
- What, in your opinion, are the features of an effective sports c .
- Are you a s of any individual player or team? Who are they?

Participating in culture

- 1 Use the words in the box to complete the definitions. There are some words you don't need to use. Write the answers in your notebook.

creative • difficult • easy • emotional • exciting
funny • good • happiness • present • unfair

- If a play is **moving**, it makes you feel .
- A **biased** story presents only one side of a situation, and will twist the facts in a way which is .
- If the plot of a film or play is **predictable**, it is not to tell what is going to happen next.
- A **hilarious** scene is extremely .
- If a play is **imaginative**, it is a product of vivid or imagination.
- Contemporary**, or modern art, is not about the past or the future but is related to the .
- If a book is **enjoyable** to read, you have a very time reading it.
- If a tune is **catchy**, it attracts your attention and is to remember.

- 2  In every line, there are two words whose meaning is similar, and one that is different. Discuss the answers with your partner and write them in your notebook.

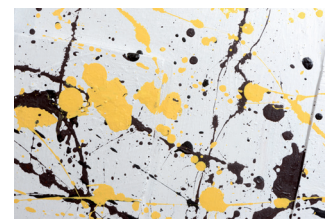
1	dull	boring	thought-provoking
2	funny	hilarious	uninspiring
3	biased	impartial	prejudiced
4	imaginative	unpredictable	surprising
5	amazing	brilliant	disappointing
6	amusing	depressing	enjoyable

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

- The concert last night was really moving – it was the farewell concert of the orchestra conductor/director, and many people in the audience were crying.
- The performance/play of Benedict Cumberbatch in *Hamlet* was considered rather disappointing and not as inspiring as people had expected.
- There is a very interesting exhibition of contemporary/present art in the city gallery taking place this month.
- After the play ended, all the actors came onto the stage/scene and were given a standing ovation.
- Guernica* by Pablo Picasso is considered to be one of his greatest masterpieces/sketches.

- 4  Work in pairs. How would you describe the following examples of modern art? Use the adjectives from 1 and 2. Follow the model sentences.

*This picture is thought-provoking.
I'm really moved by this picture.*



- 5  In your notebook, complete the questionnaire so that it is true for you. Then get into pairs and take turns asking and answering the questions.

What was ...	You	Your partner
the most catchy song or tune you've heard recently?		
the most predictable story you've read or watched recently?		
the most moving performance or play you've ever seen?		
the most imaginative piece of art you've ever seen?		
the most memorable concert you have ever been to?		

- 6  In your notebook, complete the sentences with a word beginning with the given letter. Then work in groups of three. Talk about how much you agree with the statements.

- Many people do not appreciate m art because they do not understand it.
- C classical music often combines different styles.
- Most films nowadays are boring because they have p plots.
- The lyrics of some indie bands' songs are really t - . They can change your attitude towards life.
- Some vocalists have really a voices when they sing live.

Social problems

- 1 In your notebook, match 1–6 with a–f to make phrases. Then match the phrases with the definitions (A–F).

- | | |
|------------|------------------|
| 1 social | a rights |
| 2 domestic | b discrimination |
| 3 gender | c exclusion |
| 4 illegal | d violence |
| 5 human | e abuse |
| 6 drug | f immigration |

- A the use of harmful substances
 B violence that takes place within the family
 C a situation in which some members of a society do not feel that they belong because, e.g. they have no job, are poor, are of a different race or religion, etc.
 D the rights that every member of society is entitled to, e.g. the right to protection from harm
 E unfair treatment of an individual as a result of their sex
 F a situation in which people enter a country without the necessary documents or permission

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

- Are there any laws in your country to protect/prevent the rights of the disabled? What are they?
- Who should be allowed to become a Polish civilian/citizen?
- Is there a way to place/put a stop to poverty in your country? What is it?
- Why are some people against donating/providing money to charity organisations?
- Is a public protest or demonstration a good way to make/set up a stand against something? Why/Why not?

- 3 Work in pairs. Ask and answer the questions in 2.

- 4 In your notebook, complete the sentences with the correct form of the words in brackets.

- is a major problem in many developing countries (HOMELESS).
- Most political parties have some proposals on how to deal with in their countries. (EMPLOY)
- The government is working on a project to prevent the social of people with disabilities. (EXCLUDE)
- The new social campaign will hopefully encourage the public to become more sensitive to the situation of immigrants living in the country. (LAW)
- The Prime Minister supported our community project aimed at fighting in our area. (POOR)

- 5 Work in pairs. Describe the pictures, using the words and phrases from 1 and 2. Talk about who the people are, what they are doing and why they are doing it. Use the model sentences.

*The people may be volunteers.
 They might be packing food for homeless and hungry people.
 They could be doing this because they think everyone should do something to help those in need.*



- 6 Complete the text with the words in the box. Write the answers in your notebook.

campaign • community • comfortable
 dangerous • domestic • lucky • helpless
 underprivileged

A while ago, I read an article saying that a lot of teenagers from (1) families drop out of secondary school. I felt shocked and (2) . So when I heard about a national (3) to help children from such families in my country, I decided to take some action. I convinced my friends to apply for a grant for a (4) project. We were successful and opened a free children's club at our school. All children – not only those in our area – are invited to come to the club and spend some time with the volunteers working there. We help them do their homework, play together, read books and have fun, but also make them feel safe and (5) . Many of them come to the club to escape the threat of (6) violence at home or (7) neighbourhoods, where education is not valued. Who knows? They might end up choosing a better future for themselves, rather than grow up believing they were not born (8) .

- 7 In your notebook, complete the questions with a word beginning with the given letter. Then work in pairs. Take turns to ask and answer the questions.

- Do you think there are any groups in your country which are victims of social e ? Who are they?
- Is u a serious problem in your country?
- Have you ever heard of someone whose h rights were violated in your country?
- What c projects would be most useful in your area?
- Do you ever d money to charities? Why/Why not?

Money matters

- 1 In every line, choose two words or phrases which make collocations with the verb. Write the answers in your notebook.

CHECK	the balance • the cash • the price
COST	a fortune • good value • a lot of money
MAKE	insurance • money • a transfer
TAKE OUT	an allowance • insurance • a loan

- 2 Decide if the following definitions are correct. If not, correct them in your notebook.

- 1 A **rip-off** is something that is much cheaper than it should be.
- 2 An **allowance** is an amount of money that someone receives regularly in order to pay for the things they need.
- 3 If something is **dirt cheap**, it is not very cheap.
- 4 If something is **good value for money**, it is sold at a very high price.
- 5 If you **take out insurance**, you receive a policy from an insurance company.
- 6 A **current account** is a bank account that you can withdraw money from whenever you want, using a debit card.

- 3 Choose the correct alternative. Write the answers in your notebook. Then work in pairs and ask and answer the questions.

When was the last time:

- 1 you paid for something for/in cash?
- 2 you paid for something in/by card?
- 3 you lent money from/to someone?
- 4 you borrowed money from/for someone?
- 5 you spent money for/on something useless?
- 6 you bought something that was good value for/in money?

Confusing words

- 4 In your notebook, choose the correct alternative to complete the sentences.

1 Could you me some change, please? I'd like to buy some coffee.	lend/ owe
2 I Kate 50 zloty as I borrowed it from her last week.	
3 I got a full on my ticket as the concert was cancelled.	discount/ refund
4 I got a 50% on the shoes because the shoe shop was closing down.	

5 My sister makes a cash to the landlord of the flat on the fifth of every month.	payment/ transfer
6 If you have a current bank account, you can make a to a foreign account, but the bank charges may be quite high.	
7 I don't a lot but I enjoy the work and I'm gaining experience.	afford/earn
8 I can't really to eat in restaurants because I'm saving money for holidays.	

- 5 Work in pairs. Discuss the difference between the following pairs of words or phrases.

- 1 current account / savings account
- 2 bargain / rip-off
- 3 bill / receipt
- 4 borrowing money / lending money
- 5 managing money / making money

- 6 In your notebook, answer the questions (1–8). Guess your partner's answers. Then ask each other the questions to see if you were correct.

- 1 Are you good at managing money?
- 2 Do you ever buy something because it is dirt cheap?
- 3 Do you ever buy things you can't afford?
- 4 Have you ever bought something that was a rip-off?
- 5 Have you got a savings account?
- 6 Do you ever look for bargains before you decide to buy something?
- 7 Do you sometimes feel you waste money on things?
- 8 Do you mind borrowing money from people?

- 7 In your notebook, complete the sentences with a word beginning with the given letter. Then work in groups of three. Talk about how much you agree with the statements.

- 1 If you make a f it doesn't really mean you'll be happy.
- 2 It's better to pay in c than by card, because you control your spendings.
- 3 L money to a friend can ruin a friendship.
- 4 If you can't a something, you definitely shouldn't buy it.
- 5 Looking for b at sales is really good fun.
- 6 Taking out a(n) i is a must before going on holiday.
- 7 If something is d cheap it's probably of bad quality.

Present simple

Forma

Affirmative	I/You/We/They start . He/She/It starts .
Negative	I/You/We/They don't (do not) start . He/She/It doesn't (does not) start .
Question	Do I/you/we/they start ? Does he/she/it start ?
Short answers	Yes, I/you/we/they do . No, I/you/we/they don't . Yes, he/she/it does . No, he/she/it doesn't .

Użycie

Czasu *present simple* używamy, gdy mówimy o:

- 1 zwyczajach i czynnościach wykonywanych regularnie, np.:
Our lessons start at 8 o'clock.
- 2 sytuacjach o charakterze stałym, np.: *We live in this city.*
- 3 ogólnie znanych prawdach i faktach naukowych, np.:
The earth goes round the sun.

Adverbs and expressions of frequency

Użycie

Rozmawiając o zwyczajach i czynnościach wykonywanych regularnie i stosując czas *present simple*, często używamy przysłówków częstotliwości (*adverbs of frequency*). Zazwyczaj stawiamy je po czasowniku *to be* lub bezpośrednio przed czasownikiem głównym.

He's always angry. She rarely goes out. We don't usually drive.

Z czasem *present simple*, rozmawiając o zwyczajach i czynnościach wykonywanych regularnie, możemy też użyć określeń częstotliwości (*expressions of frequency*). Zazwyczaj stawiamy je na końcu zdania.

I play tennis once/twice/three times a day/week/month/year.

Present continuous

Forma

Affirmative	Podmiot + am/are/is + czasownik z końcówką -ing . <i>We're working.</i>
Negative	Podmiot + am not/aren't/isn't + czasownik z końcówką -ing . <i>She isn't watching.</i>
Question	Am/Are/Is + podmiot + czasownik z końcówką -ing ? <i>Are they talking?</i>
Short answers	Yes , podmiot + am/are/is . No , podmiot + am not/aren't/isn't . <i>Yes, I am. No, they aren't.</i>

Użycie

Czasu *present continuous* z określeniami czasu, takimi jak: **now, currently** itp. używamy, gdy mówimy o:

- 1 czynnościach trwających w chwili obecnej lub niemalże w chwili obecnej, np.:
I can't come out. I'm doing my homework now.
- 2 tymczasowych działaniach i sytuacjach, np.:
I'm walking to school this week.
- 3 zmieniających się sytuacjach, np.:
He's getting good at playing the guitar.
- 4 wydarzeniach, które zdarzają się bardzo często i irytują mówiącego, np.: *My sister is always taking my clothes.*

State and action verbs

Niektórych czasowników raczej nie używamy w czasie *present continuous*, ponieważ opisują stany, a nie działania. Zazwyczaj są to:

- 1 czasowniki opisujące uczucia: *like, love, hate, want, prefer, need*
- 2 czasowniki opisujące procesy myślowe: *know, understand, believe, remember, mean, think (= have an opinion), see (= understand)*

- 3 czasowniki opisujące działania zmysłów: *look, seem, sound, hear, see, smell, feel, appear*
- 4 czasowniki opisujące stan posiadania: *have, own, belong*
Uwaga! Niektóre z czasowników mają różne znaczenia, w zależności od czasu, w jakim się ich użyje. W jednym przypadku określają one stan, a w drugim działanie.
I have two sisters. (stan) *I'm having a great time.* (działanie)
You look angry. (stan) *What are you looking at?* (działanie)

Present simple and present continuous

1 Complete the sentences in your notebook with the correct form of the present simple or present continuous given.

A: Why (a) you (wear) a jacket and a tie? You (b) (not usually wear) smart clothes like that.

B: I (c) (go) for a job interview. I (d) (start) to get bored this summer.

A: My sister and I are bored too, but that's because we (e) (work) every summer. We (f) (save) up money to buy a new computer.

☐ 6

Adverbs of frequency

2 Are these sentences correct or not? If not, correct them. Write the answers in your notebook.

- I'm not usually going to school by bus.
- You're always interrupting me. I don't like it.
- My friends and I play sometimes football after school.
- Adam often is late.
- Mia always does her homework before dinner.
- My friend is a vegetarian. Never he eats meat.

☐ 6

State and action verb

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

- Can we stop at the bank? I need/am needing some money.
- Do you know/Are you knowing the answer?
- How are you? Do you have/Are you having a good time?
- He owns/is owning three mansions.
- You don't seem/aren't seeming happy.
- I prefer/am preferring drinking juice to milk.
- Hey! Why do you look/are you looking out of the window?
- I don't know who this cat belongs/is belonging to.

☐ 8

Appearance

4 Complete the words with vowels. Then write the correct category for each word (build/height/hair/general). Write the answers in your notebook.

- t t r c t v
- w l l - b l t
- m d m - h g h t
- s t r g h t

- c t
- v r w g h t
- b l d

☐ 7

Personality

5 What are the opposites of these words? Write the answers in your notebook.

- quiet
- tidy
- cheerful
- stupid
- friendly
- hard-working
- patient

☐ 7

Synonyms and partial synonyms

6 In your notebook, write a synonym for each underlined word.

- She's a very bright student.
- Do you think he's attractive?
- This question is really difficult.
- She seems a very happy person.
- My sister is very outgoing.
- Can you see that old lady over there?

☐ 6

Total: ☐ 40

Past simple

Forma

Affirmative	I/You/He/She/It/We/They walked home. I/You/He/She/It/We/They went home.
Negative	I/You/He/She/It/We/They didn't (did not) walk home. I/You/He/She/It/We/They didn't (did not) go home.
Question	Did I/you/he/she/it/we/they walk home? Did I/you/he/she/it/we/they go home?
Short answers	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .

Użycie

Czasu *past simple* używamy, gdy mówimy o:

1 czynnościach i wydarzeniach zakończonych, np.:

I flew to London last year.

2 dwóch rzeczach, które wydarzyły się jedna po drugiej, np.:

When the train arrived, we got on it and sat down.

Wiele powszechnie używanych czasowników jest nieregularnych.

Listę nieregularnych czasowników znajdziesz na stronie 169.

Past continuous

Forma

Affirmative	I/He/She/It was going. You/We/They were going.
Negative	I/He/She/It wasn't (was not) going. You/We/They weren't (were not) going.
Question	Was I/he/she/it going ? Were you/we/they going ?
Short answers	Yes, I/he/she/it was . No, I/he/she/it wasn't . Yes, you/we/they were . No, you/we/they weren't .

Użycie

Czasu *past continuous* używamy, gdy:

1 mówimy o czynnościach trwających w danym momencie w przeszłości, np.:

At four o'clock this morning, we were sleeping.

2 opisujemy miejsce lub tło innych wydarzeń z przeszłości, np.:

The old woman was wearing a long coat and she was carrying a big heavy bag.

3 mówimy o czynności trwającej w przeszłości, w momencie gdy inne, krótsze zdarzenie miało miejsce lub przerwało tę dłuższą czynność. Czas przeszły ciągły oznacza, że czynność trwała i nie została jeszcze zakończona.

I was talking to Cathy when suddenly I heard a loud noise.

4 Spójniki często używane z czasem *past continuous* to: **while** i **as**.

While/As I was walking to school, I heard somebody call my name.

5 Pamiętaj, że niektórych czasowników zazwyczaj nie używamy w formie ciągłej (z końcówką *-ing*). Ich listę znajdziesz na stronie 14.

I had a green bike. nie *I was having a green bike.*

Past perfect

Forma

Affirmative	podmiot + had ('d) + past participle <i>She had seen the film before.</i>
Negative	podmiot + hadn't (had not) + past participle <i>They hadn't seen the film before.</i>
Question	had + podmiot + past participle <i>Had you seen the film before?</i>
Short answers	Yes, podmiot + had . No, podmiot + hadn't . <i>Yes, I had. No, they hadn't.</i>

Użycie

1 Czasu *past perfect* używamy, gdy mówimy o czynnościach, które miały miejsce przed innymi wydarzeniami w przeszłości, np.:

When I had brushed my teeth, I got into bed.

(= Najpierw umyłem zęby, a następnie poszedłem do łóżka.)

2 W zdaniach w czasie *past perfect* często używamy takich określeń czasowych, jak: **when**, **after**, **by the time**, **as soon as**, np.:

I had finished my lunch by the time he arrived.

used to

Forma

Affirmative	I used to play with dolls when I was small.
Negative	She didn't use to have so many exams when she was at primary school.

Użycie

Used to używamy, gdy mówimy o zwyczajach z przeszłości, o czynnościach, które były wykonywane regularnie w przeszłości, a które nie są kontynuowane w teraźniejszości.

Past simple and past continuous

1 Complete the sentences in your notebook with the past simple or continuous of the verbs given.

- We were travelling fast when the train suddenly (stop).
- I met a friend when I (wait) for the bus.
- We (put) our coats on and left the house.
- When the bus stopped we (got) off.
- You looked sad yesterday because you (cry).
- Nobody noticed me because they (watch) TV.
- He (drop) it and it broke.

☐ 7

Past simple and past perfect

2 Join the two sentences with a time expression. Put one of the verbs in the past perfect. Write the answers in your notebook.

- They left. She arrived at their house.
By the time .
- He finished using the computer. He switched it off.
When .
- They went into the cinema. They bought their tickets.
After .
- She did her homework. She went to bed immediately after.
- As soon as .
- We ate our meal. We paid the bill.
When .
- They went into the house. They unlocked the door.
They .

☐ 6

used to and would

3 Choose the correct alternative. In one sentence both alternatives are correct. Write the answers in your notebook.

- Did people use/used to go on holiday 100 years ago?
- We didn't use to/wouldn't have short hair.
- My friend and I use to/usually go to the cinema on Friday.
- I used to win/won a competition once.
- It used to/would be very expensive to fly in the past.
- My best friend and I used to/would talk for hours.
- Years ago it would take/usually takes days to cross the Atlantic.

☐ 7

Transport and travel

4 In your notebook, write a simple explanation for each word.

- coach
- platform
- delay
- fare
- ferry
- a return ticket
- to miss (the bus)
- to cancel (a flight)

☐ 8

Accommodation

5 What are these types of accommodation? Write the answers in your notebook.

- A hotel near a big road, for travellers:
- A small hotel that offers a room and a morning meal:
- A place where lots of people camp:
- A thing you use to sleep in the countryside:
- A vehicle that you can live in:
- A cheap place where young people can stay:

☐ 6

Phrasal verbs connected with travel

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

- We arrived at the airport and checked in/off our bags.
- It was a long journey so he set on/off early.
- What time does your train get in/off?
- She got into/on the car and started driving.
- The bus broke up/down so he walked.
- Let's get away/around from the city this weekend.

☐ 6

Total: ☐ 40

Present perfect simple

Forma

Affirmative	podmiot + have/has + past participle <i>She has bought a flat.</i>
Negative	podmiot + haven't/hasn't + past participle <i>We haven't painted the house.</i>
Question	have/has + podmiot + past participle <i>Have you been to the city centre?</i>
Short answers	Yes, podmiot + have/has . No, podmiot + haven't/hasn't <i>Yes, I have. No, they haven't.</i>

Użycie

Czasu *present perfect simple* używamy, gdy mówimy o:

1 wydarzeniu, które miało miejsce w przeszłości, jednak nie ma znaczenia, kiedy dokładnie, np.:

I've travelled around Europe.

2 wydarzeniu, które miało miejsce niedawno, a jego skutki widać obecnie, np.:

She's bought a new house. (= Ona ma teraz nowy dom.)

3 wydarzeniach lub sytuacjach, które rozpoczęły się w przeszłości i nadal trwają, np.:

Mark's lived here for ten years. (= Mark nadal tu mieszka.)

Present perfect simple and past simple

Czasu *present perfect simple* używamy, gdy mówimy o wydarzeniu, które miało miejsce w nieokreślonym momencie w przeszłości, np.:

I've been to Paris.

Jeżeli mówimy o czymś, co zdarzyło się w konkretnym momencie w przeszłości, musimy użyć czasu *past simple*, np.:

I went to Paris last year.

Czas *present perfect simple* może opisywać wydarzenia i czynności, które rozpoczęły się w przeszłości i nadal trwają, np.:

I've lived in Paris since 2006.

Czas *past simple* opisuje czynności, które zostały już zakończone, np.:

I lived in Paris for five years. I arrived there in 2001 and left in 2006.

ever, never, for, since, just, already, yet

Wyrazu **ever** (kiedykolwiek) używamy w pytaniach w czasie *present perfect*. W zdaniu stawiamy go bezpośrednio przed czasownikiem w formie *past participle*, np.:

Have you ever been to London?

Wyrazu **never** (nigdy) używamy w zdaniach przeczących, np.:

I've never lived in a big city.

Wyrazów: **for** i **since** używamy w zdaniach w czasie *present perfect*, gdy mówimy o wydarzeniu lub czynności, która zaczęła się w przeszłości i trwa do teraz.

For (przez) używamy, gdy mówimy, że coś trwa przez pewien okres, natomiast **since** (od), gdy mówimy o konkretnym momencie w przeszłości, w którym dana czynność się rozpoczęła. Zarówno do zdań z **for**, jak i z **since**, pytanie brzmi: *How long ...?*

How long have you lived here?

I've lived here for three months/since May.

Wyrazu **just** używamy, aby podkreślić, że czynność wydarzyła się przed momentem.

I have just seen Liz. (= Właśnie widziałem Liz).

Wyraz **just** stawiamy bezpośrednio przed czasownikiem w formie *past participle*.

Wyrazu **already** używamy, gdy mówimy o czymś, co już się wydarzyło wcześniej, np.: *I'm not going. I've already been there.*

Wyraz **already** stawiamy albo przed czasownikiem głównym, albo – jeśli chcemy podkreślić jego znaczenie – na końcu zdania.

Wyraz **yet** stawiamy na końcu zdania pytającego lub przeczącego, gdy pytamy, czy coś, czego oczekiwaliśmy, już stało się – lub aby powiedzieć, że spodziewane wydarzenie jeszcze nie nastąpiło.

Have you bought a flat yet? I haven't bought a flat yet.

Present perfect continuous

Forma

Affirmative	podmiot + have/has + been + -ing <i>I've been living with my cousin.</i>
Negative	podmiot + haven't/hasn't + been + -ing <i>He hasn't been studying enough.</i>
Question	have/has + podmiot + been + -ing <i>Have you been staying here long?</i>

Użycie

Czasu *present perfect continuous* używamy, aby podkreślić przebieg i czas trwania czynności, np.:

I've been living here for more than five months.

Jeśli wydarzenie trwa bardzo krótko, nie możemy użyć czasu ciągłego. *I've been breaking my leg.*

Tego czasu używamy także, aby podkreślić, że czynność została właśnie zakończona i jej skutki widać obecnie albo czynność jeszcze trwa, np.: *I've been painting my room* (= Jestem brudny, ponieważ właśnie skończyłem malować LUB ponieważ jeszcze nie skończyłem malować.)

Kiedy chcemy podkreślić zakończenie i rezultat działania lub to, ile razy dana czynność miała miejsce, musimy użyć czasu *present perfect simple*, np.: *I've washed the dishes.* (= Właśnie umyłem wszystkie naczynia.)

I've written seven books. nie *I've been writing seven books.*

Pamiętaj, że niektórych czasowników zazwyczaj nie używamy w formie ciągłej. *I've been knowing you for three years.*

Present perfect simple

1 In your notebook, complete the text with the present perfect simple or past simple form of the verbs given and choose the correct alternative.

I (a) (live) in this city (b) *for/since* many years and I love it here. The city (c) (change) a lot in the last five years. The biggest change is that the city (d) (get) a lot bigger recently. They (e) (build) a lot of new offices in the centre, and there are more planned. In 2014 they (f)

(start) to build a big new sports stadium near the port but they (g) (not finish) building it (h) *already/yet*. They have (i) *ever/just* pulled down a lot of buildings in the area. In the past, everybody (j) (want) an office there, but not now.

☐ 10

Present perfect continuous

2 Complete the sentences with the present perfect simple or continuous of the verbs given. Write the answers in your notebook.

- 1 you (switch) the light off?
- 2 You need a rest. You (study) for hours!
- 3 My hands are dirty. I (fix) the car.
- 4 Poor Liam! He (break) his leg.
- 5 Charlie (study) in the US all summer, but tomorrow he's coming home.

- 6 They (build) lots of flats here for a while now and I don't think they're going to stop.
- 7 She (make) ten films.
- 8 I'm sorry. you (wait) for long?
- 9 My legs are tired. I (walk) all day.
- 10 That's it! We (finish) this exercise.

☐ 10

Cities and houses

3 Write the words in your notebook.

- 1 A house which is separate, not touching other houses.
- 2 A small house, usually in a village or in the country.
- 3 A building for the offices of the local government.
- 4 The area where ships stop, where there are usually buildings.
- 5 An area where many people live, and there are often social problems there.
- 6 An area away from the centre of the city where people who work in the city live.
- 7 A house which is attached to houses on both sides.
- 8 A tall building where there are many homes.

☐ 8

Adjectives describing cities

4 What adjective can you use in each situation? Write the answers in your notebook.

- 1 A concert in a small room with hundreds of people: c
- 2 A place which nobody ever cleans: d
- 3 A place which is old and interesting: h
- 4 A place where there is no noise: q
- 5 A place where there are a lot of exciting things happening: l
- 6 A place with lots of people and activity: b

☐ 6

Extreme adjectives

5 What is the normal equivalent of these extreme adjectives? Write the answers in your notebook.

- | | |
|---------------------------------|---------------------------------|
| 1 stunning <input type="text"/> | 4 dreadful <input type="text"/> |
| 2 boiling <input type="text"/> | 5 enormous <input type="text"/> |
| 3 filthy <input type="text"/> | 6 packed <input type="text"/> |

☐ 6

Total: ☐ 40

be going to and will

Konstrukcji **be going to** używamy, gdy mówimy o planach i zamiarach na przyszłość – tych, co do których już podjęliśmy decyzję, że je zrealizujemy.

We've decided that we're going to order a pizza.

Możemy też użyć **be going to** do przewidywania przyszłości, zwłaszcza wtedy, gdy mamy realne przesłanki, że jakieś wydarzenie nastąpi.

The waiter isn't very strong. I think he's going to drop all those plates.

Will i **won't** używamy do ogólnych przewidywań. Często, aby wyrazić nasze zdanie odnośnie przyszłości, z **will** i **won't** używamy czasowników: **think, hope, expect** itp.

I think the future will be amazing.

Will i **won't** używamy także do oznajmiania właśnie podjętych decyzji.

A: I can't do this exercise. B: I'll help you.

Will i **won't** używamy do mówienia o wydarzeniach z przyszłości, które – obiektywnie rzecz ujmując – są prawdziwe.

It's her birthday next month. She'll be sixteen.

Aby pokazać, w jakim stopniu jesteśmy pewni tego, co się wydarzy, z **will** używamy: **definitely, probably, perhaps** i **it's possible**.

Przysłówki: **definitely** i **probably** stawiamy w zdaniu bezpośrednio po **will**, ale przed **won't**.

We'll definitely like the food. The food definitely won't be bad.

Present continuous and present simple for future

Czasu **present continuous** używamy, gdy mówimy o ustaleniach lub planach dotyczących przyszłych wydarzeń, które zostały potwierdzone.

Tomorrow I'm flying to London. I bought the tickets last month.

Czasu **present simple** używamy z następującymi określeniami czasu: **when, as soon as, until, after** i **before**. Z tymi określeniami czasu nie używamy **will**.

When I see him, I'll give him the note.

Czasu **present simple** używamy także, gdy mówimy o wydarzeniach z przyszłości, które stanowią część jakiegoś rozkładu lub planu.

My plane leaves at 8am tomorrow.

Tomorrow I have my English class at two o'clock.

Future continuous

Forma

Affirmative	podmiot + will + be + -ing <i>She will be having lunch at one o'clock tomorrow.</i>
Negative	podmiot + will not/won't + be + -ing <i>We won't be having dinner at 6pm tomorrow.</i>
Question	will + podmiot + be + -ing <i>Will you be having breakfast at 9 o'clock tomorrow?</i>
Short Answers	Yes, podmiot + will . No, podmiot + won't . <i>Yes, I will. No, they won't.</i>

Użycie

Czasu **future continuous** używamy, gdy mówimy o czynnościach, które będą trwały (nie będą ukończone) w danym momencie w przyszłości.

This time tomorrow, I'll be watching a film at the cinema.

Future perfect

Forma

Affirmative	podmiot + will + have + past participle <i>She will have had lunch by 3pm.</i>
Negative	podmiot + will not/won't + have + past participle <i>We won't have finished the exam by half past nine.</i>
Question	will + podmiot + have + past participle <i>Will you have done your homework by 9pm tonight?</i>
Short Answers	Yes, podmiot + will . No, podmiot + won't . <i>Yes, I will. No, they won't.</i>

Użycie

Czasu **future perfect** używamy, gdy mówimy o czynnościach, które będą ukończone przed określonym momentem w przyszłości.

I will have read this book by Saturday.

Z czasem **future perfect** często używamy przyimka **by**, który oznacza: „do pewnego momentu”.

Present simple for future

1 In your notebook, complete the dialogue with the present simple or *will*.

Alex: What time (a) [] your train
[] (leave) tomorrow?

Liam: I don't know. When I (b) []
(arrive) at the station tomorrow,
I (c) [] (look) at the information
screen.

Alex: (d) [] you []
(remember) to call me as soon as you
(e) [] (get) there?

Liam: Don't worry. I (f) [] (call) you.

[] 6

will, be going to, present continuous for future

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

- 1 A: What are you going to do this weekend?
B: I'll have/'m having a party. I've invited fifty people!
And you?
A: I haven't made any plans. I know! I'll call/'m calling Brad.
- 2 A: Look at the clouds.
B: Yes. It's raining/going to rain this afternoon.
- 3 I think temperatures will get/are getting higher in the future.
- 4 Tomorrow Jo will be/is being twenty-one.
- 5 I'm sure that Mo will win/is winning the race tomorrow.
- 6 I can't see you tomorrow. I'll go/'m going to visit my cousin.

[] 7

Future continuous and future perfect

3 In your notebook, complete the sentences using the future continuous or future perfect form of the verb given.

- 1 I'll do my homework between 6 pm and 8 pm.
By 9 pm [] (do my homework)
- 2 She's going to study English for one month next August.
On 15th August [] (study English)
- 3 Tomorrow I'll get up at 11 am.
At 10 am [] (sleep)
- 4 Tomorrow I have an appointment at the dentist from 4 to 4.30 pm.
By 5 pm [] (leave the dentist)

- 5 We need to give him the money before Thursday.
By Friday [] (give him the money)
- 6 I'm going for a run tomorrow between 5 and 6 pm.
Tomorrow at 5.15 pm [] (run)
- 7 He's reading the last pages of the book now.
By tomorrow [] (read the book)

[] 7

Food

4 Put the letters in order to make food. Write the answers in your notebook. What type of food is each one (e.g. meat, fish, etc)?

- 1 cutlete []
- 2 yerkut []
- 3 torcar []
- 4 mulp []
- 5 marce []
- 6 warpn []
- 7 pecanak []

[] 7

Describing food

5 In your notebook, complete the sentences with these words. There are two words you don't need.

boiled • fresh • fried • raw • roast • spicy • stale • tasty

- 1 Waiter! This fish isn't []. It smells terrible.
- 2 This bread is []. It's at least a week old!
- 3 Don't eat too much [] food. A lot of oil can be bad for you.
- 4 Take the egg out of the hot water. I think it's [] now.
- 5 A: Why are you crying?
B: I'm not. It's this dish. It's really hot and [].
- 6 They make sashimi with [] fish. They don't cook it.

[] 6

Prefixes

6 Find the prefix. Then write the meaning of the prefix next to each word. Write the answers in your notebook.

- | | | |
|--------------------|---------------------|---------------------|
| 1 disadvantage [] | 4 underestimate [] | 6 misunderstand [] |
| 2 recook [] | 5 international [] | 7 overbook [] |
| 3 cooperate [] | | |

[] 6 Total: [] 40

Have to, don't have to

Forma

Affirmative	<i>You have to go to school until you are 16.</i>
Negative	<i>You don't have to wait until you're 20 to vote.</i>
Question	<i>Do you have to be 18 to vote?</i>
Short Answers	<i>Yes, you do./No, you don't.</i>

Użycie

Have to używamy, gdy mówimy o rzeczach koniecznych, nieuniknionych lub obowiązkowych. **Have to** często opisuje obowiązki nałożone na nas przez innych ludzi lub władze, np.: *You have to have a passport to check in.*

Don't have to używamy, gdy mówimy o rzeczach, które nie są obowiązkowe czy niezbędne. *Students don't have to pay tax.*

Must, mustn't

Affirmative	<i>You must listen to what the teacher says.</i>
Negative	<i>You mustn't copy in exams.</i>

Must zazwyczaj nie stosuje się w pytaniach. Bardziej powszechne jest **have to**.

Must używamy, gdy mówimy o przymusie narzuconym sobie lub innym przez osobę mówiącą.

I must remember to get my passport.

Mustn't używamy, gdy mówimy o zakazach.

You mustn't smoke here.

Can, can't

Can używamy, aby dać pozwolenie, a **can't** – aby go nie udzielić.

You can use the computers but you can't eat in the classroom.

Should, shouldn't, ought to, had ('d) better

Affirmative	<i>You should/ought to/had better respect others.</i>
Negative	<i>You shouldn't study too late at night.</i>
Question	<i>Should I stop now?</i>
Short Answers	<i>Yes, you should./No, you shouldn't.</i>

Should, shouldn't, ought to, had ('d) better używamy, aby coś doradzić czy podpowiedzieć lub żeby poprosić o poradę. *You should read this book.*

Ought to i **had ('d) better** są nieco rzadziej stosowane w zdaniach przeczących i pytających.

Zero conditional

If + present simple, present simple

If we arrive late to school, the teachers get angry.

If you go to the US, you need a passport.

Zerowego trybu warunkowego (zero conditional) używamy, gdy mówimy o rzeczach oczywistych lub zawsze prawdziwych.

First conditional

If + present simple, ... **will/won't** + bezokolicznik

If you study more, you will get better marks.

If we don't do the exam, we won't get a certificate.

W części zdania z **if** stosujemy czas present simple.

Pierwszego trybu warunkowego (first conditional) używamy, gdy mówimy o możliwych i prawdopodobnych sytuacjach w przyszłości oraz o ich następstwach.

If you aren't careful (możliwa sytuacja w przyszłości), *you will have an accident* (możliwy skutek tej sytuacji).

Second conditional

If + past simple, ... **would/wouldn't** + bezokolicznik

If I had a million pounds, I'd travel around the world.

If we didn't revise, we wouldn't remember much.

Część z **if** możemy umieścić na początku lub na końcu zdania. Jeżeli umieścimy ją na początku zdania, musimy postawić przecinek przed drugą częścią wypowiedzi.

If we had more free time, we'd do more sport.

W części zdania z **if** stosujemy czas past simple.

Po **if** możemy użyć **were** zamiast **was**.

If I were/was a teacher, I would make my students work hard.

Drugiego trybu warunkowego (second conditional) używamy, gdy mówimy o hipotetycznych lub nieprawdopodobnych sytuacjach i o ich następstwach.

If I made films I would live in Hollywood.

Aby coś komuś poradzić, używamy konstrukcji *If I were you, I'd ...*

have to, don't have to, must, mustn't, can, can't

1 In your notebook, rewrite these sentences with **have to, don't have to, must, mustn't, can, can't**.

1 I haven't got permission to go to the match.

I .

2 It isn't necessary for students to wear a uniform.

Students .

3 Making a loud noise is prohibited.

You .

4 It is obligatory to write your name here.

You .

5 Copying is not allowed in exams.

You .

6 It's essential for me to leave now.

I .

7 My little brother has permission to ride his bike alone.

My little brother .

☐ 7

should, shouldn't, ought to, had ('d) better

2 Are these sentences correct or not? If not, correct them in your notebook.

1 They shouldn't to go out at the weekend.

2 You would better walk to school.

3 I think you ought go to the dentist.

4 What should I say when I see her?

5 We'd better leave now if we want to arrive on time.

☐ 5

Zero, first and second conditionals

3 In your notebook, complete the sentences with the correct form of the verbs given.

1 If I were you, I (tell) her the truth.

2 Leo (buy) me a souvenir if he goes to Mexico.

3 What you (say) if I told you I was a superhero?

4 In her school they (give) you a prize if you get 100% in all your exams.

5 Connor wouldn't be angry if you (ask) him for a favour.

6 If I (be) you, I would go to bed early tonight.

7 Where will your parents go on holiday if you (not go) with them?

8 If I (have) time, I'd learn to play the guitar.

☐ 8

School and university subjects

4 In which subject do you learn about ...
Write the answers in your notebook.

1 the theories of Isaac Newton?

2 becoming a doctor?

3 TV, newspapers, radio?

4 designing and making buildings?

5 the legal system?

6 designing and building structures and machines?

7 stories, poems, plays?

☐ 7

Words connected with studying

5 In your notebook, write a simple explanation for each word.

1 assessment

2 scholarship

3 fail

4 resit

5 assignment

6 timetable

7 mark

☐ 6

Noun suffixes

6 Add the suffixes **-er, -or, -ist, -ian, -ee** to these words to make nouns for people. Write the answers in your notebook.

1 scient

2 instruct

3 technic

4 employ

5 employ

6 librar

☐ 7

Total: ☐ 40

The passive

Forma

Podmiot + **be** + **past participle** (+ **by** + **agent**)

The prizes are given at a ceremony. (present simple)

This invention is being used by millions of people.
(present continuous)

These computers have been used by NASA. (present perfect)

The car wasn't invented in 1930. (past simple)

This type of energy will be used in the future. (will)

Stronę bierną tworzymy, stosując w odpowiednim czasie i formie czasownik **to be** oraz imiesłów przymiotnikowy bierny właściwego czasownika (**past participle**).

Pytania w stronie biernej tworzymy, stawiając przed podmiotem czasownik posiłkowy **to be** (**auxiliary verb**) w odpowiedniej formie.

Is the ceremony being shown on TV?

Has the ceremony been filmed?

Aby podać wykonawcę czynności – osobę lub rzecz – używamy przyimka **by**.

Użycie

Strony biernej używamy, gdy:

- 1 bardziej interesuje nas to, co się stało, niż wykonawca czynności, np.:
The bridge was built in 1866.
English is spoken here.
- 2 nie wiemy dokładnie, kto wykonuje daną czynność, np.:
My things have been moved.
His bag has been stolen.
- 3 wykonawca czynności jest znany lub to, kto jest wykonawcą, wynika z kontekstu zdania, np.:
The criminal was arrested at 5.30pm.
Smoking is not permitted.

W niektórych językach zamiast strony biernej używa się formy zwrotnej lub bezosobowej czasowników.

have something done

Forma

Podmiot + **have** lub **get** + dopełnienie + **past participle** (**by** + **agent**)

I get my eyes tested once a year. (present simple)

She is having a dress made by Dolce and Gabbana.
(present continuous)

We have had the house decorated. (present perfect)

He had his hair cut. (past simple)

They were getting the car serviced. (past continuous)

We'll get our photo taken. (will)

Stosując tę konstrukcję, tworzymy zdania w różnych czasach gramatycznych, zmieniając czas czasowników **have** lub **get**.

Użycie

- 1 Konstrukcji **have something done** używamy, gdy mówimy o czynnościach, których nie wykonaliśmy samodzielnie – ktoś lub coś zrobili to dla nas, często odpłatnie. Czasownik **get** jest nieco bardziej potoczny.
I don't know anything about computers so when I have a problem, I have my computer fixed by a friend who studied computers at university.
Son, you need to get your hair cut!
In this shop, you can have shirts made specially for you.
- 2 Jeżeli ma znaczenie, kto jest wykonawcą czynności, możemy go wskazać, używając przyimka **by**.

Gerunds and infinitives

Formy ciągłej (-ing) używamy:

- jako podmiotu w zdaniu, np.:
Doing homework is useful.
- po przyimkach, np.:
I'm worried about making mistakes.
- po czasownikach wyrażających nastawienia i preferencje, jak np. **like**, **love**, **enjoy**, **can't stand**, **don't mind**, **hate**.
I don't like waiting.
- z czasownikiem **go**, gdy mówimy o sposobach spędzania czasu wolnego, np.:
go running, go swimming, go shopping ...

Formy bezokolicznikowej (**to ...**) używamy:

- aby wyjaśnić, dlaczego ktoś coś robi, np.:
Why did he go to the laboratory? To do an experiment.
- bezpośrednio po przymiotnikach, np.:
It's easy to answer that question.

The passive

1 In your notebook, complete the sentences with the correct form of the passive of the verbs given.

- His keys  (steal) last week.
- English  (teach) all around the world.
- This museum  (visit) by thousands of people each week.
- A new laboratory  (build) next year.
- The first successful software for MP3 players  (invent) by Tomislav Uzelac in 1997.
- I think next year's final  (play) in Poland.
- The Hobbit*  (translate) into over fifty languages.
- Portuguese  (speak) in Brazil.

 8

have something done

2 In your notebook, complete the second sentences using the correct form of *have something done*.

- She didn't decorate the house herself. She  by professionals.
- He won't fix the car. He  at a garage.
- She doesn't do her own hair. She  at the hairdresser's.
- We didn't paint the room. We .
- They didn't build the garage. They  by an expert.
- He didn't translate the email. He  by a friend.
- They haven't tested their son's eyesight. They  by an optician.

 7

Gerunds and infinitives

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

- Do you enjoy to listen/listening to classical music?
- It's interesting to read/reading about new technology.
- I want to go to the cinema to see/seeing that new film.
- I'm bored with watch/watching this match.
- To fix/Fixing computers isn't easy.

 5

Everyday inventions

4 Complete the names of these everyday inventions. Is each one usually used for pleasure (P) or for housework (H)? Write the answers in your notebook.

- | | |
|---|--|
| 1 dish   | 5 MP3   |
| 2 head   | 6 microwave   |
| 3 vacuum   | 7 remote   |
| 4 washing   | |

 7

Prepositional phrases with adjectives

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

- The teacher is pleased of/with my work.
- She isn't worried about/of her marks.
- People say I look similar at/to my father.
- Are you aware of/with the situation?
- Some people are afraid with/of flying.
- Who is responsible for/of keeping the room tidy?
- I'm good at/in writing essays.

 6

Operating technology

5 In your notebook, complete the text with these words.

insert • press • plug ... in • select
switch ... off • turn ... on

To play your favourite song from a CD

Your CD player doesn't have batteries so first you must (a)  it . Then you (b)  the CD player . You (c)  the disc in the machine. You (d)  the song you want to hear. You (e)  Play. When you finish listening, you (f)  the CD player .

 7

Total:  40

Defining relative clauses

Forma

Major T.H. Gem and J.B. Perera were the people **who/that** helped to invent modern tennis.

That's the sport **which/that** I play.

That's the player **whose** team is top of the league.

Beijing is the place **where** they held the 2008 Olympics.

Sunday is the day **when** I play tennis.

Zaimków względnych: **who** i **that** używamy w odniesieniu do ludzi, **which** i **that** w odniesieniu do rzeczy, **whose**, gdy określamy przynależność, **where**, gdy mówimy o miejscach, a **when** używamy, gdy mówimy o czasie.

W zdaniach przydawkowych definiujących możemy pominąć **who**, **which** i **that**, jeżeli bezpośrednio po nich stoi rzeczownik lub zaimek:

That's the sport that I play. = That's the sport I play.

She's the tennis player that my brother likes. =

She's the tennis player my brother likes.

ale:

That's the sport that is popular. = ~~That's the sport is popular.~~

She's the tennis player that won the cup. = ~~She's the tennis player won the cup.~~

W zdaniach przydawkowych definiujących nie stawiamy przecinków.

Użycie

Zdań przydawkowych definiujących używamy, gdy podajemy istotne informacje na temat osoby, rzeczy, miejsca lub czasu określonych w pierwszej części zdania.

Pierwsza część zdania bez uzupełnienia zawartego w drugiej części zazwyczaj nie ma sensu.

Rafael Nadal is the tennis player who won Wimbledon in 2008.

~~*Rafael Nadal is the tennis player.*~~

Non-defining relative clauses

Forma

Major T.H. Gem and J.B. Perera, **who** were English and Spanish, helped to invent modern tennis.

Tennis, **which** is my favourite sport, is a very old game.

John, **whose** team is top of the league, is a very good player.

Beijing, **where** they held the 2008 Olympics, is a fascinating place.

Monday, **when** I played tennis, was a really warm day.

W odniesieniu do ludzi używamy zaimka względnego **who**, w odniesieniu do rzeczy – **which**, **whose**, gdy określamy przynależność, **where**, gdy mówimy o miejscach, a **when**, gdy mówimy o czasie.

W zdaniach przydawkowych niedefiniujących nie używamy **that** i nie możemy pominąć zaimka względnego.

W zdaniach tych zawsze stawiamy przecinki.

Użycie

Zdań przydawkowych niedefiniujących używamy, gdy podajemy dodatkowe informacje na temat osoby, rzeczy, miejsca lub czasu określonych w pierwszej części zdania. Przecinki pełnią tu rolę nawiasów, zaznaczając, że informacja nimi ograniczona nie jest kluczowa.

Zdania przydawkowe niedefiniujące w języku mówionym są stosowane rzadziej i mogą być postrzegane jako formalne.

This city, where I was born, is famous for its football teams.

Defining relative clauses

1 In your notebook, complete the sentences with a relative pronoun. If you don't need a pronoun, put –.

- The friends I made last weekend live near my house.
- You're the teacher classes I like the most.
- Jenny is the person has helped me the most.
- Autumn is the time of year the eaves fall off the trees.
- This is the town I lived in when I was small.
- This is the country football began.

☐ 6

Non-defining relative clauses

2 Are these sentences correct? If not, correct them in your notebook.

- The driver, which car wasn't very fast, never won a race.
- This sport, that was invented two years ago, is becoming very popular.
- Nadal, whose uncle was a football player, won Wimbledon in 2010.
- That house, that I lived in when I was small, now belongs to my uncle.
- Last summer, when we went to the beach, we had a brilliant holiday.
- My neighbours, are really nice, have got a big garden.

☐ 6

Defining and non-defining relative clauses

3 In your notebook, write two sentences for each of these. One must contain a defining relative clause and the other a non-defining relative clause.

- Football
Football is a sport which is popular all over the world.
Football, which I always play at the weekend, is my favourite sport.
- Italy
- Lewis Hamilton
- Last year
- Water

☐ 8

Sports and sports venues

4 In your notebook, write one sport that you can play or do at each venue.

- course
- court
- gym
- pitch
- rink
- slope
- track

☐ 7

Sports equipment and scores

5 In your notebook, write the words for the definitions.

- The thing you use to hit the ball in baseball:
- The things football players wear on their feet in a match:
- The things you wear to protect your eyes when you swim:
- The thing you use to hit the ball in golf:
- When you don't win or lose, you:
- Mexico Italy 3–2.
- 0 in a football score:

☐ 7

Phrasal verbs connected with sports

6 In your notebook, match the parts to make phrasal verbs, then find their meaning.

Phrasal verb Part 1	Phrasal verb Part 2	Meaning
1 warm	out	a do an activity with other people who are already doing it
2 knock	in	b eliminate somebody from a competition
3 join	up	c do gentle exercises before doing sport
4 give	up	d stop competing and accept that you can't win
5 go	for	e start a sport or hobby
6 take	in	f try very hard to win or get something

☐ 6

Total: ☐ 40

Reported speech – Commands

Kiedy czasownik wprowadzający w zdaniu w mowie zależnej (say, tell) występuje w czasie past simple, czasownik główny w zdaniu „cofa się” o jeden czas.

Mowa niezależna – czasy	Mowa zależna – czasy
'I work at home.' present simple	She said she worked at home. past simple
'I'm working.' present continuous	She said she was working. past continuous
'I have worked.' present perfect	She said she had worked. past perfect
'I worked.' past simple	She said she had worked. past perfect
'I had worked.' past perfect	She said she had worked. past perfect
'I will work.' will	She said she would work. would
'I can work.' can	She said she could work. could
'I may work.' may	She said she might work. might
'I must/have to work.' must/have to	She said she had to work. had to

Could, would, should i might nie zmieniają się w mowie zależnej.

'You should see his new exhibition.' → *He said I should see his new exhibition.*

Kiedy czasownik wprowadzający w zdaniu w mowie zależnej występuje w czasie present simple, czasownik główny w zdaniu pozostaje niezmienny.

'I enjoy painting.' → *He says he enjoys painting.*

Kiedy czasownik wprowadzający w zdaniu w mowie zależnej występuje w czasie przeszłym, ale zdanie dotyczy czegoś, co wciąż jest prawdziwe lub będzie takie zawsze, czasownik główny zazwyczaj się nie zmienia.

'Museums are usually free.' → *The guide told us that museums are usually free.*

W mowie zależnej zaimki i przymiotniki dzierżawcze także się zmieniają. *'I've got your pen.'* → *Mark said he had my pen.*

Mowy zależnej używamy, aby zrelacjonować, co powiedziała inna osoba.

'I painted that picture in 1990,' said the artist.

The artist said that she had painted that picture in 1990.

Reported speech – say and tell

Czasownik **say** nie wymaga dopełnienia osobowego, czyli wyjaśnienia, do kogo mówimy.

He said he needed help. He said the teacher he needed help.

Czasownik **tell** wymaga dopełnienia osobowego, czyli wyjaśnienia, do kogo mówimy.

He told the teacher he needed help. He told he needed help.

Reported speech – Questions

W pytaniach pośrednich nie używamy czasownika posiłkowego **do**.

'Do you know my sister?' → *She asked me if I knew her sister.*

W pytaniach pośrednich nie stosujemy inwersji. Orzeczenie stawiamy po podmiocie, jak w zdaniu twierdzącym.

'Who are you?' → *He asked me who I was.*

Pytania pośrednie nie są tak naprawdę pytaniami, więc nie wymagają znaku zapytania. *She asked me what I needed?*

Jeżeli w pytaniu nie ma zaimka pytającego (who, what, how, why itp.), używamy if lub whether. *'Can you do it?'* → *They asked me if I could do it.*

Reported speech – Commands

Direct speech	Reported speech
'Stand up!'	She told them to stand up .
'Don't write on the table!'	They told him not to write on the table.
'Please write your name here.'	He asked me to write my name there.

W poleceniach w mowie zależnej używamy **to + infinitive** lub **not to + infinitive**.

Na ogół zmieniamy zaimek i inne słowa w taki sam sposób jak w zdaniach twierdzących w mowie zależnej.

Tell używamy do przekazywania poleceń i rozkazów, a **ask** do uprzejmych prośb.

Reported speech – statements

1 In your notebook, rewrite the sentences in reported speech.

- I'm happy to be here today.
- I'm writing a play.
- I've never written a play before.
- When I finish, I'll choose the actors myself.
- I was inspired by a trip to California last year.
- I may go to the US again next year.
- I must go now because my manager's waiting for me.

She said _____.

She said _____.

She said _____.

She said _____.

She said _____.

She said _____.

She said _____.

7

Reported speech – questions

2 In your notebook, rewrite these reported questions in direct speech.

- She asked me what I was doing there.
'_____?'
- They asked me when I had arrived.
'_____?'
- The teacher asked him if he knew what the answer was.
'_____?'
- He wanted to know if she had ever written a poem.
'_____?'
- I asked him what he would do with the money.
'_____?'
- I asked him how many pages the book had.
'_____?'
- I asked her if that bag was hers.
'_____?'

7

Reported speech – commands

3 In your notebook, write the direct commands.

- The police told him to get out of the car.
'_____'
- They told me not to panic.
'_____'
- She told him to do the exercise carefully.
'_____'
- I asked her not to sing that song.
'_____'
- They told me to get ready.
'_____'
- She asked him not to interrupt her.
'_____'
- He asked me to give him the bag.
'_____'

7

Artists

4 Who are these people? Write the answers in your notebook.

- The person in charge of an orchestra: c_____
- Someone who plays the drums: d_____
- Someone who writes and sings their own songs: s_____
- Someone who writes classical music: c_____
- Someone who makes sculptures: s_____
- A singer who performs in a group: v_____

6

Art, theatre, music

5 Complete the definitions in your notebook.

- A landscape is a painting of _____.
- The lyrics are the part of the song which _____.
- The cast are the people who _____.
- A sketch is a picture which _____.
- The audience are _____.
- A portrait is a picture of _____.
- The stage is the place where _____.

7

Adjectives ending in -ing and -ed

6 In your notebook, complete the sentences with the -ing or -ed form of the words given.

- Aren't you _____? You've been studying all day. **TIRE**
- It's _____ when you forget somebody's name. **EMBARRASS**
- I'm _____. I don't know what to think. **CONFUSE**
- The result of the match was _____. We lost 6–0. **DISAPPOINT**
- We were _____. We thought we were going to win. **SURPRISE**
- This meal is really bad. In fact, it's _____. **DISGUST**

6

Total: 40

Modal verbs of speculation and deduction – Present

Forma

She **must** be good at maths because she always gets very good marks.
 She **may** be good at maths but I don't really know.
 She **might do** well in maths exams but I don't really know.
 She **may not** be good at maths but I don't really know.
 She **mightn't (might not)** know how to do maths exercises but I don't really know.
 She **could** be good at maths but I don't really know.
 She **can't** be good at maths because her marks are always bad.
 Po powyższych czasownikach modalnych używamy bezokolicznika bez to.

Użycie

Must używamy, kiedy jesteśmy w 90% pewni, że coś jest prawdą.
May, might, could, may not, mightn't używamy, kiedy istnieje 50% prawdopodobieństwo, że coś jest prawdą (lub że nią nie jest).
Can't używamy, kiedy jesteśmy w 90% pewni, że coś nie jest prawdą.
 Kiedy jesteśmy w 100% pewni, że coś jest lub nie jest prawdą, nie używamy czasowników modalnych wyrażających przypuszczenie i stopień prawdopodobieństwa (*modal verbs of speculation and deduction*).
I know she's good at maths.

Modal verbs of speculation and deduction – Past

Forma

She **must have done** well in her last exam because she was really happy afterwards.
 She **may have passed** her exam but I don't really know.
 She **might have failed** her exam but I don't really know.
 She **may not have had** time to finish the exam but I don't really know.
 She **mightn't (might not) have** known the answers but I don't really know.
 She **could have copied** in the exam but I don't really know.
 She **can't have passed** her exam because she was really sad afterwards.
 She **couldn't have done** well in her exam because she was really sad afterwards.
 To make sentences in the past, using modal verbs, we use this form: **must/may/might/could/can't/couldn't + have + past participle**.

Użycie

Must have używamy, kiedy jesteśmy w 90% pewni, że coś było prawdą.
May have, might have, could have, may not have, mightn't have używamy, kiedy istnieje 50% prawdopodobieństwa, że coś było prawdą (lub że nią nie było).
Can't have i couldn't have używamy, kiedy jesteśmy w 90% pewni, że coś nie było prawdą.
 Kiedy jesteśmy w 100% pewni, że coś było lub nie było prawdą, nie używamy czasowników modalnych wyrażających przypuszczenie i stopień prawdopodobieństwa (*modal verbs of speculation and deduction*).
She didn't pass her exam.

Third conditional

Forma

If + past perfect, ... would/wouldn't have + past participle
If I had seen him, I'd have spoken to him.
If we hadn't studied, we wouldn't have passed our exams.
 Część zdania z **if** możemy umieścić na jego początku lub końcu. Nie zmienia to znaczenia zdania.
 Jeżeli jednak część zdania z **if** umieścimy na jego początku, musimy postawić przecinek przed drugą częścią wypowiedzi.
If we had had more free time, we would have done more sport.
 We'd have done more sport if we'd had more free time.

Użycie

Trzeciego trybu warunkowego (*third conditional*) używamy, gdy mówimy o hipotetycznych lub niemożliwych sytuacjach w przeszłości i o ich następstwach. Owe sytuacje są nierealne, ponieważ nie mamy wpływu na wydarzenia, które miały miejsce w przeszłości.
If I had won the lottery last year (nierealna sytuacja – to się nie zdarzyło), I would have bought a house. (hipotetyczne następstwo tej sytuacji)

Modal verbs of speculation and deduction – present

1 In your notebook, complete the sentences with *must*, *may* or *can't*.

- Sarah be Toby's sister because she looks totally different.
- She be German because she's got a German passport.
- They like cats – they've got ten!
- He play tennis well – I don't know.
- That be my notebook because it's red and mine's yellow.
- I don't know when Joe is coming. It be soon.

6

Modal verbs of speculation and deduction – past

2 In your notebook, complete the sentences with *must*, *might* or *can't* and the correct form of the verb given.

- You (see) Mike yesterday because he wasn't here.
- Somebody called before. It (be) Jack, but I didn't recognise the voice.
- The postman (come) early because the letters are already here.
- It (rain) last night – the road is wet!
- It (snow) last night because it isn't cold enough for snow.
- Somebody broke a window. Josh (do) it, but I can't be sure.
- Ben (eat) the brownies because he hates chocolate.

7

Third conditional

3 In your notebook, complete the third conditional sentences with the correct form of these verbs.

buy • cook • die • pass • play • send • shine

- If I my driving test, my parents would have bought me a car.
- They her a present if they had known she was getting married.
- If her cat , she would have been sad.
- The meal would have been better if my mum it.
- If the sun yesterday, we would have gone out.
- She him an email if she had known his address.
- They would have won if they a bit better.

7

Nations

4 In your notebook, complete the sentences with the correct words.

- The is Paris.
- The is 'La Marseillaise'.
- The has three colours, blue, white and red.
- The in 2014 was François Hollande.
- There is no because France is a republic. But the last was Louis XVI.
- The is the Euro.

7

State and politics

5 Match the words and write a simple definition. Write the answers in your notebook.

- | | |
|------------------|-------------|
| 1 general | a minister |
| 2 run | b party |
| 3 political | c monarchy |
| 4 prime | d a country |
| 5 constitutional | e elections |

5

Adjective suffixes

6 In your notebook, complete the sentences with the adjective form of these words.

artist • care • comfort • enjoy • hunger
mystery • nature • sense

- I'm really . I need to eat.
- He's a very writer. He makes lots of mistakes.
- Becky's very . She loves drawing.
- It isn't very to go out in the rain without a coat.
- I love this sofa. It's so .
- Bears should live in their habitat.
- We spent a very day in the country. I loved it.
- He just disappeared. It was all very .

8

Total: 40

Pronouns: *some-, any-, no-, every-*

Forma

some-	any-	no-	every-
something	anything	nothing	everything
somebody/ someone	anybody/ anyone	nobody/ no-one	everybody/ everyone
somewhere	anywhere	nowhere	everywhere

Użycie

Końcówkę **-thing** dodajemy, gdy mówimy o przedmiotach, **-body** i **-one**, gdy mówimy o ludziach, a **-where**, gdy mówimy o miejscach.

Zaimków z przedrostkiem **some-** używamy w zdaniach twierdzących oraz gdy wyrażamy propozycję lub prośbę.

Somebody is in the living room.

Would you like something to eat?

Zaimków z przedrostkiem **any-** używamy w zdaniach przeczących i pytających, a także twierdzących, jeśli chcemy wyrazić, że nie mamy na myśli konkretnej osoby, rzeczy lub miejsca.

I haven't got anything to wear.

Is there anybody there?

This is easy. Anybody can do it.

Zaimków z przedrostkiem **no-** używamy w zdaniach przeczących, ale z czasownikami w formie twierdzącej, ponieważ dodanie do zaimka przedrostka **no-** powoduje już zmianę czasownika w formę przeczącą.

There's nobody here.

I know nothing about cars.

Zaimków z przedrostkiem **every-** używamy w zdaniach twierdzących i przeczących oraz w pytaniach.

I like everything in this restaurant.

You can't be everywhere at the same time.

Has everybody understood?

So and such

Użycie

Wyrazu **so** używamy do wzmocnienia przymiotników i przysłówków.

It's so hot.

She sings so well.

Wyrazu **such** używamy do wzmocnienia rzeczowników zarówno tych, przed którymi stoi przymiotnik, jak i tych nieokreślonych przymiotnikiem.

Jeśli rzeczownik jest policzalny i występuje w danym zdaniu w liczbie pojedynczej, po **such** używamy **a/an**, natomiast jeśli jest niepoliczalny lub w liczbie mnogiej – pomijamy przedimek.

It's such a hot day.

It's such a pity.

He sings such beautiful songs.

This is such good bread.

So i **such** łączymy z dalszą częścią zdania słowem **that**.

It's so hot that I can't concentrate.

I wish and If only

Użycie

Konstrukcji **I wish/If only** + **past simple** używamy, gdy mówimy o hipotetycznych sytuacjach dotyczących teraźniejszości.

Wyrażamy w ten sposób życzenie dotyczące spraw dziejących się właśnie teraz.

I wish I was on a desert island right now.

If only I had a million dollars.

Konstrukcji **I wish/If only** + **the past perfect** używamy, gdy wyrażamy żal lub pragnienie, aby sytuacje, które już miały miejsce, wyglądały inaczej.

I wish I had listened to the teacher last year.

If only I hadn't shouted at Liam.

Konstrukcji **I wish/If only** + **would/wouldn't** + **infinitive** używamy, gdy omawiamy czyjeś charakterystyczne zachowanie, które chcemy skrytykować lub zmienić.

My dad smokes. I wish he wouldn't do it.

I wish you would listen to me.

Pronouns: *some-, any-, no-, every-*

1 In your notebook, complete these sentences with the correct indeterminate pronoun.

- I haven't got [] in my pocket.
- Homeless people haven't got [] to go at night.
- She's got [] important to tell you.
- Can you come to the phone, Sam? [] wants to talk to you.
- [] needs to drink water to survive.
- I can hear people talking, but there isn't [] there.

[] 6

so and such

2 In your notebook, rewrite the *so* sentences with *such* and vice-versa.

- This country is so big. []
- They're such good students. []
- The exam was so difficult. []
- The weather was so bad that we stayed in. []
- It was such a loud film that my ears hurt. []
- I've got such a bad headache. []
- That road is so dangerous. []
- The experience was so painful. []

[] 6

I wish and If only

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

- I wish I *have/had* a pen with me now.
- If only you *had/would* pay more attention in class.
- If only I *understood/had understood* what you're saying.
- I wish I *met/had met* you last year.
- I wish you *would stop/had stopped* interrupting me when I'm talking.
- If only I *didn't fail/hadn't failed* my driving test last week.

[] 8

Shops

4 In which shops can you buy these things? Write the answers in your notebook.

- meat: b []
- fruit and vegetables: g []
- MP3 players, vacuum cleaners, dishwashers: e [] g [] s []
- almost anything, not just food: d [] s []
- paper and pens: s [] s []
- bread and cakes: b []

[] 6

Shopping

5 In your notebook, complete the sentences with words connected to shopping.

- I haven't got a debit card. I'll have to pay by [].
- You pay by giving the money to the [].
- Mum's in the [] waiting to pay.
- I can't [] that tablet. It's too expensive for me.
- That shirt was a real [] – £20 instead of £60!
- I have a [] which proves that I bought the DVD here.
- Where are the []? I'd like to try this dress on.
- This week we have 10% [] on jeans. Yes, they're all 10% cheaper than usual!

[] 8

Collocations with money

6 Are these sentences correct or not? If not, change the word in *italics*. Write the answers in your notebook.

When you ...

- lend* money, you get money, but then you have to give it back.
- win* money, you do professional work.
- donate* money, you give it to a charity or an organisation.
- save* money, you use it to buy things you don't need.
- make* money, you get money by working, selling things, or making investments.
- spend* money, you give it to somebody, but then they have to give it back to you.

[] 6

Total: [] 40

Unit 1

Developing speaking Using question tags

Exercise 6, p12

Student A: Read out the first part of these sentences. Check that your partner says the correct question tag.

- 1 She's American ... (isn't she?)
- 2 They can ski ... (can't they?)
- 3 They don't like football ... (do they?)
- 4 He's got very short hair ... (hasn't he?)
- 5 His grandfather isn't bald ... (is he?)

Unit 2

Developing speaking Buying a train ticket

Exercise 6, p24

Student A:

You want to buy a train ticket

Destination: Greenford

Journey – out: Tomorrow afternoon around 5 pm

Journey – return: Saturday

Unit 2

Developing speaking Buying a train ticket

Exercise 6, p24

Student B:

Unit 5

Vocabulary Builder

Exercise 4, p130

- 1 I've fallen behind on maths, so now I don't understand anything.
- 2 I've cut a lot of classes, and some teachers are quite angry with me.
- 3 I'm thinking of taking a gap year and going abroad after my Matura exams.
- 4 I'd like to take up a new language.

Departures	Departures	Departures
Greenford Tomorrow: 5.30 pm Change at London St Pancras and Leicester, arrive 8.45 pm Single fare: £52.60 Return fare: £55.60 Cash or debit card possible Platform 4	Greenford Tomorrow: 4.15 pm Change at London Victoria, underground from London Victoria to London Paddington, train from London Paddington to Greenford, arrive 6.40 pm Single fare: £27.30 Return fare: £30 Cash or debit card possible Platform 14	Greenford Tomorrow: 5.25 pm Change at London Victoria, underground from London Victoria to London Paddington, train from London Paddington to Greenford, arrive 7.50 pm Single fare: £25.30 Return fare: £28 Cash or debit card possible Platform 7

Unit 4

Developing speaking

Exercise 5, p48

Imagine that your school wants to organise a special event for the end of the school year. Which of these five ideas do you think is the best way to celebrate and why?



Unit 1

Developing speaking

Exercise 6, p12

Student B: Read out the first part of these sentences. Check that your partner says the correct question tag.

- 1 She hasn't got blue eyes ... (has she?)
- 2 That boy is short ... (isn't he?)
- 3 We can't use mobile phones in class ... (can we?)
- 4 They love rock music ... (don't they?)
- 5 Joe doesn't own a pet ... (does he?)

Unit 5

Vocabulary Builder

Exercise 4, p130

- 5 I'm finding it hard to catch up on physics after a two-week absence.
- 6 I don't feel I'm making enough progress in English.
- 7 I'd like to apply for a scholarship to study abroad.
- 8 If I attend all my lessons and do all my homework, I never have any free time left.

Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	set up	set up	set up
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feel	felt	felt	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	speed	sped	sped
get	got	got	spell	spelt	spelt
give	gave	given	spend	spent	spent
go	went	gone	split up	split up	split up
grow	grew	grown	stand up	stood up	stood up
hang out	hung out	hung out	steal	stole	stolen
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	understand	understood	understood
know	knew	known	wake up	woke up	woken up
lay	laid	laid	wear	wore	worn
leave	left	left	win	won	won
learn	learned/learnt	learned/learnt	write	wrote	written

Unit 1 and Unit 3

An informal email

p13 (Unit 1), p37 (Unit 3)

Style: Use contractions and the short form of words (e.g. *Thanks*, not *Thank you*). Use interjections like *Oh* and *Well*. We can also use exclamation marks and emoticons (e.g. ☺).

Start: *Hi* or *Dear* and the name (not surname) of the person you are writing to.

Useful expressions: To begin, ask questions like *How are you?*, *How are things?*, *Are you doing exams/on holiday at the moment?*. Use *By the way* or *Anyway* to change the subject.

End: *That's all for now*, *Write back soon*, *All the best*.

Unit 4

Informal invitations

p49

Style: Use contractions and the short form of words (e.g. *Thanks*, not *Thank you*). Use exclamation marks.

Start: *Dear* or *Hi*.

Useful expressions: In invitations: *Please come*, *I'd love to see you there*, *It'd be great to see you*. In replies: *Thanks for the invitation*, *Would you like me to bring anything?* or *I'm really sorry*, *but I/we won't be able to come* (when you can't accept the invitation).

End: In invitations: *Hope to see you there!*, *Hope you can make it!*, *Please write back to tell me if you can come or not*. In replies: *I'm really looking forward to it!*, *All the best*, *Best wishes*.

Content: In invitations: say what the event is and why you are celebrating it. Say where and when it will take place. Say if people need to bring something or to confirm if they are coming. In replies: make sure you give all the information that the writer asks for. If you can't go, give a reason.

Descriptions

p13 (Unit 1), p37 (Unit 3)

Style: Adjectives are important to make our descriptions interesting.

Useful expressions: In descriptions, we often use the verb *look*. We can use *look* + adjective (e.g. *He looks []*), *look like* + noun/pronoun (e.g. *It looks like []*), *look like/as if* + noun/pronoun + verb (e.g. *She looks as if []*).

Useful vocabulary: For people, see p6. For places, see p32.

Useful grammar:

1 We use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions. For example, we use *very*, *extremely* and *really* to make 'normal' adjectives stronger. We use *totally*, *absolutely*, *really* and *completely* to make 'extreme' adjectives stronger. We use *quite* and *rather* to make 'normal' adjectives a little softer.

2 To make descriptions more interesting, use *so* + adjective or *such* + (adjective) + noun, e.g., *It was so beautiful*.

Unit 5 and Unit 10

Formal letters and emails

p61 (Unit 5), p121 (Unit 10)

Style: Do not use contractions.

Start: Write *Dear Mr (Smith)* (for a man), *Dear Mrs (Smith)* (for a married woman), or *Dear Ms (Smith)* (when we make no distinction if a woman is married or not). If you don't know the name of the person write *Dear Sir* or *Madam*.

Useful expressions in applications: Begin *I am writing to apply for ...* or *I am writing in response to the advertisement in ...* Use *I believe I would be perfect for this (scholarship/job) because ...*, *I would be grateful to receive the chance to (study/work) in your (university/company)*. Use *I believe* (instead of *I think*), *I would be very grateful* (instead of *I'd like*). End *I look forward to receiving your reply*, or *I look forward to hearing from you*.

Useful expressions in letters of complaint: Begin *I am writing to complain about ...* Use *I demand (a refund/replacement/apology)*, *If I do not hear from you (in the next two weeks), I will take my complaint to a Consumer Advice Centre*. Use *I believe* (instead of *I think*), *I would be very grateful* (instead of *I'd like*). End *I look forward to ... receiving your reply/hearing from you*.

Useful linkers: Consequence: *Therefore*, *and so*, *As a result*. Time and sequence: *Firstly*, *Next*, *Then*, *In the end*. Contrast: *but*, *although*, *However*, *Nevertheless*. Reason: *because*, *as*, *since*. Addition: *In addition*, *What is more*, *Furthermore*.

End: When we know the name of the person we are writing to, use *Yours sincerely*. When we don't know their name, use *Yours faithfully*.

Content in applications: Begin by saying what you are applying for. Explain why you would be good for this position. Mention any experience you have. Give details of some of your strengths that make you a good candidate.

Content in letters of complaint: Begin by explaining why you are writing. Say where and when the problem began. Give details of the complaint. Demand a solution. Say what action you will take if there is no solution.

Unit 2

A blog post

p25

Style: Informal. Use contractions.

Start: Have a name for your blog. Have a title for the blog post.

Useful expressions: To explain the sequence of events when talking about past events, use: *At first*, *First of all*, *Then*, *Next*, *In the end*, *Finally*.

To say when things happened, use: *Yesterday*, *When*, *Suddenly*, *A few minutes/hours/days later*, *The next day*.

Useful grammar: Here are some ways of giving emphasis to what we write, to make our writing more interesting.

1 Use *What* + (adjective) + noun!, e.g., *What a place!*, *What a beautiful day!*

2 Use *so* + adjective or *such* + (adjective) + noun, e.g., *It was so beautiful*, *It's such a big building*.

3 Use *do* and *did* in affirmative sentences, e.g., *We do have tickets for the plane*, *They did come in the end*.

Unit 6

A for-and-against essay

p73

Style: Formal. Do not use contractions.

Useful vocabulary: *advantage, disadvantage*

Useful linkers: Introducing and sequencing arguments: *Firstly, Secondly, Finally*. Adding arguments: *Furthermore, What's more, In addition, Moreover*. Making contrasts: *On the one hand ... On the other hand ... , In contrast, However, but, although, Nevertheless*. Consequence: *Therefore, and so, As a result*. Reason: *because, as, since*. Opinions: *In my opinion, Personally I think ... As far as I'm concerned, In my view*. Concluding: *In conclusion, To sum up, All in all*.

Content:

Paragraph 1: State the topic of the composition using general statements

Paragraph 2: Make points for (or against)

Paragraph 3: Make points against (or for)

Paragraph 4: Conclusion – restate the most important arguments and give your own opinion

Unit 7

A magazine article

p85

Style: Magazine articles should not be very formal or informal. They can have titles. It can be very effective to begin with questions to involve the reader, or to use imperatives to create excitement.

Useful linkers: See Unit 6 above.

Content:

Paragraph 1: Introduction saying what your article is about.

Paragraph 2: Main point(s).

Paragraph 3: Additional points

Paragraph 4: Conclusion – restate the most important points and your opinion(s)

Unit 8

A film review

p97

Useful vocabulary: Films: *happy ending, main character, play the role of, plot, scene, screenplay, special effects, the acting, to star*. Positive adjectives to describe films: *amazing, exciting, funny, hilarious, great, inspiring, interesting, spectacular*. Negative adjectives to describe films: *awful, boring, stupid, uninspiring*. Types of film: *action, animated film, comedy, drama, fantasy, horror, musical, science fiction, thriller, war, western*.

Useful expressions: To give your opinion, use *Personally, I think, As far as I'm concerned, In my opinion, I agree/disagree with ...* To explain and justify your opinion, use *This is because, For example*. To give recommendations: *I would/wouldn't recommend you to see this film because ...* To give a conclusion, use *To sum up, In conclusion*.

Useful grammar:

- 1 We use modifying adverbs to make adjectives stronger or softer in order to give more accurate descriptions. For example, we use *very, extremely* and *really* to make 'normal' adjectives (e.g. *good, bad*) stronger. We use *totally, absolutely, really* and *completely* to make 'extreme' adjectives (e.g. *fantastic, awful*) stronger. We use *quite* and *rather* to make 'normal' adjectives a little softer.
- 2 To make descriptions more interesting, use *so + adjective* or *such + (adjective) + noun*, e.g., *It was so beautiful, He's such a great friend*.

Content: Suggested paragraph plan

Paragraph 1: Basic information about the film

Paragraph 2: A summary of the plot or story

Paragraph 3: Your opinion of the film

Paragraph 4: A recommendation to see the film

Unit 9

A story

p109

Useful expressions: To say when things happened, use, for example: *Last weekend, Two weeks ago, On Friday, On Saturday night*.

Useful linkers: To explain the sequence of events, use *At first, First of all, Next, Then, After that, Later, Suddenly, Finally, In the end*.

Useful grammar: Narrative tenses

- 1 Past simple. We use it to tell the main events and actions in the story.
- 2 Past continuous. We use it to describe scenes, to say what activity was in progress when another interrupted it.
- 3 Past perfect. We use it for the background of the story, to talk about actions that happened before other actions in the past.
- 4 *used to*. We use it to talk about past habits.
- 5 *must/may/might/can't have*. We use these to make speculations or deductions about what happened.

Content: Suggested paragraph plan:

First paragraph: Explain where and when the story begins. Introduce the characters.

Middle paragraphs: Explain the main events in the story.

Last paragraph: Explain how the story ended and what the consequences were.

Checking your writing

Check for mistakes with:

- punctuation
- capital letters
- word order
- spelling
- tenses
- vocabulary
- missing words
- agreement between the subject and verb (e.g. *He works* not *He work*.)
- style
- content

Unit 1

1.01

Build: thin, overweight, strong, well-built

Height: short, medium-height, tall

Hair: short, bald, blonde, curly, dark, fair, long, medium-length, spiky, straight, wavy

General: attractive, cute, good-looking, pretty

1.02

Rose: Well, yes, I suppose that it is fair to call me that. I dunno, it's just that I love sleeping. I hate getting up early. And if you give me a choice between doing something active like sport or just lying on a sofa watching TV all day, I'd definitely go for lying on the sofa. And even better if I can stay in my pyjamas all day.

William: No, the thing is that I don't think I'm the best, the most intelligent and the most attractive. I am the best, the most intelligent and the most attractive. In fact, I'm the best at everything.

Jessica: I hate it when people move my things. In my room, everything is always in exactly the right place. I never leave my clothes out and my desk is always ready for work. The thing is that when you're like me, you always know where to find things.

Brandon: Oh, I really hate that. When my friends arrive late and make me wait, I get really angry with them. And waiting for buses or trains just makes me lose control. Even waiting for just two or three minutes gets me angry.

1.03

beautiful, difficult, elderly, sociable, attractive, good-looking, outgoing

1.04

Speaker 1: Well, here's my picture. You can see that it's very simple. I knew immediately what I wanted to draw when I saw the circle. I mean, I love warm weather and the summer, so the sun was my first idea. The magazine says that your picture says a lot about your personality, but I don't believe that's true at all! Apparently, drawing a sun means that I'm very confident, and maybe a little bit bossy. Actually, I think I'm exactly the opposite.

Speaker 2: When I see a circle, I always think of a face. So that explains my picture. I think it looks like me, you know, because of the long, wavy hair. There's a lot of detail in the picture because art is my favourite hobby ... It's quite a funny face, I suppose. The analysis here says that if you draw a funny face it means you're a funny and cheerful person. That

seems a good description of me. It's true that that's what my friends always say.

Speaker 3: This magazine here says that your picture says a lot about your personality. It's a clever idea, and I think my picture certainly says a lot about me. That's my foot there, kicking the circle in the middle, which is, of course, a ball. I mean, I play football four times a week, I watch every football match that I can. My mum says it's the only thing I think about. Please don't show her this picture! I don't want her to see it because she thinks I need to spend more time studying instead of playing football.

Speaker 4: My first idea was to draw a face in the circle. But then I changed my mind and I turned the circle into a big eye. It says here that an eye means that I like to control my life, and that I like to control other people. I see why they say that. The eye is watching others, like a big brother. The thing is, I know that sometimes I can be bossy, but I really don't believe that's an important part of my personality.

Speaker 5: I have a big, beautiful garden and when it's sunny I like sitting out there. So, when I saw the circle I immediately decided to draw a big flower. Perhaps it sounds arrogant, but I agree with the analysis of my picture. It says here that when you draw a flower it's because you like your own appearance and that you're a very friendly person. I think that in my case both things are true. But I think another reason why I drew a flower is just because I love flowers – the way they smell, the way they look. And I was in the garden when I drew it. So, it isn't just about personality.

1.05

Megan: Hi. You're Lucy's cousin, aren't you?

Ellie: Yes, that's right. My name's Ellie.

Megan: I'm Megan. This is your first year at this school, isn't it?

Ellie: That's right.

Megan: Hey, you don't play basketball, do you? We need new players for the team.

Ellie: I play a little, but I'm not mad about basketball.

Megan: Do you play any other sports?

Ellie: Yes, I really enjoy swimming.

Megan: Great! What are your other hobbies?

Ellie: I love music.

Megan: Really? What kind of music?

Ellie: I like all sorts, but my favourite is rock.

Megan: Now I remember! You can play the guitar, can't you? Lucy told me once.

Ellie: Yeah, I'm in a band. We're really good.

Megan: Do you know Josh, Josh Smith? He plays in a band, too. Come on. Let me introduce you to him ...

1.06

Catherine: Welcome back after the break. Our guests today are Dr. Wendy Gardner and Dr. Chris Ruffalo, who are both psychologists and study what makes people happy. Wendy, before the break you said an interesting thing: that being narrow-minded prevents people from being happy. What exactly do you mean?

Wendy: Well, if you are narrow-minded, you see things from one point of view, which means you end up with a fixed view of the world – one you have built yourself. It's impossible for you to think beyond it, which means you're not so willing to even consider other people's viewpoints, or learn and accept new things. That kind of attitude will certainly make you feel unhappy sooner or later.

Catherine: I see. So, what makes a person broad-minded?

Chris: In our research we found some of the features of broad-minded people. First of all, because they are able to see a situation from different perspectives, they are more likely to accept things that are different. For example, when you see a young mother with a screaming child in the supermarket, some people might think she can't cope with motherhood because she's too young, or that her child is simply spoilt. A broad-minded person will consider other possibilities, that maybe the child is tired or hungry, and might offer to help.

Wendy: Yeah, broad-minded people do not make quick judgments. They are usually the best listeners because they are willing to first hear what you have to say. They are also open to other opinions.

Catherine: But doesn't it mean that they often change their opinions?

Wendy: No, not really. They are OK with the fact that people have the right to their own opinions, which may be different to theirs. On the other hand, they don't really like labels like "white" "black", or "ugly". Broad-minded people respect individuality and cherish the differences between people.

Catherine: So they don't particularly like people with narrow, for example racist, views do they?

Chris: They don't like the VIEWS, not necessarily the people who have those views.

Wendy: Broad-minded people are curious and they like to discover new

things, new ideas, new habits, new traditions. You know the stereotype about English tourists on holiday in Spain? They enjoy themselves as long as they get their English tea, English food and English press, but not the English weather. A broad-minded person will appreciate the chance to eat new food, meet people from totally different cultures and go to different places.

Catherine: Well, it seems that I must be quite a broad-minded person, then. If you would like to ask Wendy or Chris anything, please give us a call, and they will answer some of your questions after the break.

1.07

We all know how important first impressions are, and that we usually make them within seconds of meeting someone. It certainly made sense from the point of view of our evolutionary history. In the past, people had to make quick decisions about whether someone was dangerous or not. Nowadays, there are a lot of studies being conducted on first impressions. Researchers at Princeton University have found out that we usually make them to decide if someone is attractive, friendly, reliable and competent. What is interesting is that even after some time these impressions remain unchanged. In another study from 2016, researchers from Cornell University discovered that we often make first impressions even when we look at people's faces in photographs, and that these impressions last after meeting the person face to face. In the study, 55 participants viewed photos of four women, and had to decide if they looked attractive and whether they would like to make friends with them, and also if the women were outgoing, open-minded, and calm. This is called a halo effect. When we like the way someone looks, we usually assume that this person has other positive features as well, such as being friendly or calm. Now let's talk about ...

Unit 2

1.08

When you go to the station to catch a train, if you don't already have a ticket, you go and buy one at the ticket office. You can buy a single (if you're only going one way) or a return (if you're coming back). The fare is more expensive when you travel first-class because it's more comfortable and you have more space. There isn't an extra cost for luggage – you can take at least two or three big bags.

When you have your ticket, you need to find the platform where your train is leaving from. If you arrive late, you may miss your train. But sometimes, there can be a delay and your train doesn't arrive on time. And sometimes there's no train at all because they cancel it! It's important to keep looking at the information screens which show the arrivals (the times that trains are coming into the station) and the departures (the times that trains are leaving).

1.09

1 This is to announce the arrival of the 5.15 to Torquay, the 5.15 to Torquay, stopping at Telmouth and Newton Abbot. This train is running approximately 20 minutes late due to a delay at London Paddington. Please stand back when the train makes its arrival, and mind the gap when you board the train.

2

Man: Excuse me, do you have any vacancies?

Woman: How many nights did you want to stay?

Man: Just two.

Woman: And did you want a single room or a double?

Man: A single.

Woman: Hmm, well, we are very small, we only have three rooms and two of those are doubles. Ah! But somebody cancelled a reservation for a single room this morning, so I think we do have a room free for you. Do you want to have a quick look round the place?

Man: Yes, that'd be nice.

Woman: Here's the living room, you can come and watch TV here when you like. And here's the breakfast room. You can make yourself coffee here at any time of the day. I serve breakfast from 7.30 to 9.30. And upstairs are the bedrooms. We have three other people staying here at the moment. If you'd like to come this way, I'll show you your room ...

3

Woman: Hello. I would like to go to Yarmouth, please.

Ticket officer: Yarmouth? Are you coming back today?

Woman: Sorry?

Ticket officer: Are you coming back today? It's a cheaper fare if it's a same-day return.

Woman: I am sorry. I do not understand.

Ticket officer: Do you want a single ticket or a return?

Woman: Oh, a single, please.

Ticket officer: OK, madam. A single ticket, standard class for Yarmouth. That's £22.50, please.

4

Girl: Oh no! I don't believe it!

Man: What?

Girl: Look outside. It's raining. It always rains when we come here.

Man: Yeah. When we were driving up here it was sunny all the way, and now as soon as we get everything fixed up in the campsite the weather changes.

Girl: Oh, the journey took forever, didn't it?

Man: I know. But it's not easy pulling one of these things behind the car.

Girl: Oh, look at those people over there. I think their tent has got a hole in it.

The water's definitely getting in.

Man: You see! It could be worse. At least inside this thing we won't get wet!

1.10

1 We need to check in at seven o'clock.

2 Here's the check-in desk.

3 What time does the plane take off?

4 What time is take-off?

5 The car didn't break down.

6 There is a car breakdown service.

1.11

Presenter: Today on the History Programme we have with us Kate Summers. Kate, you've just written a book about the history of travelling around the world, haven't you?

Kate: That's right. I find it fascinating that today anybody can fly round the world in just two or three days. But people forget that it used to take weeks, months or even years to travel round the world.

Presenter: The first person to travel round the world was the Portuguese sailor Ferdinand Magellan, wasn't it?

Kate: People usually say that. But he in fact died before he could complete the journey. So really the first person to travel round the world was the Spanish captain Juan Sebastián Elcano. And, of course, the 17 other members of the expedition who survived with him.

Presenter: When was that, and how long did it take them?

Kate: They arrived back home in 1522. It had taken them just over three years! Of course, that was without maps or anything.

Presenter: People have always been interested in travelling round the world faster and faster, haven't they? You only have to think of the famous novel by Jules Verne, *Around the World in 80 Days*.

Kate: Yes. The truth is that Jules Verne probably got the inspiration for his book from a real journey that somebody actually made in 1870, two years before Verne wrote his novel.

Presenter: Oh! So who made this journey?

Kate: It was a man called George Francis Train. He was a rich American

businessman who helped to build the Union Pacific Railroad. The building of the railroad was very important. Before the Union Pacific Railroad it used to take about six months to go from New York to California. Once the Union Pacific Railroad was built, it took just two weeks.
Presenter: So how did George Francis Train travel round the world?

Kate: He took the Union Pacific Railroad from New York to California. Then he got on a ship and sailed to Japan. Then he went by sea to Hong Kong and Singapore. After that he took the Suez Canal.

Presenter: Did it use to take much longer before they opened the Suez Canal?

Kate: Yes, the Canal opened in 1869. Before 1869, sailors didn't use to have any alternative. They would sail right round the bottom of Africa, the Cape of Good Hope. It would take a long, long time, and it was dangerous because of the seas there.

Presenter: So really it was only possible to travel round the world in 80 days because of the new railway in the US and the Suez Canal.

Kate: That's right. Of course, the next big change was flying. Aeroplanes really changed everything. In 1995 the Concord supersonic plane flew round the world in less than 32 hours!

Presenter: Not even Jules Verne could imagine that!

1.12

Ticket agent: Good morning. Can I help you?

Girl: Yes, please. Could you tell me the time of the next train to Canterbury?

Ticket agent: No problem ... Let's see. There's a train which leaves in 30 minutes, at five minutes to four and you arrive in Canterbury at quarter past six.

Girl: That's great. Is it a direct train?

Ticket agent: No, I'm sorry, it isn't. There are no direct trains from Gatwick to Canterbury.

Girl: I see. How many changes are there?

Ticket agent: Just one. You go to London St Pancras and change there.

Girl: OK. Could I buy a ticket?

Ticket agent: Of course. Would you like a single or return?

Girl: Sorry, I didn't catch that.

Ticket agent: Would you like a single or a return?

Girl: A return, please.

Ticket agent: When are you coming back?

Girl: Next Wednesday.

Ticket agent: Pardon?

Girl: Next Wednesday.

Ticket agent: OK. Let's see. The cheapest fare for a return ticket to Canterbury is £41.

Girl: Right. Can I pay by debit card?

Ticket agent: Yes, of course.

Girl: Oh, can you tell me which platform it is for the train to London?

Ticket agent: Yes, it's platform 9.

Girl: And when I get to St Pancras?

Ticket agent: Just look at the departure screens or go to the information desk and they'll tell you.

Girl: OK. Thanks a lot.

Ticket agent: Thank you, and have a good journey.

1.13

If you ever want to feel left out from a group of people, tell them that you don't enjoy travelling. Or even better, say that you don't want to travel abroad. That's what I did ... and it was liberating. There I was, a young woman, NOT wanting to visit France, Norway, Iceland, India or New Zealand. It seems to me that somehow travelling has become THE thing to do – not just a fashion, but something you need to do in order to discover yourself and live life to the full. Many people think it also helps you to become wiser and more open-minded. My friends keep telling me Paris is amazing. Really? Data shows that in 2017, more than 30 million tourists visited the city. I suppose that's good news for the French economy, but the fact is that you have to wait several hours if you want to go to the top of the Eiffel Tower or visit any of the other famous attractions. Venice looks as if it is literally flooded with tourists and you'll hardly ever meet any actual residents in the street during the day. Here are the figures – Venice currently has a population of 54,000, but it was 120,000 around 50 years ago. Many locals are leaving because there are few employment opportunities – and because it's really expensive to live there. On the other hand, according to statistics, over 20 million people visited the city in 2017. Another thing which amazes me is that while people like travelling abroad, they often haven't seen anything of their own country. My Polish friend has been to all of the beautiful islands in the Atlantic and the Mediterranean, but has never spent a holiday at the Polish seaside. I would ask, why not see what's in your own backyard first? I live in York but believe I have seen every inch of Yorkshire. I reckon if you really want to live life to the full and become more open-minded, you don't always have to travel a 1,000 miles.

1.14

1

Mark: Oh, hi Will. I thought I would be late. Do you remember how last time we

missed our coach and had to wait at the station for hours?

Will: Yeah. We didn't wait at the station, though, did we? We went to a nearby park. I think I ended up having three ice creams. By the way, I've just texted you.

Mark: Why? What's up? Don't tell me our train is delayed ...

Will: Yes, it is. By two hours.

Mark: Oh, no! ... Is there a park nearby?

Will: I'm not sure, but we might grab a cup of coffee or an ice cream over there ...

2

Radio presenter: So, why do you dislike mass tourism so much?

Woman: Because it's MASS tourism! In other words, because of the masses of people who all end up in places like Venice, Barcelona, Rome, Paris or London. Or should I rather say, SOME of the places in those cities. You have to wait for hours to get into the Louvre, and then you can hardly see the Mona Lisa because of the crowd standing in front of her. I'm an artist by profession, so I'd really like to have a chance to spend time admiring the beautiful art and architecture in places like the Louvre, but I simply can't. It's so frustrating.

3

Oh, hi. My name is Florence O'Donnell. I have a room booked in your place, and we were supposed to arrive before 6 pm. Well, it's already a quarter to six, and we're still about an hour's drive away. We had a bit of a problem with our car, but it's OK now, so I just wanted to let you know we would be late. I'll try to call you again soon. Bye!

4

Have you ever wondered where the busiest airport in the world is? If you think it's Amsterdam, London or New York, you're wrong, as are many people. Number one on the list is in the US, but it's not New York or LA, but Atlanta. Hartsfield – Jackson Atlanta International Airport has been the busiest airport in the world since 1998. In 2017, more than 104 million passengers travelled to or from there. Beijing and Dubai international airports are next in line.

5

Man: Good morning. How can I help you?

Woman: Oh, hello. I'm looking for a double room at a bed and breakfast in Aberdeen for a few nights.

Man: I see. Let me see what I can find. Would you prefer something near the centre or further out?

Woman: It doesn't matter, really. We'd prefer a small B&B, rather than a big one, however. Something cosy and more like home than a hotel.

Man: OK. Well ... there's Abby's Cottage. It only has three rooms for guests, so it's quite small. Have a look here, in the catalogue. But it's quite far from the centre.

Woman: It looks really nice. I like it.

Man: OK. Let me just make a call and make sure a room is still available.

6

Peter: Hi, Mum.

Woman: Peter! Where are you? We've been waiting for you. Dinner's ready.

Peter: Yes, I know, but I'm going to be late. Sorry...

Woman: Why? Was your train delayed?

Peter: Not exactly. My train wasn't late, but I was so tired after all the exams I have had in the last two weeks that I fell asleep on the train. And when I woke up, I realised I had missed the station.

Woman: Really? So, where are you now?

Peter: Don't worry, mum, I'm waiting on the platform. The next train back should be here in a few minutes.

Woman: Peter ...

Peter: Come on, Mum! I'll be home in two hours ... hopefully!

Unit 3

1.15

- a semi-detached house
- b terraced house
- c detached house/bungalow
- d cottage

1.16

1 The building I live in is quite tall. I think there are about ten families living there, with about 30 to 40 people in total. The building is quite nice and modern. We haven't got a private garden, but there's a garden that we can all use. I like my home, but sometimes it's noisy because you can hear the people on one side and the other side, and the people upstairs and downstairs, too.

2 My grandparents bought a new place recently. My grandmother has problems walking so they decided to buy a house where she doesn't need to use the stairs all the time. The new place is perfect for them. It's quite big, but it's easy for them to move about in.

3 Where I live is quite quiet, too quiet for me, but my parents like it. We live a little bit outside the city. It's not too far away, but I do need to catch a bus every time I want to go shopping or eat out or go to the cinema. All the streets are clean and tidy where I live, and there are lots of trees and green areas like parks and stuff. It's nice, but I'd like to live somewhere more exciting, closer to the city centre.

4 I don't mind the area where I live. It's a bit crowded and noisy and our house is quite small. But it's very central. I can get to the cinema and the shops really quickly. One day I want to get out of here, though, and live somewhere that's completely different, like in the middle of the country.

1.17

1 The view from our window wasn't just beautiful. It was absolutely stunning.

2 The city of Athens isn't just old. It's ancient. It's existed for over 3,000 years!

3 It was very hot in the city yesterday – over 35°C.

4 At the weekend the shops in the city centre are totally packed with people.

5 The streets are usually quite dirty because nobody cleans them.

6 There wasn't a sound in the park. It was completely silent.

1.18

Interviewer: So, Deniz, can you tell us about your experience of the Erasmus project? First of all, tell us, where are you from?

Deniz: I'm from Istanbul, in Turkey.

Interviewer: And at the moment you're in Salamanca, in Spain.

Deniz: That's right.

Interviewer: How long have you been living in Salamanca?

Deniz: I've been living here since October. And I go back to Istanbul at the end of May.

Interviewer: How have you found the experience so far?

Deniz: I've been having a great time! I always wanted to visit Spain. And then my university told me I had a place at Salamanca. To be honest, at first I wasn't sure where it was in Spain – if it was in the north or the south ...

Interviewer: Salamanca isn't as big or busy as Madrid or Barcelona, is it?

Deniz: No, it isn't. But the university in Salamanca is really famous, in fact it's one of the oldest universities in the world! The city is small, but it's very lively. There are lots of historic buildings, a beautiful main square, museums, you know, that sort of thing. But there are also lots of shows, exhibitions, concerts ... I've seen two or three brilliant concerts ...

Interviewer: So what's been the best part of your stay?

Deniz: I think just meeting people from so many different countries. I've been living in a residence with other Erasmus students – there are British students, students from Poland, Germany, Italy ... I've made friends with people from all over Europe. So every night we get together for dinner. We each make

a typical dish from our country and we have these great kitchen parties that last for ages.

Interviewer: How much Spanish have you learnt?

Deniz: I've learnt lots. I've been speaking Spanish every day. But it's true that I've also been speaking a lot of English because nearly everybody in the residence can speak it.

Interviewer: And what do you think has been the worst or most difficult thing so far?

Deniz: Well, I study physics, so understanding explanations of physics in Spanish has been really difficult. But it is getting easier. And recently we've been doing lots of exams. I just finished yesterday, in fact. But the exams aren't too bad. Really the whole thing has just been a great experience!

1.19

In the photo I can see a big city. I think it's Tokyo because on the right I can see some signs and writing in Japanese. And in the background there are some big buildings. I don't know if they're skyscrapers. Maybe this is Hachiko Square. Because it looks very busy. I mean, the streets are really packed. In the foreground and in the middle of the photo there are hundreds of people walking. Perhaps they're shopping because I think that on the right and on the left there are shops, or maybe restaurants. The unusual thing is that people are walking in the road, but there are also cars and taxis. It looks a bit dangerous to me! I don't really like big cities like this. I'd like to visit Tokyo one day, but I don't think I'd like to live there. It's true that big cities like Tokyo are usually interesting and lively. They have lots of things to see and do, and there's always something happening. For example, in the top right corner of the photo there's a large screen showing a video, I think. But in my opinion big cities like this are too noisy and dirty and crowded.

1.20

Adam: Hi, Harry.

Harry: Hello, Adam. What's up?

Adam: I'm calling for advice about a place to stay. I've found two places which I really like, both of them single rooms, but I can't really decide which one to choose.

Harry: So, how can I help?

Adam: Here's the thing. One is much cheaper than the other – the difference is almost 400 pounds a month.

Harry: Well, if you ask me, that's a big difference! That's almost 5000 pounds

a year. So, why is one so much cheaper? Do they both have their own bathrooms?

Adam: Yes, they do. I think the difference is mainly the distance from the university – the Heart of Glasgow, the more expensive one, is in West End, that's just 15 minutes on foot, and the cheaper one, Kyle Street Park, is 45 minutes on foot.

Harry: If I had to choose, I would choose to save money. How long does it take by bus?

Adam: It says here it's 28 minutes.

Harry: That would be OK for me, but you could also use a bike. I ride a bike everywhere, it's faster than the bus. You can buy a cheap second-hand bike and ride it almost all year round.

Adam: Yes, that sounds like a good idea.

Harry: Are there any other big differences between the two places? Do they have wi-fi and a kitchen? They are the most important things in my opinion.

Adam: Yes, they do. They also have a common room, and a laundry room.

Harry: Have you read any reviews?

Adam: Yes, I have, and strangely, the reviews for Kyle Street Park are better – they say it's really close to the shops and lots of cheap restaurants, but that the Heart of Glasgow is much too expensive for what's on offer but that it's really close to the university.

Harry: Well, like I said, if I were you, I would choose the cheaper place.

Have you reserved a room yet?

Adam: No, I haven't, but I'll do it after I have discussed it with my parents.

Harry: Book it now! And remember that you will have to put down a deposit when you sign the rental agreement with the landlord or landlady.

Adam: Yes, of course. Thanks a lot.

Harry: No problem. See you soon.

1.21

When we first moved to the Eureka Tower, a skyscraper in Melbourne, in 2006, it was the tallest residential building in the world. Now it's the fifteenth, I think. It's almost 300 metres tall and it has 91 floors. We live in an apartment on the 74th floor. The best thing about living here is the view, which is amazing, of course. We've lived here for such a long time now and we haven't got fed up with it yet. It's absolutely stunning. Actually, there's an observation deck on the 88th floor, which is open to the public, so you can walk all around the building and see the whole of Melbourne, including the port. I love it when the clouds are low, and you can't see the ground. It suddenly becomes so magical; it's like living on a cloud. And it's surprisingly

quiet, considering the building is in the city centre. Another good thing about it is that you can spot any traffic jams from your window and decide which busy streets to avoid. It's a great place to live, but, unlike the suburbs, you sometimes feel as if you are cut off from nature. Of course, another problem is the height. When you go in a lift this high and this fast, your ears often pop with the pressure, in the same way as they do when you are taking off in a plane. We've got used to it, of course, over the years, but it sometimes surprises visitors. Anyway, if you're interested in finding out more about living in an apartment in the clouds, I'll be happy to answer some of your questions.

Unit 4

1.22

carrot, chicken, dessert, lettuce, olive, pancake, starter, sweetcorn, turkey

1.23

1

A: So, first you put the oil in the pan, like that, and then you put the heat up. Right ... can you hear that now?

B: Yes.

A: When you hear that, that's the moment to put the chicken in the pan ... Mmm, lovely, just smell that. And we leave it in there til it's a lovely golden colour. Then it's ready to eat.

2

A: Are you really going to eat that?

B: Yeah, of course. Why not?

A: But is it cooked?

B: No, they just take the fresh fish, they mix it with lime juice and they leave it. It's delicious.

A: Yuk! I couldn't eat fish that hasn't been cooked.

3

A: Wow! That's good ... What is it?

B: Well, it's beef, but they mix it in these special peppers. They're a bit hot, aren't they?

A: A bit? I think my mouth is on fire! This is my fifth glass of water.

4

A: Mmm, that's good.

B: Good?! Do you know what's in that?

A: No, and I don't want to. It's really tasty, just let me enjoy it.

B: Yeah, but you'll be sorry afterwards. Everything in it is artificial. It's full of chemicals. And it's only tasty because it's got extra salt, extra sugar and it's got too much fat.

A: I don't know why I invite you to this burger place. You always ruin my meal in the end!

5

A: Are you really going to eat that?

B: What, this tuna sandwich? Tuna isn't bad for you.

A: Well, it isn't the tuna that's the problem. It's the bread.

B: What's the matter with the bread?

A: It's been in the kitchen for at least a week! It's probably hard.

B: Oh, yeah, you're right: I didn't know it was so old. Yeurgh!

6

A: Mmm. That turkey smells good. Is it ready to eat?

B: Let's have a look ... No, it needs to stay in the oven for another ten minutes, with the potatoes.

A: Mmm. The potatoes look good, too. I know they're probably healthier when they're boiled. But I think they're much tastier done in the oven with just a bit of oil.

1.24

Speaker 1: Personally, I think we'll all be eating something which is already quite common in Asia. I think we'll be eating seaweed, algae. There are so many good things about it. First of all, seaweed grows faster than any other plant in the world. So it's easy to farm. And because it grows in the ocean, you don't need to use the land or fresh water. That's an enormous advantage because by 2050 water will have become a real problem. There won't be enough for traditional farming. Anyway, another great thing about seaweed is that it's really healthy. You can use it instead of salt and put it in bread or even fast-food meals and it's much better for you than salt. It's actually very tasty, too! I've tried lots of great meals made with seaweed!

Speaker 2: I think that by 2050 restaurants will have disappeared. We'll all be using 3D printers at home to create our food. The technology already exists, but it's quite expensive at the moment. But by 2050 3D printers will have become a part of everyday life. You'll be able to decide from a list what you want to eat – a burger, a pizza, a chocolate cake. Then you'll just put the basic ingredients in the machine, press a button, and the machine will do the rest. I'm not sure how quick it will be, but it will save us lots of time in front of a cooker, especially when you need to produce food in large quantities. We'll be spending more time doing other, more important things instead of cooking.

Speaker 3: Some people won't like what I'm going to say. I think in 2050 we won't be eating meat or fish. Maybe we'll be eating things that look like

burgers, but we'll be making those 'burgers' with insects. In many parts of the world, people already eat insects – in parts of Africa, Japan, Thailand ... We all know that insects can give us lots of protein. And insect farms are cheap. They don't need much water and there are probably around 1,400 different types of insect that humans can eat. I've never tried them, but people say they're tasty. Really, there are so many good reasons for eating them. I think that the problem is that people have a negative attitude towards insects in general. So they really don't like the idea of eating them. I think we'll all need to change our minds about insects in the future.

Speaker 4: Have you heard about 'frankenburgers'? They're burgers that they made from 'meat' produced in a laboratory. I think that's what we'll be eating in 2050. Big, traditional farms full of animals will have disappeared by then. There won't be enough water for them, and we'll be trying to protect the environment. So the only solution will be to create food and meat in laboratories. It won't be very natural or very tasty, probably. And some of us think that this laboratory food will be dangerous and have negative effects on our bodies. I hate to say this, but I think that in 2050 we probably won't have any alternative.

1.25

Examiner: Now, I want you to look at these different places where you can eat out. I want you to imagine that it's the end of term. Your class is going to organise an end-of-term meal for the whole class. Which of these five places do you think is the best place for your end-of-term meal?

Student A: OK. What do you think about a fast food restaurant?

Student B: Personally, I don't like fast food. But I think that a lot of people do, and they go to fast food restaurants quite often, at the weekend, for example. So it isn't a very good place to celebrate a special event.

Student A: Yes, I agree. It's the same with the school canteen. We eat there every day. In my opinion, we need to choose somewhere we don't usually go.

Student B: An outdoor picnic area might be nice because we could go to a park or somewhere special.

Student A: Good idea! Picnics are great because they aren't very expensive either.

Student B: Yes. That's the problem with an exclusive restaurant. The food and service will be really good. But I don't

think most people will want to spend a lot of money on the meal.

Student A: Yes, you're right ... Erm ... What about in a classmate's house? That's cheap.

Student B: Yes. And it's probably quite comfortable. You can have music for example, and people can move about.

Student A: Yes, but a house is probably going to be small for all the class. And it isn't very special.

Student B: Well, the way I see it, the outdoor picnic area is the best. It's cheap and easy for a larger group. Why don't we choose that?

Student A: OK. Let's have it somewhere special, at the beach, for example. And we can organise games and competitions, too.

Examiner: Thank you.

1.26

Did you know that the word cuisine comes from French and means either a style of cooking, or the kitchen? To learn more about Italian cuisine, why not take part in our cooking course, designed especially for teenagers? Why teenagers? Because we believe everyone can learn some basic recipes for simple but tasty dishes, for example, how to cook pasta or make pizza. If you've got a sweet tooth, you will also have a chance to learn how to make some Italian desserts, like panna cotta and tiramisu. You don't have to be an experienced cook – you will see for yourself that Italian cuisine offers a variety of dishes which are quick and easy to prepare. The course lasts a month. Initially, it was planned as a weekend course, but we are now going to meet on Fridays from 4 to 8 pm. By the end of the course, you will have learnt to prepare four starters, four simple main dishes, and four desserts. We provide all the ingredients, equipment and facilities, and you can eat or take home whatever you cook. You will also have a chance to taste a variety of snacks prepared by our chefs. If you have any questions, check our website.

1.27

1 What's your favourite dessert?

2 Are you doing anything special on Saturday?

3 Look! I've just made a chocolate cake. Would you like some?

4 They say here that robots will replace teachers in the future.

5 Oh, no! I think I've burnt the meat.

Unit 5

1.28

architecture, art, biology, business studies, chemistry, computer science, drama, engineering, English, geography, history, law, literature, maths, media studies, medicine, music, PE (Physical Education), physics, psychology

1.29

1 OK, now Joe, you stand here, and Kate, you stand here. Now, you remember the situation? Joe, you've just discovered that you've lost your job, you've been working for the same company for 20 years so you feel sad, angry, depressed. Kate, you're Joe's wife. You don't know that Joe has lost his job yet, so when you find out, act really surprised. Don't forget that this is a really tragic play, so I want you to really transmit that to the people watching.

2 Now here we have the water. Now add sugar. That's it. And now add sodium hydroxide. Be careful with that because it can hurt if you get it on your skin. OK? Now mix that solution carefully. OK? You can see that it's transparent. Now add the potassium permanganate and watch carefully. Look at the colours. First, purple, yeah? Then blue. And now green ... and finally the solution turns orange. Can you see that? OK, a simple little experiment, but you can clearly see how the solution changes colour. Now what happens ...

3 OK, you all have your fish in front of you. Now take your scissors. OK. And I want you to cut here, like ... that. Well, it doesn't smell or look very nice, I know. But I want you to look closely at what you can see here. There's the skeleton, but we can also see the gills here. You remember, the organs that fish need to breathe underwater. Now I want you to take the scissors again and cut just here and see what you can see. Yuck! Isn't it just fascinating to see how different animals' bodies work!

4 Listen hard, get your pencils and paper ready and let's see who can be first to answer the question. There's a sports shop, right? Last week this shop sold 17 footballs and 25 tennis balls. The footballs all cost £30 and each tennis ball cost £3. So, how much money did the shop make by selling these balls? Go on. Quick now!

1.30

director, employee, farmer, instructor, scientist, technician, electrician, employer, journalist, librarian, photographer, physicist, professor, trainee

1.31

1

Boy: So are you going to do any extracurricular activities this year?

Girl: Yes, I've just joined the Capoeira Club.

Boy: The what club??!

Girl: Capoeira. C-A-P-O-E-I-R-A. Haven't you heard of it? It's Brazilian. It's a sort of martial art.

Boy: Like judo or karate?

Girl: Yes, but it's very different, too. If it was just a martial art, I wouldn't do it. This is a mixture of martial arts, dance, gymnastics ...

Boy: So, do you do it with music?

Girl: Yes, music is an important part of it, too. To be honest, I just saw it on TV once and it looked fun. I want to learn something new. Why don't you join, too?

Boy: When is it?

Girl: Seven o'clock on Mondays and Thursdays.

Boy: Hmmm. I don't know my timetable yet. If I'm free then, I'll think about it.

2

Girl: Have you joined any clubs or anything yet?

Boy: Yes! I've joined the Quidditch Club!

Girl: Quidditch??! Isn't that the game in Harry Potter?! Don't you have to be able to fly or something?!

Boy: Ha! It'd be great if it was like in the films and books! But this is a version of Quidditch where you play on a football pitch, for example.

Girl: But do you have competitions, matches?

Boy: Yes. There's even a Quidditch World Cup now! It's actually quite difficult! You have to run a lot. I think it's more tiring than football!

Girl: Hmm. You do realise you're 18 now. If I were you, I'd stop reading those Harry Potter books and start studying!

Boy: I think it's just the opposite. If you don't find time to relax when you're a student, you become stressed. And that's not good for your studies either.

3

Woman: OK. Could everybody listen? OK, I'm here to tell you a little bit about our society. It's actually one of the biggest societies here at this college. Maybe one reason for that is because you don't have to be good at dancing to join. In fact, beginners are welcome. We offer classes at all levels and for different styles – ballet, modern dance, street dance ... For people who are already good dancers we have advanced classes and we take part in competitions. Last year three of our dancers won!

4

Mum: Hello.

Boy: Hi, Mum!

Mum: Hi, darling. How are you? How's your first week at college?

Boy: Really good! There's a lot happening. Yesterday there was a fair where all the clubs and societies explained what they do, and how you can become a member.

Mum: Mmm, that sounds interesting. Did you join any?

Boy: Yes, I joined the Cooking Club.

Mum: Cooking? You? But you can't cook!

Boy: Well, yeah. That's why I joined. They teach you how to make simple dishes. If I don't go to classes, I'll never learn. I don't want to eat out all the time when I'm living away from home.

Mum: No, you're right. It's a very good idea.

Boy: They also organise special evenings where everybody cooks and then you all eat together afterwards.

Mum: That sounds great. You should invite me to one of those evenings ... But only after you've had a few lessons!

1.32

In this presentation I'm going to talk about homeschooling. I'd like to begin by saying that I can see some advantages to homeschooling. Firstly, you don't have to wear a uniform. So you can wear comfortable clothes all day. Secondly, you don't have to waste time travelling to school or worrying about arriving late, because you're already at your school. What's more, in some classes you can't go at the speed you want because some people understand what the teacher is explaining immediately, but there are others who take longer to get the idea. With homeschooling you're probably the only student so you can go at your own speed. But personally I can see a lot more disadvantages. First of all, if you have all your classes at home, you never meet other students or people of your age. I think that's a really big disadvantage. An important part of school is the social life. It's important to make friends and to be able to talk to people of your age. You also learn a lot from your classmates and by working with them. For example, I think working with others prepares you for the world of work when you're older because in any job you need to be able to work with others as part of a team. It's also true that, in my opinion, not many parents would be good teachers. Maybe they're clever and know lots of things, but I don't think parents can usually teach

all the different subjects, from maths to literature. Take my father for instance. He's a journalist. He knows lots of history, geography, art. But he doesn't like maths at all. Oh, and another thing is that exams and tests aren't much fun, but I think they help you to learn. If I didn't have to do exams, I wouldn't sit down and learn everything, and I wouldn't remember so much information. To sum up, I think there are some advantages to homeschooling. But I don't think that staying at home all the time is a good idea. The point that I'm trying to make is that school isn't just a question of exams and information. It's also about being with others, working together and learning to be part of a group or team.

1.33

Hi, Marta, it's Harry. Thanks for the links to the materials about the education system in Poland. I'll get in touch if I have any questions. Actually, I'm sure I will – if I am to make a good job of this project on schools in Poland and England, I need to understand how both systems work. I'm lucky that I can contact you, my very own expert on everything that concerns Poland. In fact, I've already noticed that your public schools are not quite the same as public schools here in England. Talk to you later!

1.34

1

Well, if you ask me, the subjects I liked most at school did not turn out to be useful in my professional life. I loved biology and chemistry, but I've never really needed them in my job! I work as a graphics designer, because I've always been good at art, drawing and computers, so, as much as I loved biology, I never once considered studying it at college. I do feel, however, that we didn't have enough art classes in secondary school. I wish there had been more.

2

My favourite subject at school is English. I'm really into reading and writing, and I would like to study literature in the future. If I were the headteacher of my school, I would organise a drama group, but, unfortunately, there are not enough students who would join. Most of my schoolmates like playing games or socialising online, and think reading is a waste of time. In my opinion, a drama group could encourage some of them to read more, and, therefore, it should be an obligatory part of our secondary education.

3

A lot of my colleagues complain that their teenage students don't read a lot

nowadays, because they're spending so much time on Facebook, Snapchat, Instagram and other social media. I tend to disagree. I've read somewhere that teens are actually spending more time reading, it's just that they read shorter texts, and so they may find it more difficult to process long ones. That's why, whenever I ask my students to do a reading assignment at home, I always start with shorter texts for them to analyse, so as not to discourage them, and then give them longer and longer pieces. They do have to practise some reading skills. After all, when they go on to college to study medicine, psychology or law, for example, they will have to read much longer texts!

4 When I was at primary school, I thought maths was the worst subject of all. It seemed so boring! But my secondary school teacher showed me that maths is actually an important part of our daily life, and it's essential to understand it well. That was what I liked about the classes: we didn't have to know the rules and principles by heart, but rather we were assessed for critical thinking and trying to come up with solutions to problems. I didn't have the best grades because I was rather lazy and kept forgetting my assignments, but I did learn to love maths – so much that I'm doing business studies now where it occupies a major part of my timetable.

Unit 6

2.01

- a select a programme
- b connect X to Y
- c press a button
- d charge/recharge a battery
- e switch/turn on/off
- f plug in
- g insert
- h tap the screen

2.02

1 **Boy:** Well, I can't do that, can I? I don't know how it works, do I?
Mum: Don't worry. I'll explain. If you can study advanced maths and physics at school, I think you'll be able to do this. Look. You plug it in, you switch it on, and you move it all over the floor like this, until it's clean. You think you can do that?
Boy: Umm, I'm not sure. Can you explain again?
Mum: Of course. Let me explain another way. If you don't clean the carpet in your bedroom in the next five minutes, you

can't go out this weekend. Now do you understand?

Boy: Err. Yeah.

2

Woman 1: Let's see what the instructions say. It says to switch it on by pressing power, then to take pictures you press the red button. You can select the ones you want to keep by pressing this button here and connect to a computer or laptop to save them. You recharge the battery when the red light flashes.

Woman 2: Oh well, that's easy. It was a good idea to buy this! We'll be able to take hundreds of pictures next week when we're on holiday. Ooh, and it says you can record short videos, too!

3

Woman: So, how does this work exactly?
Man: Oh, it's really simple. You switch the machine on here, like this. If they're really dirty, select a long programme. One hour is normally enough. There, can you see it says 45 minutes? That should do. So, select that one and then press the button here and just leave it. When it's finished, the plates and glasses should be good and clean – sparkling, in fact!

2.03

- 1 The gadget was invented last year.
- 2 The new phones are sold here.
- 3 Ten prizes were given.
- 4 The disc was inserted.
- 5 Emails are sent every day.

2.04

Presenter: Today on the Science Programme we begin by looking at smart homes. Here to help us is Jane Forrest, who's a specialist in technology in the home. Jane, what exactly is a smart home?

Jane: The simplest way to explain it is a house where technology and electronic systems make life easier for you.

Presenter: Can you give us some examples?

Jane: Yes. Take fridges, for example. Usually you just use a fridge to keep your food cold. But now there are smart fridges. They know exactly what food and drink they have inside. It isn't really magic, the fridge uses the bar code information on your food products – that's the label with the black lines. So, with that information, a smart fridge can suggest what to make for dinner using those ingredients.

Presenter: I hate thinking about what to make for dinner. Especially with what's in my fridge!

Jane: In that case, another thing that you'll like about smart fridges is that if you want to eat healthier food, your fridge can suggest healthy alternatives for the things you have in it.

Presenter: Amazing!

Jane: Or, for example, when you take something from the fridge, it automatically makes a note of it. You don't have to write a shopping list or go shopping. The fridge can make a list and send it to an online shopping service. You have all your food delivered to your house without doing anything yourself!

Presenter: That sounds great!

Jane: And the good thing is you can control everything either using a remote control or just your smartphone.

Presenter: Really?

Jane: Yes. Imagine you've gone out for the evening. With your mobile phone you can connect with cameras inside and outside your house to see that everything's OK. You can even turn the lights or the heating on or off, just with your phone, from any distance.

Presenter: That's useful. I've got pets and it's sometimes a problem to feed them. I'd be interested in finding a solution to that!

Jane: That's easy to fix! In a smart house you can have your pets fed automatically, whenever you like, using an app on your mobile.

Presenter: This all sounds great, but isn't it science fiction? Can you really buy smart houses today?

Jane: Bill Gates had a smart house built for over 100 million dollars some years ago. Nowadays lots of people are having electronic systems installed in their houses. Smart technology is everywhere. I mean, look at vacuum cleaners. Many homes have those robot vacuum cleaners, you know, you switch them on and you can have the floors cleaned without doing anything. That's a simple example of what a smart house can do now. But soon the vacuum cleaner will decide for itself when the floor is dirty and it'll switch itself on. You won't even need to press the on switch!

Presenter: But I find that a bit scary. It's like the robots are taking control.

Jane: Remember, you are still in control of all these systems. Imagine, in the morning, your alarm clock goes off. It automatically switches on the heating and your coffee machine ... You get out of bed and you don't have to do anything. Everything has been done for you!

Presenter: Don't you think that will make people lazier in the future? If we get everything done for us by robots and technology?

Jane: Aren't you tired of doing housework?! Smart houses will give us more free time to be active, do sport, go running, cycling, and also relax. I think

cleaning and shopping for food will be things of the past.

Presenter: You're probably right. I don't like doing housework in my free time either. You know, tomorrow I think I'll buy one of those robot vacuum cleaners you mentioned!

2.05

Erm ... both of the photos show students doing lessons in a secondary school. In the first photo they're in a normal classroom with a whiteboard whereas in the second photo they're in a laboratory. Of course, one thing that the photos have in common is that they both show lessons at school. It's interesting because in the first photo they're just listening to the teacher. However, in the second photo the students are actually doing experiments. They have liquids in bottles, and I can see a Bunsen burner in the middle of the photo. Erm ... Another important difference between the photos is that the students are all listening to the teacher in the first photo, but in the second photo they're working on their own. One other similarity between the photos is that in both photos the students look interested in the lesson. Personally, I like both types of lesson because I think it's important to learn the theories in a normal classroom, but then it's good to have practical lessons where you can do real experiments to check the theories. But if I had to choose one of the two lessons, I'd prefer the second. That's because I think it's more exciting to do things instead of just listening and writing. I'd like to have a job connected with science one day, so I think it's important to have practical lessons, because they help you to get ready for working in a real laboratory one day.

2.06

Today I'm going to continue by talking about circadian rhythms, as we scientists like to call them – or, to put it more simply, the biological clock, according to which all of us organise our lives. After last week's lecture, some of you approached me and asked whether there were any individual differences, and whether there is any truth in the idea of an early bird and a night owl. The answer is that circadian rhythms do differ from person to person. Some people have a naturally longer natural cycle, while others have a shorter one. If you have a longer cycle, you are what people call a night owl, and if it's shorter – you're an early riser, or an early bird. However, we also know that these cycles may change during an individual

lifetime. As children, we are natural early birds, but as teenagers we usually become more of a night owl, while as we grow older, we tend to need less sleep and, consequently, return to being early risers. The hormonal changes that take place in teenagers affect the biological clock and help to turn early risers into night owls, whether they like it or not. That's why, most of you probably stay up late and prefer to sleep until noon, rather than wake up on time in order to get to school on time. Am I right? Unfortunately, your personal circadian cycle might affect your life in negative ways: for example, if you are a night owl but have a day job, you run a greater risk of becoming addicted to caffeine or suffering from depression. On the other hand, as a recent study in Belgium has found, night owls can stay focused on tasks for much longer, unlike early birds. There are some advantages to being an early bird, however. According to some research conducted at the University of Toronto, early birds tend to sleep better and feel healthier and happier than night owls.

2.07

Will doctors be replaced by robots in the future? Actually, the question ought to be not if, but when. Robots are already performing some of the tasks that used to be done by doctors – and will continue to do so. Since 2010, after having been assessed as risk-free, robots have been widely used in the USA to perform operations which require great precision. Of course, a robot is not free to make the decisions, so there is always a human surgeon nearby controlling it. However, some operations require a precision that is impossible for humans to achieve. To give an example, in 2016 a controlled robotic surgeon was used for the first time at a hospital in Oxford to carry out surgery in which an extremely thin membrane was removed from a patient's eye. The operation successfully treated the sight defect. But robots are not just used to replace surgeons – they can also do nurses' work. A personal healthcare robot will soon be available to replace nurses in the home. But are we ready for robotic nurses? Although the idea may sound weird or even creepy, on the upside – a robot will not fall asleep when caring for an elderly patient, who may be living on their own, unless someone turns it off. It may also be used to remind a patient to take their medicines or to call the emergency services if the patient's life is in danger. However, I don't think that

robots will ever fully replace doctors – doctors will always have to talk to patients, offer them advice and make decisions about individual treatment. Although some specialists are worried about robots developing skills which might lead to job losses in the medical profession, I'm sure that robots are here to stay and that their presence in hospitals will become more and more widespread – and, personally, I'm looking forward to it.

Unit 7

2.08

- 1 golf
- 2 baseball, climbing, cycling, diving, football, judo, rugby, sailing, skiing, swimming, tennis
- 3 basketball, horse-riding, ice hockey, ice skating, snowboarding, volleyball, weightlifting
- 4 athletics, gymnastics, karate

2.09

1

Boy: So, what do you need to play?

Girl: Just a net and a ball.

Boy: And what do you have to do?

Girl: Well, basically there are two teams and you have to hit the ball over the net.

Boy: But do you hit it with a racket?

Girl: No, no, with your hands.

Boy: Oh, right. So, how do you win the game?

Girl: If the other team can't return the ball and it hits the ground, you win a point.

2

Girl: Ouch, this is a really violent sport, isn't it?

Boy: Yeah. It's like a boxing match, isn't it? The players spend more time hitting each other than trying to score goals.

Girl: I'm cold, too. It's freezing here next to the rink.

Boy: I know. It's a difficult sport to play, don't you think?

Girl: Yeah. You need to be able to skate well, but you need to be strong, too. They wear lots of protective clothes, don't they? It must be difficult to move wearing all that stuff.

3

Boy 1: Did you bring your boots?

Boy 2: Boots? No. I thought we were playing inside.

Boy 1: No, I told you we were playing on the big pitch today.

Boy 2: The big pitch? Oh no. I hate playing on the big pitch. The goal's so big that I never save any goals.

4

Girl: You need to have a really flexible body to do that, don't you?

Boy: Yes, and you can't be afraid of heights, can you?

Girl: It's amazing that their goggles don't come off when they hit the water.

Boy: I love watching it, but you have to be mad to do it, don't you? I mean jumping ten metres into a pool. It's dangerous, isn't it?

2.10

Presenter: Hello and welcome to another programme in our series about the origin of different popular sports. Today our expert, Anna Philips, is going to tell us about the origin of an incredibly popular sport – basketball. Anna, what can you tell us about the beginnings of basketball?

Anna: Well, in comparison with football, rugby or tennis, basketball is quite a modern game because it was only invented in 1891.

Presenter: Invented?

Anna: Yes. The man who invented it was James Naismith. Naismith, who was born in Canada, was working at a YMCA school. He was a PE teacher. His director gave him 14 days to invent a new indoor sport. It needed to be a sport which would keep students fit, but that wouldn't be aggressive or violent. That's why Naismith made basketball a non-contact sport.

Presenter: So, was this in Canada?

Anna: No, Naismith was born in Canada, but he was working in the US, in Springfield, in Massachusetts, which is really cold in the winter. That's why it had to be an indoor sport.

Presenter: What did they use for baskets?

Anna: They had fruit baskets, peach baskets. Of course, the problem was that when the ball went into the basket they needed to stop the match, somebody came with a ladder, climbed up and got the ball out of the basket! The game stopped for a few minutes after each basket. In fact, it was only in 1906 that they finally changed to the modern nets that we have today.

Presenter: Has the game changed a lot since its invention in 1891?

Anna: Many of today's rules are the same as the original rules which Naismith wrote. There were 13 in total. But in the original rules you couldn't bounce the ball, you could only pass it. Naismith had 18 students in his class, so originally he had nine people in each team, not five like there are now. His students, who were all boys, used a football at first. Later they made a special ball for the new sport. Actually, at one moment somebody wanted to call the sport 'Naismith Ball', but Naismith didn't like the idea.

Presenter: Oh! How long were matches?

Anna: In Naismith's original 13 rules, a match had two halves. Each half was 15 minutes long, with a five-minute break between them. Oh, and you only got one point for each basket you scored, not two like today. In fact, the final score in the first match was only one-nil!

Presenter: That doesn't sound very exciting! Nowadays top teams can score 100 points! ... So, was basketball immediately popular?

Anna: Naismith actually admitted that the first time he explained the new game to his class they weren't very excited by it! But the game was popular, and it soon became popular with other YMCA centres, too. And after that universities started playing it, too. Around that time they changed the rules to have five players in each team.

Presenter: Did Naismith live to see basketball become one of the most popular sports in the world?

Anna: Yes, In 1936, when Naismith was 75 years old, basketball officially became part of the Olympic Games. An organisation collected money so that Naismith could go to Berlin, where the games took place that year. That was a great moment for Naismith, to see people from countries all over the world playing the sport that he'd invented.

Presenter: I can imagine!

Anna: But the interesting thing is that Naismith wasn't really interested in competition, in winning or being the best. He just wanted to invent a sport that people would enjoy, and above all one that would help to keep them fit and healthy.

Presenter: Well, he certainly did that! Thanks for the information, Anna!

2.11

Girl: What do you think? Are top sports stars good role models for young people?

Boy: Yes, I think they are. Sports stars are good role models because they live healthy lives. They do lots of sport, and I think that's a good example for young people, because I think that nowadays a lot of teenagers don't get enough exercise.

Girl: I take your point, but I think that a lot of today's sports stars are bad role models because they're too competitive. They do anything they can to win, even if that means cheating. That gives the wrong idea to young people. If a football player cheats, then some young people think it's OK to cheat in exams, for example.

Boy: I see what you mean, but top sports people usually play in a team. So they're

a good example to young people because they help their teammates and show the importance of teamwork.

Girl: That's true, but I'm not sure sports people today really care that much about their team. They change teams all the time! I think they're more interested in money than in their team. Maybe in the past sports people played for the same team all their life, but not now.

Boy: I totally disagree with you. Some sports people are very loyal to their team and they stay with them. And they're also loyal to their fans. I know a lot of top sports stars who do lots to help their fans. They often give money to help others, children who are ill, for example.

Girl: Hmm, you've got a point. I know a lot of sports people who help with charities. They often visit hospitals and schools. But remember that they have lots of money, and they have lots of free time too, so it's normal that they do those types of things.

Boy: I agree to an extent that they do those things because they have time and money. But that isn't the only reason. I think a lot of top sports people were poor when they grew up and they worked really hard to get to the top of their sport. I think that's another reason why they're great role models – they show young people that anybody can get to the top if they work hard.

Girl: Hmm. Maybe you're right.

2.12

Jack (reporter): Welcome back after the break. Today we're talking about the idea of holding sports competitions for so-called extreme sports. So far we've talked about mountain biking, one form of which, mountain bike racing, was included in the Olympic Games in 1996, and surfing and rock climbing, which, it is just been announced, will appear in the summer Olympics in Tokyo in 2020. Our guests are Amanda Jones, a professional surfer from California, Philip Carver, a sports journalist and commentator, and, joining us in the studio, Pete Parker, a traceur, as you call yourselves in parkour, don't you?

Pete Parker: That's right, hi.

Jack: We'll talk about parkour in a moment, but first I'd like to hear a comment from Amanda. How do you feel about surfing becoming an Olympic sport? As Philip Carver said before the break, many of these new sports are expected to attract younger audiences to the Olympics.

Amanda: I'm really excited about the fact that the sport, which I love so much, will

become an Olympic sport. I mean, it's kind of cool that some of my friends, and maybe even myself, will have a chance to win an Olympic medal. You can't get any better recognition in the world of sport than an Olympic gold medal, can you?

Jack: Don't some of your surfing colleagues have mixed feelings about it?

Amanda: Well, I'm sure some of them do. In Tokyo, the surfing competition will take place at a beach so the conditions will be, like, totally unpredictable. But then again, sailing and windsurfing competitions are also held in such conditions, right?

Jack: Aren't you worried that once the sport becomes more institutionalised, it will lose some of its character?

You know, the sense of freedom and the relaxed and laid-back atmosphere?

Amanda: No way. It's not gonna happen, at least not with the people I surf with.

Philip: I have always held the view that the Olympic Committee should include newer, more recent sports – extreme sports, if you prefer to call them that. Who knows what the future will bring, they might even include free running in the Olympics one day.

Peter: Well, I have to say that I hope that day will never come. Sorry to disagree, but parkour is not like other competitive sports – and never has been. It's more of a way of life, a philosophy.

Jack: Isn't surfing a way of life?

Amanda: It most certainly is.

Philip: Allow me to disagree, Mr Parker. After all, you do have your federation, you organise sporting events and have a world championship. You also have two rankings lists, one for speed and one for freestyle. Is that not true?

Peter: Yeah, sure, parkour sporting events are organised around the world, mostly in the United States – though some of us think that such events will never be able to truly show what parkour really involves. You can't recreate the places where parkour was created – like urban areas – for the Olympic stadium, if you know what I mean.

Philip: Mr Parker, but don't you think organising sports events is also a way of promoting parkour? Wouldn't you like to raise more interest in your sport? It would probably mean more athletes and more fans ...

Jack: I'm afraid we need to take another break. We'll be back in a few minutes ...

2.13

Paige: Doctor Herriot, what advice would you give to a teenager who isn't really into sport, but would like to get fit and feel better about themselves? Is it true

that, unlike adults, any kind of exercise is good for a teenage body?

Dr. H.: Well, no, not really. For example, I wouldn't recommend beginning with anything too excessive, like running 15 kilometres a day. Instead, you can take up jogging, go swimming or visit the local gym, but the most important thing is to keep going. In other words, do something regularly and stick to it. Also, always remember about warming-up before working out.

Paige: How about a teenager who is shy or not very confident? They might not be so happy about visiting a gym full of sporty-looking people.

Dr H.: Yes, I see your point. They have to be a bit more creative, in that case. They could start off with walking, cycling or skating to and from school, rather than being driven, providing it's an option, of course. They might take the family dog for long walks or help with the household chores. Also, it might be a good idea for them to accompany a member of the family to the gym. They can also use exercise videos and work out at home.

Paige: Thank you, Doctor Herriot. I'm sure some of your tips will be of use.

2.14

1 In my opinion, team sports are much more exciting than individual sports.

2 Why isn't football as popular in the US as it is in Europe and Latin and South America?

3 I forgot my tennis racket. Could you lend me yours?

4 Would you like to play volleyball with us this evening?

Unit 8

2.15

1 (sounds of an orchestra tuning up)

2 (someone playing a guitar)

3 (people clapping)

4 (someone performing Shakespeare: 'To be or not to be ...')

5 (someone speaking to an orchestra)

6 (people cheering as a rock band plays)

7 (someone chipping stone and talking about what they're doing)

8 (someone talking about a painting they're working on)

9 (a group of people thanking an audience)

10 (someone trying compositions on the piano)

2.16

amazed, bored, confused, depressed, disappointed, disgusted, embarrassed, excited, fascinated, frightened, inspired, interested, relaxed, surprised, tired, uninspired, worried

2.17

Presenter: And now on the Six o'clock Show today we have some interesting news from the arts world ...

Co-presenter: Yes, that's right. Apparently, it's bath time. Has anyone seen this?!

Presenter: Ha! That's amazing! It's a rubber duck, just like the one I used to play with in the bath when I was a kid.

Co-presenter: What? Was yours over 16 metres tall, too?!

Presenter: Er, no, mine was a bit smaller. So what is this? Who made it?

Co-presenter: A Dutch artist, a sculptor. His name is Florentijn Hofman. He's taken the duck all around the world – it's been in China, Japan, France, Australia, the US ... People love it wherever it goes.

Presenter: Yes, I agree, there's something special about it.

Co-presenter: In this article here they asked him why he thought it was so popular. He said that it helped to make people feel relaxed and happy. You know, it reminds them of when they were small, they remember when they were young and didn't have so many worries and problems. Actually, in this interview he says that he thinks the duck has been most popular in Asia ... like in China, Hong Kong and Japan. He thinks maybe that's because people work such long hours there.

Presenter: Hmm. It can't be very easy to transport. Have they ever had any accidents with the duck?

Co-presenter: Well, they don't actually transport it, I think each one is a new model, but yes, they have had accidents! The duck actually exploded in Taiwan!

Presenter: Oh no! Why?

Co-presenter: Reporters asked them what had happened, but I don't think they really know. They said maybe birds had attacked it, or maybe it was a change in the weather. First, it had been raining a lot and then it was sunny ...

Presenter: It must be complicated for the artist to make something so big.

Co-presenter: It's like you're the toy!

Presenter: You know, I could imagine people using the duck for publicity, you know, putting the name of a company on the side. I'm sure that would be an easy way to draw attention to your company name.

Co-presenter: Oh, companies have tried. But Hofman told them not to do it.

He wants people to think of it as art, not as publicity. In Japan they asked him to create a special version to put on the roof of a Museum of Art. But he only wants it to exist in the water.

Presenter: Is there one permanent version of it anywhere?

Co-presenter: No, it just moves around the world all the time. But Hofman says that's part of the idea. The duck makes you look at a public space in a new way when it's there. And when it's gone, it makes the place look new again, even though you've maybe been there hundreds of times.

Presenter: Hmm. I think that's true. You never really look closely at the places that you pass every day. You stop looking at them.

Co-presenter: True. You know, the funny thing is that somebody asked him if he liked rubber ducks.

Presenter: What did he say?

Co-presenter: No! Except for his giant rubber duck, of course! The thing is, when he became famous for the giant rubber duck, people started to give him rubber ducks as presents all the time. In the end, he had to throw them away!

Presenter: Ha! Well, I hope he doesn't throw his Giant Rubber Duck away and that it swims here one day. I'd love to see it!

2.18

Boy: Do you remember any particular school trips?

Girl: Oh yes! The one I remember the most was a long time ago, when I was in primary school. I went to see a play in English with my class, oh, and with our English teacher, of course.

Boy: Where was the play?

Girl: It was at a small theatre near to the centre of my home town.

Boy: And what happened? Why do you remember it?

Girl: Well, at first the play wasn't anything special. There were only two or three actors and the story was a bit boring. But later, after about half an hour, the actors had a break and two musicians went on stage. They sang one or two songs and then asked if anybody wanted to sing a song in English. I was really shy when I was smaller, but everybody always said I had a good voice and was a good singer. So they started to say 'Ewa wants to sing, Ewa wants to sing!'. One of the musicians came and took my hand and told me to go with him onto the stage. At first, I said I didn't want to, but in the end he kept on insisting and so I went.

Boy: How did you feel?

Girl: I was really frightened! It was embarrassing because I'd never been on a stage before, and I'd never sung in public, apart from with friends. Anyway, the musicians started playing a song I knew. I was so nervous that

at first nobody could hear me, but after a minute or two I started to feel more relaxed and enjoy myself. In the end, all of the audience was clapping and shouting my name. It was an amazing experience!

Boy: What happened next?

Girl: Next, they asked me to sing another song, and another. Finally, I had to stop because the actors had come back to finish the play. But later on everybody said that the best thing about the school trip was my singing! I think that's why I enjoy singing and playing music so much now!

2.19

Zosia: Excuse me, Mr Jones. Could we talk to you for a minute?

Nick Jones: Sure. Hello, Zosia. Hello, Kuba.

Kuba: Last Christmas we saw the nativity play that you put on with some children at the Dom Kultury, and we've been wondering if you would like to start up an English drama club at our school.

Nick Jones: Yes, the nativity play went really well, didn't it? The children loved it. I think your idea sounds interesting. I haven't really had the time to think about doing anything like that yet, as it's still my first year teaching English at your school, but, yes, I think it would be great.

Zosia: We were thinking of doing something for the arts festival which is organised at our school every spring. We have live performances and concerts, but also different workshops and competitions.

Kuba: And we thought we might stage something by William Shakespeare, as it's the anniversary of his birthday in April.

Nick Jones: Sounds inspiring to me. I don't think we would manage a whole play, though.

Zosia: Yes, we thought the same. But we could choose some memorable scenes from his plays, like the balcony scene from *Romeo and Juliet*, or some of the funny scenes from his comedies.

Nick Jones: Yes, that sounds doable. Why don't we turn putting on plays into something more regular, you know?

We could have different kinds of plays for different occasions, like Midsummer Night, St Andrew's Day, Remembrance Day and so on. It needn't be only for the festival.

Zosia: That's a great idea!

Kuba: We've already talked to Miss Jabłońska, the headteacher. We told her it would be a great opportunity for our group to practise English, and she was really excited about the idea.

Zosia: And we will be able to have rehearsals here, at school, in the

assembly hall. We will also receive some money for the costumes and props, if necessary, but she said she would have to talk first to some people from the local theatre who might help us with that.

Nick Jones: It sounds like you've already organised everything! So, what's my role, then?

Zosia: Director, of course! Here, look at the flyers and the poster we've prepared to advertise it. All you have to do is agree.

Nick Jones: No problem. Of course I do!

2.20

1
And now over to our culture section. This week, it is about one of the most popular teenage series of the last decade. As you know, I'm not really into musicals, but *Glee* is a must see. All of the seasons are a surprisingly entertaining example of television at its best. If you think it's a typical high school musical, you're wrong. It tells the story of a Spanish teacher who becomes the director of a high school Glee club, or what is otherwise called the school choir, and who helps restore its former glory. The series doesn't only focus on the club members' talents and performances, but also on their school life, which is sometimes difficult and painful. The cast includes some real talents, like the amazing Lea Michele. Even though the plot is not always that original or creative, the strong points of the show are the music, especially the covers of well-known songs, and the characters, whom teenage audiences will find easy to relate to, especially if they attend a similar small town high school. Generally speaking, it's light-hearted fun, but who doesn't like to have fun once in a while?

2

Woman: Hello. I was just passing by and I saw these paintings through the window. They are amazing!

Man: Good afternoon. They are, aren't they?

Woman: I'm not usually into modern art, but these are unusual. I love the use of colour. They are a bit depressing, but, at the same time, there's something about them ... I've never felt moved by art in this way.

Man: They do seem to have an effect on people.

Woman: Is the artist a man or a woman? Let me guess... I'd say a man.

Man: You're right. The painter is a man, a young aspiring local artist.

Woman: Are his works for sale?

Man: Some of them will be after the exhibition is over.

Woman: Are you the gallery owner? I'm the editor of an art magazine. We like to promote young artists. Maybe the painter would be interested in giving us an interview ...

3

Can comic books be regarded as examples of serious art? After all, they have been an extremely popular element of pop culture for many years. In the past, parents and teachers could never understand why children didn't want to read real books. Nowadays, however, I think it's more likely that you will see an adult rather than a child turning the pages of the adventures of their favourite superhero, be it Batman or Daredevil. The sale of comics and graphic novels in the US has been growing steadily over the last 20 years. Strangely enough, even university professors admit that graphic novels can be looked upon as serious art forms, as they resemble real novels, and although comic books are usually shorter, they often touch upon serious subjects like war or philosophy.

Unit 9

2.21

- 1 You have to go now.
- 2 You must have known.

2.22

- 1 She might have gone.
- 2 They can't have done it.
- 3 It couldn't have been me.
- 4 You must have heard it.
- 5 We may have lost.
- 6 They must have known.

2.23

Girl: Craig, you like rugby, don't you?

Boy: Yeah. Why?

Girl: Do you know anything about the Rugby World Cup final in 1995? I'm doing a project about South Africa. The topic is 'Why was the 1995 Rugby World Cup so important for South Africa as a nation?'

Boy: That's easy. Haven't you seen that film *Invictus*? The one with Morgan Freeman and Matt Damon.

Girl: No, I remember the trailer, but I never actually saw it at the cinema.

Boy: That's a pity. If you'd seen it, you would have learnt a lot about South Africa. It tells the story of the final, but it's more about the political situation in the country at that time.

Girl: OK. So what really happened?

Boy: Well, Nelson Mandela had just become the first black president of

South Africa. He'd spent 27 years in prison but had been free for four years when he became president. But the country was still very divided. At that time nearly all the South African rugby players were white South Africans, Afrikaner. And generally black South Africans didn't really support the rugby team. A year before the World Cup, Mandela had watched a match between South Africa and England and many black South Africans wanted England to win, not South Africa!

Girl: Really?

Boy: Yeah. So Mandela wanted to change that. He wanted rugby to help to unite the country. He had to persuade both sides to forget their differences and come together. So there was a new slogan for the South African rugby team: 'One Team, One Country'.

Girl: Hmm. That's a nice slogan.

Boy: Another thing he did was to get the rugby team to learn the new national anthem. You see, the new national anthem was really an old song of black resistance. So when the rugby team sang it, it was a very strong message that this was a new start for the nation. It was like both sides were accepting each other for the first time.

Girl: Did South Africa get to the final?

Boy: Yes, and just before the match, Mandela appeared on the pitch. He was wearing a South African rugby shirt. Some people were surprised at first because they didn't really expect him to be so enthusiastic about the team.

And 95% of the people in the stadium were white, and Mandela hadn't always been very popular with them. But little by little everybody started standing up and calling his name. He became a hero for the whole nation. In that moment, he made everyone forget their differences. Some people think that the country wouldn't have felt united at that time if it hadn't been for the Rugby World Cup.

Girl: And did they win the final?

Boy: Yes, they did. But there's a conspiracy theory about that.

Girl: Really? Why?

Boy: Well, they played New Zealand. New Zealand was a really good team. But nearly all the New Zealand players had food poisoning just before the match. I think 27 out of 35 players were ill. Some people think they were poisoned by eating or drinking something at their hotel.

Girl: Really?

Boy: Yes. A lot of people think that if they hadn't been ill, they would have won the final. But it was incredibly dramatic. South Africa won in the last

minute of the game. And when Mandela came on to give the South African captain the cup, everybody stood up again.

Girl: Wow! What a story. I can see why they made it into a film!

2.24

Erm, in this picture I can see some people sitting in a semicircle in front of an audience. They're wearing very formal clothes. It must be the ceremony for the Nobel Prize because I can see a big letter N in the middle of the picture. And in the background near the top of the picture I can see the colours of the Swedish flag – blue and yellow. It looks as if the person standing slightly right of the centre is giving a speech. It's probably about the Nobel Prize. I'm not sure but I think the people on the right might be members of the royal family of Sweden because I think they usually give the prizes. I imagine the people on the left could be famous scientists or maybe writers or politicians, but I don't know who they are. There must have been a lot of people there because the Nobel Prize is really important. It looks like the people in the background are musicians, probably an orchestra, because I can see they are holding musical instruments. Of course, I've never been to a Nobel Prize ceremony, but at my school we have a prize ceremony at the end of each year. Last year's was really enjoyable because two of my best friends got prizes.

2.25

1

I'm not going to try and convince you that all video games are good for your children, but, nevertheless, there are some which can make your kids more globally aware citizens. Does that sound impossible? Well, have you ever heard of World Without Oil? No? It was an alternative reality game, released in 2007, designed to make gamers aware of how the world might look without oil. The game may have made many players feel uncomfortable as its aim was to make them imagine life in such a world, and also force them to work together on ways of adapting to and coping with such a situation. Was it successful? You bet! It must have been enjoyable, too, as the players came up with some really sensible responses.

2

Last year, my girlfriend and I read about the 'Clothing the Homeless' project, in which people donate clothes to the homeless and the poor. We thought we could try a similar

initiative near our school. We set up a big clothes rail, along with some warm winter clothes that members of our families had donated, and attached a note which read, "If you're cold or in need, please help yourself." At first nothing happened, but then our initiative was advertised in the local media, and people started coming and asking if the clothes were really for free. This year we're going to do it again as the idea turned out to be really successful. However, if we hadn't read about it on social media, we would never have thought about it in the first place.

3
I think everyone can help, no matter how old they are. After I had retired, I used to get so bored! Then a friend told me about voluntary work at a local soup kitchen. It's a place where we provide a daily bowl of thick soup to the homeless or the poor. I help out with the cooking and serving three times a week. I may be old, but still believe that I can do something that is both helpful and useful.

4
This year the charity our school has decided to support is the 'Giving them a Good Christmas' organisation. You might have heard about our project in the local media, as it's become quite famous. This year, we have a list of presents which children at immigration centres would like to receive. As usual, we ask volunteers to bake cakes and make Christmas decorations, which we will then sell at our annual Christmas concert and fair. The money raised will all be spent on buying the presents.

Unit 10

2.26

1
Girl: I'm not sure. What do you think?

Boy: Well, I don't really know. I like the colour, but I'm not sure. Are they comfortable?

Girl: Not really!

Boy: Well, remember, we aren't going to a fashion show. We're going to be walking in the country for hours. If they aren't comfortable, your feet are really going to hurt.

Girl: You're right. Maybe I should try those trainers.

2
Woman: Now, what else do we need to get?

Man: Well, remember, it's Jamie's birthday next week. What can we get him?

Woman: I dunno. A CD or something? A DVD? I know he likes adventure films.

Man: Mmm. Maybe not. I was thinking of a watch. The one he's got is a bit old now, maybe we could get a sports watch, with a timer.

Woman: That's a good idea! Now where will we find watches? They might be in the men's clothes department, or maybe electrical goods.

Man: I dunno. This place is enormous. Let's ask that lady over there.

3
Woman: Can I help you?

Man: Yes, I've tried this on and I really like it, but I think it's a bit too small.

Woman: OK. What size was that one?

Man: Medium, I think. Yes, medium.

Woman: Fine. Well, look, try this one. This is large. Is the colour OK?

Man: Well, I usually prefer darker colours for jackets, but I can't find any.

Woman: You might like these jackets over here. They come in dark blue, black or grey.

Man: Mmm, yes, those are nice. Can I try the grey one on?

4
Man: And can I have two for Australia?
Woman: Are they just for normal letters?
Man: Yes, look.

Woman: Right. Well, they go by air mail, of course. Is that everything?

Man: Er, yes, thanks.

Woman: That'll be £3.50 in total.

Man: When do you think the letters will arrive?

Woman: Erm. If you're lucky they should arrive in a week.

Man: OK. Thank you!

2.27

1 That dress is so expensive.

2 It's such an amazing shop.

3 I'm so happy that you're here.

4 It's such a pity that you can't come.

2.28

1
Jenny: Hi, Katie. Where have you been? I was worried. I thought you'd only gone out for five minutes.

Katie: Hmm. Yeah, that's what I thought. I just went to the supermarket to buy a couple of things I needed. And in the end, I bought all of this. If only I'd had my lunch before I went shopping.

Jenny: Why??

Katie: Because they say that if you eat before you go shopping in a supermarket you spend less.

Jenny: Really?

Katie: Yes, because you don't feel hungry, so you don't pay attention to all the biscuits and cakes and ice cream. That's what I bought in the end.

Jenny: What I do is make a list of what I need before I go. And then I only buy those things. If it's not on my list, I don't buy it.

Katie: That's a good idea.

Jenny: Anyway, don't worry. I'll help you eat all those extra biscuits and cakes.

Katie: Great. Thanks a lot, Jenny.

2

Jack: Are you doing anything on Saturday, Harry?

Harry: No, I don't think so. Why?

Jack: I'm going to the shopping centre to buy an MP3 player. You know a lot about electronic stuff, don't you? I wanted you to come and help me choose a good one.

Harry: Yeah, OK. I wish I had enough money to buy a new MP3 player. Mine doesn't work anymore.

Jack: Really?

Harry: Yeah. When I bought it I thought I was saving money because it was so cheap. But it was cheap because it was badly made. I wish I'd bought a better one. But now I know the good from the bad. I learnt my lesson!

Jack: Yeah. That's why I wanted your help. Anyway, I want something in the middle, not too cheap but not the most expensive either.

Harry: Don't worry. Let's go to that new department store. They have lots of different models there.

Jack: OK. Great.

3

Mum: Look at these. They're beautiful, aren't they? And there's a 30% discount on them.

Mia: Let's see. Hmm. They are nice, Mum.

Mum: Let's see if they've got my size. Hmm. No, they're all small sizes. If only my feet were smaller!

Mia: Hmm. They've got my size though, Mum. Do you mind if I try them on quickly?

Mum: Oh, go on then.

Mia: Oh yes, they're perfect. Can I have them? Come on, you did say they're nice. And they are much cheaper than usual ...

Mum: Hmmph.

Mia: Mum? What's the matter? Why are you looking so upset?

Mum: It's just ... every time we come shopping I find all the nice things and you end up getting them.

Mia: Well, it's not my fault my feet are smaller than yours! Now, Mum, where's your debit card?

Mum: And on top of everything I have to pay!

4

Lucy: I wish you wouldn't do that!

Tyler: What?

Lucy: Every time I suggest going shopping at the weekend you say you've got something else to do.

Tyler: Well, it's true. I just remembered that I have to go and watch my cousin play football. He's got an important match on Saturday, you see?

Lucy: Yeah, this weekend it's your cousin. Last weekend it was your uncle, the time before it was your grandfather.

Tyler: It's just that, er, I've got a big family, and, er, we're very close.

Lucy: But when I said we could go to see a film you said yes. As soon as I say the word shopping you suddenly find an excuse for not being able to go.

Tyler: You're right. Look, Lucy, it isn't that I hate going shopping with you. It's just that I hate going shopping with anybody!

2.29

Shop assistant: Can I help you?

Lily: Yes, I'm looking for a hoodie, you know, a top. It's for a friend.

Shop assistant: What size is he?

Lily: Large.

Shop assistant: Large, OK, we've got some here in blue and grey.

Lily: Have you got anything a bit brighter? These are a bit too dark, a bit too serious.

Shop assistant: How about these? These are new in.

Lily: Hum. Yeah. I like the green one. And the blue one. Do you have them both in large?

Shop assistant: Let me have a look ... Erm ... We've got the blue one in large, but the green one is only in small or medium.

Lily: OK. I'll take the blue one. Can I bring it back if it doesn't fit or if my friend doesn't like it?

Shop assistant: Yeah, no problem. Just remember to bring the receipt. And you've got 28 days to bring it back.

2.30

Shop assistant: Good morning. Can I help you?

Lily: Yes, I'd like to make a complaint.

Shop assistant: Oh dear. What seems to be the problem?

Lily: I bought this hoodie here last week as a present for a friend. It shrank the first time he washed it! It was a large, but now it's more like a small.

Shop assistant: I'm sorry. We haven't had anybody else with that problem. Are you sure he followed the washing instructions?

Lily: Yes!

Shop assistant: I see. Well, we can either replace it for you straight away, or we could give you a refund. Which would you prefer?

Lily: I'll take the refund.

Shop assistant: Fine. Have you got the receipt?

Lily: Yes, here it is.

Shop assistant: Thank you. £40. There you are. I'm sorry about that.

2.31

Elizabeth (reporter): Let's go back to the negative aspects of advertising.

We often complain about commercial breaks on television, which sometimes seem to go on forever, and pop-up ads on every website we visit.

Ann: Exactly. That's why so many people prefer to use streaming services rather than the television. At least there you can have a break from ads.

George: I'd like to disagree with you, Ann. As I said before, the biggest problem with advertising is that so many ads are poor quality, and that's why we can't stand watching them, just as we don't like watching poor-quality shows.

Ann: Of course most of them are poor quality! I agree with you there, George. For me, though, the worst thing about advertising is that they hardly ever tell or show the truth. It's always about something being the best, the most comfortable, the cheapest, and so on. I mean, how many cars are THE most comfortable? Or, have you ever used an intelligent lipstick, Elizabeth? These may not be blatant lies, but neither do they tell the truth.

George: I do see your point, Ann. It's a well-known strategy, but don't the public realise? I mean, we all know the purpose of advertising is to sell, isn't it?

Elizabeth: I think George has a point here, but only when it comes to adult audiences. How about children?

Children are vulnerable to advertising, as we all know from numerous studies.

Ann: Exactly. It makes me really angry to see a commercial for some electronic equipment, which will be bought by the parents, but in fact is being targeted at their children, who, in most cases, end up having a massive influence on the final decision to buy.

George: I agree with you completely that children shouldn't be treated in the same way as adult consumers, and this is a point that should be regulated by law. That's what many countries do. In Sweden, for example, it is forbidden to advertise anything for children under 12.

Elizabeth: So, to sum up, is there nothing positive about advertising whatsoever?

George: Of course there is! Just think of all the social campaigns we've seen appearing in recent years. In my agency, we've recently worked on a campaign

encouraging people to use fewer plastic bags, which I think has been quite successful. How else can you reach people and make them more aware of important social issues?

Elizabeth: That is a good point, George. Thank you very much for joining us, we'll come back to the topic of advertising next week...

2.32

I'm sure we've all heard stories about teenagers earning huge amounts of money and becoming millionaires before they've become adults, but this is usually the case in the entertainment or professional sports industry. Think of Miley Cyrus who earned over 340 million dollars between 2007 and 2017. However, you don't have to be talented in order to make your first million before you've left your teens behind. Sometimes you just need to follow your passion or hobby and be full of determination. Take Nick D'Aloisio. Nick learnt about programming from books and How-to online videos, and devised his first app when he was only 12. Later, he launched more apps – whenever he was on his summer holidays. Finally, at the age of 15, he made an app that turned long articles into short texts. A billionaire from Hong Kong provided the money to develop Nick's app, and an improved version was later sold to Yahoo for 30 million dollars. Nick was also offered a position there. Another example of a self-taught programmer who made a fortune is Robert Nay. He had no knowledge of coding at the age of 14, but was desperate to learn. He could soon code so well that he wrote his own game – Bubble Ball. After making it available online for free, it soon had two million downloads. As a result, he earned 2 million dollars in the game's first two weeks. Did these two kids have any exceptional talent? Well, they most definitely showed a lot of determination – and that has paid off in the long run. If you ask me, the road to becoming successful is to start with something that you are passionate about – and not to let anything or anyone stop you.

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